

2021-2022 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: Warren Road Elementary School PRINCIPAL: Sherry Phillips
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 checked="" 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.

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

Revision Date: ___ 6/23/2021 ___ Revision Date: ___ 7/20/2021 ___ Revision Date: _____

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Warren Road Elementary				
Principal:	Sherry Phillips				
Date Last Revised:	7/20/2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve Early Literacy and Numeracy Skills

Initiative 1-Literacy (SMART Goal):	By the end of the 2021-2022 school year, the number of students reading on or above grade level will increase by at least 3% points on the iReady Benchmark Assessment from Beginning of the Year to the End of the Year.
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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 the overall number of students reading on or above grade level and boosting student Lexile Levels by implementing a Balanced Literacy Approach using small group instruction and individualized instruction.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf	strong	Administrator and Instructional Spec.	iReady Data, report cards/progress reports, ORF data, RTI data	August 2021-May 2022	Lexile Level PL, Balanced Lit Approach materials, trade books	Title 1 (\$0)
Increase use and focus on academic vocabulary for all students using grade level appropriate vocabulary, content area vocabulary, study skill and testing vocabulary.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf	strong	Administrator and Instructional Spec.	iReady Data, report cards/progress reports, ORF data, RTI data	August 2021-May 2022	instructional supplies for vocabulary materials (\$1000)	Title 1 (\$0)
Increase writing skills by teaching students to use the writing process for various purposes using daily content area writing journals and content area interactive notebooks, computer lab writing practice, and using various purposeful writing prompts and incorporating specific, content focused vocabulary.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf http://www.bestevidence.org/word/writing_grades2to12_April_2019_full.pdf	strong	Administrator and Instructional Spec.	Writing Journals, Interactive Notebooks, Student published writings, report card	August 2021-May 2022	Funds for Classroom supplies such as notebooks and writing materials. (\$1000)	Title 1 (\$0)

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Date Last Revised:	7/20/2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve Early Literacy and Numeracy Skills		
Initiative 2-Math (SMART Goal):	By the end of the 2021-2022 school year, the number of students performing on or above grade level in math will increase by at least 3% points on the Math iReady Benchmark Assessment from Beginning of the Year to the End of the 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
Math Interventions K-5 in small group or individualized, as needed (\$100/grade level)	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf	Strong	Administrators, Instructional Spec., Teachers	iReady Data, report cards/progress reports, student work and interactive notebooks	August 2021-May 2022	Funds for Classroom supplies such as notebooks and math materials (\$600)	Title 1 or General Fund (\$600)
Incorporating math vocabulary journals and interactive notebooks (\$100/grade level)	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf	Strong	Administrators, Instructional Spec., Teachers	iReady Data, report cards/progress reports, student work and interactive notebooks	August 2021-May 2022	Funds for Classroom supplies such as notebooks and math materials (\$600)	Title 1 or General Fund (\$600)
Teach number and operations using a developmental progression for skills practice, math fact fluency and Number Talks	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_empg_summary_020714.pdf	Moderate	Administrators, Instructional Spec., Teachers	iReady Data, report cards/progress reports, student work and interactive notebooks	August 2021-May 2022	Funds for Classroom supplies such as notebooks and math materials (\$0)	Title 1 or General Fund (\$0)
Students will be given access to 1:1 technology and use it to integrate personalized learning strategies to impact	https://bestevidence.org/2021/02/0	Moderate	Administrators,	iReady Data, report cards/progress reports, student	August 2021-May 2022	Computer technology	District Grants and other

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academic achievement in math and other content areas.	7/mathematics-effectiveness-of-technology/		Instructional Spec., Teachers	work and interactive notebooks			Funding
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Date Last Revised:	7/20/2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve Early Literacy and Numeracy Skills		
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	By the end of the 2021-2022 school year, the climate star rating will increase by one star from 4 stars to 5 stars on the CCRPI to ensure a positive and academically challenging learning environment.						
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
Best Practices and Effective Grading Strategies to bring more continuity among grade levels and promote academic achievement	http://www.bestevidence.org/word/CSRQ_Elem_No v_08_2006.pdf	Strong	Administrators, Instructional Specialist	Canvas, Infinite Campus, iReady Data	August 2021-May 2022	Digital Grade Books, Rubrics, List of Expectations for Grading	General Budget (\$0)
Implement PBIS Tribe System to promote positive school culture through tribe groups and PBIS Strategies	https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_PBIS_Webinar3.pdf	Strong	Administrators, Instructional Specialist	Canvas, Infinite Campus, iReady Data	August 2021-May 2022	Professional Learning and Collaborative Planning Sessions, Staff incentives and surveys, Online Instructional Materials	General Budget (\$0)
All staff will participate in F2F and virtual professional learning sessions (2 per quarter) provided by the instructional specialist and leadership team and Canvas	http://www.bestevidence.org/word/upper_elem_read_sep_16_2008.pdf	Strong	Administrators, Instructional Specialist	Canvas, Infinite Campus, iReady Data	August 2021-May 2022	Professional Learning and Collaborative Planning Sessions, Staff incentives and surveys, Online Instructional Materials	General Budget (\$0)
All staff will be required and encouraged to participate in provided professional learning opportunities of the school	https://bestevidence.org/2021/02/0	Strong	Administrators,	Canvas, professional	August 2021-May 2022	Professional Learning and Collaborative Planning	General Budget (\$0)

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and district that builds capacity as it pertains to each staff position to help increase the percentage of highly effective, trained, supported and retained staff.	7/mathematics-elementary/		Instructional Specialist	learning agendas, and Collaborative Planning		Sessions, Staff incentives and surveys, Online Instructional Materials	
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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	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 or above grade level K-5 by 3% points on iReady EOY overall K-5	61%	46%	49%	52%	55%							
Increase the percentage of students scoring on or above grade level in Math K-5 by 3 % points on iReady EOY overall K-5	60%	39%	42%	46%	49%							
Increase the percentage of students scoring proficient or above by Grade 5 on Science on GA Milestones	69%	N/A	72%	15%	18%							
Increase the percentage of students scoring proficient or above by Grade 5 in Social Studies on GA Milestones	75%	N/A	78%	N/A	N/A							
Increase the CCRPI Climate Star Rating by one star	4 stars	N/A	5 stars	4 stars	5 stars							

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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, 2	Preplanning Curriculum/Instruction Summer Leadership Retreat	July 2021	Redelivery PPT, Handouts, Agenda	Principal, Assistant Principal, Instructional Specialist, & Leadership Team	Administrators, Instructional Specialist, & Leadership Team	iReady Data, Georgia Milestones Data, Report Card Data, Attendance Data
3	SEEKS	June 2021-May 2022	Sign-In Sheets, Agendas, & PPT	SEEKS Team	Administrators, Instructional Specialist, & Leadership Team	Teacher Recorded Video, Student Engagement Ratings, & Peer Observations
1, 2, 3	Grading Expectations and Rubrics for -K-3 Standards Based Grading and Expectations and Strategies -4-5 Standard Grades/Report Cards	July 2021-May 2022	Sign-In sheets, Agendas, PPT, Infinite Campus	Teachers	Administrators and Instructional Specialist	Report Cards and iReady Data
1,3	Balanced Literacy and ELA Stations	August 2021-May 2022	Sign-In Sheets, Agendas, & PPT	Instructional Spec. And CSRA RESA Representative	Administrators, Instructional Specialist, & Leadership Team	iReady Data, Georgia Milestones Data, Report Card Data, Attendance Data

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School Name: Warren Road Elementary

Date: 7/20/2021

Planning Committee Members

Name	Position/Role	Signature
Sherry Phillips	Principal	Sherry Phillips
Alfreda Howard	Assistant Principal	Alfreda Howard
Kesha Chivers	Instructional Spec.	Kesha Chivers
Kristian Woodward	School Counselor	Kristian Woodward
Kim Wheadon	Teacher	Kim Wheadon
Selema Clay	Teacher	Selema Clay
Erica Peek	Teacher	Erica Peek
Vanessa Patten	Teacher	Vanessa Patten
Maya Howard	Teacher	Maya Howard
Natasia Starling-Scruggs	Teacher	Natasia Starling-Scruggs
Elizabeth Boyd	Teacher	Elizabeth Boyd
Michael James	Teacher	Michael James
Sara Sganga	Parent	Sara Sganga
Brian Hadden	Parent	Brian Hadden

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.

July 1, 2021

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:	Providing one-to-one technology for all students to increase student achievement and student access to textbooks and software-based technology. Parental involvement training to address social emotional needs and community support. Response to intervention to address academic and behavior concerns.
ESOL:	Providing one-to-one technology for all students to increase student achievement and student access to textbooks and software-based technology. Parental involvement training to address social emotional needs and community support. Response to intervention to address academic and behavior concerns.
Race/Ethnicity/Minority:	Providing one-to-one technology for all students to increase student achievement and student access to textbooks and software-based technology. Parental involvement training to address social emotional needs and community support. Response to intervention to address academic and behavior concerns.
Students with Disabilities:	Providing one-to-one technology for all students to increase student achievement and student access to textbooks and software-based technology. Parental involvement training to address social emotional needs and community support. Response to intervention to address academic and behavior concerns.

- 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;

Weekly Computer Lab, One-to-One Technology, Arts Infused Curriculum, Warrior Academy Afterschool Program, Panorama and Sanford Harmony Lessons to address SEL.

- c) Describe how such strategies will address the needs of all children in the school, but particularly

Title I Schoolwide Program

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;

Response to Intervention Support, School Counseling & Guidance, Behavior Coach Interventions, PBIS Strategies, Panorama and Sanford Harmony Lessons for SEL, Arts Infusion Based Curriculum

- 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);

CCRPI Career Lessons, Monthly TAA Lessons, Career Day, Community Partnerships

- iii. 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.);

PBIS, RTI, School Counseling, TAA (Teachers as Advisors)

- iv. 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;

RTI Training, Leadership Summer Retreat, SEEKS Training, Number Talks Training, Foundations Training, Ready Math Training, and Collaborative Planning.

- v. 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.

Pre-K Transition to Kindergarten Summer Camp (June 1, 2021 - July 15, 2021). Pre-K Transition to Kindergarten Week.

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

Title I Schoolwide Program



academic achievement?

School-wide Improvement Plan with Professional Learning and Instructional Development.

- b.) 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.

Annual Title 1 Parent and Staff Input Meeting, School Leadership Team, Family Engagement Activities Monthly, and Parent Volunteer Opportunities, Parent Teacher Organization, Parent/Teacher Conferences

- c.) 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.

Monitor Student Academic Progress through iReady Universal Screenings (BOY, MOY, and EOY) and Report Cards.

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.

July 1, 2021

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.

SP

- b.) 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.

SP

Title I Schoolwide Program

- 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.

SP

- 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?

Warren Road Elementary school website and hard copies are available upon request.

- 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 Include any Title I paid employee and everything you plan on purchasing this year.	Instructional materials, technology devices, Paid Position Computer Lap Paraprofessional.
State Funds:	Funds will be used for professional learning.
Reduced Class Size (If applicable)	N/A
School Improvement Grant (If applicable)	N/A
Local Professional Learning Funds	District coordinates activities.
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://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:	

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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:	

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:	

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						