

2022-2023 SCHOOL IMPROVEMENT PLAN



DIVISION OF SCHOOL & DISTRICT EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

NAME OF SCHOOL: Monte Sano Elementary School
PRINCIPAL: Dr. Amy W. McClure

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 *Amy W. McClure* _____ Date 6/12/22 _____

Federal Programs Director _____ Date _____



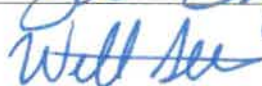
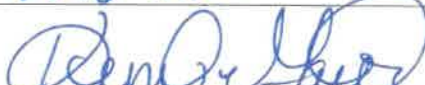


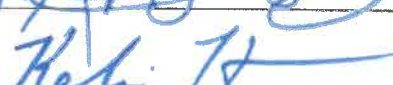

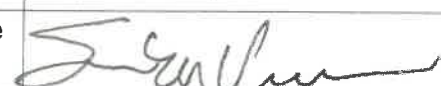
Revision Date: 5/28/2022 _____ Revision Date: _____ Revision Date: _____

2022-2023 SCHOOL IMPROVEMENT PLAN

School Name: Monte Sano Elementary School

Date: 5/28/22

Planning Committee Members

Name	Position/Role	Signature
Dr. Amy W. McClure	Principal	
Deantwa Bush-Corbitt	Assistant Principal	on leave
Tiara Boyd	Teacher	
William Dean	Teacher	
Kimberly Gaitor	Teacher	
Rufus Moore	Teacher	
Shannon Roberts-Kelly	Teacher	
Kelvin Houser	Teacher	
Latonya Owens	Classified liaison	K. Owens
Beth Strickland	Family Facilitator	Beth Strickland
Tabitha Mankin	Parent	Tabitha Mankin
Linda Benson	Parent	Linda Benson
Mrs. L. Diaz	EL Parent	
Susan Venable	SIC representative	

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

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Monte Sano Elementary School		
Principal:	Dr. Amy W. McClure		
Date Last Revised:	5/28/2022	Strategy Map Goal Area:	Student achievement & success
		Strategy Map Performance Objectives:	Improve early literacy & content mastery

Initiative 1-Literacy (SMART Goal):	By May 2023, Monte Sano students will improve literacy across all content by demonstrating 3% growth in students on grade level in reading as measured by Spring I-ready diagnostic scores							
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 Growing Readers initiative with CSRA RESA Purchase additional leveled text for class libraries.	https://educationnorthwest.org/sites/default/files/resources/uniterrupted-literacy-block-brief.pdf	Moderate	McClure, Strickland, EIP augmented teacher, Literacy team	BOY & MOY I-ready data, EIP progress monitoring data, media center reports	% of students on level on EOY and Growth from BOY to EOY I-ready diagnostic.	August 2022-May 2023	PL on schedules during pre-planning materials and supplies, cost of literacy team PL, Cost of leveled text	General fund, Title I \$10,000
PLC groups on multisensory phonemic awareness & phonics intervention (K-3) advanced word study (4 th /5 th) Purchase small group word-work manipulatives	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuideline/040717.pdf#page=28	Strong	McClure, Strickland, Literacy team	Fundations data, Lexile growth I-ready MOY and growth monitoring checks	% of K-3 students increasing performance in phonics, phonemic awareness, & oral reading fluency. 4/5 % increase in vocabulary	August 2022-May 2023	Subs for teachers to conduct peer observations and attend vertical planning	Title I \$3,000
Train all teachers on writing across the curriculum	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuideline/WWC_Elem_Writing_PG_Dec182018.pdf#page=18	Strong	CSRA RESA, McClure, Strickland, literacy team	Student writing samples, agendas, sign in sheets, BOY/MOY RCSS writing rubric, teacher capacity survey, running records	EOY RCSS writing rubric, teacher perception survey improvement, EOY GR conf. data	July 2022-May 2023	CSRA RESA PL, general supplies, writing prof. text	Title I \$2,000

2022-2023 SCHOOL IMPROVEMENT PLAN

School:		Monte Sano Elementary School			Strategy Map Performance Objective:		Improve early numeracy skills and content mastery	
Principal:		Dr. Amy W. McClure			Student achievement and success			
Date Last Revised:		6/2/2022			Strategy Map Goal Area:			
Initiative 2-Math (SMART Goal):		By May 2023, Monte Sano students will improve early numeracy skills by demonstrating 3% growth in students on grade level in mathematics as measured by Spring I-ready diagnostic scores						
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.
PL on number sense routines and small group numeracy intervention. Purchase small group math intervention materials	https://ies.ed.gov/ncee/wwc/Docs/Practic eGuide/rti_math_pg_042109.pdf#page=27	Strong	McClure, Strickland, Numeracy team	PL agendas/sign-in sheets, BOY & MOY I-ready, growth checks, observations	EOY I-ready quantile levels, % growth from BOY to EOY, % on grade level EOY I-ready diagnostic	August 2022-May 2023 outcomes	PL supplies Cost of numeracy ldrs to attend GCTM dues/PL peer obs., consultant	General fund Title I \$5,000
Utilize IXL for math intervention	https://ies.ed.gov/nce e/edlabs/regions/nort hwest/pdf/math	Moderate	McClure, Strickland, Numeracy team	PL agendas, BOY/MOY I-ready, observation data.	EOY I-ready quantile levels, % growth from BOY to EOY, % on grade level EOY I-ready diagnostic	May 2023	Cost of subs Cost of small group materials Cost of intervention materials	General fund Title I \$5,000
Develop parent capacity to support early numeracy instruction. Purchase parent home use materials.	https://ies.ed.gov/nce e/edlabs/regions/mida tantic/askarel_10.asp	Moderate	Strickland Numeracy team	Session agendas, sign in, parent surveys	Parent surveys, MOY/EOY I-ready	November 2022 February 2023	Cost of parent resources and session materials	Title I \$3,000

2022-2023 SCHOOL IMPROVEMENT PLAN

School: Monte Sano Elementary School		Strategy Map Performance Objective:		Ensure positive learning and working environment	
Principal: Dr. Amy W. McClure		Strategy Map Goal Area: Culture & Climate			
Date Last Revised: 6/2/2022		Success Criteria for Impact on Student Achievement		Timeline	
Initiative 3-Culture/Climate/Non-Academic (SMART Goal):		Success Criteria for Implementation		Funding	
Evidence-Based Action Steps		Position(s) Responsible		Resources	
Link to ESSA Evidence		Who is responsible for monitoring the implementation of the action step.		What resources/materials are needed (Include Professional Learning Needed)?	
ESSA Evidence Level		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
Insert link		Who is responsible for monitoring the implementation of the action step.		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?	
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 impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	
Strong		McClure MTSS team Bush-Corbitt Wong D. Jackson		EOY Panorama % of students improving self-regulation EOY discipline data EOY Climate surveys Student culminating task products	
Strong		McClure MTSS team Bush-Corbitt Leadership Team		Perception surveys, EOY climate surveys, Panorama data, attendance data	
Moderate		McClure Bush-Corbitt MTSS team Leadership team		EOY staff retention data, EOY student attendance data, Panorama	
Link to ESSA Evidence		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pa_092308.pdf#page=35		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pa_092308.pdf#page=50		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
https://www.wallacefoundation.org/knowledge-center/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
Implement school wide climate "House" organization structure and self-regulation structures. Provide access to cross-content integrated STEAM/SEL experiences.		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
Develop parent capacity to support school SEL structures		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
Provide PL to develop shared leadership capacity		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
General fund Title I \$5,000		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
Title I & Title I parent involvement \$5,000		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	
Title I \$25,000		Who is responsible for monitoring the implementation of the action step.		What is the intended date of completion of this action step?	

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
3 rd grade reading	46%	46%	52%		55%		60%	
3 rd grade math	49.23%	49.23%	52%		55%		60%	
5 th grade reading	60.6%	60.6%	63%		65%		68%	
5 th grade math	37.7%	37.7%	40%		45%		50%	
5 th grade science	46.6%	46.6%	48%		52%		55%	

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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	<p>a. Partnership with CSRA RESA-Provide strategic PL on effective K-5 writing instruction. Purchase professional texts.</p> <p>b. Partnership with CSRA RESA-continue Growing Readers initiative to provide continued reading conference support</p> <p>c. Utilize vertical planning PLCs in 4th-5th to support advanced word study and the use of small group word work manipulatives</p> <p>d. Literacy team leaders attend PL SREB conf.</p>	<p>(a) Kickoff 8/1/22 then monthly</p> <p>(b) 9/22-4/23</p> <p>(c-d) 9/22-5/23</p> <p>(e). 7/23</p>	<p>Professional texts</p> <p>Word work manipulatives</p> <p>General supplies</p> <p>Subs for peer obsv. PL conference cost</p> <p>Title I \$10,000</p>	<p>CSRA RESA</p> <p>Strickland</p> <p>McClure</p> <p>Literacy team</p>	<p>Walkthrough observations, PL agendas, sign in, student writing samples, rubrics</p>	<p>Running record data</p> <p>i-ready BOY/MOY/EOY</p> <p>EOY RCSS writing rubrics</p> <p>Teacher surveys</p> <p>TKES data, Media usage data</p> <p>Lexile growth</p>
2	<p>a. Utilize PLC groups to study district ROPES process, MATH (K-2) & STACK (3-5) grouping practices and using small group materials</p> <p>b. Numeracy team leaders attend GCTM PL</p>	<p>(a-b) Kick off 7/28/22 then monthly 8/22-5/23 during PLC time</p> <p>(c) 10/22</p>	<p>General supplies, sm. group instructional materials</p> <p>GCTM dues and conference cost</p> <p>Title I \$3,000</p>	<p>McClure</p> <p>Strickland</p> <p>Numeracy Team</p>	<p>Walkthrough observations, PLC logs, agendas, sign in, student ROPES artifacts</p>	<p>Common assessments</p> <p>i-ready BOY/MOY/EOY</p> <p>Teacher surveys</p> <p>TKES data</p> <p>Quantile growth</p>
3	<p>a. Provide PL to Implement "House" climate structure (PL already approved for 7/22 course in Canvas)</p> <p>b. Team leaders attend PL to develop admin/staff capacity for shared leadership on topics: MTSS, trauma-informed care and positive working and learning environment at GAESP, NYAR, GAEL respectively</p>	<p>(a-d) 7/22 then quarterly on PL days</p> <p>(e) 7/22 then monthly 8/22-5/23</p> <p>(f) 10/22; 3/23; 7/23</p>	<p>professional dues, cost of conferences summer 2023 PL</p> <p>Title I \$25,000</p>	<p>McClure</p> <p>Bush-Corbitt</p> <p>Strickland</p> <p>Leadership Team</p> <p>MTSS Team</p>	<p>Walkthrough observations, PL redelivery logs, agendas, sign in, Panorama playbook, MSE Climate Structure Canvas course</p>	<p>Panorama BOY/EOY data</p> <p>Climate surveys</p> <p>PBIS tiered fidelity index</p> <p>SAI index</p> <p>Student perception data</p> <p>Student technology artifacts</p>

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.

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.

5/28/22

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:	All students will have access to effective, high-quality teachers and equitable educational opportunities.
ESOL:	ESOL students will be provided additional support for ELL intervention, small group instruction and access to the general curriculum
Race/Ethnicity/Minority:	All students will participate in a well-rounded educational program regardless of race, ethnicity, or minority
Students with Disabilities:	SWD will be provided additional support for reading and math foundational skills intervention through programming and small group instruction

- 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.

All students at MSE will have equitable access to a well-rounded education including the addition of a STEAM course in all grades K-5. This course will give students the opportunity to participate in enriched study of urban agriculture-based science, technology, engineering, and mathematics project-based learning.

- c) Describe how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -
 - i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

All students will participate in extended SEL programming to include school-wide caring community components of meeting lessons, cross-age “buddies,” home learning support, and school-wide community activities to create new traditions and support climate and culture.

Title I Schoolwide Program

- 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);

Students will participate in pre-CTAE urban agriculture activities through STEAM courses. Students will participate in classroom guidance activities to develop awareness of postsecondary education

- 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 and PBIS tiered support structure will be implemented alongside continued staff PL and student input.

- 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;

Data teams are in place and structured state of the school and state of the grade level sessions are scheduled throughout the year to facilitate PL to improve the use of data. Climate team structures are in place to recruit and retain effective teachers.

- 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.

Planned transition activities are in place for the transition from Pre-K to kindergarten and 5th grade to middle school with collaborative feeder schools.

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?

Quarterly SIP sessions are scheduled. Mid-quarter progress checks are held with administration to monitor and adjust.

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



Title I Schoolwide Program

program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

The 2021-2022 SIP was effective in meeting the goals as written.

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 2022-2023 plan has been revised to create more ambitious goals, outline more specific professional learning plans, and to implement more shared leadership of data analysis and plan implementation. Checkpoints have been established to monitor and adjust the revised plan quarterly with short term action plans in between.

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.

5/28/22

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

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

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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.

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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

Title I Schoolwide Program



challenging State academic standards. Please enter your initials to acknowledge this statement.

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- d.) The Schoolwide Plan is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. How is the School Improvement Plan made available?

The SIP is made available on the school and district webpage. A printed copy is available for review in the school office.

- 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.	Professional texts, professional learning, substitutes for staff to attend PL, professional conferences and dues, parent involvement materials, leveled texts for classroom libraries, social-emotional learning supplies and materials, small group instructional materials, professional learning supplies, expendable equipment, printing, STEAM lesson materials
State Funds:	Supplies and resources, EIP teachers,
Reduced Class Size (If applicable)	Reduced class size teacher 3 rd grade
School Improvement Grant (If applicable)	Not applicable
Local Professional Learning Funds	District coordinates
Grants	SRNS mini-grants funding 2 science class projects

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/eisec/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:	

2022-2023 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>				

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Rationale #2	
Initiative:	
Action Step:	

Current Research to Support this Action Step							
Expected Results							
How will Success be Measured?							
Data Points	<table border="1"> <thead> <tr> <th>Beginning of Year</th> <th>Goal</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Beginning of Year	Goal	Actual			
Beginning of Year	Goal	Actual					
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

2022-2023 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					