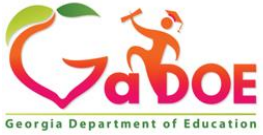


## 2020-2021 SCHOOL IMPROVEMENT PLAN



**NAME OF SCHOOL:** Wilkinson Gardens Elementary  
**PRINCIPAL:** Ca’Vana Lambert

**NAME OF DISTRICT:** Richmond County School System

**SUPERINTENDENT:** Dr. Kenneth Bradshaw

- Comprehensive Support and Intervention*    *CSI Alternative*    *Targeted Support and Intervention*    *Promise*  
 *Schoolwide Title 1 School*    *Targeted Assistance Title 1 School*    *Non-Title 1 School*

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

### SIGNATURES:

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Principal Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Federal Programs Director \_\_\_\_\_ Date \_\_\_\_\_

Revision Date: \_\_\_\_\_ Revision Date: \_\_\_\_\_ Revision Date: \_\_\_\_\_



## 2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Wilkinson Gardens Elementary				
Principal	Ca'Vana Lambert				
Date Last Revised:	September 24, 2020	Goal Area:	High Academic Achievement and Success For All	Performance Objective:	Increase student performance at or above

Initiative 1 (SMART Goal):	During the 2020-2021 school year Wilkinson Gardens will increase proficient and above performance in ELA 6% from to 9% as measured on Georgia Milestones assessment.				
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Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/ Resources Needed (Include Professional Learning Needed)	Funding Source
Increase implementation of Foundations from two days to four days a week for Online Academy Students	<a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a>	Strong	Instructional Specialists (N. Williams-ELA)	Schedules/Lesson Plans	Mon-Thurs during synchronous instruction in	computers	N/A
Collaborate with RESA Literacy Specialist and L4GA grant coordinator to coordinate professional learning for teachers in grades Pre-K-5 in effective literacy strategies	<a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf</a>	Strong	Instructional Specialist (D. Jackson)	"Minutes Agenda Sign-in Sheet	"The 4th Friday of the month Monitoring and monitor every other Wednesday	RESA/PL	"CSRA RESA Early Literacy Specialist"
A 160-minute instructional literacy block will be implemented to include 30 minutes of intervention or enrichment. In grades K-2 CAPIT	<a href="https://capitlearning.com/">https://capitlearning.com/</a> <a href="https://readingplus.com/">https://readingplus.com/</a>	Strong	Administration (S. Bailey-Assistant Principal)	Master Schedule, Observations, Walkthroughs,	Daily for 160 min. during the Literacy Block	Observation checklist	N/A

## 2020-2021 SCHOOL IMPROVEMENT PLAN

The Instructional Specialists will assist teachers with the implementation of strategies noted in the book, Guided Reading to enhance the literacy	<a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007_033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007_033.pdf</a>	Strong	Instructional Specialists	Agendas Sign In sheets reflections from teachers' lesson plans	Select Fridays during Collab time	Guided Reading Book	N/A
Collaborative Planning process will be utilized to share and discuss strategies, review assessment results, and to provide support for improvement in	<a href="http://www.bestevidence.org/word/CSRO_MS_and_HS_Reading_Nov_06_2006.pdf">http://www.bestevidence.org/word/CSRO_MS_and_HS_Reading_Nov_06_2006.pdf</a>	strong	Instructional Specialists	Minutes; Agendas; sign-in sheets; student work and	Fridays of each week	N/A	N/A
Writing will be implemented across the curriculum to improve writing skills.	<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/17">https://ies.ed.gov/ncee/wwc/PracticeGuide/17</a>	Strong	Instructional Specialists	Lesson plans, observations Data	October 2020		PL
Vocabulary strategies will be implemented across the curriculum to improve reading comprehension.	<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/19">https://ies.ed.gov/ncee/wwc/PracticeGuide/19</a>	strong	Instructional Specialists	Lesson plans, observations Data	October 2020		PL
Schedule RTI meetings to support student learning.	<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a>	strong	Teachers Assistant Principal	RTI Schedules	October 2020		

## 2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Wilkinson Gardens						
Principal:	Ca'Vana Lambert						
Date Last Revised:	September 24, 2020	Goal Area:	High Academic Achievement and Success For All	Performance Objective:	Increase student performance at or above grade level		
Initiative 2 (SMART Goal):	During the 2020-2021 school year, Wilkinson Gardens will increase proficient and above performance in Math from 3% to 6% as measured on Georgia Milestones assessment						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/ Resources Needed (Include Professional Learning Needed)	Funding Source
Provide guided math professional learning to assist teachers on how to differentiate math instruction in small groups to meet the needs of all students	<a href="https://ies.ed.gov/ncee/wwc/Study/86089">https://ies.ed.gov/ncee/wwc/Study/86089</a>	Moderate	Instructional Specialists- Nadine Williams	PL presentations agendas sign in sheets observations with	October 2020	Manipulatives Promethean boards	Title I Updated Promethean boards
A 100-minute instructional math block will be implemented to include 30-minutes of I-Ready personalized learning (enrichment or intervention) in grades K-	<a href="http://edpolicy.education.jhu.edu/wp-content/uploads/2016/11/IreadyandMAPmasthead">http://edpolicy.education.jhu.edu/wp-content/uploads/2016/11/IreadyandMAPmasthead</a>	Promising	Instructional Specialists- Nadine Williams	Lesson Plans Schedules Walk Throughs Data	October 2020	computers	Title I Laptops, Promethean Boards
Use number talks to support students' mathematical thinking, explanation, and reasoning.	<a href="https://ies.ed.gov/ncee/edlabs/regions/northwest/./module3-handout.pdf">https://ies.ed.gov/ncee/edlabs/regions/northwest/./module3-handout.pdf</a>	Moderate	Instructional Specialists- Nadine Williams	Lesson plan reviews, observations	October 2020 Daily		

## 2020-2021 SCHOOL IMPROVEMENT PLAN

Provide students with a variety of strategies to solve math problems.	<a href="https://ies.ed.gov/ncee/edlabs/regions/northwest/.../module3-handout.pdf">https://ies.ed.gov/ncee/edlabs/regions/northwest/.../module3-handout.pdf</a>	strong	Instructional Specialists- Nadine Williams Dana	Lesson plan reviews, observations	October 2020 Daily		
Schedule RTI meetings to support student learning.	<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a>	strong	Teachers Assistant Principal	RTI Schedules	October 2020		

## 2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Wilkinson Gardens						
Principal:	Ca'Vana Lambert						
Date Last Revised:	September 24, 2020	Goal Area:	High Performing Culture and Workforce	Performance Objective:	Develop and implement staff high standards and expectations		
Initiative 3 (SMART Goal):	During the 2020-2021 School Year, Wilkinson Gardens will increase the climate star rating from 2 stars to 4 stars as measured by the CCRPI climate score.						
<b>Evidence-Based Action Steps</b>	<b>Link to ESSA Evidence (insert URL)</b>	<b>ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)</b>	<b>Action Step Leader</b>	<b>Evidence of Effectiveness</b>	<b>Timeline for Implementation</b>	<b>Materials/Resources Needed (Include Professional Learning Needed)</b>	<b>Funding Source</b>
Provide mentors for all Induction Teachers and differentiated professional learning to aid in the implementation of strategies and differentiated instruction.	<a href="https://www.gadoe.org/School-Improvement/Sc">https://www.gadoe.org/School-Improvement/Sc</a>	Written rationale	N. Williams D. Jackson	Mentor Observations, Agendas, Minutes	Sep.2020		
Instructional Specialists will provide differentiated classroom management professional learning based on teacher needs			N. Williams D. Jackson	Agendas, handouts, Surveys	October 2020		
Assist teachers in the use of technology and related electronic support to access most current academic resources and differentiated instruction (Canvas)			N. Williams D. Jackson	Log and agendas	September 2020		

## 2020-2021 SCHOOL IMPROVEMENT PLAN

Shared decision making/collaborative opportunities with all stakeholders			D.Jackson		October 2020		
Teachers will implement the Positive Behavior Intervention Supports (PBIS) plan.	<a href="https://www.pbis.org/research">https://www.pbis.org/research</a>	strong	PBIS Team led by Lynna Lacy	PBIS Plan Ongoing Discipline Data Minutes,	August 2019		Title 1
Target SEL by implementing soft skills and self-knowledge curriculum with the assistance of an additional Counselor.	Rationale provided		Ms. Kennedy	Lesson Plans Observations Counselor Schedule	September 2020		Title 1



## 2020-2021 SCHOOL IMPROVEMENT PLAN

Performance Measure (with unit of measurement)	Actuals	Baseline	Target Year 1	Actuals Year 1	Target Year 2	Actual Year 2	Target Year 3	Actuals Year 3	Target Year 4	Actuals Year 4	Target Year 5	Actuals Year 5
	(2018-2019)	(2019-2020)	(2020-2021)	(2020-2021)	(2021-2022)	(2021-2022)	(2022-2023)	(2022-2023)	(2023-2024)	(2023-2024)	(2024-2025)	(2024-2025)
Increase the percentage of students reading on grade level by Grade 3 (Proficient	3.7	3.7	6.7									
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math	6.3	6.3	9.3									
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	3.6	3.6	6.6									
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	1	1	4									
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target												

**2020-2021 Professional Learning Plan to Support School Improvement**

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
1	Effective literacy strategies for 3-5th grade teachers	September 2020 November 2020	RESA	Dana Jackson Instructional Specialist	Observation Feedback/Reflections/Implementation of Monitoring Plan	Student Data Obtained from CAPIT, Foundations, Dibels, and Reading Plus
1	GOSA Growing Readers PL	August-May 2021 PL is provided by on-site GOSA Literacy Coach and is on going	GOSA Growing Readers Grant	Nadine Williams Dana Jackson Instructional Specialists	Observation Feedback/Reflections/Implementation of Monitoring Plan	Student Data Obtained from CAPIT, Foundations, Dibels, and Reading Plus
1	CAPIT, Foundations, & Reading Plus curriculum PL	8/1/2020	GOSA Growing Readers Grant	Nadine Williams Dana Jackson Instructional Specialists	Observation Feedback/Reflections/Implementation of Monitoring Plan	Student Data Obtained from CAPIT, Foundations, Dibels, and Reading Plus
2	Guided Math professional learning to include number sense, using	August-ongoing	Title 1	Dana Jackson Nadine Williams Instructional Specialist	Observation Feedback/Reflections/Implementation of Monitoring Plan	I-Ready Math

## 2020-2021 SCHOOL IMPROVEMENT PLAN

**Response to SWP 3:** Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training:

Funding Source	How funds will be used
Federal Funds: Title I Funds <b>Include any Title I paid employee and everything you plan on purchasing this year.</b>	Educational Resources, Technology, Instructional Specialist (1), Literacy Para, Computer Para
State Funds	
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	Instructional Specialist (1), Part-time Counselor
Local Professional Learning Funds	District coordinates activities
Grants	L4GA, GOSA Literacy

Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

## 2020-2021 SCHOOL IMPROVEMENT PLAN

### 1. Comprehensive Needs Assessment – Section 1114(b)(6)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

CCRPI	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Sources
CCRPI Score - School	55	50	48.6	51.2000	GADOE portal
CCRPI Score - District	63.1	68.3	59.3	65.7000	
CCRPI Score - State	72.9	76.6	78.8	74.7500	
Georgia Milestones	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
% Developing Learner or Above - ELA	38.3	36.3	32.8	35.8000	SLDS
% Developing Learner or Above - Math	48.3	47.1	41.3	45.5667	
% Developing Learner or Above - Science	53.8	25.6	23.9	34.4333	
% Developing Learner or Above - Social Studies	43.1	28.2	29.2	33.5000	
% Proficient or Distinguished Learner - ELA	9.8	7.3	6	7.7000	
% Proficient or Distinguished Learner - Math	9.8	10.8	7.6	9.4000	
% Proficient or Distinguished Learner - Science	12.3	5.1	4.4	7.2667	
% Proficient or Distinguished Learner - Social Studies	3.1	1.3	0.9	1.7667	
iReady	Mid-Year 2017-2018	Mid-Year 2018-2019	Mid-Year 2019-2020	3-yr Avg	Data Source
% Students Reading on Grade Level - 5th Grade	15	7	21	14.3333	I-Ready Reports
% Students Reading on Grade Level - 4th Grade	7	13	14	11.3333	

## 2020-2021 SCHOOL IMPROVEMENT PLAN

% Students Reading on Grade Level - 3rd Grade	20	26	25	23.6667	
% Students Reading on Grade Level - 2nd Grade	17	27	37	27.0000	
% Students Reading on Grade Level - 1st Grade	43	25	30	32.6667	
% Students Reading on Grade Level - Kindergarten	43	58	61	54.0000	
On Grade Level Lexile (%)	24	28	43	31.6667	I-Ready Reports
% Students Math on Grade Level - 5th Grade	17	23	13	17.6667	I-Ready Reports
% Students Math on Grade Level - 4th Grade	19	20	11	16.6667	
% Students Math on Grade Level - 3rd Grade	8	10	14	10.6667	
% Students Math on Grade Level - 2nd Grade	6	10	9	8.3333	
% Students Math on Grade Level - 1st Grade	23	11	13	15.6667	
% Students Math on Grade Level - Kindergarten	35	38	25	32.6667	
On Grade Level Quantile (%)	18	18		18.0000	I-Ready Reports
<p><b>Reflection Questions:</b> How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? How are Lexiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?</p>					
<ol style="list-style-type: none"> <li>1. Teachers use Lexile scores to determine the reading level for all the students (F2F &amp; Online). The I-Ready program determines Lexile levels. The benchmark assessment in I-Ready is given three times during the school year. Each time it is taken, the student is given their updated Lexile score. The Lexiles are used to provide small group instruction during Guided Reading, independent reading, personal learning, and intervention.</li> <li>2. Parents receive an I-ready print out of their students' Lexile level which includes and explanation and instructions on the child's next steps.</li> <li>3. Students are informed of thier Lexiles during conferences with their teacher. Goals are set during these individual student-teacher conferences.</li> <li>4. Teachers have received training regarding Lexiles and how to use them.</li> <li>5. All content teachers attend Lexile training.</li> <li>6. The Media Specialist provides numerous resources in the media center that are readily available to the students. She also conducts Read alouds, and media classes.</li> </ol>					

## 2020-2021 SCHOOL IMPROVEMENT PLAN

**Reflection Questions:** How are student Quantiles used instructionally to improve student growth? How are Quantiles communicated to parents to ensure they understand what these scores mean? How are Quantiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Quantiles. Does your professional learning for Quantiles include all content areas?

1. Teachers use Quantile scores to determine the mathematical needs of the students. The I-Ready program determines Quantile levels. The benchmark assessment in I-Ready is given three times during the school year. Each time it is taken, the student is given their updated Quantile score. The Quantiles are used to provide small group instruction during Guided Math, personalized instruction, intervention, and enrichment. 2. Parents receive an I-ready print out of their students' Quantile level which includes an explanation and instructions on the child's next steps. 3. Students are informed of their Quantiles during conferences with their teacher. Goals are set during these individual student-teacher conferences. 4. Teachers have received training regarding Lexile's and how use them. 5. All content teachers attended Quantile training.

Student Profile	2017-2018	2018-2019	2019-2020	3-yr Avg	Data Source
Total Student Enrollment	550	687	577	604.6667	Infinite Campus (Student Information-Reports-Enrollment Summary)
Students Absent 6+ Days	394	439	120	317.6667	Infinite Campus (RCSS Custom Reports-Attendance-Attendance by Min Nbr of Days)
Discipline Incidences	761	659	73	497.6667	Infinite Campus-Behavior-Reports-Incident. Click on List by Year to see other school years.

**Reflection Questions:** What is your school's attendance plan? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly? Yearly?

1. Wilkinson Gardens follows the Richmond County Student Attendance Protocol. Parents can submit 5 written excuses for their child's absences. After 5 written excuses, parents must submit doctor's excuses. 5 unexcused absences during the academic year is defined as truancy.

2. Teachers input attendance daily into Infinite Campus. Teachers contact parents the first day of the students' absence, to check on the child and to see when they will return to school. Teachers first mode of contact is by phone and then by letter. The parent facilitator supports the teacher in contacting the parent. If absences persist, students are referred to the school social worker.

3. Students are encouraged to come to school daily either f2f or online through TEAMS and Canvas. Wilkinson Gardens has implemented an incentive program to increase school attendance. Every class that has perfect attendance for the day is announced during the afternoon announcement. The class also gets an attendance trophy to display outside their classroom. The name of every student that has been present since the beginning of the school year name is announced every Friday during afternoon announcement. Each month students are rewarded for attending school. They receive a certificate

## 2020-2021 SCHOOL IMPROVEMENT PLAN

and celebration. Attendance is monitored daily by the teacher, weekly by the data clerk and parent facilitator, and monthly by the school's Instructional Leadership Team to ensure that students who misses more than 5 days are reported to the social worker to determine why the student was absent. The social worker will report findings to the principal and the truancy officer.

Faculty & Staff Profile (2018-2019)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	1				School-level Data
Teaching Staff # of Years in Current School	22	5	6	2.0000	School-level Data
Teaching Staff # of Years in Profession	10	10	11	4.0000	School-level Data
	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
% Administrator Absent 6+ Days	50	50	0	33.3333	School-level Data
% Teachers Absent 6+ Days	N/A	100	27	63.5000	School-level Data
% Staff Absent 6+ Days	N/A	100	44	72.0000	School-level Data

**Reflection Questions:** Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

1. The principal and bookkeeper monitor the staff attendance.
2. There are some teachers who are chronically absent. These teachers are absence throughout the week and no pattern has been noticed.

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	10	87	3.0000	School-level Data
2. Instructional Planning	0	6	94	0.0000	School-level Data
3. Instructional Strategies	0	19	74	7.0000	School-level Data
4. Differentiated Instruction	0	26	74	0.0000	School-level Data
5. Assessment Strategies	0	0	100	0.0000	School-level Data
6. Assessment Uses	0	32	68	0.0000	School-level Data
7. Positive Learning Environment	3	16	71	10.0000	School-level Data
8. Academically Challenging Environment	0	35	65	0.0000	School-level Data
9. Professionalism	0	13	61	26.0000	School-level Data
10. Communication	0	6	94	0.0000	School-level Data

## 2020-2021 SCHOOL IMPROVEMENT PLAN

**Reflection Questions:** How well do the levels on the TKES Standards correspond with your students' achievement? Is your student achievement indicative of teachers with these TKES scores?

TKES ratings do align with Student achievement.

School Culture Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Student Mobility (%)	30.4	42.6	0	24.3333	Governor's Office of Student Achievement. <a href="http://gosa.georgia.gov/downloadable-data">http://gosa.georgia.gov/downloadable-data</a>
In-School Suspension (%)	N/A	0	225	112.5000	Infinite Campus-Behavior-Reports-Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	N/A	29	0	14.5000	Infinite Campus-Behavior-Reports-Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	0	1	0	0.3333	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)	10	8	10	N/A	<a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx</a>
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)	3	3	3	N/A	<a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx</a>

**Reflection Questions:** How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?

Suspension increases the number of days students are absent. Students are usually suspended only if their infractions are severe, chronic and the learning environment or school is disrupted. We utilized a behavior intervention specialist that had a designated room. Students with chronic behavior were placed in the intervention place for a given number of hours. The students were given problem solving skills for conflict resolution. during that time. They also completed given assignments. A PBIS team has been established and trained. PBIS implementation will continue during the 2020-2021 school year.



## 2020-2021 SCHOOL IMPROVEMENT PLAN

**Reflection Questions:** What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?

The school wide plan is PBIS. The PBIS initiative is included in our school handbook and is consistent with the Code of Conduct. All teachers will be trained on PBIS during preplanning to be able to fully implement it on the first day of school. This initiative will be monitored by the PBIS team. Teachers will also be encouraged at the beginning of the year to take district PL courses to improve their classroom management skills.

**Reflection Questions:** What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?

We implement PBIS (Responsive Classroom) to address student discipline and school culture this school year.

**Reflection Questions:** What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?

The main concerns were from the teachers. We addressed the areas of concern: including professionalism by all, and support by administration regarding discipline. These areas of concern brought the overall star rating down. Teachers were not following through with procedure regarding poor student behavior/discipline. Therefore, PBIS training was initiated, and select teachers were sent to AVID training. Both programs are being implemented this school year.

Family and Community Engagement Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Community Events (#)	0.0	0.0	2.0	0.6667	School-level Data
School Events (#)	3.0	3.0	8.0	4.6667	School-level Data
Parent Training Workshops (#)	8.0	10.0	14.0	10.6667	School-level Data
Curriculum Nights (#)	2	2	1	1.6667	School-level Data

Based on the data and the reflective questions, what 3 initiatives will your school focus on this school year?

1					
During the 2020-2021 school year Wilkinson Gardens will increase proficient and above performance in ELA 6% from to 9% as measured on Georgia Milestones assessment.					
2					
During the 2020-2021 school year, Wilkinson Gardens will increase proficient and above performance in Math from 3% to 6% as measured on Georgia Milestones assessment					
3					
During the 2020-2021 School Year, Wilkinson Gardens will increase the climate star rating from 2 stars to 4 stars as measured by the CCRPI climate score.					

## 2020-2021 SCHOOL IMPROVEMENT PLAN

### 2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)

a. The school will be implementing to address school needs, including a description of how such strategies will

- i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

<b>Economically Disadvantaged</b>	Provided breakfast and lunch. Growing Readers grant, GOSA grant
<b>ESOL</b>	ESOL teacher
<b>Race/Ethnicity/Minority</b>	Multicultural classrooms
<b>Students with Disabilities</b>	IEP services, SPED teachers, to support general education teachers

- ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Wilkinson Gardens uses strategies to strengthen the academic program in the school through the implementation of the following: Canvas, TEAMS, Computer Science program, Gifted Program, AVID program, and Teacher as Advisors program. Courses such as Art, Drama, and Physical Education are provided to ensure a well-rounded education.

- iii. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -

We are implementing f2f and online learning opportunities. F2F instruction includes extended literacy and math blocks that embed interventions within the classroom, and through Canvas activities. We are implementing Online Instructional literacy and math blocks through Canvas, and TEAMS. Teachers schedule one-to-one and small group tutoring sessions outside of the instructional blocks. In both f2f and online learning, students are identified as needing Tier 2 or 3 targeted interventions using research-based programs designed to accelerate their learning and move them toward grade-level goals. The interventions are assessed through bi-weekly progress monitoring. These students are progress monitored to evaluate the effectiveness of their instruction so that adjustments or modifications can be made. The intervention block is monitored by the administrative team and instructional specialists to ensure that explicit instruction is taking place based on student data. Tier 2 and Tier 3 students are served according to their learning deficits.

- a) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

\*Small Group Counseling Sessions provided by school counselor  
 \*Classroom Guidance Character Ed Sessions provided by school counselor  
 \*Teachers as Advisors Mentoring Program

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- b) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

During April, the counselors from RCSS Technical Career Magnet School, and Murphy Middle School presents to Wilkinson gardens 5th grade students. They provide students with a virtual tour and orientation. Information is provided on expectations and scheduling. Students have an opportunity to learn about specialized programs, clubs, extracurricular activities, and various programs that will be available in middle school.

- c) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.);

Wilkinson Gardens has developed and implemented PBIS school-wide that includes a tiered approach to addressing behavior.

- d) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

Wilkinson Gardens implements regular professional development. The instructional specialists conduct weekly PL that supports the SIP initiatives, and county directives. District level, and outside agency PL is scheduled routinely that further support professional development and the overall school needs.

- e) strategies for assisting preschool children in the transition from early childhood education.

Wilkinson Gardens houses two Pre-Kindergarten classes. During the Spring of the year, a meeting is held with all Pre-Kindergarten parents. Pre-K teachers present "A Day in Kindergarten" PowerPoint outlining the curriculum, schedule and skills to be learned during the kindergarten year. After the workshop, Pre-Kindergarten students are assigned to a Kindergarten class for a day. During this time, the kindergarten students participate in Kindergarten activities.

### **3. Schoolwide Plan Development – Section 1114(b)(1-5)**

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Consistent analysis of data; review and relevance and rigor of instruction and assessments; weekly grade level meetings; observations of classrooms by administrators, instructional Specialists; and district personnel; grade level planning; focus on vertical alignment; district and school based professional learning

- a. Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

Parent, faculty and staff surveys are given. The results from the surveys are used to assess concerns as well as things that are working. Our parent/community liaison works to ensure that families/ the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies and practices.

- b. Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Students' progress will be monitored to determine whether the implementations of the promising solutions is meeting the originally identified needs of the students. Assess the degree in which the plan is being implemented, identify and track progress and performance, and use the evidence to determine whether the interventions should continue as is, be modified or discontinued.

- c. Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Our School Wide Plan is available to the public. The plan is written in specific and relevant terminology that all stakeholders can understand.

- d. Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

#### **4. ESSA Requirements to include in your Schoolwide Plan**

The strengths of our program were defined through the ESSA. Links from the ESSA site was provided as well as a rationale where there was no ESSA evidence.

- a. Define how your interventions are evidence-based; or other effective strategies to improve

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student achievement. Sec. 1111(d)(B).

The school will use our Parent Liaison along with our faculty and staff will work together to ensure that parents are active participants in the life of the school, feel welcomed, valued and connected to the school staff. The faculty and staff will engage in regular, two-way, meaningful communication about their students.

b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

Annual Title I meetings are held to allow parent input regarding SIP and budget. Academic nights are held to support parents in providing academic support to their children.

c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable –

N/A

Through coordination with institutions of higher education, employers, and other local partners; and

N/A

Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

## Written Rationale (Dependent on ESSA Evidence Level)

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

ESSA recognizes four levels of evidence:

1. **Strong:** evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence:

<http://www.bestevidence.org/search.cfm>

<https://ies.ed.gov/ncee/wwc/>

[elsec/leg/essa/guidanceuseseinvestment.pdf](https://ies.ed.gov/ncee/wwc/elsec/leg/essa/guidanceuseseinvestment.pdf)

<https://ww>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

Rationale #1	
<b>Initiative: 3</b>	We will improve our WGE culture and climate from a two-star to a 4-star rating as measured by the GaDOE school climate survey.
<b>Action Step:</b>	Target SEL by implementing soft skills and self-knowledge curriculum with the assistance of an additional Counselor.

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<b>Current Research to Support this Action Step</b>	Durlak, Weissberg recent analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:						
<b>Expected Results</b>	Better academic performance						
<b>How will Success be Measured?</b>	The amount of time students spend in small group will decrease						
<b>Data Points</b>	Beginning of Year	Small group mtg twice	Goal	Small group mtg one or	Actual		
<b>Status Checkpoint Dates:</b>	Every reporting period (9 weeks)						
<b>End-of-Year Results and Reflection</b>							