



NAME OF SCHOOL: AR Johnson Health Science & Engineering Magnet School
PRINCIPAL: Charlie Tudor

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 *Charlie Tudor* _____ Date *08.13.2021*

Federal Programs Director _____ Date _____

Revision Date: June 9, 2021 Revision Date: August 12, 2021 Revision Date: _____

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	AR Johnson		
Principal:	Charlie Tudor		
Date Last Revised:	8-12-21	Strategy Map Goal Area:	Student Achievement and Success
		Strategy Map Performance Objective:	Improve Content Mastery

Initiative 1-Literacy (SMART Goal):	By February 2022, we will increase the literacy rate by increasing the percentage of students achieving a Lexile score at or above grade level from 73% (iReady) to 78% on the Mid-Year NWEA MAP Diagnostic.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rational)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
All students in grades 6 - 8 will engage in at least 45 minutes per week of ELA instruction within FEV Tutor during their Study Skills/Intervention block.	https://www.nwea.org/research/	Strong	Mrs. Key, Ms. Pullings, Ms. Westbrook, Ms. Grove	FEV Tutor Usage Report/ NWEA MAP Diagnostic Reports	September 2021-April 2022	MAP and FEV Tutor Software Student computer Internet access; Instructional Specialists	District
School-wide horizontal and vertical Professional Learning Communities focused on strategies to appropriately integrate technology into instruction to improve student literacy.	https://www.gadoe.org/School-Improvement/School-Services/Pages/Georgia-Systems-of-Continuous-Improvement.aspx https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/GA_ConsolidatedStatePlan.pdf	Strong	Mrs. Key, Ms. Pullings, Ms. Westbrook	Classroom Observations, PLC data tracking, NWEA MAP Diagnostic Results, FEV Tutor PM	September 2021-April 2022	NWEA MAP Software, Student computer Internet access VILS/ RCSS 1to1 Professional Learning; Instructional Specialists	VILS Grant/ RCSS 1to1
Implement AP Literature sequence with Pre AP-scaffolded courses to ensure student readiness for AP Literature courses and improving student learning and achievement (Pre AP 9 th grade Literature and Pre AP 10 th grade Literature).		Strong	Mrs. Key, Ms. Pullings	Classroom Observation, Pre AP-Benchmarks and Performance reports	September 2021-April 2022	Pre-AP subscription, Pre-AP Classroom (student), Student Computer, Internet access, Required AP/ Pre AP-Teacher Professional Learning Instructional Specialists	Title I

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	AR Johnson						
Principal:	Charlie Tudor						
Date Last Revised:	8-12-21	Strategy Map Goal and Success Area:	Strategy Map Performance Objective: Improve Content Mastery				
Initiative 2-Math (SMART Goal):	By February 2022, we will increase the percentage of students scoring at or above grade level from 67% (iReady) to 72% on the Middle of Year NWEA MAP Math Diagnostic.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
All students in grades 6 - 8 will engage in at least 45 minutes per week of Math instruction within FEV Tutor during their Study Skills/Intervention block.	https://www.nwea.org/research/	Strong	Mrs. Key, Ms. Pullings, Ms. Westbrook, Ms. Grove	FEV Tutor Usage Report/ NWEA MAP Diagnostic Reports	September 2021-April 2022	MAP and FEV Tutor Software Student computer Internet access; Instructional Specialists	District
School-wide horizontal and vertical Professional Learning Communities focused on strategies to appropriately integrate technology into instruction to improve student learning and achievement in math.	https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia's-Systems-of-Continuous-Improvement.aspx	Strong	Mrs. Key, Ms. Pullings, Ms. Westbrook	Classroom Observations, PLC data tracking, NWEA MAP Diagnostic Results, FEV Tutor PM	September 2021-April 2022	NWEA MAP Software, Student computer Internet access VILS/ RCSS 1to1 Professional Learning; Instructional Specialists	VILS Grant/ RCSS 1to1
Implement AP Math sequence with Pre AP-scaffolded courses to ensure student readiness for AP Math courses and improving student learning and achievement (Pre AP-Algebra I and Pre AP-Geometry with Statistics).	https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/Documentations/ConsolidatedStatePlan.pdf	Strong	Mrs. Key, Ms. Pullings	Classroom Observation, Pre AP-Benchmarks and Performance reports	September 2021-April 2022	Pre-AP subscription, Pre-AP Classroom (student), Student Computer, Internet access, Required Pre AP Teacher Professional Learning; Instructional Specialists	Title I

2021-2022 SCHOOL IMPROVEMENT PLAN

School: AR Johnson		Principal: Charlie Tudor		Improve positive relationships for all stakeholders			
Date Last Revised: 8-12-21	Strategy Map Goal Area:	Culture and Climate	Strategy Map Performance Objective:				
<p>Initiative 3- Culture/Climate/Non-Academic (SMART Goal):</p> <p>By April 2022, AR Johnson will complete year 1 of the Cognia STEM Certification planning phase, measured by completion of the Cognia STEM Certification Readiness Checklist.</p>							
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Engage a diverse STEM community to develop and support a sustainable STEM program	https://www.achievethe.org/science-and-stem-in-essa	Strong	Mr. Tudor, Mrs. Key, Ms. Pullings, Ms. Westbrook, Mrs. Aaron	Community Sponsorships, Advisory Board Agenda and Minutes	September 2021-April 2022	STEM Advisory Committee; CTAE Advisory Committee; Parent Facilitator; Instructional Specialists	School
Educators and Leaders participate in an ongoing system of STEM specific professional learning	https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Page/Professional-Learning-Resources-for-Teacher-and-Leader-Effectiveness.aspx	Strong	Mr. Tudor, Mrs. Key, Ms. Pullings, Ms. Westbrook	Professional Learning Survey results, Classroom Observation, Student Worksamples	September 2021-April 2022	VILS PL opportunities, STEM Consulting; Instructional Specialists	School
Students develop STEM skills and cross-curricular competencies within Health Science, Engineering and Computer Science courses that support workforce readiness (CTAE).	https://www.achievethe.org/science-and-stem-in-essa	Strong	Mrs. Key, Mrs. Denson, Ms. Pullings, Ms.	Project Based Learning Rubric scores; Internship/Clinical/WBL Reports/Review; EOPA score Reports	September 2021-April 2022	EOPA; CTAE Teachers; Instructional Specialists	CTAE

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>Mentors will employ a weekly mentor/mentee "check-in" and assignment of "follow-up" plan on designated tasks that will be uploaded in the RCSS Mentor Canvas course.</p>	<p>https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines.aspx</p>	<p>Strong</p>	<p>Westebrook Mrs. Key, Ms. Watkins, Ms. Westbrook, Ms. Pullings, Ms. McCorkle, Mrs. Kayea, Mr. Smith, Ms. King</p>	<p>Meeting attendance sheets, Agendas, Minutes and survey results</p>	<p>September 2021- April 2022</p>	<p>District Induction Program</p>	<p>School/District</p>
<p>Parent Facilitator will survey ARJ parents that are professionals within Health Science, Engineering, Computer Science and STEM to solicit support for programming.</p>	<p>https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/</p>	<p>Strong</p>	<p>Mrs. Aaron</p>	<p>Survey Results, Parent involvement artifacts, signature pages, Agendas, pictures</p>	<p>September 2021- April 2022</p>	<p>Survey engine</p>	<p>Title 1</p>

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 scoring Proficient or above on the Georgia Milestones ELA EOG	6th: 83% 7th: 74% 8th: 73%	N/A	6th: 85% 7th: 77% 8th: 76%	Pending								
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Math EOG and EOC	6th: 78% 7th: 67% 8th: 73%	N/A	6th: 81% 7th: 70% 8th: 76%	Pending								
Increase the percentage of students scoring Proficient or above on the Grade 8 Science EOG and EOC	8th: 39%	N/A	8th: 42%	Pending								
Increase the percentage of students scoring Proficient or above on the Grade 8 Social Studies EOG	8th: 43%	N/A	8th: 46%	Pending								
Increase the CCRPI Score to Meet or Exceed the schools SWSS CCRPI Target	100	100	100	Pending								


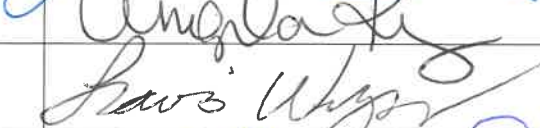
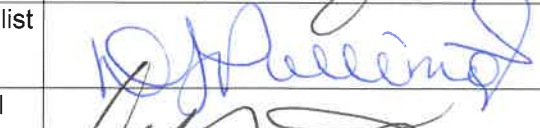
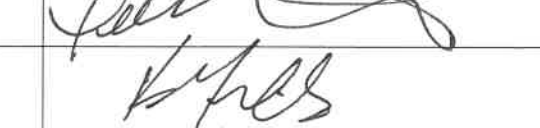
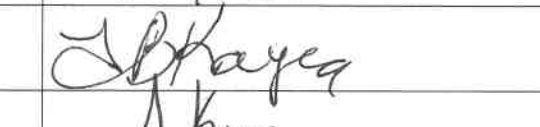

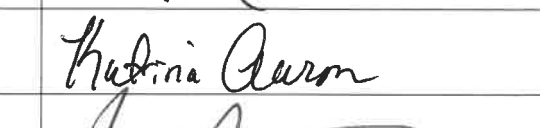

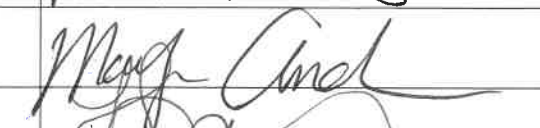
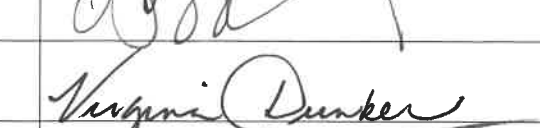
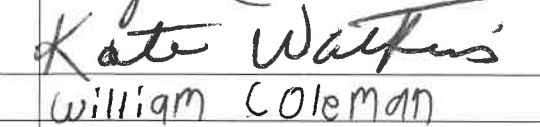
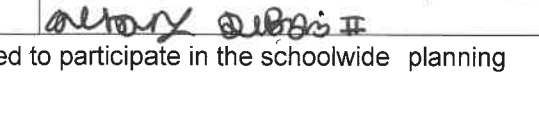


2021-2022 SCHOOL IMPROVEMENT PLAN

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 and #2	Provide and implement professional learning opportunities to faculty that guides teachers with the appropriate integration of technology into instruction that renders increased student learning/achievement.	Monthly September 2021-April 2022	VILS Grant Instructional Specialist/ RCSS Instructional Specialist (1to1)	Ms. Westbrook, Instr. Specialist Ms. Pullings, Instr. Specialist Mrs. Key, Asst. Principal	Ms. Westbrook, Instructional Coach Mrs. Key, Assistant Principal, Mr. Tudor, Principal	Benchmark Data Reports
#1 and #2	Provide and implement professional learning to AP and Pre AP teachers for content specific courses to gain instructional knowledge and strategies and components for the AP and Pre AP courses.	June-August 2021	Title 1, state grant	Collegeboard Mrs. Key	Mrs. Key, Ms. Pullings, Instructional Specialist	AP/Pre AP-Checkpoints, Performance Tasks and Exams
#3	Provide and implement professional learning/Consulting in supporting teachers with building a sustainable STEM program	Quarterly September 2021-April 2022	\$4000	Ms. Pullings, IS Ms. Westbrook, Instructional Coach Mrs. Key, Asst. Principal, STEM Consultant	Ms. Westbrook, VILS - IS, Ms. Pullings, IS Mrs. Key, Assistant Principal	Benchmark scores

Date: June 9, 2021

Planning Committee Members

Name	Position/Role	Signature
Charlie Tudor	Principal	
Angela Key	Assistant Principal	
Travis Wiggins	Assistant Principal	
Dwanette Pullings	Instructional Specialist	
Felicia Westbrook	VILS Instructional Specialist	
Kia Mills	Teacher	
Trista Kayea	Teacher	
Talithia King	Teacher	
Angel Denson	Teacher	
Katrina Aaron	Family Facilitator	
Richard Smith	Teacher	
Brandi Harris	Parent	
Mary Anderson	Parent	
Laurie Grove	Media Specialist	
Virginia Dunker	Teacher	
Kate Watkins	Teacher	
William Coleman	Student 6-8	
Anthony DuBois	Student 9-12	

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



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 1, 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:

- a) 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:	<i>AR Johnson provides 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 learners to meet the challenging State and academics standards. Every child is afforded a Free and Appropriate Public Education following all district, state and Federal guidelines.</i>
ESOL:	
Race/Ethnicity/Minority:	
Students with Disabilities:	

- 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.

AR Johnson ensures that all teachers perform at or above the expected levels as prescribed by the Teacher Keys Effectiveness System (TKES), detailed by the ten Teacher Assessment on Performance Standards (TAPS). Teachers are observed, at minimum, two times per year and provided immediate feedback to ensure optimal performance. AR Johnson is a magnet school that offers a well-rounded curriculum with a STEM focus that specializes in Healthcare Science and Engineering. We set high expectations for our students by only offering classes at the honors level or above. We offer over ten Advanced Placement courses and encourage our student to Move on When Ready to tackle college level courses where possible.

- 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'

Title I Schoolwide Program

skills outside the academic subject areas;

AR Johnson houses two Professional School Counselors that are trained in Mental First Aid and other specialties to provide wrap-around services to our student body. We have a Mental Health Team, consisting of our School Counselors, School Social Worker, Assistant Principal and Teacher that meets monthly to monitor the well-being of our students.

- 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);

AR Johnson strives to produce 21st Century students that are College and Career Ready. Our Counselors follow all Bridge Law mandates to ensure students are following their Individualized Graduation Plan and are being educated to make informed decisions about their educational career. Students participates in school –led college visits, financial aid seminars and lunch and learn college and military recruitment sessions.

- 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.);

AR Johnson's School-wide Discipline Plan is modeled after Positive Behavior Interventions and Supports or PBIS that is a research-based strategy to prevent undesired behaviors and reinforce desired behaviors.

- 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;

AR Johnson ensures that teachers differentiate their instruction, as required by TAPS standard 4 to meet the needs of all students. Students that do not make adequate progress through the prescribed standards-based curriculum is referred to a Student Support Team through a Multi-Tiered Support System to explore behavior or learning interventions to increase the student's access to the curriculum. If the student continues to not make adequate progress, the SST committee will explore more intensive intervention and monitor progress.

- 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.

AR Johnson focuses on academic readiness by providing needed supports and scaffolds within the curriculum to create the smoothest transition across grade-levels, while honing in on developmental milestones that support transition.



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

- a.) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. How will you monitor the implementation of the School Improvement Plan? In addition to the State's annual assessments, what other indicators will you use to measure academic achievement?

AR Johnson will follow our district's monitoring calendar monitoring our SIP quarterly with embedded 90 day impact checks where data/artifacts/evidence is submitted for timely feedback. We will also use in-house indicators: progress and report card grades, formative assessment data, attendance, discipline, etc.. measure academic achievement.

- 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.

AR Johnson's School Improvement Plan has proven to be effective in increasing student achievement and growth as we saw significant growth on our goal's data point.

- 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.

AR Johnson's School Improvement Plan is a living document and will be revised at where the need arises through periodic monitoring and data collection.

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.

AR Johnson's School Improvement Plan is jointly developed and distributed to parents and family members of participating students. 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 will 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 will be made available to the local community and updated periodically to meet the changing needs of parents and the school: March 29, 2021

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

Title I Schoolwide Program



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. CT

b.) The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Please enter your initials to acknowledge this statement. CT

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.

CT

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?

AR Johnson’s School Improvement Plan is posted on our website and parents are alerted of its updates and whereabouts. The SIP is also presented to parents during our annual Title 1 meetings.

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.	Parent Facilitator (1/2 time) Instructional Specialist (1/2 time) Pre-AP program (Collegeboard)
State Funds:	Professional Learning
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	
Local Professional Learning	District Coordinated Activities

Funds	
Grants	Verizon Innovative Learning Grant

Funding Source and Resources provided:

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

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://evidenceforssa.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:	

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>Current Research to Support this Action Step</p>					
<p>Expected Results</p>					
<p>How will Success be Measured?</p>					
<p>Data Points</p>	<p>Beginning of Year</p>	<p>Goal</p>	<p>Actual</p>		
<p>Status Checkpoint Dates:</p>					
<p>End-of-Year Results and Reflection</p>					

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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">Beginning of Year</td> <td style="text-align: center;">Goal</td> <td colspan="2" style="text-align: center;">Actual</td> </tr> </table>					Beginning of Year	Goal	Actual	
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">Beginning of Year</td> <td style="text-align: center;">Goal</td> <td colspan="2" style="text-align: center;">Actual</td> </tr> </table>					Beginning of Year	Goal	Actual	
Beginning of Year	Goal	Actual							
Status Checkpoint Dates:									
End-of-Year Results and Reflection									