

2022-2023 SCHOOL IMPROVEMENT PLAN



DIVISION OF SCHOOL & DISTRICT EFFECTIVENESS

NAME OF SCHOOL: Hephzibah High
PRINCIPAL: Chris Nabahe

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 *[Signature]* _____ Date 6/29/22 _____

Federal Programs Director _____ Date _____

Revision Date: 5/31/2022 Revision Date: 6/28/2022 Revision Date: _____

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Hephzibah High School		
Principal:	Chris Nabahe		
Date Last Revised:	5/31/2022	Strategy Map Goal Area:	Increase post high school readiness
	Student achievement and success	Strategy Map Performance Objective:	

Initiative 1-Literacy (SMART Goal): During the 2022-2023 school year, Hephzibah High School will increase our NWEA MAP Mean RIT score for Language Arts (Reading) by 1.5, from 212.5 to 214, for ALL grade levels during the Winter 2022 to Winter 2023 comparison periods.

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.
HHS will provide afterschool ELA Extended Learning Program (ELP) (2x/week) utilizing high impact instructional strategies, IXL, and FEV Tutor. Students will use and have access to 1:1 technology and integrate personalized learning strategies to impact student achievement in this program.	https://www.ixl.com/ESSA/ESSA-Research-Report.pdf https://ies.ed.gov/ncee/wwc/InterventionReport/664	Moderate Strong	Asst. Principal	Afterschool attendance sheet FEV Tutor Reports IXL Reports	Decrease in failure rate for math courses. Growth in IXL and NWEA MAP diagnostics.	September 2022-April 2023	Teachers' stipend for afterschool ELP and transportation for students with transportation needs. IXL	Consolidated Budget (IXL \$15,500, ELP \$9,000)
HHS ELA Teachers will utilize the NWEA MAP Goal Setting Worksheet to prepare and educate students/parents about their current status and RIT	https://eric.ed.gov/?id=ED560804	Strong	Instructional Specialist	Student Portfolio with worksheet signed by teacher/student/parent.	Increase in RIT Growth Goals.	September 2022-May 2023	Printing resources Student celebrations for	Consolidated Budget PBIS (\$2,200)

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Growth Goal.	HHS ELA teachers will collaboratively plan to implement cross-curricular/IB aligned lessons and create common assessments to progress monitor student achievement. Collaborative planning, supports, and progress monitoring will positively increase the retention rate of veteran and induction teachers as they experience the increase in student achievement.	Files.eric.ed.gov/fulltext/EJ1179831.pdf	Promising	Instructional Specialist/IB Coordinator	Walkthrough data/ collaborative planning minutes/ common assessment data	Increase in RIT Growth Goals.	August 2022- May 2023	those that meet growth goals IB Resources Print resources	Consolidated Funds IB Funds (\$1000)
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2022-2023 SCHOOL IMPROVEMENT PLAN

School:		Hephzibah High School		Strategy Map Performance Objective:		Increase post high school readiness	
Principal:		Chris Nabahe		Student achievement and success			
Date Last Revised:		5/31/2022		Strategy Map Goal Area:			
Initiative 2-Math (SMART Goal):		During the 2022-2023 school year, Hephzibah High School will increase our NWEA MAP Mean RIT score for Math K-12 by 1.5, from 219.5 to 221, for ALL grade levels during the Winter 2022 to Winter 2023 comparison periods.					
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
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)?
HHS will provide afterschool Math Extended Learning Program (ELP) (2x/week) utilizing high impact instructional strategies, IXL, and FEV Tutor.	https://www.ixl.com/ESSA/ESSA-Research-Report.pdf	Moderate	Asst. Principal	Afterschool attendance sheet FEV Tutor Reports IXL Reports	Decrease in failure rate for math courses. Growth in IXL and NWEA MAP diagnostics.	September 2022-April 2023	Teachers' stipend for afterschool ELP and transportation for students with transportation needs.
Students will use and have access to 1:1 technology and integrate personalized learning strategies to impact student achievement in this program.	https://ies.ed.gov/ncee/wwc/InterventionReport/664	Strong					Consolidated Budget (IXL \$15,500, ELP \$9,000)
HHS Math Teachers will utilize the NWEA MAP Goal Setting Worksheet to prepare and educate students/parents about their current status and RIT Growth Goal.	https://eric.ed.gov/?id=ED560804	Strong	Instructional Specialist	Student Portfolio with worksheet signed by teacher/student/parent.	Increase in RIT Growth Goals.	September 2022-May 2023	Printing resources Student celebrations for those that meet
							Consolidated Budget PBIS (\$2,200)

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<p>HHS Math teachers will collaboratively plan to implement cross-curricular/IB aligned lessons and create common assessments to progress monitor student achievement. Collaborative planning, supports, and progress monitoring will positively increase the retention rate of veteran and induction teachers as they experience the increase in student achievement.</p>	<p>Files.eric.ed.gov/fulltext/EJ1179831.pdf</p>	<p>Promising</p>	<p>Instructional Specialist/IB Coordinator</p>	<p>Walkthrough data/ collaborative planning minutes/ common assessment data</p>	<p>Increase in RIT Growth Goals.</p>	<p>August 2022- May 2023</p>	<p>growth goals IB Resources Print Resources</p>	<p>Consolidated Funds (\$1,000) IB Funds</p>
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2022-2023 SCHOOL IMPROVEMENT PLAN

School:		Hephzibah High School							
Principal:		Chris Nabahe							
Date Last Revised:		5/31/2022							
Initiative 3- Culture/Climate/Non-Academic (SMARTe Goal):		During the 2022-2023 school year, Hephzibah High School will increase our 4-year cohort graduation rate by 3% from 74.47 (2020-2021) to 76.70.							
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.
HHS will implement a bi-monthly homeroom schedule that will allow homeroom teachers and guidance counselors to work with students to create graduation goals/requirements, GPA, Carnegie credits (TAA). Students will review their transcripts and GAFutures account.		https://www.air.org/sites/default/files/Early-Warning-Systems-to-Improve-Student-Outcomes.pdf	Moderate	School Counselors	Student portfolios/TAA Modules PPT/HR attendance sheets	Decrease in failure rate. Increase graduation rate. Seniors will GAFutures account.	Sept 2022-May 2023	Printing resources, pre-planning PL 1st and 2nd semester.	Consolidated Budget (\$1,000)
HHS will provide a College and Career Day (1 each semester) to allow our students to interact and ask questions with community professionals. Students will experience post-secondary expectations and requirements.		https://eric.ed.gov/?q=Future+educational+opportunities&ft=on&ff1=dtv/Since+2019&id=ED598025	Promising	Parent Facilitator	Volunteer-Student survey	Survey data results (Likert Scale)	November 10, 2022 March 31, 2023	Printing resources	Consolidated Budget (\$1,000)
Strategy Map Goal Area:		Student achievement and success			Strategy Map Performance Objective:		Increase post high school readiness		

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<p>HHS will conduct Academic Success Conferences with all parents 2x/year. Check and Connect</p>			<p>School Counselors</p>	<p>Academic Success Conference Data Sheet/Attendance Sheets</p>	<p>Decrease in failure rates for all grade levels.</p>	<p>Sept 30, 2022 (meeting 1 for 10-12) March 31, 2023 (Meeting 2 for 9-12)</p>	<p>Printing resources</p>	<p>Consolidated Budget (\$1,000)</p>
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2022-2023 SCHOOL IMPROVEMENT PLAN

Performance Measures NWEA MAP RIT Scores & Graduation Rate	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
NWEA MAP Math K-12 Mean RIT (Winter 2022)	9: 217.3 10: 218.6 11: 220.5 12: 221.7 AVG: 219.5	9: 217.3 10: 218.6 11: 220.5 12: 221.7 AVG: 219.5	9: 218.8 10: 220.1 11: 222 12: 223.2 AVG: 221		9: 220.3 10: 221.6 11: 223.5 12: 224.7 AVG: 222.5		9: 221.8 10: 221.6 11: 223.5 12: 224.7 AVG: 222.5	
NWEA MAP Language Arts: Reading Mean RIT (Winter 2022)	9: 212.0 10: 205.8 11: 210.0 12: 217.5 AVG: 212.5	9: 212.0 10: 205.8 11: 210.0 12: 217.5 AVG: 212.5	9: 213.5 10: 207.3 11: 211.5 12: 219 AVG: 214		9: 215 10: 208.8 11: 213 12: 220.5 AVG: 215.5		9: 216.5 10: 210.3 11: 214.5 12: 222 AVG: 217	
4-year Cohort Graduation Rate	74.47		76.70		79.00		81.37	

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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, 2	Dept. Chairs, Instructional Specialist, and IB Coordinator will lead a pre-planning session each semester on cross-curricular/IB Aligned lessons/common assessments. Teachers will develop and administer 1 common assessment per 9-week period.	July 28-May 3, 2022	\$1,000	Yashica Blackmon	Stephanie Smith	Collaborative planning tool/resource. Decrease failure rate and increase RIT Growth scores.
3	Guidance will lead sessions discussing TAA procedure/expectations for these grade-level advisement sessions.	July 28-May 3, 2022	\$1,000	Nabahe	Talonda Landers	Student portfolios
1	ELA Dept Chair will lead a pre-planning session on printing and reviewing NWEA MAP Student Goal Setting Worksheets.	July 28-May 3, 2022	\$1,000	Blackmon	Stephanie Smith	Student Growth Reports
2	Math Dept Chair will lead a pre-planning session on printing and reviewing NWEA MAP Student Goal Setting Worksheets.	January 3, 2022 & March 11, 2022	\$1,000	Blackmon	Micheale Jenkins	Student Growth Reports
3	PBIS Rewards training for faculty and staff.	July 28-May 3, 2022	\$2,200	Blackmon	Sandthuania Bryant	PBIS Rewards data, discipline/attendance data

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.

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: Hephzibah High School

Date: 5/31/2022

Planning Committee Members

Name	Position/Role	Signature
	Principal	
	Assistant Principal	
	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.

5/31/2022

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:	Per pupil funds will be used to purchase materials/supplies that support the State Standards implementation. Parent facilitator will provide resources/supplies for the economically disadvantaged.
ESOL:	Per pupil funds will be used to provide instructional materials/supplies, technology, software. Instructional teacher is allotted time for pull out assistance within the student's schedule.
Race/Ethnicity/Minority:	Per pupil funds will be used to purchase materials/supplies that support State Standards implementation and provide equitable access to our various programs/initiatives.
Students with Disabilities:	Per pupil funds will be used to purchase materials/supplies that support State Standards implementation and provide equitable access to our various programs/initiatives. Teachers/Case managers will ensure IEP accommodations/services are properly implemented.

- 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;

The IBMYP strategies and methods used by teachers are designed to promote higher order thinking and maximize quality instructional time. SAT Prep/Tools for Success courses will provide additional support to raise our mean SAT scores. Goal setting/Check and Connect conferences will prepare and educate students/parents and their academic standings.

- 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

Title I Schoolwide Program

support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

HHS will follow MTSS/RTI process and RCSS Child Find protocols, conduct parent/teacher conferences/trainings, implement teachers as advisors, provide tutoring afterschool. HHS will facilitate RPM and PLC school registration for those off track for graduation due to their circumstances. Our embedded Teachers as Advisors monthly sessions, during Homeroom, provides students with a safe adult in the building to provide college and career readiness guidance, socio-emotional support, and improve social skills.

- 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);

HHS provides hands-on strategies in CTAE courses to provide practical skills/experience. Students have the opportunity to attend MBCC/Cyber Academy/Dual-Enrollment/AP courses/IBMY while attending HHS to prepare them for post-secondary endeavors.

- 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.);

HHS will follow MTSS/RTI process and RCSS Child Find protocols as well as provide training for our faculty/staff. Processes and procedures will be followed to ensure IEP accommodations are followed.

- 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;

HHS will continue to use school-based professional development activities designed to improve instruction based on data digs from variety of sources. Professional development will be provided by school personnel, district consultants as needed. Administrators and our PBIS team will provide ongoing support 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.

HHS will hold a Freshman Orientation on July 19, 2022 from 7:45am-1:00pm to provide a smooth transition from middle school to high school. Students will preview school expectations, programs, and initiatives.

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

Title I Schoolwide Program

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?

HHS's leadership team will monitor and report on our action steps monthly. A data room will be established to track/monitor SIP goals/action steps.

- 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.

Leadership team will meet on May 31, 2022 to conduct a root cause analysis, review/analyze current data, and develop action steps that will support our SIP.

- 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.

Collaboration with the Accountability department to receive feedback and input. HHS administration will present impact check presentations to the accountability department twice a 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 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.

3/28/2022

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.

CJN

- 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

Title I Schoolwide Program



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.

CJN

- 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?

HHS's SIP will be available to all stakeholders via our 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.	Parent Facilitator, PBIS Rewards software, parental and family engagement resources/supplies, instructional supplies, Accelerated Reader, Expendable Computer Equipment, ActivPanel 70 (10), SAT incentives/resources
State Funds:	Funds will be used for professional learning.
Reduced Class Size (If applicable)	N/A
School Improvement Grant (If applicable)	N/A
Local Professional Learning Funds	Teaching and Learning provides professional learning.
Grants	PBIS Kindness Challenge Grant to promote positive culture and climate.

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,

Title I Schoolwide Program



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/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:	

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<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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Beginning of Year</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">Goal</td> <td style="width: 10%;">Actual</td> </tr> </table>	Beginning of Year							Goal	Actual
Beginning of Year							Goal	Actual		
Status Checkpoint Dates:										
End-of-Year Results and Reflection										

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #3

Initiative:	
Action Step:	

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