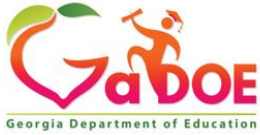


2022-2023 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: Diamond Lakes Elementary PRINCIPAL:
NAME OF DISTRICT: Richmond County School System SUPERINTENDENT: Dr. Kenneth Bradshaw
<input type="checkbox"/> Comprehensive Support and Intervention <input type="checkbox"/> CSI Alternative <input checked="" type="checkbox"/> Targeted Support and Intervention <input type="checkbox"/> Promise
<input type="checkbox"/> Schoolwide Title 1 School <input type="checkbox"/> Targeted Assistance Title 1 School <input type="checkbox"/> 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 Brandi M. James/Assistant Principal	6/1/22
Federal Programs Director _____	Date _____

Revision Date: _____ Revision Date: _____ Revision Date: _____

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Diamond Lakes Elementary				
Principal:	Principal Alicia Jeffers				
Date Last Revised:	8/3/2022	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Establish and monitor non-negotiable achievement and instructional expectations.

Initiative 1-Literacy (SMART Goal):	By May 2023, at least 35% of the students at Diamond Lakes Elementary School will meet or exceed their expected stretch growth in reading as measured by the I-Ready End of the Year Diagnostic.
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Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
What action steps will the school team implement to meet this goal?	Insert link	Identify ESSA level (Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step.	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (Include Professional Learning Needed)?	Identify funding source and estimated cost.
Continue training for teachers on effective guided reading strategies led by school leadership	https://ies.ed.gov/ncee/wwc/Intervention/1287	Strong	Assistant Principal & Instructional Specialist	PL agendas and sign-in sheets, observation of implementation, improved student reading performance	i-Reading Reading Diagnostic, Acadience DIBELS, Pre/Post Test Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.	August 2022-December 2022	Master schedule that allows flexibility for PL time, schedule allowing effective teachers to model for peers, online support follow up with Reading Plus, Sadlier Reading Materials	Title 1, RESA
Training for special education teachers on implementation of Reading Mastery and Corrective Reading Programs	https://www.evidencefoessa.org/programs/reading/corrective-reading-elementary	Strong	Assistant Principal & Instructional Specialist	PL agendas and sign-in sheets, observation of implementation, improved student reading performance	i-Reading Reading Diagnostic, Acadience DIBELS, Pre/Post Test Stretch Growth: An	August 2022-May 2023	Additional coaching support for SWD students, schedule that allows effective coaching rotation.	Title 1, GLRS, SWD Dept.

2022-2023 SCHOOL IMPROVEMENT PLAN

					ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.		1:1 tutoring for ESOL students	
Additional modeling and use of the coaching cycle for induction and struggling teachers to support implementation of effective guided reading strategies	https://ies.ed.gov/ncee/wwc/Intervention/1287	Moderate	Instructional Specialist, Mentors, RESA	Coaching cycle schedule, notes from observations and conversations, improved student reading performance	i-Reading Reading Diagnostic, Acadience DIBELS, Pre/Post Test Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.	August 2022-April 2023	Mentor roster and schedule, coaching cycle schedule, RESA schedule	Title 1

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Diamond Lakes Elementary							
Principal:	Principal Alicia Jeffers							
Date Last Revised:		Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Student Achievement and Success			
Initiative 2-Math (SMART E Goal):	By May 2023, at least 30% of K-5 th grade students at Diamond Lakes Elementary will meet or exceed their expected stretch growth in math as measured by the I-Ready End of the Year Diagnostic.							
Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
What action steps will the school team implement to meet this goal?	Insert link	Identify ESSA level Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step.	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (Include Professional Learning Needed)?	Identify funding source and estimated cost.
Continued training for teachers on effective math fluency strategies led by school leadership and teachers implementing those strategies in their classrooms	https://ies.ed.gov/ncee/wwc/Intervention/1287	Moderate	Assistant Principal & Instructional Specialist	PL agendas and sign-in sheets, observation of implementation, improved student math performance	i-Reading Math Diagnostic, Pre/Post Test Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.	August 2022- December 2022	Master schedule that allows flexibility for PL time, schedule allowing effective teachers to model for peers,	Title 1
Training for co-teaching teams on implementation of effective math fluency strategies and management in a co-taught classroom	https://ies.ed.gov/ncee/wwc/Intervention/1287	Moderate	Assistant Principal & Instructional Specialist	PL agendas and sign-in sheets, observation of implementation, improved student math performance	i-Reading Math Diagnostic, Pre/Post TestR Stretch Growth: An ambitious, but attainable, level of annual growth that	September 2022- February 2023	Additional coaching support for SWD students, schedule that allows effective coaching rotation	Title 1, GLRS, SWD Dept.

2022-2023 SCHOOL IMPROVEMENT PLAN

					puts students who are below grade level on a path toward proficiency.			
Additional modeling and use of the coaching cycle for induction and struggling teachers to support implementation of effective math fluency strategies	https://ies.ed.gov/ncee/wwc/Intervention/1287	Moderate	Instructional Specialist, Mentors, Ready Math Specialist	Coaching cycle schedule, notes from observations and conversations, improved student math performance	<p>i-Reading Math Diagnostic, Pre/Post Test</p> <p>Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.</p>	September 2022-April 2023	Mentor roster and schedule, coaching cycle schedule (Get Better Faster model), coach training with <i>Get Better Faster</i> text	Title 1 , Ready Math (Curriculum Associates)

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Diamond Lakes Elementary							
Principal:	Principal Alicia Jeffers							
Date Last Revised:		Strategy Map Goal Area:	High Performing Workforce	Strategy Map Performance Objective:	Enhance professional learning for all employees			
Initiative 3- Culture/Climate/Non-Academic (SMARTER Goal):	By May 2023, at least 80% of the highly qualified employees at Diamond Lakes Elementary will be mentored, developed, and retained.							
Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
What action steps will the school team implement to meet this goal?	Insert link	Identify ESSA level (Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step.	What data will be used to evaluate the progress of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (Include Professional Learning Needed)?	Identify funding source and estimated cost.
Provide professional learning to staff and parents with support on new RCBOE platforms and sites	https://tech.ed.gov/netp/teaching/	Promising	Instructional Specialist, Principal, Mentors, Parent Facilitator	PL agenda, increased use of Canvas for instruction, improved student online performance	Parent Surveys, Lesson Plans, Walkthroughs,	August 2022-May 2023	Power Up Training, Parent Portal Training, Infinite Campus, Launchpad, Canvas, SLDS	Title-11, RCSS
Provide specialized professional learning to co-teachers, new teachers, and support paraprofessionals with a focus on personalized learning strategies	https://tech.ed.gov/netp/teaching/	Promising	Instructional Specialist, Assistant Principal, Media Specialist	PL agenda, increased use of Canvas for instruction	Student Data	August 2022-May 2023	RESA, Mentor Program, Support from Instructional Coaching Model & RCSS specific staff	Title-1, RCSS departments for specific staff
Implement a PBIS management system to include student clubs to help create	https://digitalcommons.gardner-	Promising	Instructional Specialist, Assistant	School discipline reports	PBIS reports	May 2023	PBIS software, lanyards	Title I

2022-2023 SCHOOL IMPROVEMENT PLAN

a positive climate in which students can learn and grow academically, socially and emotionally.	webb.edu/cgi/viewcontent.cgi?article=1264&context=education_etd		Principal, Principal and teachers					
Technology/online training and support for students	https://tech.ed.gov/netp/teaching/	Promising	Media Specialist, Technology Para, Instructional Specialist	Master schedule, class rosters, lesson plans	Student Survey, Student usage data	August 2022-May 2023	1:1 device, Power Up training, Canvas and Launchpad support,	RCSS

2022-2023 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
	2021-2022	2021-2022	2022-2023	2022-2023	2022-2023	2023-2024	2024-2025	2024-2025
Increase the percentage of students scoring proficient or above on Grade 3 Reading GMAS		25%	28%		31%		34%	
Increase the percentage of students scoring proficient or above on Grade 4 Reading GMAS		13%	16%		19%		22%	
Increase the percentage of students scoring proficient or above on Grade 5 Reading GMAS		22%	25%		28%		33%	
Increase the percentage of students scoring proficient or above on Grade 5 Math GMAS		9%	12%		15%		18%	
Increase the CCRPI Score to Meet or Exceed the School's SWSS CCRPI target (closing the gap with SWD)			63		66		69	

2022-2023 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	Professional Learning on instructional supplies (Reading Plus)	Initial training August 2022 Tentative monthly dates will be added soon	Title 1, Sadlier Reading Materials, Reading Plus Subscription	Reading Plus PL staff	Instructional Specialist, Principal, Assistant Principal	Increase MOY and EOY iReady performance and improved Reading/ELA Milestones performance
1	Provide additional training for small group instruction	August 2022- April 2023	Title 1- Instructional Specialist	Instructional Specialist, RESA	Instructional Specialist, Principal, Assistant Principal	Increase MOY and EOY iReady performance and improved Reading/ELA Milestones performance
1 and 2	Observing, coaching, and modeling for co-teacher teams	August 2022- April 2023	Sped Dept- SWD coach	RCSS SPED staff, Assistant Principal	Principal, Assistant Principal	Increase MOY and EOY iReady performance and improved Reading/ELA Milestones performance
2	Provide training for teachers on effective math fluency strategies led by school leadership and teachers implementing those strategies in their classrooms	August 2022- April 2023	Title 1-Instructional Specialist	Instructional Specialist, Principal, Assistant Principal	Instructional Specialist, Principal, Assistant Principal	Increase MOY and EOY iReady performance and improved Math Milestones performance
3	Provide training and support for all staff on available online resources for necessary tasks to support teaching and learning	August 2022- April 2023	RCSS District Staff (custodians, bookkeeper, data spec., paras)	Assistant Principal	Principal	Increased efficiency and effectiveness with teaching and learning and improved student performance
3	Provide training and support for the tech lab para (Mills)	August 2022-May 2023	Mills \$40K	Instructional Specialist, Technology Para	Assistant Principal, Instructional Specialist	Increased student participation for online learning, Increase MOY and EOY iReady performance and Milestones performance

All professional learning opportunities must be submitted by completing the RCSS PL Proposal (<https://www.rcboe.org/Domain/18276>) and approved by the Teaching and Learning Department prior to conducting session. If funding is required, please collaborate with assigned federal

program specialist.

2022-2023 SCHOOL IMPROVEMENT PLAN

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: Diamond Lakes Elementary

Date:

Planning Committee Members

Name	Position/Role	Signature
Alicia Jeffers	Principal	
Kelly Harman	Assistant Principal	
LaTonya Graham	Instructional Specialist	
Christie Corley	Media Specialist	
LaShondra Randolph	Parent	
Staci Caudill	Teacher	
Crystal Gibson	Teacher	
Erica Lynch	Teacher	
Ashley Parks	Teacher	
Katherine Abellan	Counselor	
Talesha Phillips	Parent	
Jessica Dyson	Teacher	
Tameika Stokeling	Teacher	
Carol Bennett	Teacher	
LaShay McGhee	Teacher	

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

Title I Schoolwide Program



1. Comprehensive Needs Assessment – Section 1114(b)(6)

The Schoolwide Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Please enter the completion date for this year's Comprehensive Needs Assessment.

06/2022

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 disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Staff focuses on building positive relationships with parents and students. Students are provided with constant access to computers and other forms of technology as well as multiple sources of print media.
ESOL:	Proper Identification, assessment, and program planning.
Race/Ethnicity/Minority:	High rigorous expectations, while remaining sensitive to the needs of varying ethnicities.
Students with Disabilities:	Diamond Lakes supports a large SWD population offering a learning environment to meet their individual learning needs while still maintaining high expectations for all students.

- 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.

Diamond Lakes will implement a 45 minute block, twice a week of professional learning communities focused on teaching and learning to include high impact strategies and data analysis to drive instruction. The Gifted teacher will also provide an enriching learning environment to meet the instructional needs of their own level/advanced students and to increase academic growth in all core content areas. Diamond Lakes will implement a common grade level tiered intervention time in which students are given approximately 30 minutes of targeted instruction daily based on need in reading and/or math.

- 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 -

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;

Diamond Lakes Elementary will support the whole student through MTSS, RTI and a multi-tiered support system for at risk students. To promote the growth and increase in achievement of students at risk, various academic interventions will be put in place. To help promote a growth mindset, DLE will implement a Positive Behavior System (PBS), focus on attendance initiatives, and promote cultural awareness.

On site as well as outside counseling and mental health programs are readily available onsite or by recommendation for all students. There are also support services, mentoring services, and other strategies to improve students' overall mental and emotional well-being.

- 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);

Teachers celebrate student successes and encourage students to set personal learning goals. Career weeks and college news are often discussed and celebrated. Staff have open discussions with the students about planning for the future and helping students develop a growth mindset. Apprenticeship programs have been established between the local high school Westside and our elementary school to assist our students with establishing mentorships and being exposed to the available high school pathways upon their entrance. Students will complete a career portfolio before exiting Diamond Lakes Elementary. Students have the opportunity to meet and greet professional businesspeople and athletes.

- 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.);

MTSS frameworks supplies social/emotional data, attendance, academics, and intervention benchmark data is reviewed to determine the necessary tier of support for all students. Both reading and math intervention are offered in each academic class. Data books are maintained to determine effectiveness of the interventions being used. An active RTI team is in place to help review benchmark data, review effectiveness of interventions, address attendance and discipline data, and to involve parents/guardians in the process.

- 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;

Professional development opportunities include effective guided reading practices, effective instruction to aid in math fluency, effective practices for virtual teaching and learning, supporting students who struggle academically and need intervention, effective co-teaching, and reaching students who need extra support (academic, emotional, social, etc.) Recruiting and Retaining

Title I Schoolwide Program



Highly Qualified Certified educators to support intense intervention.

- 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.

Diamond Lakes teachers use data to differentiate instruction and assist students with filling in knowledge gaps as well as scaffold the learning process. Baselines are determined to ensure that every student is being provided with the needed levels of support when entering elementary school. We also provide Early Intervention Program classes in kindergarten that have a 14 to 1 adult to student ratio to support those students requiring additional support.

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?

The school-wide plan was developed by a team (admin, teachers, paraprofessionals, parents) for the 2022-2023 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.

Principal, Assistant Principal, Instructional coach, teachers, paraprofessionals, and parents helped develop the plan for FY 22-23. Input was also shared from a school improvement specialist, the district special education department, and GLRS.

- 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 revised, as needed, based on data from the professional learning sessions and student performance on benchmark assessments given throughout the year.

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 a 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

Title I Schoolwide Program



Parent and Family Engagement Policy.

The plan (once reviewed/edited/approved) will be shared with all stakeholders, reviewed at parent meetings, and posted on our school 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 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. _____

- 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.

Documentation of the involvement of all stakeholders has been submitted to Federal Programs (sign-in, agenda, feedback, minutes)

- 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.

- 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?

Diamond Lakes will begin hosting face to face as well as virtual events to engage parents and community members. We will post current events and notes of interest on our website, school marquee, and in newsletters we send home along with using canvas announcement tool. All information will be provided for the parents in their first language and interpreter support will be provided by our district office or community support groups as needed.

- 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

Title I Schoolwide Program



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.	Annettea Mills, Technology Para Instructional Supplies Reading Plus Sadlier Reading Materials
State Funds:	Funds will be used for professional learning.
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	Purchase of additional student devices, update technology needs and on Intervention system.
Local Professional Learning Funds	District coordinated activities
Grants	L4GA

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://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:	

2021-2022 SCHOOL IMPROVEMENT PLAN

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

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #2	
Initiative:	
Action Step:	

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

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #3	
Initiative:	
Action Step:	

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