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| **NAME OF SCHOOL: Performance Learning Center**  **PRINCIPAL: Dr. Horace L. Smith, Sr.** |
| **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.

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| **SIGNATURES:**  Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Federal Programs Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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| School: | Performance Learning Center | | |
| Principal | Dr. Horace L. Smith Sr. | | |
| Date Last Revised:  10/24/2022 |  | Strategy Map Goal Area: Student achievement and success | Strategy Map Performance Objective: Improve content mastery |

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| Initiative 1-Literacy (SMARTE Goal): | By the end of the 2022-2023 School year PLC will increase the percentage of Edgenuity course completions by 3% as measured in Edgenuity by developing and maintaining a comprehensive Edgenuity Monitoring Plan | | | | | | | | |
| **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.** |
| Change the reading model from course credit to push in push out model  **GAEP3, GAEP8** | | https://www.bakeru.edu/images/pdf/SOE/EdD\_Theses/Rich\_Starr.pdf | Strong | Instructional Specialist,  Media Specialist | Interventionist daily schedule, review case load roster | NWEA Map scores, Monitor Edgenuity scores and progress of Interventionist case load, Transcript, Infinite Campus | May 2023 | N/A | ARP |
| Provide intensive and individualized instruction for Tier 3 readers provided by Media Specialist  **GAEP3, GAEP8** | | https://www.agr.georgia.gov/retail.aspx | Promising | Instructional Specialist, Media Specialist | Lesson plans, Progress monitoring report, observations | NWEA Map scores, Monitor Edgenuity scores and progress of Interventionist case load, Transcript | May 2023 | Townsend Reading resources | ARP |
| Provide Professional learning that supports all five key components of reading development by building capacity to support the whole student  **GAEP8** | | https://files.eric.ed.gov/fulltext/ED512569.pdf | Strong | Instructional Specialist, | Sign-in sheet, presentation notes and documents, Focus-walk and Look For | NWEA Map scores, Monitor Edgenuity scores and progress of Interventionist case load, Transcript | May 2023 | Townsend Reading resources | ARP |

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| School: | Performance Learning Center | | | | | | | | | | |
| Principal: | Dr. Horace Smith | | | | | | | | | | |
| Date Last Revised:  10/24/2022 |  | | | Strategy Map Goal Area: Student achievement and success | | | | Strategy Map Performance Objective: Increase post high school readiness | | | |
| Initiative 2- Culture/Climate/Non-Academic  (SMARTE Goal): | By the end of the 2022-2023 will develop a program which fosters Employers / Students Relationship. 10% of school enrollment participation will be measured by Student Work Log. | | | | | | | | | | |
| **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.** |
|  | | https://files.eric.ed.gov/fulltext/EJ1068483.pdf | Promising | | Principal, Business Education Teacher, CTAE Coordinator | PL registration, PL completion certificates | CTAERN, Student Attendance | | May 2023 | CTAERN, WBL training, CTAE conference | CTAE |
| Develop a PLC personalized learning plan and Employer / School / Student relationship. | | https://www.michiganschildren.org/opportunities/improving- | Promising | | Principal, CTAE Coordinator, Counselors | Job observations, Employer performance assessments |  | | May 2023 | Local manufacturers | CTAE |
| Recruit a list of qualified and interested students | | https://files.eric.ed.gov/fulltext/EJ1068483.pdf | Promising | | Business Education Teacher, Transition Facilitator | Work schedules, Student surveys | CTAERN, Student Attendance | | May 2023 | Transportation, Clothing closet, soft skills training for students | Grants and donations |

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| School: | Performance Learning Center | | | | | | | | | | |
| Principal: | Dr. Horace L. Smith | | | | | | | | | | |
| Date Last Revised:  10/24/2022 |  | | | Strategy Map Goal Area: Culture and climate | | | | Strategy Map Performance Objective: Ensure positive learning and working environment | | | |
| Initiative 3- Culture/Climate/Non-Academic  (SMARTE Goal): | By May 2023, PLC staff will align PBIS structures with SEL and Restorative practices to increase positive behavior and decrease discipline offenses by 10% and suspension action codes by 20% as reported in Infinite Campus for the 2019-2020 school year. | | | | | | | | | | |
| **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.** |
| Provide professional learning focused on school staff meeting the cognitive, emotional, and social needs of all students  **GAEP5, GAEP6, GAEP7** | | https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf | Strong | | Principal, Consultant, PBIS Coordinators | PLC playbook, sign-in sheet, Professional learning training, Look-For | Student attendance data, discipline data, Infinite Campus | | May 2023 | MTSS PL, Stipends, Supplies | Title IV |
| Continue to provide school-based Mental health counseling  **GAEP5, GAEP6, GAEP7** | | https://irl.umsl.edu/dissertation/115/ | Strong | | School counselors, Mental health counselors, School Social worker | Student sign-in sheets, student surveys, group sessions, counselor sign-in sheets | Student attendance data, discipline data, Infinite Campus | | May 2023 | Mental health counselor funding  (FCCC) | Title IV |
| Continue MTSS/Behavior framework to build community and to repair harm in a continuum of responses to behaviors  **GAEP5, GAEP6, GAEP7** | | https://www.wested.org/wp-content/uploads/2019/04/resource-restorative-justice-in-u-s-schools-an-updated-research-review.pdf | Promising | | Principal, Consultant, PBIS Coordinators | PLC playbook, sign-in sheet, Professional learning training, Look-For | Student attendance data, discipline data, Infinite Campus | | May 2023 | Fox Consultant Funding | Title IV |

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| **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** |
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| **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 | Provide Professional learning for teaching reading in the content areas | July 2022-May 2023 | $7000/ARP | Instructional Specialist, Media Specialist | Instructional Specialist |  |
| 2 | Certify a work-based learning instructor | June 2022 | ?/CTAE | Principal, Business Education Teacher, CTAE Coordinator | CTAE Coordinator |  |
| 3 | Provide professional learning focused on school staff meeting the cognitive, emotional, and social needs of all students | July 2022-May 2023 | ?/Title IV | Instructional Specialist, Principal | Instructional Specialist, Assistant Principal |  |
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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.

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| **School Name: Performance Learning Center** | | |
| **Date:** | | |
| **Planning Committee Members** | | |
| **Name** | **Position/Role** | **Signature** |
| Dr. Horace L. Smith, Sr. | Program Administrator |  |
| Ms. Debra Crockett | Teacher |  |
| Ms. Allison Campbell | Transition Facilitator |  |
| Mr. Richard Dunn | Instructional Specialist |  |
| Dr. Sam Miller | Teacher |  |
| Ms. Monica Worthy | Teacher |  |
| Torri Slaughter | Parent / Teacher |  |
| Ms. LaFrance Carpenter | Teacher |  |
|  | EL Parent (if applicable) |  |
| William Green, Patience Holland | Student (9th-10th) required |  |
| Kendrick Cooper, Ashanti Dunn | Student (11th-12th) required |  |

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

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.

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1. **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:

* + 1. 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;

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| Economically Disadvantage: | Per pupil funds will be used to purchase materials/supplies that support the implementation of state standards. |
| ESOL: | Per pupil funds for ESOL student instructional materials, supplies, and technology. |
| Race/Ethnicity/Minority: | Per pupil funds will be used to purchase materials/supplies that support the implementation of state standards. |
| Students with Disabilities: | Students are identified through RCSS Child Find protocol at the beginning of school year and teachers are provided for students for identified IEP needs and schedules. |

* + 1. 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;

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| Instructional strategies and methods utilized at the Performance Learning Center to strengthen the academic program follow the RCK12 curriculum and are aligned with the GAEP standards. |

* + 1. 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 -
  1. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

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| Restorative practices include preventative intervention for building an interconnected school community and healthy school climate by building meaningful relationships, reframing discipline, and supporting student safety, well-being, and success. |

* 1. 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);

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| The PLC will offer students’ exposure to college/careers through virtual college/career tours, military recruitment and career inventory assessments. |

* 1. 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.);

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| The PLC will continue the implementation of a MTSS which includes SEL, PBIS and Restorative Practices to address problem behaviors and offer early intervention services. |

* 1. 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;

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| The PLC will provide professional development for staff in Edgenuity, MTSS, and Trauma Informed Practices. |

* 1. 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.

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| N/A |

1. **Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26**
2. 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?

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| N/A |

1. Review the previous year’s School Improvement Plan. Determine whether the schoolwide 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.

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| N/A |

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

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| N/A |

1. **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.

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| Both SEL and restorative practices are positive approaches to student behavior in that they promote positive environments and give students direct opportunities to develop and use positive skills. If implemented together and implemented well, both can help to boost the same outcomes, such as improved school climate, student-student and student-teacher relationships. |

1. **Schoolwide Plan Development – Section 1114(b)(1-5)**
2. 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.
3. The Schoolwide Plan 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. 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

1. 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.
2. 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?

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| Copy on school website  Available in school front office and media center |

1. 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.

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| Funding Source: | How funds will be used |
| Federal Funds: Title IV Funds Include any Title I paid employee and everything you plan on purchasing this year. | MTSS Consultant fees  Mental Health Counseling  Student Supplies  Professional Learning  Professional Learning Travel Expenses |
| State Funds: | N/A |
| Reduced Class Size (If applicable) | N/A |
| School Improvement Grant (If applicable) | N/A |
| Local Professional Learning Funds | N/A |
| Grants | N/A |

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://evidenceforessa.org/)

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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.

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| Rationale #1 | |
| **Initiative:** |  |
| **Action Step:** |  |
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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** |  | | | | | | |

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| Rationale #2 | |
| **Initiative:** |  |
| **Action Step:** |  |
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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** |  | | | | | | |

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| Rationale #3 | |
| **Initiative:** |  |
| **Action Step:** |  |
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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** |  | | | | | | |