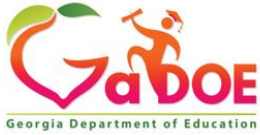


2022-2023 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: Murphey Middle School PRINCIPAL: Derrias Priestley
NAME OF DISTRICT: Richmond County School System SUPERINTENDENT: Dr. Kenneth Bradshaw
<input type="checkbox"/> <i>Comprehensive Support and Intervention</i> <input type="checkbox"/> <i>CSI Alternative</i> <input type="checkbox"/> <i>Targeted Support and Intervention</i> <input type="checkbox"/> <i>Promise</i>
<input type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i>

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: _____

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Murphey Middle School				
Principal:	Derrias Priestley				
Date Last Revised:		Strategy Map Goal Area:	Student Achievement	Strategy Map Performance Objective:	Literacy

Initiative 1-Literacy (SMART Goal): SIP Goal(s) #1: By the end of the 2021-2022 school year, as measured by the Georgia Milestones End of Grade Assessment, the percentage of seventh grade students classified as Developing Learner will increase from 26.4 percent to 36.4 percent, the percentage of students classified as Proficient Learner will increase from 6.4 percent to 16.4 percent, the percentage of students classified as a Distinguished Learner will increase from 0.0 percent to 10 percent; the percentage of eighth grade students classified as Developing Learner will increase from 37.5 percent to 47.5 percent, the percentage of students classified as Proficient Learner will increase from 9.5 percent to 19.5 percent, and the percentage of students classified

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.
Engage in effective Collaborative Planning sessions (Vertical and Horizontal)	https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf	Strong	Administration, Instructional Specialists, Teachers	<ul style="list-style-type: none"> -Collaborative Planning Rubric -Collaborative Planning meeting observations -Instructional Focus Walks data/debriefings -Lesson plans and feedback 	Data (Instructional Focus Walks, ELEOT, i-Ready, CMAs, BEACON, and GMAS) Progress Reports Report Cards	August 2022 – May 2023	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

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<p>Instructional Focus Walks will provide data and support to teachers and administration of the rigor and implementation of expected instructional strategies</p>	<p>https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf</p>	<p>Strong</p>	<p>Administration, Instructional Specialists, Teachers</p>	<p>-Instructional Focus Walks -data/debriefings -Lesson Planning and Implementation -Instructional Strategies -Collaborative Planning -ELEOT Observation Tool -Instructional Focus Walk Schedule</p>	<p>Data (Instructional Focus Walks, ELEOT, i-Ready, CMAs, BEACON, and GMAS) Progress Reports Report Cards</p>	<p>August 2022 – May 2023</p>	<p>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)</p>	<p>Title 1 Funds, District Funds RESA Funds</p>
<p>ELA will increase reading Lexile levels by one grade level for Reading Plus students using strategies; interest leveled reading, and leveled reading to assess growth. Teachers will monitor the students' progress by analyzing and comparing Reading Plus Diagnostic data.</p>	<p>https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf https://charts.intensiveintervention.org/ascreening (i-Ready highly rated by Center for Intensive Intervention)</p>	<p>Strong</p>	<p>Administration, Instructional Specialists, Teachers</p>	<p>Reading Plus Lexile Tracking Template Interactive Word Walls Flexible reading groups</p>	<p>Data (Instructional Focus Walks, ELEOT, Reading Plus, i-Ready, CMAs, BEACON, and GMAS) Progress Reports Report Cards</p>	<p>August 2022 – May 2023</p>	<p>Walkthrough tool, District and School Curriculum Resources GaDOE Collaborative Planning Resources, RESA Coaching and Support for Induction Teachers</p>	<p>Title 1 Funds, District Funds RESA Funds</p>

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Murphey Middle School							
Principal:	Derrias Priestley							
Date Last Revised:		Strategy Map Goal Area:	Student Achievement	Strategy Map Performance Objective:	Numeracy			
Initiative 2-Math (SMART Goal):	By the end of the 2021-2022 school year, as measured by the Georgia Milestones End of Grade Assessment, the percentage of seventh grade students classified as Developing Learner will increase from 15.5 percent to 25.5 percent, the percentage of students classified as Proficient Learner will increase from 0.8 percent to 10.8 percent, the percentage of students classified as a Distinguished Learner will increase from 0.0 percent to 10 percent; the percentage of eighth grade students classified as Developing Learner will increase from 27.5 percent to 37.5 percent, the percentage of students classified as Proficient Learner will increase from 2.0 percent to 12.0 percent, and the percentage of students classified as Distinguished Learner will increase from 0.0 percent to 10 percent.							
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.
Implement high quality, robust Tier I Standards Based instructional strategies.	https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf	Strong	Administration, Instructional Specialists, Teachers	-Professional Learning -Coaching and Modeling of instructional strategies -Georgia Standards of Excellence -District pacing guides, and district blueprints -RCSS Middle School Instructional Expectations -District support from SPED Instructional Coach and District	-Data (Instructional Focus Walks, ELEOT, i-Ready, CMAs, BEACON, and GMAS) -Progress Reports -Report Cards	August 2022 – May 2023	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

2022-2023 SCHOOL IMPROVEMENT PLAN

				Math Specialist				
Instructional Focus Walks will provide data and support to teachers and administration of the rigor and implementation of expected instructional strategies	https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf	Strong	Administration, Instructional Specialists, Teachers	-Instructional Strategies -Collaborative Planning -Lesson Plans -ELEOT Observation Tool -Instructional Focus Walk schedule	-Data (Instructional Focus Walks, ELEOT, i-Ready, CMAs, BEACON, and GMAS) -Progress Reports -Report Cards	August 2022 – May 2023	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
Engage in effective Collaborative Planning sessions (Vertical and Horizontal)	https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf https://charts.intensiveintervention.org/ascreeing (i-Ready highly rated by Center for Intensive Intervention)	Strong	Administration, Instructional Specialists, Teachers	-GaDOE Collaborative Planning Processing Guide -GaDOE Collaborative Planning High Impact Rubric -Georgia Standards of Excellence -District pacing guides -District blueprints	-Data (Instructional Focus Walks, ELEOT, i-Ready, CMAs, BEACON, and GMAS) -Progress Reports -Report Cards	August 2022 – May 2023	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

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Murphey Middle School							
Principal:	Derrias Priestley							
Date Last Revised:		Strategy Map Goal Area:	Student Achievement	Strategy Map Performance Objective:	Culture/Climate/Non-Academic			
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	By the end of the school year, Murphey Middle School will build a climate and culture committed to building positive relationships, reducing discipline referrals by five percent, and increase two points on CCRPI School Climate Star Rating.							
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.

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<p>Mentoring program -Men in Training Mentors will work with students regarding decision making, conflict resolution and the tenets of becoming men/gentlemen.</p>	<p>https://files.eric.ed.gov/fulltext/ED597293.pdf WWC Twelve Together (ed.gov)</p>	Strong	Administration, MTSS, Teachers	<ul style="list-style-type: none"> - Infinite Campus Discipline reports - Mentors from Living in Purpose - Meeting Agendas - Sign-In Sheets - Student Reflections - Behavior Monitoring Sheets 	-Year-end behavior data	August 2022 – May 2023	Panorama Behavioral Screener	Title 1 Funds, District Funds RESA Funds
<p>The attendance committee will monitor student and teacher attendance and OSS data disaggregate instructional time loss for students.</p>	<p>https://eric.ed.gov/?id=EJ871910 https://intensiveintervention.org/sites/default/files/Coaching Document NonRI 508.pdf</p>	Strong	Administration, MTSS, Teachers	<ul style="list-style-type: none"> - Infinite Campus attendance reports - Parental Call Logs - Attendance contracts - Faculty and student buddy system - Remote learning/make-up work monitoring process 	-Year-end behavior data	August 2022 – May 2023	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, District Funds RESA Funds
<p>SEL Fridays Teachers and Counselors will implement lessons correlated to the data obtained from the Panorama Survey.</p>	<p>https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA-</p>	Strong	Administration, MTSS, Teachers	- Panorama Survey Results	-Student artifacts -Student folders -Insights Viva from email -Infinite Campus behavioral results (OSS, ISS)	August 2022 – May 2023	District SWD Resources and Support, GaDOE SDE Resources, CSRA RESA Resources including classroom management	Title 1 Funds, District Funds RESA Funds

2022-2023 SCHOOL IMPROVEMENT PLAN

	brief.pdf						training and PBIS training and support, District PBIS support, funds for student recognition, Panorama Behavioral Screener and Electronic Tool	
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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 the Georgia Milestones ELA EOG								
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Math EOG								
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Science EOG								
Increase the percentage of students scoring Proficient or above on the Georgia Milestones SS EOG								
Increase the CCRPU Score to Meet or Exceed the school's SWSS CCRPI Target								

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, 2, 3	Teacher Academy – <ul style="list-style-type: none"> – Induction Support-School Procedures – RCSS Curriculum and Instructional Framework, Lesson Planning – Collaborative Planning – Data-based Differentiation – PBIS/Classroom Management 	August 2022 – May 2023	District and RESA training and support	Administration, Instructional Special, Teachers	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	August 2022 – May 2023	1003a funds, GaDOE training and support	Administration, MTSS Specialist	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	August 2022 – May 2023	District resources, 1003a funds for training events	Administration, Instructional Special, Teachers	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	August 2022 – May 2023	District resources, 1003a funds for training events	Administration, Instructional Special, Teachers		Percentage of students meeting iReady Stretch Growth Goals by grade level, by teacher, and by individual student
1, 2	BEACON Benchmark Training	August 2022 – May 2023	District resources, GaDOE resources	Administration, Instructional Special, Teachers		Percentage of students scoring on level by grade level, by teacher, and by individual student

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:

Date:

Planning Committee Members

Name	Position/Role	Signature
	Principal	
	Assistant Principal	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Family Facilitator	
	Teacher	
	Parent	
	Parent	
	EL Parent (if applicable)	
	Student (9 th -10 th) required	
	Student (11 th -12 th) required	

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.

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:	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 support is 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;

Title I Schoolwide Program



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.

- 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);

N/A

- 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 support 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?

Title I Schoolwide Program



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 21-22 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 the Every Student Succeeds Act, in which case such school may continue to d 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 (

Title I Schoolwide Program



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?

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:	
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	
Local Professional Learning Funds	
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 Schoolwide Program



- 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						