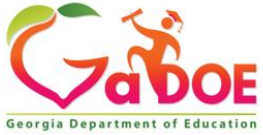


2020-2021 SCHOOL IMPROVEMENT PLAN



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| NAME OF SCHOOL: Deer Chase Elementary PRINCIPAL: Dr. Valerie Squire-Kelly |
| NAME OF DISTRICT: Richmond County School System |
| SUPERINTENDENT: Dr. Kenneth Bradshaw |
| <input 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 I School</i> <input type="checkbox"/> <i>Targeted Assistance Title I School</i> <input type="checkbox"/> <i>Non-Title I School</i> |

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

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| SIGNATURES: |
| Superintendent _____ Date _____ |
| Principal Supervisor _____ Date _____ |
| Principal _____ Date _____ |
| Federal Programs Director _____ Date _____ |

Revision Date: _____ Revision Date: _____ Revision Date: _____

2020-2021 SCHOOL IMPROVEMENT PLAN

School Name: Deer Chase Elementary

Date: 8/17/20

Planning Committee Members

| Name | Position/Role | Signature |
|--------------------|------------------------------------|------------------|
| Dr. Valerie Kelly | Principal | |
| Dr. Gwendolyn Ivey | Assistant Principal | |
| Latonya Fortune | Instructional Specialist | |
| Bruce Flournoy | Guidance Counselor | |
| Veronica Middleton | Gifted Teacher | |
| Karma Hall | Teacher | |
| Kendra Simmons | Teacher | |
| Vicki Knox | Teacher | |
| Saundell Blount | Family Facilitator | |
| LaPorsha Anderson | Parent | |
| Michelle Joseph | Parent | |
| | Student (9th-10th Representative) | |
| | Student (11th-12th Representative) | |

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

2020-2021 SCHOOL IMPROVEMENT PLAN

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|--------------------|-----------------------|------------|---------------------------------|------------------------|-------------------------|
| School: | Deer Chase Elementary | | | | |
| Principal: | Dr. Valerie Kelly | | | | |
| Date Last Revised: | 8/17/20 | Goal Area: | Student Achievement and Success | Performance Objective: | Improve content mastery |

| | | | | | |
|----------------------------|---|--|--|--|--|
| Initiative 1 (SMART Goal): | By April 2021, reading strategies both face to face and virtual will be implemented in grades K-5 to increase student growth in reading grade standards by 10% with a focus on 5% increments per school-wide common core assessments. | | | | |
|----------------------------|---|--|--|--|--|

| 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 |
|--|---|--|--|--|---|---|----------------|
| All teachers will use the Canvas Learning management system to teach and monitor reading instructional strategies. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Moderate | Dr. Ivey | Canvas Modules Common Assessments Data iReady Data | Daily | Canvas Training Common Assessment Training | NA |
| Media Specialist will use the Canvas Learning Management System to conduct read alouds weekly. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Moderate | Simmons | Canvas Modules iReady Data | Weekly | Canvas Training | NA |
| New teachers will meet with their mentor during office hours to assist with planning and instruction bi-weekly. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Strong | Fortune Knox Middleton Anderson | Lesson Plans Common Assessments Data iReady Data | August, September, Check in throughout the year | Mentor Training | NA |

2020-2021 SCHOOL IMPROVEMENT PLAN

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|--|---|----------|---|--|------------------------|------|---------|
| Buddy teachers who are experts in teaching ELA will be assigned to new teachers in their grade level to assist with planning and digital instruction. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Strong | Fortune Knox Middleton Anderson | Canvas Modules Lesson Plans Common Assessments Data iReady Data | August, every new unit | None | NA |
| All students K-5 will receive intensive, systematic instruction on up to 3 foundational reading skills in small groups. Students who score below the benchmark score on universal screening will receive additional support. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Strong | Teachers Fortune Middleton Simmons | Small group lesson plans, iReady data | Daily | | Title 1 |
| All students will be screened for potential reading problems at the beginning of the year and again at the middle of the year. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Moderate | Teachers Fortune Middleton Simmons | Lesson Plans Common Assessments Data iReady Data | August, January | | NA |
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2020-2021 SCHOOL IMPROVEMENT PLAN

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|--|---|---|---------------------------------|--|------------------------------------|--|-----------------------|
| School: | Deer Chase Elementary | | | | | | |
| Principal: | Dr. Valerie Kelly | | | | | | |
| Date Last Revised: | 8/17/20 | Goal Area: | Student Achievement and Success | Performance Objective: | Improve content mastery | | |
| Initiative 2 (SMART Goal): | By April 2021, in grades K-5 learning strategies will be implemented to help with the retention basic foundational knowledge of mathematical facts and skills, to increase student growth in mathematical grade standards by 10% with a focus on 5% increments per school-wide common core assessments. | | | | | | |
| 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 |
| K-5 Math teachers will use current I-Ready data to maintain foundational knowledge. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Strong | Teachers, Ms. Fortune | iReady universal screeners | September | iReady Refresher | NA |
| K-5 teachers will engage students in rigorous interactive assignments to increase math knowledge for each grade level. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Strong | Teachers, Knox Fortune | iReady universal screeners, common assessments | September | Canvas Training | NA |
| K-5 teachers will administer unit common assessments to determine mastery of the standards. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Moderate | Teachers, Dr. Ivey | iReady universal screeners, common assessments | September | Canvas Training | NA |

2020-2021 SCHOOL IMPROVEMENT PLAN

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|---|---|----------|---------------------------------|--|---|-----------------|----|
| K-5 teachers will provide hard copies of materials, assignments and assessments to students that do not have access to computers. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Moderate | Teachers, Dr. Ivey | iReady universal screeners, common assessments | September | None | NA |
| K-5 teachers will use Canvas and other platforms to maintain active and continuous communication with students and parents; Teachers will provide incentives to encourage virtual attendance and participation. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Strong | Teachers, Dr. Ivey | iReady universal screeners, common assessments | September | Canvas Training | NA |
| Mentor teachers will be provided to each new teacher; the mentor will have office hours to assist with planning and instruction bi-weekly. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Strong | Fortune Knox Middleton Anderson | Lesson Plans Common Assessments Data iReady Data | August, September, Check in throughout the year | Mentor Training | NA |
| Buddy teachers who are experts in teaching Math will be assigned to new teachers in their grade level to assist with planning and digital instruction. | https://ies.ed.gov/ncee/wwc/PracticeGuide/3 | Strong | Fortune Knox Middleton Anderson | Canvas Modules Lesson Plans Common Assessments Data iReady Data | August, every new unit | None | NA |
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2020-2021 SCHOOL IMPROVEMENT PLAN

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|--|--|---|--|----------------------------------|---|--|-----------------------|
| School: | Deer Chase Elementary | | | | | | |
| Principal: | Dr. Valerie Kelly | | | | | | |
| Date Last Revised: | 8/17/20 | Goal Area: | Operational and Organizational effectiveness | Performance Objective: | Regularly review and monitor policies and procedures for effectiveness. | | |
| Initiative 3 (SMART Goal): | Use the schoolwide discipline plan to ensure a safe and positive environment, as measured by a 25% decrease in the number of discipline referrals from the end of the previous year to the end of the 2020-2021 school year. | | | | | | |
| 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 |
| Set high expectations for all students by maintaining our three school wide rules/procedures for the school year. Our procedures include the following: discipline plan, cafeteria behavior, and dismissal plan. | https://ies.ed.gov/ncee/wwc/intervention/2018 | Strong | Dr. Ivey Flournoy Middleton | PBIS Celebrations | September | None | NA |
| For the 2020-2021 school year, effectively implement our current schoolwide discipline plan. | https://ies.ed.gov/ncee/wwc/intervention/2018 | Strong | Dr. Ivey Flournoy Middleton | PBIS Celebrations | September | None | NA |
| Implement our revised school wide dismissal plan for all students for the 2020-2021 school year. | https://ies.ed.gov/ncee/wwc/intervention/2018 | Strong | Dr. Ivey Flournoy Middleton | PBIS Celebrations | September | None | NA |

2020-2021 SCHOOL IMPROVEMENT PLAN

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2020-2021 SCHOOL IMPROVEMENT PLAN

| Performance Measure (with unit of measure) | 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 |
|--|-------------|---------------|----------------|---------------|---------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | (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 or above on the Grade 3 | 40% | 52% | | 54% | | 56% | | 58% | | 60% | |
| Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG | 44% | 50% | | 52% | | 54% | | 56% | | 58% | |
| Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG | 43.5% | 50% | | 52% | | 54% | | 56% | | 58% | |
| Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG | 38.2% | 40% | | 42% | | 44% | | 46% | | 48% | |
| Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target | 66.8 | 75 | | 77 | | 80 | | 85 | | 90 | |

2020-2021 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 and 2 | Developing Quality Assessments Creating Common Assessments | August 2020 September 2020 | None | Instructional Specialist | Fortune | Common Assessment Data |
| 1 and 2 | Content Specific PL | August 2020 September 2020 | None | Instructional Specialist | Fortune | iReady, Common Assessment Data |
| 1, 2, 3 | Canvas Help | August-ongoing | None | Instructional Specialist | Fortune | Parent, Teacher, and Student Surveys Booking App |
| 1 | Perspectives through picture books | August 2020 | None | Instructional Specialist | Fortune | iReady, Common Assessment Data |
| 1 and 2 | iReady Mastery Path | August - ongoing | None | Instructional Specialist | Fortune | iReady, Common Assessment Data |
| 1,2,3 | New Teacher Instructional Academy | August-ongoing | None | Instructional Specialist | Fortune | iReady, Common Assessment Data Teacher Surveys Booking App |

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 Include any Title I paid employee And everything you plan on purchasing this year. | Shandrel Blunt- Parent Facilitator Technology |
| State Funds | Funds will be used for professional learning. |
| Reduced Class Size (If applicable) | |
| School Improvement Grant (If applicable) | |
| Local Professional Learning Funds | District coordinates activities |
| 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.

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;

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;

| | |
|-----------------------------|---|
| Economically Disadvantage: | Through the use of intervention programs such as Foundations, From Phonics to Reading, and Do the Math, teachers will have daily intervention/acceleration blocks the first thirty minutes of ELA and Math for every child. |
| ESOL: | In addition to interventions, an itinerant ESOL teacher serves our population through pull out classes. We are following state guidelines concerning IEPs. |
| Race/Ethnicity/Minority: | See Economically Disadvantage |
| Students with Disabilities: | In addition to interventions, student’s IEPs will be closely monitored and followed. |

- 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;

Through the use of intervention programs such as Foundations, From Phonics to Reading, and Do the Math, teachers will have daily intervention/acceleration blocks the first thirty minutes of ELA and Math for every child.

- 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 -

- 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;

Several protocols have been put into place to ensure that we provide a well- rounded education, such as the use of the Stanford Harmony curriculum, daily. The use of our guidance counselor to address student needs. We also have a mental health team that meets to monitor students that may have concerns.

2020-2021 SCHOOL IMPROVEMENT PLAN

- 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);

Our counselor facilitates our Teachers as Advisors program monthly. This provides information on postsecondary and technical education and careers for our students.

- 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.);

We currently have a tiered school-wide discipline plan, which includes incentives for positive 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;

Collaborative planning is held weekly to introduce and monitor best teaching practices. Mentor teachers also provide support in retaining new and induction teachers.

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

Students from local day care centers, as well as from our Pre-K program spend the day in Kindergarten and eat lunch to aid in the transition from Pre-K to Kindergarten.

2020-2021 SCHOOL IMPROVEMENT PLAN

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

- 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;

We met in July 2020 to review our School Improvement plan from 2019-2020 and to develop our plan for the upcoming year, 2020-2021.

- 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;

Yes; we have developed our plan with these guidelines.

- 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;

Yes; it is in effect and will be regularly monitored and revised as necessary based on student needs. This will ensure that all students are provided opportunities to meet the challenging state academic standards.

- 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.

2020-2021 SCHOOL IMPROVEMENT PLAN

Yes; it is available to all stakeholders. The school improvement Plan once approved will be available on our school website.

4. ESSA Requirements to include in your Schoolwide Plan

- a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B).

All of the interventions we used are ESSA based strategies and can be found on the ESSA website.

- 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.

We will engage parents through our parent compact; it has been shared. We will also engage the parents in various family engagement activities. We have ensured that our website is up to date with the Title 1 parent engagement strategies.

- 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 –
 - i. Through coordination with institutions of higher education, employers, and other local partners; and

N/A

- ii. 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)

N/A

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/guidanceusesinvestment.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 | |
|---------------------|--|
| Initiative: | |
| Action Step: | |
| | |

2020-2021 SCHOOL IMPROVEMENT PLAN

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