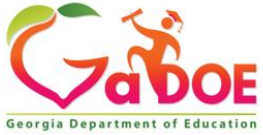


2021-2022 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: Freedom Park School

PRINCIPAL: Dr. Singh

NAME OF DISTRICT: Richmond County School System

SUPERINTENDENT: Dr. Kenneth Bradshaw

Comprehensive Support and Intervention *CSI Alternative* *Targeted Support and Intervention* *Promise*

Schoolwide Title I School *Targeted Assistance Title I School* *Non-Title I School*

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

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Federal Programs Director _____ Date _____

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

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: Freedom Park School

Date: 6/27/2021

Planning Committee Members

Name	Position/Role	Signature
Titania L. Singh	Principal	
Erica Frierson	Assistant Principal	
Cassandre Reed	Teacher	
Renee Beard	Teacher	
Tia Burton	Teacher	
Jerome Lyles	Teacher	
Martinarose Polnitz	Teacher	
Donna Smith	Teacher	
Sydney Hastings	Title I Parent Facilitator & Instructional Specialist	
Cassandra Dujour	Parent	
Jennifer Dos	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.

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Freedom Park School				
Principal:	Dr. Titania Singh				
Date Last Revised: 8/31/20		Goal Area:	Student Achievement and Success	Performance Objective:	Improve content mastery

Initiative 1 (SMART Goal):	Increase the % of students scoring on grade level in Comprehension, as measured by I-Ready assessments by 3% from BOY 2021 to EOY 2022.						
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
Teachers will teach students how to use reading comprehension strategies using the Reading Strategies Book by Jennifer Serravallo.	https://ies.ed.gov/ncee/wwc/PracticeGuide/14	Strong	Classroom teachers and Ms. Hastings	Increased Iready scale score Increased LEXILE score	10/1/21 Implement Checkpoints - iReady benchmarks and progress monitoring	Reading Strategies Book by Jennifer Serravallo	Title I
Iready targeted lessons for students who score in yellow and red on the domain of Comprehension. In addition, targeted lessons for students who have already mastered grade level content will be used to accelerate learning for students who need above grade level rigor.	https://ies.ed.gov/ncee/wwc/PracticeGuide/3	Moderate	Classroom teachers both F2F and virtual	progress monitoring data from I ready Reading Growth Monitoring Report and Typical Growth	2 weeks after BOY benchmarks and prescribed progress monitored every two weeks	Iready prescribed lessons and content mastery assessments	None

2021-2022 SCHOOL IMPROVEMENT PLAN

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score in red on I-ready BOY diagnostic.	https://ies.ed.gov/ncee/wwc/PracticeGuide/3	Strong	Ms. Darville leading RTI team & Classroom Teachers	Small groups assigned to Intervention Team by end of September, meetings held bi-monthly beginning in October	2 weeks after BOY benchmarks and prescribed progress monitored every two weeks	Ready and Targeted Reading Intervention Lessons	None
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2021-2022 SCHOOL IMPROVEMENT PLAN

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Freedom Park School						
Principal:	Dr. Titania Singh						
Date Last Revised: 8/31/20		Goal Area:	Student Achievement and Success	Performance Objective:	Improve content mastery		
Initiative 2 (SMART Goal):	Increase the % of students scoring on grade level in Numbers and Operations, as measured by I-Ready assessments by 3% from BOY 2021 to EOY 2022.						
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
Teachers will teach numbers and operations using a developmental progression through usage of the Number Talks book by Sherry Parish.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/early_math_pg_111313.pdf		Classroom Teachers	Increased Iready scale score Increased Quantile score	10/1/21 Implement Checkpoints - iReady benchmarks and progress monitoring	Number Talks book by Sherry Parish	None

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>I-ready targeted lessons for students who score in yellow and red on the domain of Numbers and Operations. In addition, targeted lessons for students who have already mastered grade level content will be used to accelerate learning for students who need above grade level rigor.</p>	<p>https://ies.ed.gov/ncee/wwc/PracticeGuide/3</p>	<p>Moderate</p>	<p>Classroom teachers both F2F and virtual</p>	<p>progress monitoring data from I-ready Reading Growth Monitoring Report and Typical Growth</p>	<p>2 weeks after BOY benchmarks and prescribed progress monitored every two weeks</p>	<p>I-ready prescribed lessons and content mastery assessments</p>	<p>I-Ready provided by the district</p>
<p>Provide intensive, systematic instruction in the area of Numbers and Operations in small groups to students who score in red on I-ready BOY diagnostic.</p>	<p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math</p>	<p>Strong</p>	<p>Ms. Darville leading RTI team</p>	<p>Small groups assigned to Intervention Team by end of</p>	<p>2 weeks after BOY benchmarks and prescribed progress</p>	<p>I-Ready</p>	<p>None</p>

2021-2022 SCHOOL IMPROVEMENT PLAN

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Freedom Park School						
Principal:	Dr. Titania Singh						
Date Last Revised: 8/31/20		Goal Area:	Culture and Climate	Performance Objective:	Ensure a positive learning and working environment		
Initiative 3 (SMART Goal):	Increase the overall school climate rating score on the Georgia Health Climate Survey by 3% in order to increase the overall school climate score of the school that was calculated for the 2018-2019 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
Students will participate in SEL lessons using the Harmony SEL program to practice and build social-emotional skills in the areas of: diversity and inclusion, empathy and critical thinking,		Strong	Teachers, Counselors and School	Panorama Data	Monthly beginning in September	Harmony SEL Training Harmony SEL Kits	N/A (Free)
Schoolwide implementation of the ClassDojo communication tool to incorporate the use of technology and increase school/home communication.		Strong	Technology Team – Dr. Singh	ClassDojo Usage Data	August	None	N/A

2021-2022 SCHOOL IMPROVEMENT PLAN

Each induction teacher will have a building level mentor and team level mentor (Grade Chair).		Strong	Dr. Singh	Monthly mentor checklist	Monthly beginning in August	District Level Training	N/A
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2021-2022 SCHOOL IMPROVEMENT PLAN

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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
	(2018-2019)	(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	47.3%	48.7%	59.5%								
Increase the percentage of students scoring Proficient or Above on the Grade 4 Georgia Milestones Math EOG	59.2%	60.9%	54.75%								
Increase the percentage of students scoring Proficient or above on the Science Grade 5 EOG	55.3	57.0%	74.5%								
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	26.4	27.2%	NA								
Increase the CCRPI score to meets or exceeds the school's SWSS CCRPI Target	78.3	80.6	NA								

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	Provide teachers with face to face and virtual PL on how to use Targeted Reading Intervention Plan	October – December	NA	Sydney Hastings	Lesson plans	Teacher logs iReady scores RTI data
#2	Training on how to use interactive word walls in Canvas across the curriculum for both virtual and face to face teachers	September – October	NA	Sydney Hastings	Observations Lesson plans	Increased vocabulary score on iready, student work samples
#3	The school will utilize the Families and Schools Together Resources to increase family involvement in student academic and social events. Staff will need to be trained to use the materials and resources.	October-December	Title I	Ms. Dujour	Documentation of family engagement events.	Student and parent surveys Teacher surveys
#4	Administrators will attend virtual conference – NASSP National Principals Conference (virtual). The conference will focus on restorative justice in school and community, creating a relationship based culture for student success, and supporting a school community through a comprehensive social-emotional learning plan.	July 14-16th	Title I	NASSP	Documentation of the event.	Positive impact on student behaviors and office referrals

#5	Middle school teachers and Administrators will attend the AMLE21 conference. The conference offers professional development regard adolescent learners, middle grades leadership, and access and equity	November 4-6th	Title I	AMLE	Documentation of the event.	Positive impact on student behaviors and office referrals

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.	Families and Schools Togetherness resources, instructional software, computers.
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:	The school uses data analysis practices to determine subgroups and gaps for students. The school is one to one for technology for students 3rd – 8th grade. Technology resources will also be provided to student K-2nd grade. This will be used to help close the learning gap for ED STUD, virtual and face to face.
ESOL:	ESOL students are served in a pull out model as well as within the regular school day with small group instruction.
Race/Ethnicity/Minority:	Classes are scheduled to minimize disparity, providing a heterogeneous grouping of student in order to provide equitable opportunities.
Students with Disabilities:	Special education services are focused on the inclusion of students in the general education classroom setting. Support includes, but is not limited to, academic resources, tutoring, and parental communication.

- 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;

Teachers use small group, differentiated instruct daily to ensure students are receiving quality learning time, an enriched and/or accelerated curriculum.

- 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 -

2020-2021 SCHOOL IMPROVEMENT PLAN

- 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;

The school has two (2) full time guidance counselors, an MFLAC counselor, and a school social worker to provide individual, small, and large group guidance. The team also facilitates the school MHT team, mentoring, and other support services.

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);

All students participate in the Teachers As Advisors program. The school's guidance team ensures students and families are aware of opportunities for access to advanced course work. In addition, the guidance team advertises and provides guidance regarding postsecondary education and the workforce.

- 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.);

Freedom Park students, virtual and face to face, participate in the Zones of Regulations program. This program helps students to self-regulate their feelings and their response to their feelings. School counselors meet with students to help address problem behaviors and to provide early intervention services.

- 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;

The school's instructional specialist holds professional learning workshops every Friday for teachers facilitating online learning. Face to Face teachers meet every Tuesday (Goal Digger Tuesdays) to work with the instructional specialist to improve instruction.

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

Freedom Park School has two preschool classes. Students are instructed using the Brighter from the Start curriculum. Because the programs are housed in the school building (Prk-8th) students participate in a gradual transition from early childhood education.

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;

Freedom Park School develops an annual school improvement plan to address the needs of students

- 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;

The school council, PTA, and instructional leadership team works to develop the school improvement plan. The instructional leadership team includes, but is not limited to, an information technology specialist, the media specialist, staff, teachers, paraprofessionals, and other support personnel.

- 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;

The school improvement plan remains in effect for the entire school year, but is updated as school needs change.

- 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

Because the school improvement plan is developed with various stakeholders, educational jargon is mitigated. The plan is in a uniformed format and is accessible to the general public.

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 interventions have strong or moderate evidence of their effectiveness in accordance with ESSA requirements.

- 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.

Parents are sent weekly newsletters that includes ways to increase family involvement. In addition, the school will purchase Schools and Families Togetherness resources to further support effective parent and family 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

All 8th grade students complete an individual graduation plan. The students meeting with counselors to discuss career development and post-secondary education. In addition, 8th grade student participates in annual field trip to the local high schools to make a more informed decision regarding where they will attend and what courses they will take.

- ii. Through increased student access to early college high school or dual or concurrent

All 8th grade students complete an individual graduation plan. The students meeting with counselors to discuss career development and post-secondary education. In addition, 8th grade student participates in annual field trip to the local high schools to make a more informed decision regarding where they will attend and what

2020-2021 SCHOOL IMPROVEMENT PLAN

enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Written Rationale (Dependent on ESSA Evidence Level)

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

ESSA recognizes four levels of evidence:

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

The following links can be utilized for evidence:

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

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

<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

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						