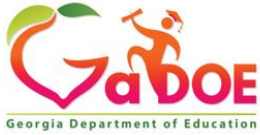


2021-2022 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: Pine Hill Middle PRINCIPAL: Carl Robinson III
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 checked="" 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: _____

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Pine Hill Middle				
Principal:	Carl Robinson III				
Date Last Revised:	10/05/2020	Strategy Map Goal Area:	High academic achievement and success for all.	Strategy Map Performance Objective:	Increase student performance at or above grade level.

Initiative 1-Literacy (SMART Goal):	Implement rigorous curriculum through the use of evidence based instructional strategies in literacy to raise the percentage of students scoring Proficient and above on the ELA Georgia Milestones from 20% to 23% on the 2022 Milestones at the end of the 2021-22 school year.
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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
All teachers will implement the USA TestPrep program.	https://www.evidencefoessa.org/programs/reading/usa-test-prep-reading	Tier 2-Moderate	AP Michelle Olivares	Lesson Plans, iReady usage reports	One day per week in ELA from September 2021 to May 2022	Computers and software program.	Title I, 28,500
Continue to implement the "New Leaders" (an aspiring principal program) strategies of unpacking the standards and aligning the tasks/assessments to the rigor of the standard.	https://www.evidencefoessa.org/programs/math/aspiring-principals-program-app	Tier 2-Moderate	New Leaders Team - led by AP Michelle Olivares and Principal C. Robinson	Lesson plans, classroom observations	September 2021 - April 2022	None	District
All students will show an increase in literacy using graphic organizers, whole group instruction, ability based small group instruction, and student conferencing/feedback/goal setting.	https://www.marzanoresearch.com/research/database/data	Tier 2-Moderate	C. Robinson	Conference logs, teacher observations, lesson plans, work samples	September 2021 - April 2022	None	iReady Teacher Toolbox, iReady reports, Graphic organizers, student conference sheets, grouping strategies

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School:	Pine Hill Middle						
Principal:	Carl Robinson III						
Date Last Revised:	10/05/2020	Strategy Map Goal Area:	High Academic Achievement and Success for All.	Strategy Map Performance Objective:	Increase Student Performance at or Above Grade Level.		
Initiative 2-Math (SMART Goal):	Implement rigorous curriculum through the use of evidence based instructional strategies in numeracy to raise the percentage of students scoring proficient and above on the Math Georgia Milestones from 11% to 14% on the 2021 Milestones at the end of the 2020-21 school year.						
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
Math teachers in grades 6-8 will implement Project Based Learning to increase academic achievement, 21st Century competency skills, equity, and motivation.	https://www.evidencefoessa.org/programs/math/usa-test-prep-math	Tier 2-Moderate	Instructional Specialist. T. Mincey	Canvas, Lesson plans, observations, student work samples	September 2021 - April 2022	School-based professional learning with teacher in residence, Instructional specialist, assistant principals, and principal.	Title I, Professional Learning materials needed for teachers to implement PBL.
Math teachers in grades 6-8 will implement Marzano's vocabulary strategies to enhance students understanding of Math concepts and increase academic achievement.	https://www.marzanoresearch.com/research/database/data	Tier 2-Moderate	Instructional Specialist. T. Mincey	Canvas, Lesson plans, observations, student work samples, comparison of pre and post test scores, district benchmark scores	September 2021 - April 2022	School-based professional learning with teacher in residence, Instructional specialist, assistant principals, and principal.	Title I, Professional Learning, Purchase "Building Academic Background Knowledge" and "Vocabulary for the New Science

2021-2022 SCHOOL IMPROVEMENT PLAN

						Standards" by Robert Marzano.
All students will show an increase in literacy using graphic organizers, whole group instruction, ability based small group instruction, and student conferencing/feedback/goal setting.	https://www.marzanoresearch.com/research/database/data	Tier 2-Moderate	Instructional Specialist. T. Mincey	Canvas, Lesson plans, observations, student work samples, comparison of pre and post test scores, district benchmark scores	September 2021 - April 2022	Title I, Professional Learning, Purchase "Building Academic Background Knowledge" and "Vocabulary for the New Science Standards" by Robert Marzano.

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School:	Pine Hill Middle						
Principal:	Carl Robinson III						
Date Last Revised:	10/05/2020	Strategy Map Goal Area:	High Performing Culture and Workforce	Strategy Map Performance Objective:	Improve the Safety and Orderliness of Environments		
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	Implement research based practices, strategies, and interventions to maintain the school climate rating at 4 stars out of 5 stars by the end of the 2021-22 school year.						
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
As a school, we will have a book study using Ron Clark's "Essential 55". We will focus on 5 "essentials" as a school. Teachers will also individually select 5 "essentials" to work on at the classroom level	https://www.evidencefoessa.org/programs/reading/ron-clark-academy	Tier 3-Moderate	AP Michelle Olivares and Instructional Spc. Mincey	SWIS Data, Infinite Campus Data, PBIS with Class Dojo points	September 2021-May 2022	Essential 55 books and workbooks. Teacher leaders and administration will redeliver school-based professional learning and book study.	School-based Professional Learning for school culture and climate

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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.	38.24	42.65	44.45		45.78		47.15		50.15		41.65	
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Math EOG and Algebra I EOC.	42.72	38.33	40.06		47.02		48.43		49.88		51.38	
Increase the percentage of students scoring Proficient or above on the Georgia Milestones 8 th grade Science EOG and Physical Science EOC.	27.20	25.12	27.07		27.88		28.72		29.58		30.47	
Increase the percentage of students scoring Proficient or above on the Georgia Milestones 8th grade Social Studies EOG and American Government EOC.	47.51	38.54	39.95		41.15		42.38		43.65		44.96	
Increase the CCRPI Score to Meet or Exceed the school's SWISS CCRPI Target.	56.40	55.90	57.58		59.30		61.08		62.92		64.80	

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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	Differentiated professional learning for all teachers on a weekly basis with district support.	Weekly from August 2021 - May 2022	None	Instructional Specialist T. Mincey	Instructional Specialist T. Mincey	Sign in sheets, professional development calendar, agendas.
#1	Pine Hill Middle will continue to provide the professional learning days along with District to support Teachers of ELA Courses.	Monthly from September 2021 - April 2022	None	Principal C. Robinson III, AP Michelle Olivares, AP Theresa Williams	District Level	Sign in sheets, weekly calendar of professional development, Business plus PL hours.
#2	Pine Hill Middle will continue to provide the professional learning days along with District to support Teachers of Math Courses,	Monthly from September 2021 - April 2022	None	Principal C. Robinson III, AP Michelle Olivares, AP Theresa Williams	District Level	Sign in sheets, weekly calendar of professional development, Business plus PL hours.
#3	Pine Hill Middle will continue to provide the professional learning days focused on school climate and culture to support faculty and staff morale for climate stars.	Monthly Faculty and Staff Meetings (Virtual or Face-To-Face) for 2021-2022 sy	None	AP Michelle Olivares and Samantha Thomas, Dolly Majors.	AP Michelle Olivares and Samantha Thomas, Dolly Majors.	Sign in sheets, weekly calendar, agendas.

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: Pine Hill Middle

Date: July 1, 2021

Planning Committee Members

Name	Position/Role	Signature
Carl Robinson III	Principal	
Michelle Olivares	Assistant Principal	
Cassie Ito	Teacher	
Nickolas Bradley	Teacher	
Delydia Albert	Teacher	
James Kitchens	Teacher	
Teleshia Mincey	Instructional Specialist	
Ally Bryan	Counselor	
Jerry Wells III	Parent	
	Parent	
	Parent	
	Student 6 th grade	
	Student 7 th grade	
	Student 8 th grade	

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

2021-2022 SCHOOL IMPROVEMENT PLAN

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.

0/19/2020

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 implementation of the State Standards.
ESOL:	: instructional materials and supplies, technology, teachers, software. Also, an instructional teacher is allotted for student to receive pull out assistance within the student's schedule.
Race/Ethnicity/Minority:	Per pupil funds will be used to purchase materials/supplies that support the implementation of the State Standards.
Students with Disabilities:	Students are identified through RCSS Child Find protocol at the beginning of academic school year and teachers are provided for students for identified EIP needs and schedules.

- 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 instructional strategies and methods utilized at Pine Hill Middle School are to strengthen the academic program follow the RCSS curriculum and are aligned to the GADOE standards for each middle school content area.

2021-2022 SCHOOL IMPROVEMENT PLAN

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 –
The RTI process and RCSS protocol, parent/teacher conferences, teachers as advisors, tutoring, and afterschool academy.

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;

Our embedded PHMS teachers as advisors monthly sessions allow for students to have an adult in the school building to give advice to improve students' skills outside and inside the academic subject areas. Also, our embedded Guidance Department led topic sessions are scheduled at least monthly to support students through classroom visits for small group checks. We also offer an embedded (at least) monthly advisement period where students learn about an extracurricular activity to attend for wellbeing.

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);

This academic school year, PHMS has opportunity to take the foundations to business administration and management class to learn about a career pathway. Students will also be advised during advisement periods each month in homeroom classes with counselors and homeroom teachers.

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.);

PHMS will implement effective transitions for students from feeder elementary schools by incorporating periodic (quarterly) school visits to display and inform elementary schools of future middle school opportunities awaiting them after transition from elementary to middle school.

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;

The PHMS Guidance Department will lead the school visit near the end of the academic year with opportunities for feeder schools to visit PHMS embedded within normal school day. The PHMS Guidance Department along with administration will schedule days for current PHMS students to receive exposure to future opportunities present and after middle school.

2021-2022 SCHOOL IMPROVEMENT PLAN

- 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?

Plan.

The PHMS SIP committee will meet quarterly to monitor the progress of the school improvement plan and discuss, recalibrate, change items that need to be updated or added to improve student achievement and school climate. The indicators used will be the quarterly failure report, iReady diagnostics, family engagement meetings/activities, and school council meetings.

- b.) Review the previous year’s School Improvement 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.

how plan

The schoolwide program has been effective for it is referenced and cited throughout the school year and provides common goal and focus for all stakeholders.

- c.) Describe the Schoolwide will be revised, as

necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.

4. ESSA include in Plan - (b)(1)

The schoolwide plan will be revised and/or reviewed after each quarter and led by principal and assistant principal coordinating monitored events.

Requirements to your Schoolwide Section 1116

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.

2021-2022 SCHOOL IMPROVEMENT PLAN

5. Schoolwide Section

See Software Logic Model: Title I-, instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction

Plan Development – 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.

CR

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.

c.) The Schoolwide Plan remains in effect for the duration CR 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.

CR

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?

e.) The is

The School Improvement Plan is made available publicly on the Pine Hill Middle School website under the Title I section and Assistant Principal Michelle Olivares Pine Hill Middle School administrator webpage, visually and orally reviewed virtually during annual family engagement meetings.

Schoolwide Plan 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	Class size reduction teacher, Books for teacher book study, computer

2021-2022 SCHOOL IMPROVEMENT PLAN

Include any Title I paid employee and everything you plan on purchasing this year.	cart and replacement laptop computers, travel to MSTW/SREB
State Funds:	
Reduced Class Size (If applicable)	One teacher; approx.. \$55,000
School Improvement Grant (If applicable)	N/A
Local Professional Learning Funds	District coordinates activities
Grants	L4GA grant

Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

Written Rationale (Dependent on ESSA Evidence Level)

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

ESSA recognizes four levels of evidence:

1. **Strong:** evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence:

<http://www.bestevidence.org/search.cfm>

<https://ies.ed.gov/ncee/wwc/>

<https://evidenceforessa.org>

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

Rationale #1	
Initiative:	Implement rigorous curriculum through the use of evidence based instructional strategies to raise the percentage of students scoring proficient or higher on the English Language Arts Georgia Milestones from 20% to 23% on the 2021 Milestones by the end of the 2021-2022 school year.
Action Step:	ELA teachers in grades 6-8 will implement Marzano's vocabulary strategies to enhance students' understanding of ELA vocabulary, reading comprehension and increase academic achievement.

2021-2022 SCHOOL IMPROVEMENT PLAN

Current Research to Support this Action Step	<p>Robert Marzano suggests closing the achievement gap on state standardized test, among all subgroups, by increasing academic vocabulary knowledge through a students' ability to process and store and the information and through the frequency the student experiences the academic vocabulary within the content. Implementing Marzano's six-step process exposes students to the content specific vocabulary through multiple modes of learning. Marzano's research proves that when his vocabulary strategies are implemented with fidelity, students will gain academic background knowledge and show an increase in state standardized test scores. Research has shown that students have increased learning gains when taught through the use of real world applications and performance based methods versus the traditional learning environment. Students make connections between what is learned in the classroom and its function in the real world. Learning becomes more meaningful, engaging, and impactful. As a result, learning is internalized.</p> <p>https://www.edutopia.org/pbl-research-learning-outcomes, https://www.sciencedirect.com/science/article/pii/S1747938X19300211, https://www.nea.org/professional-excellence,</p>					
Expected Results	Students will show gains in English Language Arts on the Georgia Milestones assessments					
How will Success be Measured?	2021 Georgia Milestones data will be used as a baseline for growth for the 2022 Georgia Milestones.					
Data Points	Beginning of Year	July 2021	Goal	3% proficient on 2019 Georgia Milestones ELA	Actual	TBD
Status Checkpoint Dates:	School-wide benchmarks and district benchmarks.					
End-of-Year Results and Reflection						

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #2	
Initiative:	Implement rigorous curriculum through the use of evidence based instructional strategies to raise the percentage of students scoring proficient or higher on the Math Georgia Milestones from 11% to 14%) on the 2022 Milestones end of the 2021-2022 school year.
Action Step:	Math teachers in grades 6-8 will implement Marzano's vocabulary strategies to enhance students' understanding of Math concepts and increase academic achievement.

Current Research to Support this Action Step	<p>Robert Marzano suggests closing the achievement gap on state standardized test, among all subgroups, by increasing academic vocabulary knowledge through a students' ability to process and store and the information and through the frequency the student experiences the academic vocabulary within the content. Implementing Marzano's six-step process exposes students to the content specific vocabulary through multiple modes of learning. Marzano's research proves that when his vocabulary strategies are implemented with fidelity, students will gain academic background knowledge and show an increase in state standardized test scores. Research has shown that students have increased learning gains when taught through the use of real world applications and performance based methods versus the traditional learning environment. Students make connections between what is learned in the classroom and its function in the real world. Learning becomes more meaningful, engaging, and impactful. As a result, learning is internalized.</p> <p>https://www.edutopia.org/pbl-research-learning-outcomes, https://www.sciencedirect.com/science/article/pii/S1747938X19300211, https://www.nea.org/professional-excellence,</p>					
Expected Results	Students will show gains in Math on the Georgia Milestones assessments.					
How will Success be Measured?	2021 Georgia Milestones data will be used as a baseline for growth for the 2022 Georgia Milestones.					
Data Points	Beginning of Year	July 2021	Goal	3 % proficient on 2022 Georgia Milestones Math	Actual	TBD
Status Checkpoint Dates:	School-wide benchmarks and district benchmarks.					
End-of-Year Results and Reflection						

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #3	
Initiative:	Implement research based practices, strategies, and interventions to maintain the school climate rating at 4 out of 5 stars by the end of the 2020-21 school year.
Action Step:	As a school, we will have a book study using Ron Clark's "Essential 55." We will focus on 5 essentials as a school and teachers will individually select five essential to work on at the classroom level.

Current Research to Support this Action Step	The Essential 55 serves as a success model and has current research to support the action step. Ron Clark has a success private school "Ron Clark Academy" which he offers professional learning to educators throughout the year along with workbook referencing the book for book study.					
Expected Results	The expected result is to maintain the school's culture and the school's climate rating of 4 out of 5 stars.					
How will Success be Measured?	2022 teacher, parent, and student Georgia survey data for 2022 Georgia Milestones.					
Data Points	Beginning of Year	July 2021	Goal	Reduce Referrals by 10%	Actual	TBD
Status Checkpoint Dates:	Each month (Student of the Month), Progress report period and Each Report Card period					
End-of-Year Results and Reflection						