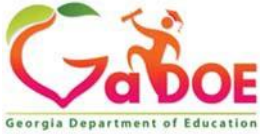


# 2020-2021 SCHOOL IMPROVEMENT PLAN



<b>NAME OF SCHOOL:</b> Bayvale Elementary School <b>PRINCIPAL:</b> Mrs. Vanessa Darling
<b>NAME OF DISTRICT:</b> Richmond County School System
<b>SUPERINTENDENT:</b> 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.

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

Revision Date: June 24, 2020

Revision Date: July 28, 2020

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

## 2020-2021 SCHOOL IMPROVEMENT PLAN

School Name: Bayvale Elementary School

Date: August 13, 2020

### Planning Committee Members

Name	Position/Role	Signature
Mrs. Vanessa Darling	Principal	
Dr. Judith Jones	Assistant Principal	
Mrs. Cheryl Davis	Teacher	
Ms. Sherlonda Chapman	Teacher	
Mrs. Shannon Hearn	Teacher	
Mrs. Jamie Helinski	Teacher	
Ms. Nelda Allen	Teacher	
Mrs. Jeannene Santiago	Teacher	
Ms. ShaRhonda Davis	Instructional Specialist	
Ms. Rashun Holiday	Parent	
Ms. Zoe Hill	Parent	
	Student (9th-10th Representative)	
	Student (11th-12th)	

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

School:	Bayvale Elementary School				
Principal:	Principal				
Date Last Revised:	9/2/2020	Goal Area:	Student Achievement and Success	Performance Objective:	Improve Early Literacy and Numeracy Skills

Initiative 1 (SMART Goal):	During the 2020-2021, the percentage of students performing on grade level in reading will increase by 10% as measured by the i-Ready Diagnostic Assessment.				
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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
All students in grades K-3 will receive intensive, systematic phonics instruction using Foundations. Teachers will upload videos in canvas to aid parents in reviewing	<a href="https://ies.ed.gov/ncee/wwc/Intervention/1287">https://ies.ed.gov/ncee/wwc/Intervention/1287</a>	Strong	Instr. Support Special	Results from phonics Screeners, I-Ready	September 2020-May 2021	Foundations Kits	District Funds
Implement Independent reading in all Grades following the guidelines of the Growing Readers Initiative. Students will use canvas tools to record themselves reading at least once per month to use during conferences.	<a href="https://ies.ed.gov/ncee/wwc/Intervention/1287">https://ies.ed.gov/ncee/wwc/Intervention/1287</a>	Strong	Asst. Principal	Results from the Growing Readers Independent Reading assessment administered in the Fall and Spring	September 2020-May 2021	Leveled Libraries, Bags for students to take books home, storage	GOSA Grant
Implement Reading Logs to involve parents in daily reading practice at home	<a href="https://ies.ed.gov/ncee/wwc/Intervention/1287">https://ies.ed.gov/ncee/wwc/Intervention/1287</a>	Promising	Team Leaders	Results from the Growing Readers Independent Reading Assessment administered in the Fall and Spring	October 2020-May 2021	Reading Logs and Folders	Title I Funds

Quarterly Parental and Community Involvement Activities Virtually or Face to Face to promote literacy (25 Book Campaign Kickoff, SNUG as a Bear Reading Day, and etc.)	<a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/AskARE">https://ies.ed.gov/ncee/edlabs/regions/northeast/AskARE</a>	<b>Strong</b>	Asst. Principal Instruct. Specialist	Parent Feedback, Circulation Reports i-Ready Reports	<b>October 2020-May 2021</b>	Supplies for events, Refreshments/Food Books to build at home libraries	Title I Funds Donations from Community partners

School:	Bayvale Elementary School						
Principal:	Mrs. Vanessa Darling						
Date Last Revised:	09/02/2020	Goal Area:	Student Achievement and Success	Performance Objective:	Improve Early Literacy and Numeracy Skills		
Initiative 2 (SMART Goal):	During the 2020-2021 school year, the percentage of students performing on grade level in math will increase by 10% as measured by the i-Ready Diagnostic Assessment.						
<b>Evidence-Based Action Steps</b>	<b>Link to ESSA Evidence (insert URL)</b>	<b>ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)</b>	<b>Action Step Leader</b>	<b>Evidence of Effectiveness</b>	<b>Timeline for Implementation</b>	<b>Materials/Resources Needed (Include Professional Learning Needed)</b>	<b>Funding Source</b>
Administer/Analyze weekly formative assessments in math in all grade levels. At least 2 per month should be administered and scored using the tools in canvas.	<a href="https://michiganassessmentconsortium.org/">https://michiganassessmentconsortium.org/</a> <a href="https://www.instructure.com/canvas/k-12/">https://www.instructure.com/canvas/k-12/</a>	Promising	Instr. Specialist Team Leadership Team	Results from formative assessments I-Ready Reports District Assessments	October 2020-May 2021	Ink for data analysis charts	Title I Funds
Bi-Weekly Spiral Reviews/Assessments to ensure students retain concepts. (Items from weekly formative assessments and previously missed items from district assessments will be used.) Reviews will be in the format of tickets in the door, homework practice and incorporated during intervention.	<a href="https://michiganassessmentconsortium.org/">https://michiganassessmentconsortium.org/</a>	Promising	Principal Leadership Team Team Leaders	Results from spiral reviews and district assessments	October 2020-May 2021	Ink for charts and graphs for data analysis during leadership team	Title I and General Funds
Daily problem solving/Constructive Responses using the RICE strategy	<a href="https://ies.ed.gov/ncee/wwc/Intervention/1287">https://ies.ed.gov/ncee/wwc/Intervention/1287</a>	Promising	Principal and Inst. Specialist	I-Ready and District Assess. Results	October 2020-May 2021	Chart Paper, Sticky Notes Promethean Boards	Title I and General Funds

Engage students in daily number talks to encourage math discourse and to help students learn to explain their thinking.	<a href="http://mathperspectives.com/wp-content/upload">http://mathperspectives.com/wp-content/upload</a>	Strong	Inst. Specialist	I-Ready and District Assess. Results	Sept. 2020-May 2021	Number Talk Books, Materials to make games	Title I Funds Number Talk Books were provided by the District.
45 minutes weekly usage of First In Math to build Numeracy Skills	<a href="http://mathperspectives.com/wp-content/upload">http://mathperspectives.com/wp-content/upload</a>	Strong	Math Teacher in Residence	I-Ready Results and First in Math Reports	Oct. 2020-May 2021	Ink and Paper to print First in Math leaderboard Info and Certificates	Title I Funds and General Funds

School:	Bayvale Elementary School							
Principal:	Mrs. Vanessa Darling							
Date Last Revised:	09/02/2020	Goal Area:	Operational Effectiveness	Performance Objective:	Improve the safety and orderliness of environments			
Initiative 3 (SMART Goal):	By the end of the 2020-2021 school year, student absences and discipline referrals will decrease by 10% resulting in an increase in our school climate rating by at least one star.							
Evidence-Based Action Steps		Link to ESSA Evidence (insert URL)	ESS A Evidence Level (Strong, Moderate, Promising)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
An AVID Team will be redeliver training to introduce research based strategies to improve student engagement and transform the overall culture of the school. At least 2 strategies per 9 weeks must incorporate the use of canvas tools.		<a href="https://www.avid.org/cms/lib/CA02000374/Centricity/Default.aspx">https://www.avid.org/cms/lib/CA02000374/Centricity/Default.aspx</a>	Strong	Principal	Summaries of Walkthroughs, discipline and attendance data	September 22, 2020 and every other Tuesday throughout the first semester	AVID implementation Manuals, Binders, Folders	Title I Funds
Implement AVID research based strategies such as WICOR and Cornell Notes. During the first semester we will focus on the O(Organization) and R(Reading).		<a href="https://www.avid.org/cms/lib/CA02000374/Centricity/Default.aspx">https://www.avid.org/cms/lib/CA02000374/Centricity/Default.aspx</a>	Strong	Principal	Summaries of Walkthroughs, Reading Logs, I-Ready	September 2020-May 2021	AVID Implementation Manuals	N/A
Create an atmosphere of high expectations by displaying college banners, posters, and pennants. Display student data throughout the school.		<a href="https://www.avid.org/cms/lib/CA02000374/Centricity/Default.aspx">https://www.avid.org/cms/lib/CA02000374/Centricity/Default.aspx</a>	Promising	Media Specialist	Student/Parent/Teacher perception surveys	September 2020-May 2021	Ink, Poster Paper, Paper, College Pennants	Title I Funds

Develop an incentive and reward program to celebrate students and teachers with good behavior, academic results and attendance. Teachers must use canvas tools at least twice per month to highlight student or class attendance.	<a href="https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pd">https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pd</a>	Promising	Principal & LT Team	Teacher and Student attendance/ Discipline data	October 31-May 31	Rewards and Incentives, Paper and Ink for Certificates	Donations from community partners Title I Funds
Provide mentors to support induction teachers in implementing Instructional and Classroom management Strategies as well canvas tools during bi-monthly sessions.	<a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2</a>	Strong	Principal	Surveys of Induction teachers, Observations Discipline Data	2nd and 4th Wednesdays beginning September 23-April 21	Avid Implementation Manual	Funded by the District
Support induction teachers in establishing rituals and routines during the first month of school using daily check in and immediate feedback.	<a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2</a>	Promising	Inst. Specialist	Surveys of induction teachers, Feedback from daily check ins	September 8-September 30	N/A	N/A



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	12%	17%									
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	36%	41%									
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	16%	21%									
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	5%	10%									
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	66.1	71.1									

## 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	Effective Implementation of independent reading/GOSA Monthly Training	TBD	0	Growing Readers Rep.	Focus Walks, Observations, Collaborative Planning Minutes	Independent Reading Fall and Spring Assessments, I-Ready Data
2	Planning, Administering and Analyzing Formative Assessments	Sept. 28, 2020-April 2021	0	Instructional Specialist and Leadership Team	Assessment Artifacts, Data Analysis Protocol, Collaborative Planning	Assessment Data, I-Ready Results, Content Mastery Assessment
2	Effectively Implementing Number Talks	Sept. 2020-May 2021	0	Instructional Specialist	Focus Walks, Observations,	I-Ready Results
3	Implementation of AVID WICOR strategies to increase student engagement and create a culture of high expectations	Sept. 2020-May 2021	0	Instructional Specialist/AVID Trained Teachers	Focus Walks Collaborative Planning Minutes	Discipline and Attendance
3	Canvas (All teachers), classroom management and Teacher resource training for Induction Teachers	August 26, 2020-May 2021	0	Instructional Specialist, Principal and Mentors	Collaborative Planning minutes, Induction Session Minutes Teacher Surveys	Canvas Modules, Discipline Data, TKES Observations

**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 <b>Include any Title I paid employee And everything you plan on purchasing this year.</b>	Title I funds will be used for the following: *Materials for strategies in the SIP *Technology for Assessments *Title I Instructional Specialist *Literacy Para *First Grade Teacher
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	GOSA Grant

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:	Strategies will be implemented to address the needs of economically disadvantaged students to include wrap around services for physical and mental needs as well as building parent capacity to support students at home.
ESOL:	Strategies will be implemented to address the needs of ESOL students to include wrap around services to bridge the language barrier as well as building parent capacity to support students academically.
Race/Ethnicity/Minority:	Strategies will be implemented to address the needs of minority students to include wrap around services for physical and social needs as well as building parent capacity to support students academically.
Students with Disabilities:	Strategies will be implemented to address students with disabilities to include wrap around services to provide additional training for staff and building capacity for parents to understand their child's disability and work with them at home.

- 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;

Bayvale Elementary is focused on providing quality instruction for our students. The Georgia Standards of Excellence are the expectation for learning for all students. Based on clearly established district expectations, the schedule is designed to ensure teachers have ample time to teach each subject effectively. Special Education teachers and ESOL teachers work with general education teachers to ensure students are taught grade level content as well as work on goals in their IEP. Also, time is included in the schedule for intervention to address the individual needs of students. In addition, Title funds will be used for tutors and virtual after school programs.

- 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;

Through classroom guidance, small group sessions and Teachers as Advisors, students are provided with mentoring services to learn strategies to improve personal skills that impact them socially and academically. A mental health team will work to identify and monitor students in need of additional wrap around 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);

Through AVID, our students will be exposed to awareness and preparation for college. Students will learn skills that will help them prepare to be successful in school, college and the workforce. Through early exposure to college in elementary school, students will be able to take advantage of early college opportunities such as dual enrollment and advanced placement.

- c) implementation of a school wide 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.);

The RTI process will be used to prevent and address problem behaviors. Student data will be analyzed to implement interventions to ensure student success.

- 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;

Weekly collaborative planning, monthly new teacher sessions and ongoing data analysis will be implemented to ensure effective practices are used and data drives daily instruction. In addition, ongoing feedback, observations and support will be given to ensure the success and retention of new teachers.

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

Bayvale will work closely with our feeder middle school to ensure our students transition smoothly from elementary to middle school. Opportunities for visits to the middle school as well as vertical articulation meetings between fifth and sixth grade teachers will allow us to better prepare our students to transition. In addition, the middle school counselors will be invited to meet with our students to discuss scheduling.

## 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 school wide 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;

The school improvement plan is developed and or revised using data from the previous school year. Three initiatives are identified and goals are formulated. Finally, action steps are developed to ensure we are able to meet our goals at the end of the year. Throughout the school year, the leadership teams reviews data sources to monitor progress and identify next steps. When necessary, revisions are made.

- 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;

At Bayvale Elementary, the School Improvement Plan is developed as a collaborative effort of the Leadership Team, parents and community partners. The leadership team consists of team leaders from each grade level, administrators, counselor, media specialist and the instructional specialist.

- 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;

As the school improvement is monitored throughout the year, decisions are made that require the leadership team to revisions to the plan.

- 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.

The school improvement plan is uploaded to the school’s website to provide access to parents and other stakeholders. In addition, the plan is shared with parents during the Title I annual meeting to involve them in the process of meeting our goals.

## 2020-2021 SCHOOL IMPROVEMENT PLAN

### 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).

ESSA evidence ensures interventions are evidence-based. In addition, strategies in the school improvement plan have yielded increases in student achievement.

- 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.

Bayvale Elementary faculty and staff understands the value of parental involvement and engagement. Therefore, we will plan monthly opportunities (ex.literacy night, math night and etc) for parents to be engaged in activities to build the capacity for them to work with their children at home. Parents will be invited to engage in dialogue when progress reports are distributed to ensure student success. Parents will also be engaged in activities planned with the feeder middle and high school to encourage involvement at all levels. Language classes will held for ESOL parents to help them communicate with teachers and the community.

- 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;

- 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)

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



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