

2021-2022 SCHOOL IMPROVEMENT PLAN



DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS

NAME OF SCHOOL: Hornsby Elementary School PRINCIPAL: Dr. Gregory Shields	
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 <i>[Signature]</i> _____	Date <i>08/12/2021</i>
Federal Programs Director _____	Date _____

Revision Date: 8-17-21 Revision Date: 8/17/21 Revision Date: _____

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Hornsby Elementary School					
Principal:	Dr. Gregory Shields					
Date Last Revised:	8/3//2021	Goal Area:	Student Achievement and Success	Performance Objective:	Improve Literacy Skills	

Initiative 1-Literacy (SMART Goal):	During the 2021-2022 school year, the combined number of students scoring on grade level as measured by the I-Ready diagnostic assessment shall increase by 10 percentage points as follows: In ELA from 22% in Spring of 2021 to 32% in Spring of 2022.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Action Step 1 Ensure high quality Tier I instruction and fidelity of implementation for the RCSS curriculum and framework • Refine the collaborative planning process to achieve the operational level of the GaDOE HI Rubric for all components (Begin August) • Ensure appropriate use of data for planning remediation and acceleration for students (diagnostic, summative, benchmark data) (Begin August)	https://ies.ed.gov/ipeds/pubs/20194008/pdf/20194008.pdf http://www.centerforinnovation.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf (pages 50-57 of Research Brief)	Moderate to Strong	Principal, Assistant Principal, and Instructional Specialists Grade Level and Dept. Leaders	Collaborative Planning agendas and minutes, lesson plans, data reports, formative assessments, collection of exemplars	August – May	Addition of a second Instructional Specialist (requested through 1003a funds); Coaching Endorsement training through RESA for two instructional specialists. District PL, GaDOE SDE Resources, CSRA RESA Resources	Title 1 Funds, 1003a Funds, District Funds, RESA Funds

2021-2022 SCHOOL IMPROVEMENT PLAN

Provide specialized support to induction and waiver teachers including a Pathway to Certification Plan for all waiver teachers (Begin August)	https://ies.ed.gov/nce/edlabs/regions/southwest/pdf/rel_2007033_sum.pdf	Moderate to Strong	Principal, Assistant Principal, and Instructional Specialists		July – May		
Action Step 2 Refine Reading Instruction - Participate in Growing Readers RESA Partnership (Begin August) - Provide teacher training and coaching support in RCSS curriculum supports (CAP IT/Reading Plus/Fundations/i-Ready) (Begin August) - Supplement classroom resources with science leveled reading materials, vocabulary cards, and hands-on kits (Begin September)	https://charts.intensiveintervention.org/ascreening	Strong	Instructional Specialists	Training attendance records, CAP IT and Reading Plus data reports, I Ready data reports	August – May	Addition of a second Instructional Specialist (requested through 1003a funds), District curriculum materials, District Canvas Learning Management System, District PL, District SWD Resources and Support, GaDOE SDE Resources, CSRA RESA Resources	Title 1 Funds, 1003a Funds, District Funds, RESA Funds
Action Step 3 Refine the use of personalized learning support for individual students - Provide 1 to 1 technology devices to students for daily instruction (Begin August) - Ensure fidelity of implementation for the i-Ready supplemental program in reading (Begin August) - Monitor the number and percentage of students meeting i-Ready Stretch Growth Goals in reading by grade and by teacher (Begin September) - Provide FEV tutoring (Begin August)	https://files.eric.ed.gov/fulltext/ED593306.pdf See Page 14 of Research Brief	Moderate	Principal, Assistant Principal, Media Specialist, Instructional Specialists, Grade Level and Department Leaders	Canvas online teacher pages and plans, compliance calendar, Canvas review records, digital learning plans, technology inventory, Promethean ActivInspire boards	July - May	Addition of a second Instructional Specialist (requested through 1003a funds), District curriculum materials, District Canvas Learning Management System, District PL, GaDOE SDE Resources, CSRA RESA Resources, District assessments	Title 1 Funds, 1003a Funds, District Funds, RESA Funds

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Hornsby Elementary School							
Principal:	Dr. Gregory Shields							
Date Last Revised:	8/3/21	Goal Area:	Student Achievement and Success	Performance Objective:	Improve Numeracy Skills			
Initiative 2-Math (SMART Goal):	During the 2021-2022 school year, the combined number of students scoring on grade level as measured by the I-Ready diagnostic assessment shall increase by 10 percentage points as follows: In Math from 13% in Spring of 2021 to 23% in Spring of 2022.							
Evidence-Based Action Steps		Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Action Step 1 Ensure high quality Tier I instruction and fidelity of implementation for the RCSS curriculum and framework - Refine the collaborative planning process to achieve the operational level of the GaDOE HI Rubric for all components (Begin August) - Ensure appropriate use of data for planning remediation and acceleration for students (diagnostic, summative, benchmark data) (Begin August)		https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf http://www.centerforinnovationandeffectiveteaching.org/resources/evidence-review-and-effective-practices-briefs.pdf (pages 50-57 of Research Brief)	Moderate to Strong	Principal, Assistant Principal, and Instructional Specialists Grade Level and Dept. Leaders	Collaborative Planning agendas and minutes, lesson plans, data reports, formative assessments, collection of exemplars	August – May	Addition of a second Instructional Specialist (requested through 1003a funds); Coaching Endorsement training through RESA for two instructional specialists. District PL, GaDOE SDE Resources, CSRA RESA Resources	Title 1 Funds, 1003a Funds, District Funds, RESA Funds

2021-2022 SCHOOL IMPROVEMENT PLAN

Provide specialized support to induction and waiver teachers including a Pathway to Certification Plan for all waiver teachers – (Begin August)	https://ies.ed.gov/nicee/edlabs/regions/southwest/pdf/ref_2007033_sum.pdf	Moderate to Strong	Principal, Assistant Principal, and Instructional Specialists		July – May		
Action Step 2 Refine Math Instruction - Implement READY Math (Begin August) - Implement First in Math (Begin August)	https://charts.intensiveintervention.org/assessment (iReady highly rated by Center for Intensive Intervention)	Strong	Assistant Principal, Instructional Specialists, Grade Level and Dept. Leaders	Training records, student data reports, student data conference protocol and records, assessment calendar	August - May	Addition of a second Instructional Specialist (requested through 1003a funds), District curriculum materials, District Canvas Learning Management System, District PL, GaDOE SDE Resources, CSRA RESA Resources, District assessments	Title 1 Funds, 1003a Funds, District Funds, RESA Funds
Action Step 3 Refine the use of personalized learning support for individual students - Provide 1 to 1 technology devices to students for daily instruction (Begin August) - Ensure fidelity of implementation for the i-Ready supplemental program in math (Begin August) - Monitor the number and percentage of students meeting i-Ready Stretch Growth Goals in math by grade and by teacher (Begin September) - Provide FEV Tutoring (Begin August)	https://files.eric.ed.gov/fulltext/ED593306.pdf See Page 14 of Research Brief	Moderate	Principal, Assistant Principal, Media Specialist, Instructional Specialists, Grade Level and Department Leaders	Canvas online teacher pages and plans, compliance calendar, Canvas review records, digital learning plans, technology inventory, Promethean ActivInspire boards	July - May	Addition of a second Instructional Specialist (requested through 1003a funds), District curriculum materials, District Canvas Learning Management System, District PL, GaDOE SDE Resources, CSRA RESA Resources, District assessments	Title 1 Funds, 1003a Funds, District Funds, RESA Funds

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Hornsby Elementary School						
Principal:	Dr. Gregory Shields						
Date Last Revised	8/3/21	Goal Area:	Climate and Culture	Performance Objective:	Ensure a Positive Learning and Working Environment		
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	Decrease the percentage of students absent more than 10 days during the school year by 10 percentage points as follows: From 154 in 2019-2020 to 139 for 2021-2022.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Action Step 1: Refine implementation of the PBIS • Provide PBIS and classroom management training for targeted teachers (Begin August)	https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/RI_West_PBIS_Webinar1.pdf	Strong	Assistant Principal, PBIS Coordinator	Training and attendance records, recognition calendar, behavior matrix, discipline records,	September – May	RESA and District PBIS Training and Support, RESA Secondary Training and Support, Community Partnership Support,	Title I Funds, RESA Funds, Community Partner Funds
Action Step 2: Refine the monitoring system for student attendance • Refine the attendance committee (Attendance Team) monitoring process (Begin August) • Establish a school attendance protocol in compliance with the RCSS protocol (i.e., organizational chart, actions steps, and monitoring tool) (Begin August)	https://eric.ed.gov/?id=EJ871910	Strong	Assistant Principal, Counselor, Data Clerk, Social Worker	ART team agendas and minutes, individual student success plans, parent contact records,	September – May	District ART Team Guidelines and Materials, District Student Data Management System, Social Worker Support	Title I Funds, District Funds

2021-2022 SCHOOL IMPROVEMENT PLAN

Action Step 3: Establish a school-level teacher attendance procedure in compliance with RCSS policy and TKES standards							
---	--	--	--	--	--	--	--

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 performance on the I-Ready End-of-Year Diagnostic Assessment by 5%. *The grade level configuration for Hornsby ES changed between 2019-2021 (K-3) and 2021-2022(K-5). A comparison from baseline to Target 1 is not applicable currently. In addition, no GMAS was administered in Spring 2021.	Will use Fall 2021 I-Ready Diagnostic Assessment for grades K-5		+5%		+5%		+5%		+5%		+5%	

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
	Guided Reading (Growing Readers Partnership for teacher training and coaching support in guided reading)	August – May (Teachers will meet weekly during collaborative planning time.)	Title I Funds RESA Funds	Instructional Specialists, RESA Trainers,	Administrative Focus Walks Peer observation	Lesson Plans, TKES Evaluations, Walkthrough Observation Data - Eleot, Student Work Samples, Student Data (I-Ready)
	Number Talks	August – May (Teachers will meet weekly during collaborative planning time.)	Title I Funds	Instructional Specialists, District Trainers	Administrative Focus Walks Peer observation	Lesson Plans, TKES Evaluations, Walkthrough Observation Data - Eleot, Student Work Samples, Student Data (I-Ready)

2021-2022 SCHOOL IMPROVEMENT PLAN

	Data-Driven Small Group Instruction (Provide training and coaching support for small group instruction in fluid grouping, classroom management of small group instruction, differentiated instruction)	August – May (Teachers will meet weekly during collaborative planning time.)	Title I Funds 1003a Funds	Instructional Specialists	Administrative Focus Walks Peer observation	Lesson Plans, TKES Evaluations, Walkthrough Observation Data - Eleot, Student Work Samples, Student Data (I-Ready)
	Data Analysis Train teachers in data analysis and assessment strategies (diagnostic, formative, summative)	August – May (Teachers will meet weekly during collaborative planning time.)	Title I Funds 1003a Funds GaDOE SDE Resources	Instructional Specialists GaDOE SES RESA SIS	Administrative Focus Walks Peer observation	Lesson Plans, TKES Evaluations, Walkthrough Observation Data - Eleot, Student Work Samples, Student Data (I-Ready)
	Response to Intervention Orient new teachers to Response to Intervention process to support student growth	August - May	District Funds and Resources	Dr. Ward Teachers	RTI process	Monthly Discipline Attendance, and Academic Reports
	Canvas Provide training and coaching support for use of Canvas and development of digital lessons and other LMS components	August - May	District Funds and Resources	Instructional Specialists	Administrative Focus Walks (digital)	Expectations Checklists for Individual Teachers
	Instructional Framework Train teachers in the use of the RCSS Instructional Framework and curriculum guidelines including a checklist of expectations	July - May	RCSS Curriculum Documents and Resources	Instructional Specialists	Administrative Focus Walks Peer observation	Posted Schedules, Lesson Plans, Walkthrough Observation Data,
	New Teacher Induction (Train new teachers in school procedures, curriculum content, lesson planning, classroom	July - May	School and District Resources	Instructional Specialists, Grade Level Leaders,	Administrative Focus Walks	Walkthrough Observation Data

2021-2022 SCHOOL IMPROVEMENT PLAN

	management)			Principal, Asst. Principal	Peer observation	
	Collaborative Planning (Provide training and coaching support to grade level leaders in leading collaborative planning)	August - May	District Resources GaDOE SDE Resources	Instructional Specialists, GaDOE SES RESA SIS	Administrative Observation of Planning Sessions	Collaborative Planning Self-Assessment Data
	I-Ready Assessment and Supplements (Train teachers in the integration of I-Ready into daily lesson plans; Typical and Stretch Growth goals)	August - May	District Resources 1003a Funds for Supplemental Materials	Instructional Specialists	Administrative Focus Walks Peer observation	Lesson Plans, TKES Evaluations, Walkthrough Observation Data - Eleot, Student Work Samples, Student Data (I-Ready)
	RCSS Curriculum and Intervention Tools (Provide teacher training and coaching support in RCSS curriculum implementation and interventions such as CAP IT/Reading Plus/Fundations/IReady)	August - May	District Funds and Resources	Instructional Specialists	Administrative Focus Walks Peer observation Data meetings	Lesson Plans, TKES Evaluations, Walkthrough Observation Data, Student Data (I-Ready), CAP IT Progress Reports, Reading Plus See-Reader Reports
	PBIS (Provide school-wide PBIS trainings; provide classroom management training for targeted teachers)	July - May	District and RESA Funds and Resources	Principal, Assistant Principal, Counselor, PBIS Coordinator	Administrative Focus Walks Peer observation	Walkthrough Observation Data Discipline Reports

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: W. S. Hornsby Elementary

Date: 08/26/2021

Planning Committee Members

Name	Position/Role	Signature
Dr. Gregory Shields	Principal	
Mrs. Stephanie Hemingway	Assistant Principal	
Ms. Natalie Hudson	Teacher	
Ms. Keshiea Chandler	Instructional Specialists	
Ms. Twila Jefferson	Teacher	
Seymore Reese	Instructional Specialists	
Ms. Dorothy Walden	Family Facilitator	
Dr. Cindy Lee	Teacher	
Jasmine Williams	Parent	

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

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:

- Describe how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	The economically disadvantaged will receive to targeted interventions designed to meet their needs
ESOL:	N/A
Race/Ethnicity/Minority:	Through daily interventions for ELA and Math, Foundations and Growing Readers and Moving with Math for each student.
Students with Disabilities:	The accommodations for these students will be followed by stakeholders as part of the instructional processes. School will provide necessary supports to assure student behavioral and academic growth.

- 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 will implement strategies for best practices in all subject areas through curriculum support such as Caplt, Reading Plus, Number Talks, and I-Ready to supplement regular classroom instruction. Teachers will build in instructional supports to bridge achievement gaps while also enriching the regular classroom curriculum. Teachers will collaborate daily to analyze diagnostic data and achievement data to determine supports for at-risk students as well as to increase academic achievement beyond regular grade level expectations. STEM will be implemented to provide enrichment in science and mathematics as well as literacy, critical thinking, and problem solving. Character Education will be implemented to provide support for socio-emotional needs that may be interfering with academic achievement.

- 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 -



Title I Schoolwide Program

- 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;

The Student Support Team (Assistant Principal, Counselor, Grade-level Chairs) will implement programs to assess behavioral needs of students and identify supports that will assure improvements in behavior that will lead to improved academic achievement. RtI will be used to work with a collaborative group formed from the teacher, parent(s), school counselor, and psychologist to set goals for improvement and provide research-based strategies that guide the student towards success in school

- 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);

N/A

- 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.);

The school will continue to implement the following school-wide initiatives and programs: PBIS, Girls and Boys mentoring group, and RtI to prevent and address problem behavior, and early intervening services.

- 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;

All faculty and staff will participate in whole group and targeted professional development sessions. Teachers will also participate in weekly collaborative planning sessions led by the Instructional Specialists. Each grade level team leader will also hold weekly team meeting so that areas of professional concern can be shared and addressed as deemed necessary for student progression.

- 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.

Strategies for assisting preschool children transition to Kindergarten include: taking a tour of the Kindergarten classrooms, decreasing rest time in 15 minute intervals until the desired 30 minutes is reached and offering a book or other quiet activity, extend center time, reading books related to Kindergarten, discussing Kindergarten expectations and how they are different and also similar. Pre-K teachers will extend literacy and math time, and conduct Kindergarten Transition Meeting with parents.

3. Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26



Title I Schoolwide Program

- 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 Leadership team will continue to meet twice a month to discuss our SIP and 90-day plan to ensure we have a plan in place for the 2021-2022 school year.

- 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.

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.

- 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 plan will be monitored and amended as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

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.

All interventions, with the exception of Growing Readers (a state initiative), are vetted ESSA based strategies and can be found on the ESSA website.

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.

G.S

- 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

Title I Schoolwide Program



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.

G.S.

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 is made available to all stakeholders as it is annually posted to the school's website. Link: <https://www.rcboe.org/hornsby>

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.	The salary for full-time parent facilitator and technology.
State Funds:	To reduce class size
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	To fund technology resources
Local Professional Learning Funds	
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

2021-2022 SCHOOL IMPROVEMENT PLAN

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:	