DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS
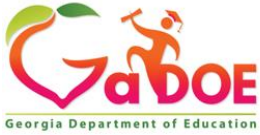
NAME OF SCHOOL: Murphey Middle School
PRINCIPAL: Derrias Priestley

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 _____ Date _____

Federal Programs Director _____ Date _____

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

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Murphey Middle School				
Principal:	Derrias Priestley				
Date Last Revised:	July 15, 2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve Literacy Skills

Initiative 1-Reading (SMART Goal):	During the 2021-2022 school year, the combined percentage of students scoring on grade level as measured by the i-Ready diagnostic assessment shall increase by 10% percentage points as follows: In Reading from **13%** in Spring of 2021 to **23%** in Spring of 2022.

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Action Step 1 **Ensure high quality Tier I instruction and fidelity of implementation for the RCSS curriculum and framework** • Refine the collaborative planning process to achieve the operational level of the GaDOE HI Rubric for all components – **Begin August** • Ensure appropriate use of data for planning remediation and acceleration for students (diagnostic, summative, benchmark data) – **Begin August** • Provide specialized support to induction and waiver teachers including a Pathway to Certification Plan for all waiver teachers – **Begin August**	https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf	Strong	Principal: Derrias Priestley; Assistant Principals: Pamela Fortson, Kelly Winstead, Marvin Washington; Instruct. Specialist: Jonay Bailey, Grade Level Chairs	Weekly administrative walkthrough data, weekly collaborative planning records, teacher data presentations and reports, student data reports, lesson plan compliance	August 2021 – May 2022	Walkthrough tool, District and School Curriculum Resources GaDOE Collaborative Planning Resources, RESA Coaching and Support for Induction Teachers	Title 1 Funds, District Funds RESA Funds

Action Step 2 **Implement a multi-tiered system of support (MTSS) for students in reading** • Implement evidence-based Tier II and Tier III interventions in reading – **Begin October** • Establish an evidence-based formal progress monitoring process for identified students – **Begin October** • Increase the usage of FEV tutoring support - September • Provide Saturday school tutoring for targeted students – **Begin September**	https://intensiveintervention.org/sites/default/files/Coaching_Document_NonRI_508.pdf	Strong	Principal: Derrias Priestley; Assistant Principals: Pamela Fortson, Kelly Winstead, Marvin Washington; Instruct. Specialist: Jonay Bailey; MTSS Specialist: Ann Lewis	FEV tutoring usage reports by teacher and grade level, Progress Monitoring data, Saturday school attendance records, analysis of Saturday school student growth data	September 2021 – May 2022	Addition of a MTSS Specialist (requested through 1003a funds), District curriculum materials, District Canvas Learning Management System, District PL, District SWD Resources and Support, GaDOE SDE Resources, CSRA RESA Resources	Title 1 Funds, 1003a Funds, District Funds RESA Funds
Action Step 3 **Refine the use of personalized learning tools for individual students** • Provide 1 to 1 technology devices to students for daily instruction – **Begin August** • Ensure fidelity of implementation for the i-Ready supplemental program in reading – **Begin August** • Monitor the number and percentage of students meeting i-Ready Stretch Growth Goals in reading by grade and by teacher – **Begin September**	http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf https://charts.intensiveintervention.org/ascreening (i-Ready highly rated by Center for Intensive Intervention)	Strong	Principal: Derrias Priestley; Assistant Principals: Pamela Fortson, Kelly Winstead, Marvin Washington; Instruct. Specialist: Jonay Bailey; MTSS Specialist: Ann Lewis, Grade Level Chairs	Percentage of students meeting their stretch growth goals, Reading growth as evidenced by i-Ready diagnostic data	August 2021 – May 2022	District curriculum materials, District Canvas Learning Management System, District PL, District SWD Resources and Support, GaDOE SDE Resources, CSRA RESA Resources Contracted i-Ready Training (requested through 1003a funds) Saturday School stipends for teachers, transportation for students, materials (requested through 1003a funds)	Title 1 Funds, 1003a Funds, District Funds RESA Funds

School:	Murphey Middle School						
Principal:	Derrias Priestley						
Date Last Revised:	July 15, 2021	Strategy Map Goal Area:	Student Achievement and Success		Strategy Map Performance Objective:	Improve Numeracy Skills	

Initiative 2-Math (SMART Goal):	**During the 2021-2022 school year, the combined percentage of students scoring on grade level as measured by the i-Ready diagnostic assessment shall increase by 10% percentage points as follows:** **In Math from 10% in Spring of 2021 to 20% in Spring of 2022.**						

Evidence-Based Action Steps	**Link to ESSA Evidence (insert URL)**	**ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)**	**Action Step Leader**	**Evidence of Effectiveness**	**Timeline for Implementation**	**Materials/Resources Needed (Include Professional Learning Needed)**	**Funding Source**
Action Step 1 **Ensure high quality Tier I instruction and fidelity of implementation for the RCSS curriculum and framework** • Refine the collaborative planning process to achieve the operational level of the GaDOE HI Rubric for all components – **Begin August** • Ensure appropriate use of data for planning remediation and acceleration for students (diagnostic, summative, benchmark data) – **Begin August** • Provide tiered support to induction and waiver teachers including a Pathway to Certification Plan for all waiver teachers – **Begin August**	https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf	Strong	Principal: Derrias Priestley; Assistant Principals: Pamela Fortson, Kelly Winstead, Marvin Washington; Instruct. Specialist: Jonay Bailey, Grade Level Chairs	Weekly administrative walkthrough data, weekly collaborative planning records, teacher data presentations and reports, student data reports, lesson plan compliance	August 2021 – May 2022	Walkthrough tool, District and School Curriculum Resources GaDOE Collaborative Planning Resources, RESA Coaching and Support for Induction Teachers	Title 1 Funds, District Funds RESA Funds

Action Step 2 **Implement a multi-tiered system of support (MTSS) for students in math** • Implement evidenced-based Tier II and Tier III interventions in math – **Begin October** • Establish an evidence-based formal progress monitoring process for identified students – **Begin October** • Increase the usage of FEV tutoring support - September • Provide Saturday school tutoring for targeted students – **Begin September**	https://intensiveintervention.org/sites/default/files/Coaching_Document_NonRI_508.pdf	Strong	Principal: Derrias Priestley; Assistant Principals: Pamela Fortson, Kelly Winstead, Marvin Washington; Instruct. Specialist: Jonay Bailey; MTSS Specialist: Ann Lewis	FEV tutoring usage reports by teacher and grade level, Progress Monitoring data, Saturday school attendance records, analysis of Saturday school student growth data	September 2021 – May 2022	Addition of a MTSS Specialist (requested through 1003a funds), District curriculum materials, District Canvas Learning Management System, District PL, District SWD Resources and Support, GaDOE SDE Resources, CSRA RESA Resources	Title 1 Funds, 1003a Funds, District Funds RESA Funds
Action Step 3 **Refine the use of personalized learning tools for individual students** • Provide 1 to 1 technology devices to students for daily instruction – **Begin August** • Ensure fidelity of implementation for the i-Ready supplemental program in math – **Begin August** • Monitor the number and percentage of students meeting i-Ready Stretch Growth Goals in math by grade and by teacher – **Begin September**	http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf https://charts.intensiveintervention.org/ascreening (i-Ready highly rated by Center for Intensive Intervention)	Strong	Principal: Derrias Priestley; Assistant Principals: Pamela Fortson, Kelly Winstead, Marvin Washington; Instruct. Specialist: Jonay Bailey; MTSS Specialist: Ann Lewis, Grade Level Chairs	Weekly administrative walkthrough data, weekly collaborative planning records, teacher data presentations and reports, student data reports, lesson plan compliance	August 2021 – May 2022	District curriculum materials, District Canvas Learning Management System, District PL, District SWD Resources and Support, GaDOE SDE Resources, CSRA RESA Resources Contracted i-Ready Training (requested through 1003a funds) Saturday School stipends for teachers, transportation for students, materials (requested through 1003a funds)	Title 1 Funds, 1003a Funds, District Funds RESA Funds

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Murphey Middle School				
Principal:	Derrias Priestley				
Date Last Revised:	July 15, 2021	Strategy Map Goal Area:	Culture and Climate	Strategy Map Performance Objective:	Ensure a positive learning and working environment

Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	During the 2021-2022 school year, the percentage of students absent and/or suspended out of school for 5 or more days will decrease by 10% as follows: Decrease the percentage of students absent 5 or more days by 10% from 57% in 2020 to 47% in 2022. Decrease the percentage of students suspended out of school 5 or more days by 10% from 18% in 2020 to 8% in 2022.

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Action Step 1 **Implement a multi-tiered system of support (MTSS) for students with behavioral challenges** • Refine implementation of the school-wide discipline plan, behavioral matrix, and office referral procedures - **August** • Refine implementation of the PBIS • Provide Tier II and Tier III interventions for identified students based on school-wide behavioral diagnostic data and discipline data - **October** • Establish building-wide recognition for students with attendance, behavioral, or academic success- **September**	https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_PBIS_Webinar1.pdf https://intensiveintervention.org/sites/default/files/Coaching_Document_NonRI_508.pdf	Strong	Principal, Assistant Principals, MTSS Specialist, School Counselors, PBIS Coordinator and PBIS Team	PBIS team agendas and minutes, training and attendance records for PL, student recognition calendar, school behavior matrix, school office referral procedures, discipline records showing number of	August 2021 – May 2022	Addition of a MTSS Specialist (requested through 1003a funds), District SWD Resources and Support, GaDOE SDE Resources, CSRA RESA Resources including classroom management training and PBIS training and support, District PBIS support, funds for student recognition, Panorama Behavioral Screener and Electronic Tool	Title 1 Funds, 1003a Funds, District Funds RESA Funds

				students suspended out of school, discipline handbook			
Action Step 2 **Implement a multi-tiered system of support (MTSS) for students with attendance challenges** • Refine the attendance committee (ART Team) process - **August** • Ensure adherence to the RCSS Attendance protocol and school attendance procedures - **August** • Provide Tier II and Tier III interventions for identified students - **August**	https://eric.ed.gov/?id=EJ871910 https://intensiveintervention.org/sites/default/files/Coaching_Document_NonRI_508.pdf	Strong	Principal, Assistant Principals, , MTSS Specialist, ART Team Members, School Counselors, Parent Facilitator (Blunt) School Social Worker	ART team agendas and minutes, individual student success plans, parent contact logs	August 2021 – May 2022	Addition of a MTSS Specialist (requested through 1003a funds)	Title 1 Funds, 1003a Funds, District Funds RESA Funds

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	8%											
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Math EOG	3%											
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Science EOG	1.4%											
Increase the percentage of students scoring Proficient or above on the Georgia Milestones SS EOG	0.5%											
Increase the CCRPU Score to Meet or Exceed the school's SWSS CCRPI Target												

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, 2, 3	Teacher Academy – • Induction Support-School Procedures • RCSS Curriculum and Instructional Framework, Lesson Planning • Collaborative Planning • Data-based Differentiation • PBIS/Classroom Management	Begin: July	District and RESA training and support	Instructional Specialist: Jonay Bailey	Weekly instructional walkthrough data, collaborative planning records	Student academic, behavioral, and attendance data reported for individual teachers
1, 2, 3	MTSS Training Tier I Tier II and Tier III Interventions Progress Monitoring	Begin: August	1003a funds, GaDOE training and support	MTSS Specialist: Ann Lewis	MTSS Data housed in Panorama data system, MTSS/RTI meeting records	Formal Progress Monitoring data tracking student growth on a bi-monthly basis
1, 2	iReady Teacher Toolbox Training – using diagnostic data to plan for individual student growth	Begin: September	District resources, 1003a funds for training events	Principal: Derrias Priestley	Weekly instructional walkthrough data	Percentage of students scoring on grade level shown by iReady diagnostic data at beginning, middle, and end of year – by grade level, by teacher, and by individual student
1, 2	iReady Stretch Growth Goal Training – monitoring student progress using stretch growth goals	Begin: August	District resource, 1003a funds for training events	Principal: Derrias Priestley		Percentage of students meeting iReady Stretch Growth Goals by grade level, by teacher, and by individual student
1, 2	BEACON Benchmark Training	Begin: August	District resources, GaDOE resources	Instructional Specialist: Jonay Bailey		Percentage of students scoring on level by grade level, by teacher, and by individual student

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: Murphey Middle School

Date: May 28, 2021

Planning Committee Members

Name	Position/Role	Signature
Derrias Priestley	Principal	
Pamela Forston	Assistant Principal	
Kelly Winstead	Assistant Principal	
Marvin Washington	Assistant Principal	
Ann Lewis	MTSS Specialist	
Jonay Bailey	Instructional Specialist	
Maacah Casanova	Teacher	
Carolyn Smalls	Teacher	
Delois Scott	Teacher	
Sonja Williams	Teacher	
Saundrell Blount	Family Facilitator	
	Teacher	
	Parent	
	Parent	
	Parent	
	Student (6th-8th)	

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

2021-2022 SCHOOL IMPROVEMENT PLAN

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.

   May 28, 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 learners [Section 1111(c)(2)]) to meet the challenging State academic standards.

Economically Disadvantage:	At risk students will receive additional support with student learning, materials, technology, and other academic resources to support and enhance the goal for meeting academic standards.
ESOL:	ESOL students will receive additional support with student learning, materials, technology, and other academic resources to support and enhance the goal of meeting state academic standards.
Race/Ethnicity/Minority:	Per pupil funds will be used to purchase materials and supplies that support the implementation of state standards to ensure equal access to the same education provided to other children in accordance with McKinney Vento Tracking.
Students with Disabilities:	Child Find will be utilized to identify students and to revisit the monitoring of students to ensure students are coded correctly in the system. This will ensure the appropriate supports are in place for each student.

   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.

   Instructional strategies, including specific high leverage practices and methods will be identified and utilized at Murphey to strengthen the academic programs that are aligned to the RCSS Curriculum and GaDOE standards for each Middle School content area.

   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.

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A multi-tiered system of support will be implemented that designs, implements and monitors academic, attendance and social-emotional supports for students who have been identified as at risk of not meeting state academic standards; RTI (Academics, Attendance and Behavior) In addition, TAA (Teachers as Advisors), a guidance-based program will be utilized to support 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).

AVID Schoolwide will be utilized to share awareness of Post –Secondary Education as well as Career Explorations with students. (A decision has not been made as to whether we will participate in AVID going forward. However, it would be very beneficial.) In addition, a collaboration between Murphey Middle School and the Marion Barnes Center will expose students to opportunities that will enable them to be college and career ready upon graduation.

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.).

PBIS Schoolwide as well as support from the MTSS Specialist will be utilized to address and support the decrease in problem behaviors, while providing supports for early intervention.

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 Learning opportunities will be provided for teachers that address and meet their individual needs as well as the needs of the students. Tiered data and academic data will be utilized in this process.

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.

N/A

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?

Each component of the SIP will be monitored using tools specific to the initiative. i.e., sign -in sheets/virtual attendance surveys, walk-throughs, lesson plans, collaborative planning minutes, tuning protocol minutes, common assessments, student-teacher conferencing reports, progress reports, and report card grades.

b.) Review the previous year's School Improvement Plan. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

The 20-21 SIP was effective in some areas as shown by an increase in academic achievement in some areas. However, there were also a few areas where revisions in the plan would prove beneficial going forward.

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 Schoolwide plan will be revised to address those areas that were not effective. In some areas protocols will be revised, while in other areas protocols will be removed and a more effective protocol put in its place.

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. **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.

   PF

   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.

   PF

Title I Schoolwide Program

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.

PF

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

The School Improvement Plan is published on the school website

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.	
State Funds:	Funds will be used for Professional Learning
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	
Local Professional Learning Funds	The District coordinates local Professional Learning activities.
Grants	

Funding Source and Resources provided:
- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental

Title I Schoolwide Program

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/guidanceuseseinvestment.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						

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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						