

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Hornsby Elementary School						
Principal:	Dr. Willie Adkinson						
Date Last Revised:	10/30/2020	Goal Area:	High Academic Achievement and Success for All	Performance Objective:	Increase Student Performance at or Above Grade Level		
Initiative 1 (SMART Goal):	During the 2020-2021 school year, the combined number of students scoring on grade level as measured by the I-Ready assessment shall increase by 10% percentage points as follows: In ELA from 22% in Winter of 2020 to 32% in Spring of 2021, and In Math from 13% in Winter of 2020 to 23% in Spring of 2021.						
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 Implement a formal coaching cycle protocol and professional learning plan to include specialized support of induction teachers <ul style="list-style-type: none"> Provide training and support to school leaders in use of a formal Coaching Cycle Provide Coaching Endorsement training for two instructional specialists Develop a weekly schedule for instructional rounds (face-to-face and virtual) Select monitoring tools to assess specific instructional practices Create a professional learning plan Provide tiered coaching support to teachers based on monitoring data and induction level Provide specialized support to induction level teachers 	https://ies.ed.gov/ncee/edl/bs/regions/southwest/pdf/rel_2007033_sum.pdf	Moderate to Strong	Woods, Chandler (Instructional Specialists)	Coaching Cycle Graphic Organizer, Training Attendance Records, Instructional Rounds Schedule and Data, PL plan	July – 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

2020-2021 SCHOOL IMPROVEMENT PLAN

<p>Action Step 2 Refine the instructional framework for all content areas including SWD</p> <ul style="list-style-type: none"> • Train teachers in the use of the RCSS Instructional Framework and curriculum guidelines including a checklist of expectations • Refine the lesson plan template to include target actions and success criteria/5 E • Develop and adhere to daily instructional schedules as per RCSS Guidelines • Systematically analyze the instructional programs for SWD • Collaborate with external special education personnel to provide coaching and support • Assess IEP content for proper accommodations and instructional delivery models • Provide training on the use of GaDOE CCRPI targets for all subgroups • Create digital learning plans for all SWD 	<p>https://eric.ed.gov/?q=effective+lesson+planning&id=ED553616</p>	<p>Moderate to Strong</p>	<p>Woods, Chandler, T. Jefferson (Instructional Specialists and Special Education Department Leader)</p>	<p>Revised lesson plan (Five E), posted instructional schedules, master schedule, digital learning plans for SWD, IEP records, instructional checklist, Instructional Rounds data</p>	<p>July – May</p>	<p>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</p>	<p>Title 1 Funds, 1003a Funds, District Funds RESA Funds</p>
<p>Action Step 3 Refine the formal collaborative planning framework to include:</p> <ul style="list-style-type: none"> • Standards-based instructional planning • Identification of learning targets and success criteria • Appropriate use of diagnostic, formative, and summative data • Data-driven remediation or acceleration • Train teachers in data analysis and assessment strategies (diagnostic, formative, summative) • Provide training and support to grade level leaders in leading collaborative planning • Improve the use of formative assessment practices 	<p>https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf</p> <p>http://www.enteril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf (pages 50-57 of Research Brief)</p>	<p>Moderate to Strong</p>	<p>Woods, Chandler, T. Jefferson, K - Hudson, 1st – K. Baugh, 2nd – Carter, 3rd – Collins, 4th – A. Baugh, 5th – Robinson (Instructional Specialists, Special Education Dept. Leader,</p>	<p>Collaborative Planning agendas and minutes, lesson plans, data reports, formative assessments, collection of exemplars</p>	<p>August - May</p>	<p>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</p>	<p>Title 1 Funds, 1003a Funds, District Funds, RESA Funds</p>

2020-2021 SCHOOL IMPROVEMENT PLAN

<ul style="list-style-type: none"> Provide content-specific exemplars for lesson plan components (face-to-face and virtual) 			Grade Level Leaders)				
<p>Action Step 4 Refine the Leadership Team process</p> <ul style="list-style-type: none"> Complete a Leadership Team self-assessment Complete a Comprehensive Needs Assessment to select areas of focus for the SIP Develop a School Improvement Plan monitored by the Leadership Team Develop Short-Term Action Plans monitored by the Leadership Team (90-Day Plan) 	http://www.ctlenteril.org/research/reviewandEffectivePracticesBriefs.pdf (Pages 3 and 4 of Research Brief)	Promising to Moderate	Adkinson, Ward (Principal, Assistant Principal)	Leadership team self-assessment data, Needs assessment, SIP, 90-Day Plan, Meeting agendas and minutes	July - May	Support by RCSS School Improvement Specialist, GaDOE SDE Resources, RCSS Needs Assessment Template/Guide, RCSS SIP Template/Guide, GaDOE High Impact Practices Rubric-Leadership Teams	N/A
<p>Action Step 5 Implement I-Ready Supplemental Program Instruction in all grade levels in reading and math</p> <ul style="list-style-type: none"> Train teachers in the integration of I-Ready into daily lesson plans Routinely analyze student progress and make instructional adjustments Establish a calendar of school assessment dates Implement student data conferences 	https://charts.intensiveintervention.org/a/screening (IReady and Reading Plus highly rated by Center for Intensive Intervention)	Strong	Woods, Chandler, T. Jefferson, K – Hudson, 1 st – K. Baugh, 2 nd – Carter, 3 rd – Collins, 4 th – A. Baugh, 5 th - Robinson, Ward (Instructional Specialists, Special Education Dept. Leader, Grade Level	Training records, student data reports, student data conference protocol and records, assessment calendar	September - May	Addition of a second Instructional Specialist (requested through 1003a funds), Purchase of additional IReady Supplemental Materials, District curriculum materials, District Canvas Learning Management System, District PL, GaDOE SDE Resources, CSRA RESA Resources,	Title 1 Funds, 1003a Funds, District Funds,

2020-2021 SCHOOL IMPROVEMENT PLAN

			Leaders, Asst. Principal)			District assessment tools	
<p>Action Step 6 Utilize technology to support daily instruction</p> <ul style="list-style-type: none"> • Implement school-wide use of the Canvas Learning Management System • Provide training and coaching support for use of Canvas and development of digital lessons and other LMS components • Establish calendar of due dates for Canvas component development • Integrate appropriate curriculum tools into the learning management system • Use digital learning plans to provide support for all SWD • Achieve 1 to 1 capability with student devices 	<p>https://files.eric.ed.gov/fulltext/ED593306.pdf</p> <p>(See Page 14 of Research Brief)</p>	Moderate	<p>Woods, Chandler, T. Jefferson, K – Hudson, 1st – K. Baugh, 2nd – Carter, 3rd – Collins, 4th – A. Baugh, 5th-Robinson, Lamb, Jones</p> <p>(Instructional Specialists, Special Education Dept. Leader, Grade Level Leaders, Tech. Leader, Media Specialist)</p>	Canvas online teacher pages and plans, compliance calendar, Canvas review records, digital learning plans, technology inventory	July - May	<p>Addition of a second Instructional Specialist (requested through 1003a funds), District curriculum materials, District Canvas Learning Management System, District training, Digital devices for students requested through 1003a Funds</p>	<p>Title 1 Funds, 1003a Funds, District Funds</p>

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Hornsby Elementary School						
Principal:	Dr. Willie Adkinson						
Date Last Revised:	10/30/20	Goal Area:	High Academic Achievement and Success for All	Performance Objective:	Increase Student Performance at or Above Grade Level		
Initiative 2 (SMART Goal):	The percentage of students in Grades K-5 demonstrating reading comprehension at or above grade level as measured in I-Ready shall increase 5% from 22% in Spring of 2020 to 27% in Spring of 2021.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Action Step 1 Refine Guided Reading Instruction <ul style="list-style-type: none"> Continue Year 2 Deal Center Partnership for teacher training and coaching support in guided reading Implement RCSS curriculum interventions: CAP IT/Reading Plus/Fundations/IReady Supplemental instruction Provide teacher training and coaching support in RCSS curriculum interventions (CAP IT/Reading Plus/Fundations/IReady) Supplement classroom resources with science leveled reading materials, vocabulary cards, and hands-on kits 	https://chart.s.intensiveintervention.org/ascreening	Strong	Woods, Chandler (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); Sandra Deal Center Training via CSRA RESA, District Training for intervention tools	Title I Funds, District Funds, RESA Funds
Action Step 2: Implement data-driven small group instruction for appropriate content areas <ul style="list-style-type: none"> Provide training and coaching support for small group instruction (fluid grouping, classroom management of small group instruction) Provide classroom resources to support small group instruction (classroom libraries, instructional materials and games, one-to-one digital learning 	https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf	Strong	Woods, Chandler	Training attendance records, walkthrough data, classroom checklists for small group instruction,	September – May	Addition of a second Instructional Specialist (requested through 1003a funds), Purchase of additional IReady Supplemental Materials, District curriculum materials, District Canvas Learning Management System, District PL, GaDOE SDE Resources, CSRA	

2020-2021 SCHOOL IMPROVEMENT PLAN

devices (virtual learning students), digital instructional programs, cross-content readers) <ul style="list-style-type: none"> Identify tiers of support for academic intervention in reading and math Provide hands-on training for best practices in small group instruction in math and science Supplement classroom resources with science leveled reading materials, vocabulary cards, and hands-on kits 				listing of supports by tiers		RESA Resources, District assessment tools	
School:	Hornsby Elementary School						
Principal:	Dr. Willie Adkinson						
Date Last Revised	10/30/20	Goal Area: High Academic Achievement and Success for All	Performance Objective: Create a positive learning environment that encourages students to attend school on a regular basis.				
Initiative 3 (SMART Goal):	Decrease the percentage of students absent more than 10 days during the school year by 10% by the end of the 2020-2021 school year.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resource s Needed (Include Professional Learning Needed)	Funding Source
Action Step 1: Continue to implement the PBIS <ul style="list-style-type: none"> Provide PBIS training as needed Provide classroom management training for induction teachers Establish building-wide recognition for students with attendance, behavioral, or academic success Establish building-wide expectations for positive behavior reinforcement Continue implementation of behavioral matrix Review internal discipline data to identify hot spots 	https://ies.ed.gov/ncee/edlabs/regions/west/rewestFiles/pdf/REL_West_PBIS_Webinar1.pdf	Strong	PBIS Coordinator, Adkinson, Ward, Murray, Glaze (Principal, Asst. Principal,	Training and attendance records, recognition calendar, behavior matrix, discipline records,	September – May	RESA and District PBIS Training and Support, RESA SeeKS Training and Support, Community Partnership Support,	Title 1 Funds, RESA Funds, Community Partner Funds

2020-2021 SCHOOL IMPROVEMENT PLAN

<ul style="list-style-type: none"> Identify tiers of support for behavioral intervention Revise discipline referral procedures to include behavioral intervention support Implement the SEE-KS program Establish a partnership with Gray Counseling for social-emotional support of students Provide wellness training for students (OrganWise Program) 			Counselor)				
<p>Action Step 2: Refine the monitoring system for student attendance</p> <ul style="list-style-type: none"> Establish an attendance committee (ART Team) Establish a parent contact protocol Implement interventions for those absent 3, 5, 10 days Identify tiers of support for attendance intervention Refine guidelines for remote learning setting 	https://eric.ed.gov/?id=EJ871910	Strong	Ward, Glaze, Jordan, Social Worker (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

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Hornsby Elementary School						
Principal:	Dr. Willie Adkinson						
Date Last Revised:	10/30/20	Goal Area:	High Academic Achievement and Success for All	Performance Objective:	Increase Student Performance at or Above Grade Level		
Initiative 4 (SMART Goal):	N/A						
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

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 performance on the I-Ready End-of-Year Diagnostic Assessment by 5%. *The grade level configuration for Hornsby ES changed between 2019-2020 (K-3) and 2020-2021(K-5). A comparison from baseline to Target 1 is not applicable currently. In addition, no GMAS was administered in Spring 2020.	Will use Fall 2020 I-Ready Diagnostic Assessment for grades K-5	+5%		+5%		+5%		+5%		+5%	

2020-2021 SCHOOL IMPROVEMENT PLAN

Professional Learning Plan to Support School Improvement						
Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
2	Guided Reading (Continue Year 2 Deal Center 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)
1	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)
1 and 2	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)
1 and 2	Data Analysis Train teachers in data analysis and assessment strategies (diagnostic, formative, summative), Provide training on the use of GaDOE CCRPI targets for all subgroups	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)
1, 2, and 3	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

2020-2021 SCHOOL IMPROVEMENT PLAN

1 and 2	<p style="text-align: center;">Canvas</p> <p>Provide training and coaching support for use of Canvas and development of digital lessons and other LMS components</p>	August - May	District Funds and Resources	Instructional Specialists	Administrative Focus Walks (digital)	Expectations Checklists for Individual Teachers
1	<p style="text-align: center;">Coaching Cycle</p> <p>Provide training and support to school leaders in use of a formal Coaching Cycle; Provide Coaching Endorsement training for two instructional specialists</p>	September - May	RESA Coaches' Training	Principal, Assistant Principal, District IS, RESA Trainers, GaDOE, SES	Weekly Instructional Meetings	Lesson Plans, TKES Evaluations, Walkthrough Observation Data - Eleot, Student Work Samples, Student Data (I-Ready)
1	<p style="text-align: center;">Instructional Framework</p> <p>Train teachers in the use of the RCSS Instructional Framework and curriculum guidelines including a checklist of expectations</p>	July - May	RCSS Curriculum Documents and Resources	Instructional Specialists	Administrative Focus Walks Peer observation	Posted Schedules, Lesson Plans, Walkthrough Observation Data,
1, 2, and 3	<p style="text-align: center;">New Teacher Induction</p> <p>(Train new teachers in school procedures, curriculum content, lesson planning, classroom management)</p>	July - May	School and District Resources	Instructional Specialists, Grade Level Leaders, Principal, Asst. Principal	Administrative Focus Walks Peer observation	Walkthrough Observation Data
1	<p style="text-align: center;">Collaborative Planning</p> <p>(Provide training and coaching support to grade level leaders in leading collaborative planning)</p>	August - May	District Resources GaDOE SDE Resources	Instructional Specialists, GaDOE SES RESA SIS	Administrative Observation of Planning Sessions	Collaborative Planning Self-Assessment Data
1 and 2	<p style="text-align: center;">IReady Assessment and Supplements</p> <p>(Train teachers in the integration of I-Ready into daily lesson plans)</p>	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)

2020-2021 SCHOOL IMPROVEMENT PLAN

1 and 2	<p style="text-align: center;">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)</p>	August - May	District Funds and Resources	Instructional Specialists	<p style="text-align: center;">Administrative Focus Walks</p> <p style="text-align: center;">Peer observation Data meetings</p>	<p style="text-align: center;">Lesson Plans, TKES Evaluations, Walkthrough Observation Data, Student Data (I-Ready), CAP IT Progress Reports, Reading Plus See-Reader Reports</p>
3	<p style="text-align: center;">PBIS/SEE-KS (Provide PBIS and classroom management training for induction teachers, and orient teachers to SEE-KS Program)</p>	July – May	District and RESA Funds and Resources	Principal, Assistant Principal, Counselor, PBIS Coordinator	<p style="text-align: center;">Administrative Focus Walks</p> <p style="text-align: center;">Peer observation</p>	<p style="text-align: center;">Walkthrough Observation Data Disciple Reports</p>

2020-2021 SCHOOL IMPROVEMENT PLAN

NAME OF SCHOOL/PRINCIPAL: W.S. Hornsby Elementary/Dr. Willie Adkinson

NAME OF DISTRICT/SUPERINTENDENT: Richmond County, Dr. Kenneth Bradshaw

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership Transforming Schools

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

Signatures:

Superintendent: _____ Date: _____

Principal Supervisor: _____ Date: _____

Principal: _____ Date: _____

Title 1 Director: _____ Date: _____

(Title 1 Schools only)

Title I only

The Letter of Intent for Title I Schoolwide was submitted on:

Please indicate the programs that are consolidated in this plan:

School Name: Hornsby Elementary School

Date: 9/10/2020

Planning Committee Members

Name	Position/Role	Signature
Dr. Willie Adkinson	Principal	
Dr. Judy Ward	Assistant Principal	
Ms. Angela Barnes	Teacher	
Ms. Yurekia Woods	Instructional Specialist	
Ms. Natalie Hudson	Teacher	
Dr. Andrea Baugh	Teacher	
Ms. Keshiea Chandler	Instructional Specialist	
Ms. Twila Jefferson	Teacher	
Ms. Alyson Austin	Teacher	
Ms. Dorothy Walden	Family Facilitator	
Dr. Cindy Lee	GADOE Specialist	
Ms. Lisa Reeder	RESA Specialist	
Ms. Shauntrice Jordan	Parent	
Ms. Jasmine Williams	Parent	

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

2020-2021 SCHOOL IMPROVEMENT PLAN

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)	Purchase of Instructional Specialist, Parent Facilitator, Intervention teacher, and paraprofessional. Funds will also support professional learning opportunities, technology support for virtual learning
State Funds	Funds will be used for professional learning.
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	Purchase of Instructional Specialist, purchase of technology devices.
Local Professional Learning Funds	District coordinates activities
Grants	

Funding Source and Resources provided:

1. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)

- **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, 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.**

Digital Learning Grant

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 learners [Sec 1111© (2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Students will be provided 60 minutes of RTI interventions on a daily basis.
Foster and Homeless:	Students will be provided wrap-around services via partners of HES
ESOL:	N/A
Migrant:	N/A
Race/Ethnicity/Minority:	
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.

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;

Teachers will implement strategies for best practices in all subject areas through curriculum support such as Capit, Reading Plus, Number Talks, and I-Ready to supplement regular classroom instruction. Teachers will build in instructional supports to

2020-2021 SCHOOL IMPROVEMENT PLAN

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.

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 --

60 minutes of RTI intervention support, After-school tutoring (program), EIP support at all grade levels in both math and reading, Implementation of behavioral interventions and character education provided by the behavioral specialist

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;

Partnership with GRAY's group a mental health organization

Behavioral Intervention 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

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) NA

c. (Elementary ONLY) strategies for assisting preschool children in the transition from early childhood education.

PreK teachers collaborate with Kindergarten teachers so assure students are mastering standards necessary to be successful in Kindergarten as well as towards meeting elementary school educational and behavioral goals.

2. 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).

See Software Logic Model

See Instructional Coach Logic Model

See Title I Tutoring Program Logic Model

See Title I Class Size Reduction Logic Model

See Title I Supplemental Teacher Logic Model

See Title I Paraprofessional Logic Model

See Behavior Logic Model

See Building Parent Capacity Logic Model

See Building Staff Capacity Logic Model

Policies and guidelines set by the GADOE and RCSS are adhered to when adjusting class sizes to meet requirements for EIP and Special Education classes. These policies also guide assignments of para-professionals in preK, Kindergarten, and Special Education classes. Administrators work along with the RCSS Teaching and Learning Department, School-based Instructional Specialists, and Grade-level chairs to determine areas of teacher need and support and to seek out community and professional support as well as resources to support a highly engaged and successful teaching staff. Protocols are developed to assure teacher accountability and success in the academic achievement of all students. Family facilitator works with the RCSS coordinator to implement policies and procedures as well as best practices in family intervention to assure family stakeholders are engaged in school-wide initiatives for collaboration, communication, and intervention.

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.

If and when students in the school are identified as English Language Learners, the school counselor, RtI team, and family facilitator will work together to support the needs of the student and the family in order to assure academic success for the student. At this time there are no students identified in this category.

2020-2021 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/guidanceuseinvestment.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	Beginning of Year		Goal		Actual	
Status Checkpoint Dates:						
End-of-Year Results and Reflection						