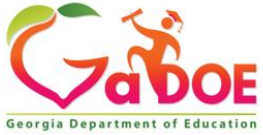


# 2022-2023 SCHOOL IMPROVEMENT PLAN



<b>NAME OF SCHOOL: WILKINSON GARDENS ELEMENTARY</b> <b>PRINCIPAL: SANDRA BAILEY</b>
<b>NAME OF DISTRICT: Richmond County School System</b> <b>SUPERINTENDENT: DR. KENNETH BRADSHAW</b>
<input checked="" type="checkbox"/> <i>Comprehensive Support and Intervention</i> <input type="checkbox"/> <i>CSI Alternative</i> <input type="checkbox"/> <i>Targeted Support and Intervention</i> <input type="checkbox"/> <i>Promise</i>
<input type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i>

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

<b>SIGNATURES:</b> Superintendent _____ Date _____
Principal Supervisor _____ Date _____
Principal _____ Date _____
Federal Programs Director _____ Date _____

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

## 2022-2023 SCHOOL IMPROVEMENT PLAN

School:	WILKINSON GARDENS ELEMENTARY				
Principal:	MRS. SANDRA BAILEY				
Date Last Revised:	June 6, 2022	Strategy Map Goal Area:	Student Achievement and Success- Reading	Strategy Map Performance Objective:	Improve early literacy and numeracy skills

Initiative 1-Literacy (SMART Goal):	By the end of the 2022-2023 school year, the percentage of students performing on grade level in Reading will increase by 3 percentage points as measured by district mandated I-Ready Assessment				
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Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
What action steps will the school team implement to meet this goal?	Insert link	Identify ESSA level (Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step.	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (Include Professional Learning Needed)?	Identify funding source and estimated cost.
Instructional Specialists will use the coaching cycle to support teachers with effective use of phonics instruction (Foundations), Guided Writing, and implementation of sustained reading. The Instructional Specialists will provide modeling, co-teaching, and feedback based on walkthroughs conducted by the Instructional Leadership Team to monitor	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/</a>	Strong	Instructional Specialist	Observations/ Feedback Students' growth document forms Lesson Plans Foundations Trackers	. By the end of the 2022-23 School Year, 28% of our students will be at grade level or above in comprehension and 53% in phonics as measured by i-Ready.	August 2022- May 2023	Computers Foundations training, guided writing training, GOSA sessions Student workbooks Leveled Reading Books Pocket Charts	Title 1 Part A 1003a  Title 1 Part A

## 2022-2023 SCHOOL IMPROVEMENT PLAN

implementation of phonics and reading comprehension.								
Teachers will use the I-Ready BOY, MOY, and EOY assessments to monitor student's progress in phonics and comprehension.	<a href="https://ies.ed.gov/ncee/wwc/Study/82924">https://ies.ed.gov/ncee/wwc/Study/82924</a>	Moderate	Instructional Specialist	Student Growth Reports	i-Ready Reading Diagnostic  By the end of the 2022-23 School Year, 24% of our students will be at grade level or above	August 2022-May 2023	Computers Headphones	Title 1 Part A
Teachers will plan with the effective use of technology to strengthen literacy-based digital learning experiences for students using Canvas and other e-learning platforms.	<a href="https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL-West_Digital_Safety_FAQ_v68_Clean_proofed_FINAL_113357.p">https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL-West_Digital_Safety_FAQ_v68_Clean_proofed_FINAL_113357.p</a>	Strong	Instructional Specialist/ Technology IR	Collab Agendas, Minutes, Sign- in Sheets, lesson plans Canvas and other e-learning platform assignments	By the end of 2022-23 school year, 75% of the teachers will consistently utilize Canvas and other e-learning platforms as measured by student usage reports.	August 2022-May 2023	Canvas virtual PL sessions, laptop charging cart, ipads prometean boards, Wireless keyboards	Federal-School Improvement funds & Title I Part A 1003a

## 2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Wilkinson Gardens Elementary							
Principal:	Ca'Vana Lambert							
Date Last Revised:	June 6, 2022	Strategy Map Goal Area:	Student Achievement and Success- Math	Strategy Map Performance Objective:	Improve early literacy and numeracy skills			
Initiative 2-Math (SMART E Goal):	By the end of the 2022-2023 school year, the percentage of students performing on grade level in Math will increase by 3 percentage points as measured by district mandated I-Ready Data.							
<b>Evidence-Based Action Steps</b>	<b>Link to ESSA Evidence</b>	<b>ESSA Evidence Level</b>	<b>Position(s) Responsible</b>	<b>Success Criteria for Implementation</b>	<b>Success Criteria for Impact on Student Achievement</b>	<b>Timeline</b>	<b>Resources</b>	<b>Funding</b>
What action steps will the school team implement to meet this goal?	Insert link	Identify ESSA level (Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step.	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (Include Professional Learning Needed)?	Identify funding source and estimated cost.
The Instructional Specialists will utilize the coaching cycle to support teachers with Ready math implementation. The Instructional Specialists will provide modeling, co-teaching, and feedback based on walkthroughs conducted by the Instructional Leadership Team to monitor implementation of Ready Math.	<a href="https://ies.ed.gov/ncee/wwc/Documents/practiceguide/early_math_pg_111313.pdf">https://ies.ed.gov/ncee/wwc/Documents/practiceguide/early_math_pg_111313.pdf</a>	Moderate	Instructional Specialist	Observations/ Feedback  Student progress monitoring data	Ready Math Post Unit Tests  By the end of the 2022-23 School Year, 25% of our students will be at grade level or above in Numbers and Operation as measured by i-Ready.	August 2022- May 2023	Chart paper. Markers, ink, Poster maker supplies	RESA  Title 1 Part A 1003a
Teachers will use the I-Ready Math BOY, MOY, and EOY diagnostics and quarterly assessments to monitor student's	<a href="https://www.prnewswire.com/news-releases/new-">https://www.prnewswire.com/news-releases/new-</a>	Strong	Instructional Specialist	I-Ready assessment and progress monitoring data	i-Ready Math Diagnostic  By the end of the 2022-23 School Year, 20% of our	August 2022- May 2023	RCSS Assessment Calendar dates	Title 1 Part A

## 2022-2023 SCHOOL IMPROVEMENT PLAN

progress	<p>efficacy-research-demonstrates-curriculum-associates-i-ready-meets-every-student-succeeds-act-essa-federal-funding-requirements-including-school-improvement-funds-300601922.html</p>				students will be at grade level or above		<p>Laptops ipads  headphones</p>	
<p>Teachers will plan with the effective use of technology to strengthen math-based Digital Learning experiences for students using Canvas and other e-learning platforms.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL-West_Digital_Safety_FAQ_v68_Clean_proofed_FINAL_113357.pdf">https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL-West_Digital_Safety_FAQ_v68_Clean_proofed_FINAL_113357.pdf</a></p>	Strong	Instructional Specialist/Technology IR	Collab Agendas, Minutes, Sign- in Sheets, lesson plans Canvas and other e-learning platform assignments	By the end of 2022-23 school year, 75% of the teachers will consistently utilize Canvas and other e-learning platforms as measured by student usage reports.	August 2022-May 2023	<p>Access to Canvas and E-textbooks</p> <p>Training on Microsoft Teams &amp; Canvas</p> <p>Promethean Boards</p>	Federal-School Improvement funds & Title I Part A 1003a

## 2022-2023 SCHOOL IMPROVEMENT PLAN

School:	WGES							
Principal:	Ca'Vana Lambert							
Date Last Revised:	May 17, 2023	Strategy Map Goal Area:	Parent, Family, and Community Engagement	Strategy Map Performance Objective:	Initiate and develop collaborative partnerships			
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	During the 2022-2023 school year, WGE will increase their community Partners In Education (PIE) from 3 to 10 community partners as measured by WGE participation monitoring form							
Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
What action steps will the school team implement to meet this goal?	Insert link	Identify ESSA level (Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (Include Professional Learning Needed)?	Identify funding source and estimated cost.
Create a PIE committee to develop a community partner action plan and flow chart	<a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL_NEI_12_7_18_slides_508c.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL_NEI_12_7_18_slides_508c.pdf</a>	Strong	Parent Facilitator	Sign In Sheet Agenda Committee must meet once a month	Flow Chart and action plan indicating number of students impacted	August 2022	Parent Facilitator Action Plan Template Flow Chart Template Sign-In Sheet	Title I-\$200
The PIE Committee will create a monitoring tool to track participation and impact on students social and emotional needs	<a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL_NEI_12_7_18_slides_508c.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL_NEI_12_7_18_slides_508c.pdf</a>	Strong	Part-time Counselor	Counselors weekly report (Individual/small and whole group)	SEL Survey	August 04, 2022-May 24, 2023	Part-time Counselors' SEL materials	Title I-\$33,000
Host a WGE community partners interest and sign-up fair each semester	<a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL_NEI_12_7_18_slides_508c.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL_NEI_12_7_18_slides_508c.pdf</a>	Strong	Parent Facilitator and Part-time	Sign In sheet Agenda Committee must host	Number of students reported on monitoring form to	September 30, 2022 January 31,	Fliers Postage Envelopes	\$28,500

## 2022-2023 SCHOOL IMPROVEMENT PLAN

	vents/REL_NEI_1 2_7_18_slides_50 8c.pdf		Counselor	one fair per semester	receive services or contributions	2022	Parent Facilitator	
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## 2022-2023 SCHOOL IMPROVEMENT PLAN

Georgia Milestones Performance Measures (with unit of measure)	Baseline	Actuals	Target Year 1	Actuals Year 1	Target Year 2	Actuals Year 2	Target Year 3	Actuals Year 3
	2021-2022	2021-2022	2022-2023	2022-2023	2022-2023	2023-2024	2024-2025	2024-2025
Increase the percentage of students reading on grade level by Grade 3 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG	8%	8%	11%					
Increase the percentage of students scoring proficient or above on Grade 4 Reading GMAS	5%	5%	8%					
Increase the percentage of students scoring proficient or above on Grade 5 Reading GMAS	18%	18%	21%					
Increase the percentage of students scoring proficient or above on Grade 5 Math GMAS	10%	10%	13%					
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	2021=50							



**2022-2023 SCHOOL IMPROVEMENT PLAN**

**Professional Learning Plan to Support School Improvement**

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
1	Guided Writing Training	September 2022-July 2023	Guided Writing PL and training materials  Chart paper Poster maker paper Ink  Literacy Para	RESA Instructional Specialist	Guided writing lesson plans, teacher observations	BOY, MOY, EOY, literacy data report comparisons, lesson plan
1	Ready Math	September 2022-July 2023	Instructional Specialists	RESA Instructional Specialist	Quarterly math block walkthroughs	I-ready BOY, MOY, EOY data comparisons by domain

## **2022-2023 SCHOOL IMPROVEMENT PLAN**

All professional learning opportunities must be submitted by completing the RCSS PL Proposal (<https://www.rcboe.org/Domain/18276> ) and approved by the Teaching and Learning Department prior to conducting session. If funding is required, please collaborate with assigned federal program specialist.

## 2021-2022 SCHOOL IMPROVEMENT PLAN

**School Name: Wilkinson Gardens**

**Date: June 6, 2022**

### **Planning Committee Members**

<b>Name</b>	<b>Position/Role</b>	<b>Signature</b>
Ca'Vana Lambert	Principal	
Sandra Bailey	Assistant Principal	
Francenia Waltower	Teacher	
Dr. Mainhart	Teacher	
Jolee Edwards	Teacher	
Melanie Wheeler	Teacher	
Anastacia Shaffer	Teacher	
Tennille Jefferson	Teacher	
Jerome May	Teacher	
Trina Berry	Family Facilitator	
Dione Bonds Lynna Lacy	Teacher	
Nakeisha Jackson	Parent	
	Parent	
	EL Parent (if applicable)	
	Student (9 <sup>th</sup> -10 <sup>th</sup> ) <b>required</b>	
	Student (11 <sup>th</sup> -12 <sup>th</sup> ) <b>required</b>	

Note\*\* All parents are invited and more students are encouraged to participate in the schoolwide planning process.

# Title I Schoolwide Program



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

The Schoolwide Plan 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. Please enter the completion date for this year’s Comprehensive Needs Assessment.

June 23, 2022

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

Address the reform strategies the school will implement to meet the school needs:

- a) Describe how such strategies will 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;

Economically Disadvantage:	Wrap around service provided through parent resource room (food, clothing, & academic resources) Toys for Tots partnership (provides Christmas gifts for families) 21 <sup>st</sup> Century afterschool program ( provides afterschool care, academic support, & enrichment activities)
ESOL:	Support of ESOL Teacher (Teacher provides differentiated support based on Tiered students)
Race/Ethnicity/Minority:	Growing Readers Grant (Students select books based on their interests and Lexile levels. Teachers support students with reading their selected book). 21 <sup>st</sup> Century afterschool program- support students who attend high poverty low-performing schools
Students with Disabilities:	IEP Services (plan that supports the individual needs) SPED teachers ( create, provide, and monitor services noted in IEP)

- b) Describe how such strategies will 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;

<ul style="list-style-type: none"> <li>Implement an extended learning program through 21<sup>st</sup> Century- 21<sup>st</sup> Century provides homework help, tutoring, and enrichments opportunities. The program supports students who attend high poverty low-performing schools</li> <li>Establish a family resource center at school- The resource room includes academic resources that families can use to help students with academics during non-school related hours. Informative workshops help build parents capacity as they continue to influence their child’s academic progress.</li> <li>Target literacy and math Instruction-Teachers will engage in</li> </ul>
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# Title I Schoolwide Program

professional learning opportunities in literacy and math. Students will engage in intervention through the RTI process, and students will have access to the FEV online tutoring program,

- Make closing gaps a school-wide responsibility- Teachers will teach and assess according to the student's learning styles and develop learning opportunities that are relevant and engaging to diverse student populations
- Identify programs and strategies to increase achievement- Wilkinson Gardens will continue to implement the gifted program,, Teachers as Advisors program, I-Ready personalized learning program, Foundations phonics program, & the Growing Readers initiative to increase achievement.
- The leadership teams will analyze trends and patterns to develop, implement, and monitor the effectiveness of the School Improvement Plan on student achievement and closing the learning gaps.

c) Describe how such strategies will 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 -

- i. 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 the part-time school counselor

\*Implementation of Safford and Harmony Social & Emotional program.

\*Classroom Guidance Character Ed Sessions provided by full-time school counselor

\*Teachers as Advisors Mentoring Program

\*Beta Club, Student Council, Drama Club, Art Club, and Phenomenal Young Ladies Club are utilized to help students improve skills outside of the academic subject.

- ii. 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 the month of 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.

- iii. implementation of a schoolwide tiered model to prevent and address problem

# Title I Schoolwide Program

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. The Early Intervention Program (EIP), Individualized Education Plan (IEP), and 504 Plans are in place to address academics and behaviors for identified students.

iii.  
iv.

- i. 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 provides on-going, embedded professional development. The instructional specialists conduct bi-weekly PL that supports the SIP initiatives and county directives. In addition to school-based professional learning, PL is also provided by the district and other external organizations.

- ii. strategies for assisting preschool children in the transition from early childhood education, from elementary childhood to middle school, and from middle school to high school.

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 pre-kindergarten students participate in kindergarten activities.

During the month of 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.

### 3. Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26

- a.) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. How will you monitor the implementation of the School Improvement Plan? In addition to the State’s annual assessments, what other indicators will you use to measure academic achievement?

The goals and strategies noted in the SIP are continually monitored by administrators, teachers, leadership teams, Instructional Specialists, RESA, and DOE to evaluate the impact on student achievement. Assessments such as GA Milestones, I-Ready, and formative and summative assessments are used to measure academic achievement. Adjustments are made as needs are identified.

- b.) Review the previous year’s School Improvement Plan. Determine whether the schoolwide

# Title I Schoolwide Program

program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

The 2022-2023 I-Ready EOY Benchmark results showcased school-wide improvement in literacy and math. GA Milestones Assessment was not administered during the previous school-year. Therefore, improvement based on the state's academic standards cannot be determined at this time.

- c.) Describe how the Schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

The plan will be revised based the artifacts and consensus of the leadership teams. The leadership teams meet twice monthly to review artifacts and data.

## 4. ESSA Requirements to include in your Schoolwide Plan - Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Please enter the revision date for the Parent and Family Engagement Policy.

Revision date March 31, 2022.

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

- a.) The Schoolwide Plan 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. Please enter your initials to acknowledge this statement.

CL

- b.) The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will help develop 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. Please enter your initials to acknowledge this statement.

Documentation of the involvement of all stakeholders has been submitted to Federal Programs ( sign-in, agenda, feedback, minutes

- c.) The Schoolwide Plan 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. Please enter your initials to acknowledge this statement.

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# Title I Schoolwide Program



d.) The Schoolwide Plan 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. How is the School Improvement Plan made available?

Our School Wide Plan is available to the public via website, monthly Title I parent meeting, School Council meetings, and copies are available in the parent resource room. The plan is written in specific and relevant terminology that all stakeholders can understand.

e.) The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

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 Computer para (Shavon Turner) Promethean boards Professional Learning Conferences Laptop charging carts Parent Facilitator (Trina Berry)
State Funds:	N/A
Reduced Class Size (If applicable)	N/A
School Improvement Grant (If applicable)	Instructional Specialist (Lynna Lacy) Promethean Boards Part-time counselor (Judy Kennedy)
Local Professional Learning Funds	N/A
Grants	

### 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.



## 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/>

<https://evidenceforessa.org>

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>

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:</b>	
<b>Action Step:</b>	

## 2021-2022 SCHOOL IMPROVEMENT PLAN

<b>Current Research to Support this Action Step</b>						
<b>Expected Results</b>						
<b>How will Success be Measured?</b>						
<b>Data Points</b>	Beginning of Year	Small Group mtg twice weekly	Goal	Small group mtg one or less weekly	Actual	
<b>Status Checkpoint Dates:</b>						
<b>End-of-Year Results and Reflection</b>						

## 2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #2	
<b>Initiative:</b>	
<b>Action Step:</b>	

<b>Current Research to Support this Action Step</b>						
<b>Expected Results</b>						
<b>How will Success be Measured?</b>						
<b>Data Points</b>	Beginning of Year		Goal		Actual	
<b>Status Checkpoint Dates:</b>						
<b>End-of-Year Results and Reflection</b>						

## 2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #3	
<b>Initiative:</b>	
<b>Action Step:</b>	

<b>Current Research to Support this Action Step</b>						
<b>Expected Results</b>						
<b>How will Success be Measured?</b>						
<b>Data Points</b>	Beginning of Year		Goal		Actual	
<b>Status Checkpoint Dates:</b>						
<b>End-of-Year Results and Reflection</b>						