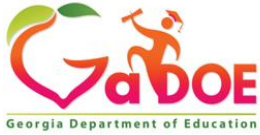


2021-2022 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: Wilkinson Gardens PRINCIPAL: Ca'Vana Lambert
NAME OF DISTRICT: Richmond County School System SUPERINTENDENT: Dr. Kenneth Bradshaw
<input checked="" 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: _____ Revision Date: _____ Revision Date: _____

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Wilkinson Gardens				
Principal:	Ca'Vana Lambert				
Date Last Revised:	6/23/2021	Strategy Map Goal Area:	Student Achievement and Success- Reading	Strategy Map Performance Objective:	Improve early literacy and numeracy skills

Initiative 1-Literacy (SMART Goal):	By the end of the 2021-2022 school year, the percentage of students performing on grade level in Reading will increase by 3 percentage points as measured by district mandated I-Ready 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
Instructional Specialists will use the coaching cycle to support teachers with effective use of phonics instruction (Foundations), targeted Guided Reading, and implementation of Guided Writing. The Instructional Specialists will provide modeling, co-teaching, and feedback based on walkthroughs conducted by the Instructional Leadership Team to monitor implementation of phonics and reading comprehension.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/	Strong	N. Williams	Observations/ Feedback Students' growth document forms	August 2021-May 2022	Computers Foundations training, guided reading training, GOSA sessions Student workbooks Leveled Reading Books Pocket Charts	Title 1 Part A 1003a Title 1 Part A
Teachers will use the I-Ready BOY, MOY, and EOY assessments to monitor student's progress to differentiate instruction.	https://ies.ed.gov/ncee/wwc/Study/82924	Moderate	N. Williams	Student Growth Reports	August 2021-May 2022	Teachers will use the I-Ready BOY, MOY, and EOY assessments to monitor student's progress to differentiate instruction.	Title 1 Part A

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>Teachers will plan with the effective use of technology to strengthen literacy-based digital learning experiences for students using Canvas and other e-learning platforms.</p>	<p>https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL-West_Digital_Safety_FAQ_v68_Clean_proofed_FINAL_113357.pdf</p>	<p>Strong</p>	<p>Shaffer</p>	<p>Agendas, Minutes, Sign-in Sheets, lesson plans</p>	<p>October 2020-May 2021</p>	<p>Canvas virtual PL sessions, laptop charging cart, ipads promethean boards, Wireless keyboards</p>	<p>Federal- School Improvement funds & Title I Part A 1003a</p>
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2021-2022 SCHOOL IMPROVEMENT PLAN

School:								
Principal:								
Date Last Revised:		Strategy Map Goal Area:	Student Achievement and Success- Math	Strategy Map Performance Objective:	Increase student performance at or above grade			
Initiative 2-Math (SMART Goal):	By the end of the 2021-2022 school year, the percentage of students performing on grade level in Math will increase by 3 percentage points as measured by district mandated I-Ready Data.							
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	
The Instructional Specialists will utilize the coaching cycle to support teachers with Ready math implementation. The Instructional Specialists will provide modeling, co-teaching, and feedback based on walkthroughs conducted by the Instructional Leadership Team to monitor implementation of Ready Math.	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/early_math_pg_111313.pdf	Moderate	M. Henderson	Observations/ Feedback Student progress monitoring data	October 2021- May 2022	Chart paper. Markers, ink, Poster maker supplies	RESA Title 1 Part A 1003a	
Teachers will use the I-Ready Math BOY, MOY, and EOY diagnostics and quarterly assessments to monitor student's progress to differentiate math instruction.	https://www.prnewswire.com/news-releases/new-efficacy-research-demonstrates-curriculum-associates-i-ready-meets-every-student-succeeds-act-essa-federal-funding-requirements-including-school-improvement-funds-300601922.html	Strong	M. Henderson	I-Ready assessment and progress monitoring data	September 2021- May 2022	RCSS Assessment Calendar dates Laptops ipads headphones	Title 1 Part A	
Teachers will plan with the effective use	https://ies.ed.gov/ncee/edlabs/re	Strong	Shaffer		October 2021-	Access to Canvas	Federal-	

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>of technology to strengthen math-based Digital Learning experiences for students using Canvas and other e-learning platforms.</p>	<p>gions/west/relwestFiles/pdf/REL-West_Digital_Safety_FAQ_v68_Clean_proofed_FINAL_113357.pdf</p>			<p>Agendas, Minutes, Sign- in Sheets, lesson plans</p>	<p>May 2022</p>	<p>and E-textbooks Training on Microsoft Teams & Canvas Promethean Boards</p>	<p>School Improvement funds & Title I Part A 1003a</p>
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2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Wilkinson Gardens						
Principal:	Ca'Vana Lambert						
Date Last Revised:	June 23, 2021	Strategy Map Goal Area:	Climate and Culture	Strategy Map Performance Objective:	Ensure a Positive Working and Learning Environment		
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	By the end of the 2021-2022 School Year, Wilkinson Gardens will increase the climate Star rating from 2 stars to 3 stars.						
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
Target Social and Emotional Learners by implementing soft skills and self-knowledge curriculum and increase wrap around services for students with the assistance of a part-time counselor and parent facilitator.	Rationale provided	N/A	Ms. Kennedy	Lesson Plans Observations Counselor Schedule	August 2021-May 2022	Part-time counselor Parent Facilitator	Title 1Part A 1003a
PBIS team will plan protocols, matrix, training, and rewards schedules to recognize students and staff	https://ies.ed.gov/ncee/wwc/Intervention/103	Strong	D. Jefferson	PBIS Matrix PBIS Protocols Agendas Schedules	September 2021-May 2022	PBIS Orientation Tier II Training PBIS Plan EH Data Student and Staff incentives	Title 1 Part A
Initiate and develop collaborative partnerships to support school climate.			D. Lishnoff	List of community Partners with contributions	August 2021-May 2022	Student and Staff incentives	Title 1 Part A

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>Develop a teacher induction program that provides supports to prepare waiver teachers for passing the GACE Assessments.</p>	<p>https://digitalcommons.uri.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1284&context=oa_diss</p>	<p>Strong</p>	<p>S. Bailey</p>	<p>Teacher surveys Teacher Reflection Teacher artifacts from induction programs</p>	<p>November 2021-May 2022</p>	<p>On-going RESA Teacher Support Program</p>	<p>N/A</p>
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2021-2022 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	Target Year 4	Actuals Year 4	Target Year 5	Actuals Year 5
	(2018-2019)	(2019-2020)	(2020-2021)	(2020-2021)	(2021-2022)	(2021-2022)	(2022-2023)	(2022-2023)	(2023-2024)	(2023-2024)	(2024-2025)	(2024-2025)
Increase the percentage of students reading on grade level by Grade 3 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG)	3.7	3.7	6.7	6.7								
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	6.3	6.3	9.3	0.0								
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	3.6	3.6	6.6									
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	1	1	4									
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	50	48	50									

2021-2022 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	Vocabulary and Questioning	Sept 2020-May 2021	Sadlier books	N. Williams Muriel Henderson Instructional Specialist	Literacy and instructional Specialists observations, monitoring of lesson plans, analyzing latest literacy data	Observation data, lesson plan logs, and data reports
1	Guided Reading Training	August 2021-July 2022	Guided Reading Modules and training materials Chart paper Poster maker paper Ink Literacy Para	N. Williams Muriel Henderson Instructional Specialist	Guided reading lesson plans, teacher observations	BOY, MOY, EOY, literacy data report comparisons, lesson plan
1	Ready Math	October 2021-July 2022	Instructional Specialists	N. Williams Muriel Henderson Instructional Specialist	Quarterly math block walkthroughs	I-ready BOY, MOY, EOY data comparisons by domain
1-2	Digital Learning Grant through Canvas & Instructional Technology for use of laptops	Aug 2021-May 2022	Title 1 Part A Federal School Improvement Laptops Computers Headphones	N. Williams Muriel Henderson Instructional Specialist	Quarterly review of teachers' Canvas platforms	Student e-assignment submissions

2021-2022 SCHOOL IMPROVEMENT PLAN

2021-2022 SCHOOL IMPROVEMENT PLAN						
3	Tier 2 PBIS	Sept 2021-May 2022	Georgia PBIS Redelivery Training materials for Tier 2 Student and Staff incentives	D. Jefferson PBIS Coach	Infinite Campus, Educational Handbook, Tier 2 discipline database (CICO)	Discipline data (EH & Infinite Campus), and Tier 2 discipline database (CICO)
3	Socioemotional Curriculum Training	Sept 2021-May 2022	Sanford Harmony kits/resources Part-time counselor	J. Kennedy Counselor D. Jefferson PBIS Coach	Lesson plans, walkthroughs	Discipline data, PBIS points

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: Wilkinson Gardens

Date: June 24, 2021

Planning Committee Members

Name	Position/Role	Signature
Ca'Vana Lambert	Principal	
Sandra Bailey	Assistant Principal	
Francenia Waltower	Teacher	
Dr. Mainhart	Teacher	
Jolee Edwards	Teacher	
Ashley Bailey	Teacher	
Anastacia Shaffer	Teacher	
Tennille Jefferson	Teacher	
Debra Jefferson	Teacher	
Dr. Regina Streetman	Family Facilitator	
Nadine Williams Muriel Henderson	Instructional Specialists	
Nakeisha Jackson	Parent	
	Parent	
	Parent	
	Student (9 th -10 th)	
	Student (11 th -12 th)	

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.

June 23, 2021

2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs:

Wilkinson Gardens will implement the following reform strategies: implement an extended learning program through 21st Century, establish a family resource center at school, target literacy and math instruction, make closing gaps a school-wide responsibility, identify programs and strategies to increase achievement, and develop effective school-wide leadership teams.

- 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:	Wrap around service provided through parent resource room (food, clothing, & academic resources) backpack program (weekend meals sent home with select students) Toys for Tots partnership (provides Christmas gifts for families) 21 st Century afterschool program (provides afterschool care, academic support, & enrichment activities)
ESOL:	Support of ESOL Teacher (Teacher provides differentiated support based on Tiered students)
Race/Ethnicity/Minority:	Growing Readers Grant (Students select books based on their interests and Lexile levels. Teachers support students with reading their selected book). 21 st Century afterschool program- support students who attend high poverty low-performing schools
Students with Disabilities:	IEP Services (plan that supports the individual needs) SPED teachers (create, provide, monitor services noted in IEP)

- 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;

- Implement an extended learning program through 21st Century- 21st Century provides homework help, tutoring, and enrichments

Title I Schoolwide Program

opportunities. The program supports students who attend high poverty low-performing schools

- Establish a family resource center at school- The resource room includes academic resources that families can use to help students with academics during non-school related hours. Informative workshops help build parents capacity as they continue to influence their child's academic progress.
- Target literacy and math Instruction-Teachers will engage in professional learning opportunities in literacy and math. Students will engage in intervention through the RTI process, and students will have access to the FEV online tutoring program,
- Make closing gaps a school-wide responsibility- Teachers will teach and assess according to the student's learning styles and develop learning opportunities that are relevant and engaging to diverse student populations
- Identify programs and strategies to increase achievement- Wilkinson Gardens will continue to implement the gifted program, AVID strategies, Teachers as Advisors program, I-Ready personalize learning program, Foundations phonics program, & the Growing Readers imitative to increase achievement.
- Develop effective school-wide leadership teams (literacy, math, & climate)- The leadership teams will analyze trends and patterns to develop, implement, and monitor the effectiveness of the School Improvement Plan on student achievement and closing the learning gaps.

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;

*Small Group Counseling Sessions provided by the part-time school counselor
*Implementation of Safford and Harmony Social & Emotional program.
*Classroom Guidance Character Ed Sessions provided by full-time school counselor
*Teachers as Advisors Mentoring Program
*Beta Club, Student Council, Drama Club, Art Club, and Phenomenal Young Ladies Club are utilized to help students improve skills outside of the academic subject.

- 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

Title I Schoolwide Program

schools);

During the month of April, the counselors from RCSS Technical Career Magnet School and Murphy Middle School presents to Wilkinson Gardens 5th grade students. They provide students with a virtual tour and orientation. Information is provided on expectations and scheduling. Students have an opportunity to learn about specialized programs, clubs, extracurricular activities, and various programs that will be available in middle school.

- 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.);

Wilkinson Gardens has developed and implemented PBIS school-wide that includes a tiered approach to addressing behavior. The Early Intervention Program (EIP), Individualized Education Plan (IEP), and 504 Plans are in place to address academics and behaviors for identified students.

- 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;

Wilkinson Gardens provides on-going, embedded professional development. The instructional specialists conduct bi-weekly PL that supports the SIP initiatives and county directives. In addition to school-based professional learning, PL is also provided by the district and other external organizations.

- 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.

Wilkinson Gardens houses two pre-kindergarten classes. During the Spring of the year, a meeting is held with all pre-kindergarten parents. Pre-K teachers present "A Day in Kindergarten" PowerPoint outlining the curriculum, schedule, and skills to be learned during the kindergarten year. After the workshop, pre-kindergarten students are assigned to a kindergarten class for a day. During this time, the pre-kindergarten students participate in kindergarten activities.

During the month of April, the counselors from RCSS Technical Career Magnet School and Murphy Middle School presents to Wilkinson Gardens 5th grade students. They provide students with a virtual tour and orientation. Information is provided on expectations and scheduling. Students have an opportunity to learn about specialized programs, clubs, extracurricular activities, and various programs that will be available in middle 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

Title I Schoolwide Program



academic achievement?

The goals and strategies noted in the SIP are continually monitor by administrators, teachers, leadership teams, Instructional Specialists, RESA, and DOE to evaluate the impact on student achievement. Assessments such as GA Milestones, I-Ready, and formative and summative assessments are used to measure academic achievement. Adjustments are made as needs are identified.

- b.) Review the previous year's School Improvement Plan. Determine whether the school-wide 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.

The 2020-2021 I-Ready EOY Benchmark results showcased school-wide improvement in literacy and math. GA Milestones Assessment was not administered during the previous school-year. Therefore, improvement based on the state's academic standards cannot be determined at this time.

- c.) Describe how the School-wide plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the school-wide program.

The plan will be revised based the artifacts and consensus of the leadership teams. The leadership teams meet twice monthly to review artifacts and 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 March 31, 2021.

5. Schoolwide Plan Development – Section 1114(b)(1-5)

- a.) The Schoolwide Plan is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Please enter your initials to acknowledge this statement. CL

- 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

Title I Schoolwide Program

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.

- 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.

CL

- 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?

Our School Wide Plan is available to the public via website, monthly Title I parent meeting, School Council meetings, and copies are available in the parent resource room. The plan is written in specific and relevant terminology that all stakeholders can understand.

- 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.	Literacy books for students Educational Resources Computer para (Shavon Turner) Promethean boards Professional Learning Conferences Laptop charging carts Wireless keyboards
State Funds:	N/A
Reduced Class Size (If applicable)	N/A
School Improvement Grant (If applicable)	Instructional Specialist (Muriel Henderson) Promethean Boards Part-time counselor (Judy Kennedy)
Local Professional Learning Funds	N/A
Grants	GOSA Grant-Professional Learning resources & classroom libraries

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 I Schoolwide Program

- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

Written Rationale (Dependent on ESSA Evidence Level)

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

ESSA recognizes four levels of evidence:

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

The following links can be utilized for evidence:

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

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

<https://evidenceforessa.org>

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

Rationale #1	
Initiative: 3	By the end of the 2021-2022 School Year, Wilkinson Gardens will increase the climate Star rating from 2 stars to 3 stars.
Action Step:	Target SEL by implementing soft skills and self-knowledge curriculum with the assistance of an additional Counselor.

2021-2022 SCHOOL IMPROVEMENT PLAN

Current Research to Support this Action Step	Durlak, Weissberg recent analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated: Better academic performance Improved attitudes and behaviors Fewer negative behaviors Reduced emotional distress						
Expected Results	Better academic performance Improved attitudes and behaviors Fewer negative behaviors						
How will Success be Measured?	The amount of time students spend in small group will						
Data Points	Beginning of Year	Small group mtg twice weekly	Goal	Small group mtg one or less weekly	Actual		
Status Checkpoint Dates:	Every reporting period (9weeks)						
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						