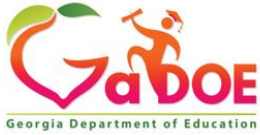


2021-2022 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: A. Brian Merry Elementary PRINCIPAL: Kimberly C. Mungo
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 checked="" 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:	A. Brian Merry Elementary				
Principal:	Kimberly Mungo				
Date Last Revised:		Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early literacy and numeracy skills

Initiative 1-Literacy (SMART Goal):	By the end of the 2021-2022 school year, the percent of students scoring proficient or above will increase by 5 percentage points on the I Ready Reading Assessment.				
-------------------------------------	--	--	--	--	--

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 ELA teachers grades K-5 th will attend three professional development trainings throughout the school year using provided ELA Curriculum/Resources.	http://ies.ed.gov/ncee/wwc/intervention/1287	Moderate	Principal, Assistant Principal, Instructional Coach	Sign-in sheets, Registration, Handouts, Agendas	July 2021-May 2022	Benchmark Kits Foundations Kits Benchmark PD Foundations PD	RCBOE
All ELA teachers grades K-5 th will utilize and implement the provided ELA curriculum/resources in daily lessons by incorporating them into lesson plans.	http://ies.ed.gov/ncee/wwc/intervention/1287	Moderate	Principal, Assistant Principal, Instructional Coach	Lesson Plans, Administrative Observations, Instructional Coach Observations	August 2021-May2022	Benchmark Kits Foundations Kits	RCBOE
All ELA teachers will participate in three peer observations/walkthroughs using a checklist of what should be seen when utilizing the ELA curriculum/resources.	http://ies.ed.gov/ncee/wwc/intervention/1287	Moderate	Principal, Assistant Principal, Instructional Coach,	Completed PO checklist with reflection, PO Schedule	October 2021-December 2021, January 2022-March 2022, March 2022-April 2022	Benchmark Kits Foundations Kits	RCBOE

2021-2022 SCHOOL IMPROVEMENT PLAN

			Leadership Team				
Utilize technology to support daily reading instruction and build mastery with reading standards. A. I-Ready Reading B. My On	https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL-West_Digital_Safety_FAQ_v68_Clean_proofed_FINAL_113357.pdf	Strong	Instructional Specialist, Teachers, Support Staff	Student progress reports from online instruction, I-Ready growth checks, I-Ready diagnostic reports First in Math data reports	August 2021 - May 2022	I-Ready My On	Title One RCBOE
The Instructional Specialist will work and provide professional learning with all Induction Teachers on effective ELA instructional strategies.	https://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/School%20and%20District%20Effectiveness/System%20for%20Effective%20School%20Instruction.pdf	Promising	Principal, Assistant Principal, Instructional Specialist	Agendas, Sign-In sheets, Lesson plans	August 2021 - May 2022	Instructional Specialist Supplies for PL	Title One RCBOE

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	A. Brian Merry Elementary						
Principal:	Kimberly Mungo						
Date Last Revised:		Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early literacy and numeracy skills		
Initiative 2-Math (SMART Goal):	By the end of the 2021-2022 school year, the percent of students scoring proficient or above will increase by 5 percentage points on the I Ready Math Assessment.						
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 Math teachers grades K-5 th will participate in vertical and grade level collaborative planning twice a month to review standards and the alignment among the grade levels.	https://ies.ed.gov/ncee/wwc/	Moderate	Principal, Assistant Principal, Instructional Coach, Math teachers	Sign-In sheets, meeting minutes	July 2021-May2022	Chart paper, markers, stickie notes, I-Math, Curriculum map, Pacing guide	Title One RCBOE
All Math teachers grades K-5 th will collaborate by grade level to create common assessments.	https://ies.ed.gov/ncee/wwc/	Moderate	Principal, Assistant Principal, Instructional Coach, Math teachers	Common assessments, Sign-In sheets	August 2021-October 2021, October 2021-December 2021, January 2022-March 2022, March 2022-May 2022	Chart paper, markers, stickie notes, I-Math, Curriculum map, Pacing guide	Title One RCBOE
All Math teachers grades K-5 th will analyze student data from the common assessments.	https://ies.ed.gov/ncee/wwc/	Moderate	Principal, Assistant Principal, Instructional Coach, Math	Common assessments, Sign-in sheets, Data analysis forms	October 2021, December 2021, March 2022, May 2022	Chart paper, markers, stickie notes, I-Math, Curriculum map, Pacing guide	Title One RCBOE

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>Utilize technology to support daily math instruction and build mastery with the math standards.</p> <p>A. I-Ready Math-Students will complete at least 45 minutes of I-Ready instruction in I-Ready Math.</p> <p>B. First in Math- Students will complete at least 45 minutes a week to improve basic fact fluency and numeracy skills.</p>	<p>https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL-West_Digital_Safety_FAQ_v68_Clean_proofed_FINAL_113357.pdf</p>	<p>Strong</p>	<p>teachers Instructional Specialist, Teachers, Support Staff</p>	<p>Student progress reports from online instruction, I-Ready growth checks, I-Ready diagnostic reports First in Math data reports</p>	<p>August 2021 - May 2022</p>	<p>I-Ready First in Math</p>	<p>Title One RCBOE</p>
<p>The Instructional Specialist will work and provide professional learning with all Induction Teachers on effective Math instructional strategies.</p>	<p>https://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/School%20and%20District%20Effectiveness/System%20for%20Effective%20School%20Instruction.pdf</p>	<p>Promising</p>	<p>Principal, Assistant Principal, Instructional Specialist</p>	<p>Agendas, Sign-In sheets, Lesson plans</p>	<p>August 2021 - May 2022</p>	<p>Instructional Specialist Supplies for PL</p>	<p>Title One RCBOE</p>

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	A. Brian Merry Elementary						
Principal:	Kimberly Mungo						
Date Last Revised:		Strategy Map Goal Area:	Parent, Family, and Community Engagement	Strategy Map Performance Objective:	Improve relationships between home and school		
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	Parent Workshops and school-wide engagement activities will increase from three quarterly meetings to nine monthly meetings during the 2021-2022 school year with 20% parental participation.						
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
Parents will attend grade level activities.	https://ies.ed.gov/ncee/wwc/	Strong	Principal, Assistant Principal, Leadership Team, grade level teachers	Sign-In Sheets, Reward Cards, Surveys, handouts	July 2021-May2022	Chart paper, pencils, pens, stickie notes, notebook paper, folders	Title One
Parents will attend specific workshops concerning student achievement.	https://ies.ed.gov/ncee/wwc/	Strong	Principal, Assistant Principal, Leadership Team, teachers	Sign-In Sheets, Reward Cards, Surveys, handouts	July 2021-May2022	Chart paper, pencils, pens, stickie notes, notebook paper, folders	Title One
Parents will attend school-wide activities that will include parent workshop and grade level activities.	https://ies.ed.gov/ncee/wwc/	Strong	Principal, Assistant Principal, Leadership Team, teachers	Sign-In Sheets, Reward Cards, Surveys, handouts	July 2021-May2022	Chart paper, pencils, pens, stickie notes, notebook paper, folders	Title One

2021-2022 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	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 reading on grade level by Grade 3 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG)	25%	N/A	30%		35%		40%		45%		50%	
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	94%	N/A	40%		45%		50%		55%		60%	
Increase the percentage of students scoring Proficient or above on the 5 th Grade Science EOG	20%	N/A	25%		30%		35%		40%		45%	
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies	12%	N/A	15%		20%		25%		30%		35%	
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	69.7	68.6	72		75		78		80		82	

2021-2022 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	Professional Learning on the Foundations Literacy Program	July 2021, October 2021, January 2022, March 2022	RCBOE Title One	Principal, Assistant Principal, Instructional Coach, RCBOE Curriculum Department	Instructional Coach, Principal and Assistant Principal	Student Unit Assessments, Sign-In Sheets
#2	Professional Learning on Ready Math	July 2021, October 2021, January 2022, March 2022	RCBOE Title One	Principal, Assistant Principal, Instructional Coach, RCBOE Curriculum Department	Instructional Coach, Principal and Assistant Principal	Student Assessments, Sign-In Sheets
#1 and #2	The Beacon Assessment	July 2021	RCBOE	Principal, Assistant Principal, Instructional Coach, RCBOE Curriculum Department	Instructional Coach, Principal and Assistant Principal	Student Assessments, Sign-In Sheets
#2	How to design Common Assessments for Math	July 2021, October 2021	RCBOE	Instructional Coach, Principal and Assistant Principal	Instructional Coach, Principal and Assistant Principal	Student Assessments, Sign-In sheets, common assessments

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	
	Paraprofessional	
	Teacher	
	Parent	
	Parent	
	Parent	
	Student (9 th -10 th)	
	Student (11 th -12 th)	

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.

June 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 disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	All Economically Disadvantage students at A. Brian Merry Elementary are taught the GA State Standards on a daily basis. Each student is taught by a certified teacher. The minute requirements for each content area are utilized as the various subjects are being taught daily. This also include the connection classes such as art, music and physical education. Our school provides a weekly food pantry to the neediest families. Our clothing pantry is open as needed.
ESOL:	All ESOL students at A. Brian Merry Elementary are taught the GA State Standards on a daily basis by. Each student is taught by a certified teacher. The minute requirements for each content area are utilized as the various subjects are being taught daily. This also include the connection classes such as the computer lab, music and physical education. All ESOL students who qualify sees a certified ESOL teacher at least once a week.
Race/Ethnicity/Minority:	All Race/Ethnicity/Minority students at A. Brian Merry Elementary are taught the GA State Standards on a daily basis by. Each student is taught by a certified teacher. The minute requirements for each content area are utilized as the various subjects are being taught daily. This also include the connection classes such as the computer lab, music and physical education.
Students with Disabilities:	All students with disabilities at A. Brian Merry Elementary are taught the GA State Standards on a daily basis by. Each student is taught by a certified teacher. The minute requirements for each content area are utilized as the various subjects are being taught daily. This also include the connection classes such as the computer lab, music and physical education.

- 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;

Title I Schoolwide Program



The teachers use the Instructional Framework which include an Opening, Work Session, and a Closing. This framework helps the lesson's flow. This is used for each content area. During the Work Session the students rotate through the teacher's station where students are grouped according to ability. Remediation to acceleration is implemented according to the group of students. The intervention time at A. Brian Merry Elementary is a forty-five minute block outside the regular designated curriculum time for each content area. Teachers use the research-based i-Ready intervention lessons identified for each individual student along with 95% Group reading material, Words Their Way, and Build-Up/Spiral-Up kits. Students who qualify are participants in the Gifted Program where extended accelerated instruction is given at least once a week. Every students receives the GA State Standards in English Language Arts, Math, Science, Social Studies, Physical Education, Art, and Music.

- 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;

The school-based counselor provided necessary counseling to students who may be in immediate need throughout the school day as needed. However, she also provides school wide counseling to each grade level (classroom). Students with Individual Education Plans receives special instructional support as stated in their plan. Students who are struggling throughout the year are placed in the Early Intervention program and receives additional instructional support.

- 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);

At A. Brian Merry Elementary in the past we've had a College Day to introduce the students to various colleges and universities. We've also had a Career Day. The students were able to visit tables of various careers, pick up pamphlets and even visit various careers outside the building such as firefighters, policeman, and an arborist.

- iii. implementation of a school wide 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.);

A. Brian Merry operates using a Tier 3 system. Tier 1 is whole group instruction. Tier 2 involving the RTI process along with small group intervention. Tier 3 involving the RTI process with more intervention. If this doesn't work the RTI process lends its self to Special Education testing for eligibility purposes. Whenever a child is eligible for Special Education services an IEP is formed to help with student achievement.

- iv. professional development and other activities for teachers, paraprofessionals,

Title I Schoolwide Program

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;

All teachers and paraprofessionals will participate in district and school level professional development throughout the school year along with collaborative learning sessions to analyze student data to improve instruction and student achievement. All teachers will continue to receive guidance throughout the school year from the instructional coach and new teachers will receive additional help from district and school wide mentors who will meet with them on a regular basis to help with the retention of 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.

The preschool students are exposed to Georgia's Bright from the Start Curriculum and the Head Start Curriculum at A. Brian Merry Elementary which prepares them for kindergarten. Academics, social skills, and hygiene skills are taught throughout the school year. Near the end of the school year around the month of March, Pre-K students participate in a Kindergarten Round-Up which assesses them on kindergarten skills. The 5th grade students will be invited to an orientation session at the middle school to help with middle school preparation.

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?

The schoolwide plan was monitored monthly. The implementation of Canvas platform was successful in that teachers, students, and parents were able to utilize the Canvas platform during in a virtual and face to face school setting. We did not meet our goals for ELA and Math with the GMAS; however, we did see some gains with the i-Ready Assessment in ELA and Math across the grade levels.

- 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.

In reviewing last year's plan, we were not successful in increasing the achievement of students in meeting all of the academic standards. We held school virtually and face to face for some students during the COVID 19 Pandemic which was a huge challenge for all.

- 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.

Title I Schoolwide Program



The Schoolwide plan will be revised based on need. The leadership team will meet monthly to ensure the plan is being followed with fidelity.

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.

May 2021

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. KM

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. KM

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. KM

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?

It will be available on the school’s 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

Title I Schoolwide Program

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.	To purchase active boards for the remainder of classes who needs one along with purchasing more laptops for teachers and supplies for the teachers.
State Funds:	Teacher Salaries
Reduced Class Size (If applicable)	N/A
School Improvement Grant (If applicable)	N/A
Local Professional Learning Funds	N/A
Grants	N/A

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:	
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						