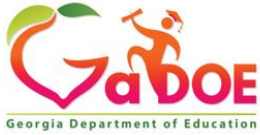


2022-2023 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: Jenkins White Elementary School PRINCIPAL: Stacey R. King
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: June 15, 2022 Revision Date: _____ Revision Date: _____

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Jenkins White Elementary School				
Principal:	Stacey R. King				
Date Last Revised:	June 15, 2022	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early literacy and numeracy skills

Initiative 1-Literacy (SMART Goal):	During the 2022 - 2023 school year, JWES will increase the percent of students performing Reading - Language Arts on or above grade level by 3 percentage points as measured by iReady assessments.				
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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.
Reading Teachers will provide daily small group reading intervention during 60-minute period using iReady Intervention	https://ies.ed.gov/ncee/wwc/Intervention/1287	Moderate	Administration, Instructional Support Specialist	iReady, Administrative Walkthrough, IS Walkthrough, Coaching Cycle, IS Modeling sessions	iReady, FEV Tutor, Content Mastery Assessments – 5% of students will achieve proficiency on the iReady Diagnostic BOY-EOY.	September 2022 – May 2023	CSRA RESA, RCSS Teaching & Learning Dept., RCSS PL Department, Technology, Reading Intervention Resource/Materials	None Needed
Teachers will participate in bi-weekly grade level collaborative planning/professional learning analyzing student data and discuss grade level standards and content to support literacy instruction and student progress	https://ies.ed.gov/ncee/edLabs/regions/pacific/blogs/blog2_DistinguishingProfLearning.asp	Moderate	Administration, Instructional Support Specialist, RCSS Teaching and Learning	Sign-in sheets, Agendas, Minutes, Administrative and IS Walkthroughs	Administrative and IS Walkthroughs, iReady Growth Monitoring	September 2022 – May 32023	CSRA RESA, RCSS Teaching & Learning Dept., RCSS PL Department, Technology,	Title 1 Funding(\$1000), General Funds

2022-2023 SCHOOL IMPROVEMENT PLAN

			Dept.				Reading Intervention Resource/Materials	
Track students' progress through weekly progress monitoring and using data for adjusting instruction to meet the needs of individual students	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	Moderate	Administration, Instructional Support Specialist,	Administration, Instructional Support Specialist,	Administrative and IS Walkthroughs, iReady Growth Monitoring	September 2022 – May 2023	CSRA RESA, RCSS Teaching & Learning Dept., RCSS PL Department, Technology, Reading Intervention Resource/Materials	None Needed

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Jenkins White Elementary School							
Principal:	Stacey R. King							
Date Last Revised:	June 15, 2022	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early literacy and numeracy skills			
Initiative 2-Math (SMART E Goal):	During the 2022-2023 school year, JWES will increase the percent of students performing mathematics on or above grade level by 3 percentage points as measured by i-Ready assessments.							
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 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.
Math teachers will provide daily small group targeted math intervention during 60-minute period Ready Math/Envision intervention program	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_empg_numbers_020714.pdf	Moderate	Instructional Coach. Math teachers	iReady, Administrative Walkthrough, IS Walkthrough, Coaching Cycle, IS Modeling sessions	iReady, FEV Tutor, Content Mastery Assessments – 5% of students will achieve proficiency on the iReady Diagnostic BOY-EOY.	September 2022-May 2023	CSRA RESA, RCSS Teaching & Learning Dept., RCSS PL Department, Technology, Reading Intervention Resource/Materials	None Needed
Teachers will participate in bi-weekly grade level collaborative planning/professional learning analyzing student data and discuss grade level standards and content to support math instruction and student progress.	https://ies.ed.gov/ncee/edLabs/regions/pacific/blogs/blog2_DistinguishingProfLearning.asp	Moderate	Instructional Coach, Teachers	Sign-in sheets, Agendas, Minutes, Administrative and IS Walkthroughs	Administrative and IS Walkthroughs, iReady Growth Monitoring	September 2022 – May 2023	CSRA RESA, RCSS Teaching & Learning Dept., RCSS PL Department, Technology, Reading	Title 1 Funding(\$1000), General Funds

2022-2023 SCHOOL IMPROVEMENT PLAN

							Intervention Resource/Materials	
Teachers will track students' progress through weekly progress monitoring and adjusting instruction to meet the needs of individual students	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/early_math_pg_111313.pdf	Moderate	Instructional Coach, Teachers, Administration	Administration, Instructional Support Specialist,	Administrative and IS Walkthroughs, iReady Growth Monitoring	September 2022 – May 2023	CSRA RESA, RCSS Teaching & Learning Dept., RCSS PL Department, Technology, Reading Intervention Resource/Materials	None Needed

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Jenkins White Elementary School							
Principal:	Stacey R. King							
Date Last Revised:	June 15, 2022	Strategy Map Goal Area:	Culture and Climate	Strategy Map Performance Objective:	Improve Positive Relationships for All Stakeholders			
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	During the 2022 - 2023 school year, JWES will monitor and adjust procedures and activities to engage all stakeholders in the school culture and climate to increase engagement and attendance by 10 percentage points of the school's population. The engagement will directly impact student achievement.							
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.
The school will host three interactive curriculum nights for students, families and other stakeholders.	https://files.eric.ed.gov/fulltext/ED545474.pdf	Moderate	Parent Facilitator, Instructional Support Specialist	Sign In sheets, Curriculum Night Agendas, Measurable goals will be parent, student, stakeholder attendance data.	iReady Data, Administrative observations, parent facilitator observations	Fall 2022, Winter 2023, Spring 2023,	Activity Night, material/supplies	Title I funding(\$200)
JWES will host events for community stakeholders to include Augusta Community Outreach Consortium, to aid in bridging the gap between home, school, and community.	https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/60086	Moderate	Parent Facilitator, Instructional Leadership Team	Sign In sheets, community stakeholder meeting agendas, Measurable goals will be parent, student, stakeholder attendance data.	iReady Data, Administrative observations, parent facilitator observations	Fall 2022 and Spring 2023	Sign in sheets, community supplies/materials	Title I funding(\$500)
The school will host a variety of parent	https://eric.ed.gov/	Moderate	Parent	Sign in Sheets and	iReady Data Growth	September 2022	Parental	Title I(\$500),

2022-2023 SCHOOL IMPROVEMENT PLAN

workshops to assist parents in supporting instruction at home.	?id=ED563916		Facilitator	agendas. Parent surveys and student iReady Data	Monitoring, Administration Observation	– May 2023 (Monthly)	brochures, curriculum resources,	General Funds
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2022-2023 SCHOOL IMPROVEMENT PLAN

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	2023-2024	2023-2024	2024-2025	2024-2025
Increase the percent of students reading on or above grade level by 5 percentage points as measured by iReady assessments	24%	24%	27%		30%		33%	
Increase the percent of students performing mathematics on or above grade level by 5 percentage points as measured by iReady assessments	17%	17%	20%		23%		26%	
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	.0		3%		6%		9%	

2022-2023 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
1,2	Professional Learning focused on Increasing Effective Instructional Strategies in the classroom	September 2022-May 2023	No Cost; Webinars, RCSS Curriculum, Intervention Professional Learning, CSRA RESA	Administration, Instructional Support Specialist, RCSS Teaching and Learning Team, CSRA RESA	Certification of Course Completion, Monitoring forms, Assessment Data	Assessment Data, teacher observations, Peer Observation Feedback Forms
1,2	Balanced Literacy & Numeracy RCSS Framework components	September 2022-May 2023	No Cost; RCSS Curriculum, Teaching and Learning Dept.	Administration, Faculty, Instructional Support Specialist, RCSS Teaching and Learning Team	Attendance, Observation, Lesson Plans	Assessment Data, Class Profiles, JWES classroom essentials, teacher observations
1,2	Reading/Math Intervention professional learning	July 2022-May 2023	Title I (\$2000); RCSS Curriculum Learning Team	ELA/Math Lead Teachers, Instructional Support Specialist	Sign-in sheets, agendas, walkthrough/observations, lesson plans	Assessment Data, Class Profiles, JWES classroom essentials, teacher observations
1,2,3	Parental Training Series	October 2022-May 2023	Title I(\$500); Parental Brochures	Parent Facilitator, Augusta Community Outreach Consortium	Parental Support Surveys	Increased parental and stakeholder support
1,2,3	Stakeholder-Community Events	October 2022-May 2023	Title I(\$500); Parent/Community activity sign in sheet,	Parent Facilitator, Augusta Community Outreach Consortium	Surveys	Increased community support, Increased parental activity

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.

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: Stacey R. King

Date: June 14, 2022

Planning Committee Members (signatures will be added and uploaded)

Name	Position/Role	Signature
Stacey King	Principal	
Kathryn Stewart	Assistant Principal	
Neilia Trimmingham	Teacher	
Sharon Griffin	Teacher	
Sanqual Sampson	Teacher	
Keyanna Smith	Teacher	
Evelyn Smith	Teacher	
Rashanda Barr	Teacher	
Rhonda Dennis	Teacher	
Crystal Burns	Family Facilitator	
Mamie Kelly	Instructional Support Specialist	
Jacquelyn Telgren	Parent	
Chaquan Rhodes	Parent	
N/A	EL Parent (if applicable)	
N/A	Student (9 th -10 th) required	
N/A	Student (11 th -12 th) required	

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

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.

Completion Date – May 19, 2023

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:	School counselor and Social Worker resources will be used to coordinate school wrap around services.
ESOL:	ESOL students are served in a pull-out model as well as within the regular school day during small group instruction.
Race/Ethnicity/Minority:	Classes are designed to minimize disparity and a heterogeneous mix of students. All students will be provided technology to enhance their learning experience.
Students with Disabilities:	Special Services focus on the inclusion of students with disabilities into the regular education classroom. All supports include accommodations and modifications for assignments and classes based on student need.

- 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;

Teachers utilize small group and targeted instruction on a daily basis. This is to ensure all students are receiving instruction based on academic needs. The school’s master schedule was built to provide the maximum amount of instructional time for each content area. Students will receive daily intervention in the areas of reading and math. Intervention is used to support student deficit areas.

- c) 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 -
 - 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;

Title I Schoolwide Program



Jenkins-White Elementary has a full-time guidance counselor and a school social worker. They provide individual, small group, and classroom guidance. Students also have access to the counselor when social emotional learning is needed. We also have partnerships with community organizations that provide mentoring services to students in need. Students are given tutoring opportunities as well as a wide array of activities designed to improve communication skills and community engagement.

- 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);

Lessons are provided in which students are exposed to a variety of career pathways. Representatives from various careers are brought to the school to speak to students educating them on a variety of careers.

- 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.);

Faculty and staff will implement PBIS recognitions based on positive behavior points. At the end of the nine weeks, students who have earned sufficient points will have the ability to participate in PBIS celebrations.

- 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;

The Instructional Support Specialist along with administration will develop and organize collaborative planning sessions by grade level. Professional Learning sessions will be provided for teaches on strategies to increase student academic performance as well as social emotional learning.

- 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.

A handbook is provided for all students entering Kindergarten. Parents are also given information regarding the transition into Kindergarten. The school counselor and media specialist also provide resources for parents to help the transition into school.

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

academic achievement?

The School Improvement Plan will be monitored based on diagnostic and progress monitoring data. The data will be measured and adjustments will be made to the SIP.

- 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.

Based on the reopening of Jenkins-White Elementary in August of 2021 no previous school year data was available. The School Improvement Plan will be adjusted with SY 2022-2023 baseline data.

- 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.

The School Improvement Plan will remain in effect for the duration of SY 22-23 with revisions as needed. Action steps will be monitored to update and revise as needed based on student achievement data.

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.

Revision Date was May 13, 2022.

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 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.

SRK

- 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.

SRK

Title I Schoolwide Program

Documentation of the involvement of all stakeholders has been submitted to Federal Programs (sign-in, agenda, feedback, minutes

- 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.

SRK

- 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?

The School Improvement Plan will be posted on the Jenkins-White Elementary School webpage and Social media pages for all stakeholders to access.

- 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.	Funds will be used to purchase instructional resources and supplies for literacy, math, science, social studies, writing and social emotional learning, and parent events/trainings. Fund Parent Facilitator paid employee.
State Funds:	Funds will be utilized for professional learning
Reduced Class Size (If applicable)	N/A
School Improvement Grant (If applicable)	Technology for students
Local Professional Learning Funds	District Coordinators professional learning school-based courses
Grants	N/A

SRK

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

Title I Schoolwide Program

- 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:	

2021-2022 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						

2021-2022 SCHOOL IMPROVEMENT PLAN

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						

2021-2022 SCHOOL IMPROVEMENT PLAN

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						