



Elementary School Comprehensive Needs Assessment 2020-2021

CCRPI	2016-2017	2017-2018	2018-2019	Data Sources
CCRPI Score - School	73.8	69.2	50.6	GADOE portal
CCRPI Score - District	63.1	68.3	59.3	
CCRPI Score - State	72.9	76.6	75.9	
Georgia Milestones	2017-2018	2018-2019	2019-2020	Data Source
% Developing Learner or Above - ELA	69	71	N/A	SLDS
% Developing Learner or Above - Math	79	72	N/A	
% Developing Learner or Above - Science	57	59	N/A	
% Developing Learner or Above - Social Studies	72	58	N/A	
% Proficient or Distinguished Learner - ELA	31	27	N/A	
% Proficient or Distinguished Learner - Math	41	27	N/A	
% Proficient or Distinguished Learner - Science	17	21	N/A	
% Proficient or Distinguished Learner - Social Studies	12	5	N/A	
iReady/DIBELS/Capit/Reading Plus	Mid-Year 2017-2018	Mid-Year 2018-2019	Mid-Year 2019-2020	Data Source
% Students Reading on Grade Level - 5th Grade	33	33	28	
% Students Reading on Grade Level - 4th Grade	31	28	28	
% Students Reading on Grade Level - 3rd Grade	64	48	44	
% Students Reading on Grade Level - 2nd Grade	33	35	34	
% Students Reading on Grade Level - 1st Grade	31	39	33	
% Students Reading on Grade Level - Kindergarten	56	74	84	
% Students Math on Grade Level - 5th Grade	36	46	23	
% Students Math on Grade Level - 4th Grade	37	42	31	
% Students Math on Grade Level - 3rd Grade	42	37	38	
% Students Math on Grade Level - 2nd Grade	21	27	28	
% Students Math on Grade Level - 1st Grade	28	30	24	
% Students Math on Grade Level - Kindergarten	52	66	68	
Student Profile	2017-2018	2018-2019	2019-2020	Data Source
Students Absent 10% Enrolled Days (%)				USHA->SIS Error Check or CCRPI Live Data
Discipline Incidences	1011		74	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.
School Culture Data Profile	2017-2018	2018-2019	2019-2020	Data Source
In-School Suspension Incidents (#)	95	1	95	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.



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Out of School Suspension Incidents (#)	76	1	95	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	0	0	0	

Based on the data, what 3 initiatives will your school focus on this school year?

1

Vocabulary (strategies in word knowledge)

2

Number Sense (strategies in numbers and operations)

3

Personalized learning in online platforms

2020-2021 SCHOOL IMPROVEMENT PLAN

School Name: Goshen Elementary

Date: 7/27/2020

Planning Committee Members

Name	Position/Role	Signature
Cindy Scoggins	Principal	<i>Cindy Scoggins</i>
Jermeka Ford	Assistant Principal	<i>Jermeka Ford</i>
Deborah Bostock	Teacher	<i>Deborah Bostock</i>
Kay Jones	Teacher	<i>Kay Jones</i>
Janice McCleery	Teacher	<i>J. McCleery</i>
	Teacher	
	Teacher	
	Teacher	
	Family Facilitator	
	Parent	
	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.

2020-2021 SCHOOL IMPROVEMENT PLAN



DIVISION OF SCHOOL & DISTRICT EFFECTIVENESS
ADVANCING LEADERSHIP IN TRANSFORMING SCHOOLS

NAME OF SCHOOL: Goshen Elementary School

PRINCIPAL: Cindy Scoggins

NAME OF DISTRICT: Richmond County School System

SUPERINTENDENT: Dr. Kenneth Bradshaw

Comprehensive Support and Intervention CSI Alternative Targeted Support and Intervention Promise

Schoolwide Title 1 School Targeted Assistance Title 1 School Non-Title 1 School

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

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal *C. Scoggins* _____ Date _____

Federal Programs Director _____ Date _____

Revision Date: 7/27/2020 Revision Date: _____ Revision Date: _____

Goshen Elementary School			
Cindy Scoggins			
Date Last Revised:	May 1, 2020	Goal Area:	Student Achievement and Success
Performance Objective:		Improve Literacy and Numeracy Skills	

Initiative 1 (SMART Goal): During the 2020-2021 school year, 50% or more of K-5 non-proficient students (as indicated by the beginning I-Ready diagnostic and scoring one or more grade levels below in the domain of vocabulary) at Goshen Elementary will improve their word-knowledge and word learning skills as measured by an increase of scoring one or more grade levels higher at the mid or end of year I-ready diagnostic.

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
Create structured classroom schedules in K-4 that focus on vocabulary instruction daily.	https://educationnorthwest.org/sites/default/files/resources/	Moderate	Scoggins	Schedules	April 30, 2020	card stock	General Fund
Provide professional learning for all classroom teachers to promote word fluency and guide vocabulary instruction within an interactive read aloud. Tier 2 targeted words, high-level planned questions and using intentional and unplanned lessons.	https://files.eric.ed.gov/fulltext/EJ888269.pdf	Promising	Bostock	Agendas, Sign-in sheets, Each teacher will provide an interactive read	Pre-planning 2020, Aug 24, 2020- Oct15, 2020	Read Aloud Books	Title I
Provide professional learning for all K-2 teachers on explicit vocabulary resources in small group settings using visual and multi-sensory materials which include but is not limited to: Snap Word cards, Kinder-Vocabulary, body movement...	https://child1st.com/pages/evidence-based	Promising	Jones	Sight word lists of students in grades	Pre-planning 2020- Aug14, 2020 Assessment at the end of each nine weeks for	Snap Word cards and Kinder Vocabulary	Title I

Provide professional learning to K-5 classroom teachers on planning lessons and building student maps to improve student vocabulary using learning focused strategies. Learning will focused on using vocabulary in context and non-verbal representations.	https://www2.ed.gov/programs/readingfirst/support/	Promising	Bostock	Agendas, sign-in sheets, observations, teacher made assessments in	Pre-planning 2020, August 31- Oct 22, 2020	None	None
Specialized support will be provided to all induction teachers monthly using both virtual and face to face with a defined focus in reading activities which include but not limited to small and whole group instruction .	https://www.edweek.org/ew/articles/2012/05/16/	Promising	Barnes	Collected in One Drive from new teachers and Mentor teachers- Reading station	Aug 14, Sept17, Oct15, Nov18, Dec11, Jan20, Feb16, Mar 17, Apr 13, May17	Laptops for new teachers	Title I

Goshen Elementary School			
Cindy Scoggins			
Date Last Revised:	April 30, 2020, June 8, 2020	Goal Area:	Student Achievement and Success
Performance Objective:		Increase Literacy and Numeracy Skills	

Initiative 2 (SMART Goal): During the 2020-2021 school year, 50% or more of K-5 non-proficient students (as indicated by the beginning I-Ready diagnostic and scoring one or more grade levels below in the domain of numbers and operations) at Goshen Elementary will improve their number sense skills as measured by an increase of scoring one or more grade levels higher at the mid or end of year I-Ready diagnostic.

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
Create a structured classroom schedule in K-5 that facilitates mental math activities to promote number sense daily.	https://webcache.googleusercontent.com/search?q=cache:hulHFiv	Promising	Scoggins and Ford	Schedules	April 30, 2020	cardstock	General Fund
Provide professional learning virtually to all K-5 teachers on building number sense. Professional sessions will be- 1. What is Number Sense? How does it Pertain to your Grade Level? 2. Next Steps with Children's Mathematical Thinking	https://files.eric.ed.gov/fulltext/EJ1146711.pdf	Moderate	Scoggins and Ford	Agendas, Meeting Handouts, Walkthroughs completed by	April 20, 21, 27, 2020 to K-2 teachers, Grades 3-5 Pre-planning-Aug 31	none	none
The Instructional Specialist will collaborate weekly with grade levels to build robust Tier 1 mathematical practices face to face and virtually. Topics of discussion will include- Books for Kids to Mathematize the Season, How many ways to see more? 4 Ideas to Help find Math in everyday	https://link.springer.com/article/10.1007/s10643-019-00992-y	Promising	Barnes	Pre/Post Station Assessments, Agendas, sign in, Math Station Checklist with	Collaborative Meetings starting weekly August 17- November 30, 2020	Material to make number sense workstations	Title I

The Special Education Chairperson will provide professional learning (virtually and face to face) on Tier 2 and Tier 3 mathematical techniques, feedback, presentation of instruction, vocabulary and expectations to students who struggle with number sense.	https://link.springer.com/article/10.1007/s10643-019-00992-y	Promising	McCleery	Agendas, sign in, Intervention lessons at Tier 2 and Tier 3, Daily Checks, Unit	Preplanning 2020- Check-in points, midpoint of each nine weeks and end of nine weeks	None	None
Support will be provided to new and struggling teachers monthly using both virtual and face to face with a defined focus on math assessment	http://www.ascd.org/publications-educational-leadership/feb03/	Promising	Barnes	2 Formative and 1 summative math assessment per nine weeks using	The third week of each nine weeks.	Laptops	Title I

School: Goshen Elementary School							
Principal: Cindy Scoggins							
Date Last Revised:	4/30/20	Goal Area:	Culture and Climate	Performance Objective: Improve positive relationships for all stakeholders			
Initiative 3 (SMART Goal): During the 2020-2021 school year, 100% of all K-5 Goshen Elementary teachers will be able to integrate various online program platforms and applications into personalized learning opportunities into their lesson plans for their students by participating in professional development in-services, webinars or readings.							
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
Purchase individual technology devices for at least 70% of the school's population with an emphasis on grades 3-5 initially in order to build a 1:1 environment.	https://files.eric.ed.gov/fulltext/EJ1117604.pdf	Moderate	Cross	Technology which includes laptops, ipads	August 2020-February 2021	Technology-laptops, ipads	Title I funds
Provide professional learning to classroom teachers on using technology to provide personalized learning methods. Suggested topics include but not limited to : Canvas, screencasts, Video Ant, Prodigy game, Google Docs	https://tech.ed.gov/netp/teaching/	Promising	Ford	Agendas, sign in , lessons recorded through various platforms	August 31-Sept 3, Sept 28-Oct 1, Dec 7-9 2020	None	NA
Teachers will build personalized learning playlists for self-guiding learning. Teachers will be trained on building a rotation of learning activities which include individual learning activities, digital content, group collaboration and teacher led.	http://neatoday.org/2017/06/09/personalized-learning/	Promising	Barnes	Learning playlists from teachers	Sept 7-30, 2020	Technology	Title I

Teachers will be trained on how to customize assessments, goals, technology and set checkpoints. Teachers will make sure students are doing the right amount of work by assigning point values to each activity, set a minimum point requirement in order to demonstrate	https://unesdoc.unesco.org/ark:/48223/pf0000250057	A Rationale	Barnes	Rubrics from checkpoints	October 5-30	Technology	Title I

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 Ga Milestones EOG.)											
Increase the percentage of students scoring Proficient or above on the Grade 4 Ga Milestones Math EOG.											
Increase the percentage of students scoring Proficient or above on the Grade 5 Science Ga Milestones EOG.											
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies Ga Milestones EOG.											
Increase the CCRPI scores to meet or exceeds the school's SWSS CCRPI score.											

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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-Increase understanding of vocabulary	Enhancing Vocabulary with an Interactive Read-Aloud using a read aloud routine and weekly framework	Preplanning 2020 and once a week August 24-Oct 15	\$1500 for Read-Aloud books/Title I	Bostock	Scoggins	I-Ready vocabulary grade level placement will increase/Students understanding of word
1-Increase understanding of vocabulary	Teach reading and fluency with multisensory materials and body movement.	Preplanning 2020 and August 14, 2020	\$500 for snap word cards and kindervocabulary	Jones	Jones	Mastery of Sight word lists/ Students will recognize frequently occurring words increasing their fluency and comprehension
1-Increase understanding of vocabulary	Build student learning maps to improve student vocabulary using learning focused strategies. Learning will focused on using vocabulary in context and non-verbal representations.	Preplanning 2020, August 31-Oct 22, 2020	\$0	Bostock	Bostock	Formative and Summative Tests/Students will deepen their academic language, make connections among multiple texts and connect
2-Increase understanding of number sense	Building robust tier 1 mathematical practices, Tier 2 and Tier 3 Techniques and feedback	Aug 17-Nov 30, 2020 during collaborative planning	\$0	Barnes/McCleery	Barnes	I-Ready and GMAS numbers and operations level placement will increase/Provides a foundation for simple and
3-Increase understanding of personalized learning	Provide professional learning to classroom teachers on using technology to provide personalized learning methods. Suggested topics include but not limited to: screencasts, Video Ant, Prodigy game, Google Docs, Canvas...	Sept 7-30, 2020	\$20,000 Laptops, ipads	Ford/Barnes	Ford	Tailored Instruction/ Increased levels of engagement
1-3-Increase understanding of vocabulary, number sense and technology	Virtual library of professional learning sessions on focus topics created for and shared with all induction teachers. Each session followed with a scheduled virtual Q & A session	Aug-March 2020-2021-Monthly	\$0	School Mentors-Sosebee, Bostock, Sisk, Jones	Sosebee	Strong Relationships/ Increase Learning

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.	Title I funds will pay to have two Kindergarten paraprofessionals, Charles Rosier and Judy Turner. Funds will be used to purchase technology which includes laptops and ipads, Snap word vocabulary, Kinder vocabulary kits, read aloud books and materials to make number sense stations such as cardstock, paper, ink, markers.
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.

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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:	
ESOL:	
Race/Ethnicity/Minority:	
Students with Disabilities:	

- 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;

- 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;

Monthly guidance sessions in each classroom in the areas of behavioral, academic and social a

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- 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);

Teachers and students receive guidance information in a variety of ways which include career ex

- 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.);

At GES, multi-tier levels of support are in place for attendance, academics, and behavior concern

- 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;

Using multiple means of data, job-embedded learning included: What is Number Sense?, Own Y

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

GES has two preschool classrooms as well as a special education PreK classroom that provides

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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;

- 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;

- 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;

- 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.

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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).

GES has been identified as a TSI school which requires us to implement evidenced-based practices

- 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.

GES is committed to increasing English language proficiency levels of all English learners in grades

- 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

Not applicable

- 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)

Not applicable

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/guidanceuseininvestment.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:	

Current Research to Support this Action Step					
Expected Results					
How will Success be Measured?					
Data Points					
Status Checkpoint Dates:					
End-of-Year Results and Reflection					