**Long International Middle School Accountability Plan**



**2024-2025**

**The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.**

**We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the SLPS Transformation 4.0 Plan, which support the Continuous Improvement Theory of Action:**

**Pillar 1: The District creates a system of excellent schools**

**Pillar 2: The District advances fairness and equity across its system**

**Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments**

**Pillar 4: All students learn to read and succeed**

**Pillar 5: Community partnerships and resources support the District’s Transformation 4.0 Plan**





**24-25 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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| **Section** | **Contents** | **Completion Dates**  **(What date did you and your School Planning Committee complete each section?)** |
| **1** | School Profile, Mission, Vision, School Improvement Planning Committee | **4/02/2024** |
| **2** | Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; **2024-2025** Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements | **04/04/224** |
| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan | **04/26/2024** |
| **(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)** | | **\*April 30, 2024** |
| **The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by \*May 17, 2024, from Network Superintendent.** | | |

**SECTION 1**

**School Profile**

**Accountability Plan Template**

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA**   **X School** | **Name of LEA: St. Louis Public Schools**  **Name of School:**  **School Code:** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School**   **X Title I.A** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission: We transform learners into Global Scholars, who collaborate, innovate, and create solutions that contribute to the challenges of our neighborhood, our city, and the world while acknowledging and supporting the thinking and efforts of their peers.** | | |
| **School Vision: community-based, community-served, community-proud. Sawubona, sikhona, and ubuntu** | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**   * **Title I.A School Improvement** * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

**Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.**

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Dr. Benicia Nanez Hunt |  | [Benicia.nanez-hunt@slps.org](mailto:Benicia.nanez-hunt@slps.org) |
| Assistant Principal (if applicable) | Mr. Jan Fanning |  | [Jan.fanning@slps.org](mailto:Jan.fanning@slps.org) |
| Academic Instructional Coach | Ms. Mariama Hargrove |  | [Mariama.hargrove@slps.org](mailto:Mariama.hargrove@slps.org) |
| Family Community Specialist (if applicable) | Ms. LeQuita Pang |  | [Lequita.pang@slps.org](mailto:Lequita.pang@slps.org) |
| ESOL Staff (if applicable) | Mrs. Maria de Carmen Fita Lluch |  | [Maria-de-carmen.fita-lluch@slps.org](mailto:Maria-de-carmen.fita-lluch@slps.org) |
| SPED Staff (if applicable) | Ms. Carmen Kennedy |  | [Carmen.kennedy@slps.org](mailto:Carmen.kennedy@slps.org) |
| ISS/PBIS Staff (if applicable) |  |  |  |
| Teacher | Ms. Lani Reeder |  | [Lani.reeder@slps.org](mailto:Lani.reeder@slps.org) |
| Teacher | Ms. Alison Smith |  | [Alison.smith@slps.org](mailto:Alison.smith@slps.org) |
| Parent | Mr. Eric Fogle |  | [efogle@bbcgi.com](mailto:efogle@bbcgi.com) |
| Parent |  |  |  |
| Support Staff | Ms. Emily O’Daniel |  | [Emily.odaniel@slps.org](mailto:Emily.odaniel@slps.org) |
| Community Member/Faith Based Partner | NA |  |  |
| Network Superintendent | Ms. Sonya Wayne |  | [Sonya.wayne@slps.org](mailto:Sonya.wayne@slps.org) |
| *Other* |  |  |  |

**(What date did you and your School Planning Committee complete Section 1? \_April 2, 2024\_**

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment** | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 297 | Enrollment continues to fluctuate between 290-305 throughout the school year. Rolling enrollment throughout the school year. |
| **Grade Level Breakdown** | 6th—87, 7th—87, 8th—123 | Maintained increase in 6th and 7th grades |
| **Ethnicity** | Asian—33 (11%), Black—195 (66%), Hispanic—56 (19%), White—33 (11%) | Increase in refugee and immigrant status from Central and Latin America and Asia. The demographics of Black students continues to be the highest population and demographics. |
| **Attendance** | 32% (90/90), 83% (ADA) | Average daily attendance has taken a little hit due to the number of suspensions and **excessive transportation issues**.  Our 90/90 is the lowest of all time. This is due to high mobility, insecure bus transportation, and high SIT numbers. |
| **Mobility** | 51% (22-23) | Our mobility rate continues to increase due to the number of families that transfer in and out of St. louis and the district. As the only neighborhood school of the southside, families moving to the area may only enroll temporarily or a short period before moving elsewhere. Additionally, several families qualify for the McKinney Veto Program which increases the mobility rate each year. |
| **Socioeconomic status** | 100% by district | FRL 93% of students identified for FRL |
| **Discipline** | 31—12% (ISS), 179—68%(OSS), 14—5% (Type 1), 39—15% (Other Interventions) | Intervals of student conflict resulted in more days of OSS and a PAN. We had transfers from the alternative school that resulted in Type 1s returning to alternative. As we continue to enroll students from outside of the district, out of state, and alternative schools, it continues to affect our school culture and climate. Losing our Climate and Culture Coordinator really stifled and hindered the programs in place to deter OSS and support our approach to regulating student behaviors. |
| **English Language Learners/LEP** | 6th—35, 7th—40, 8th—38 (Total: 113)  38% ESOL | Lowest ESOL in 6 years due to opening the 6-8 Naheed Chapman at AESM.  We continue to support our students as they enroll in our school. |
| **Special Education** | 45—15% | Still no certified SPED teachers. Our SPED population remains in a similar percentage; however, the minutes, services, and diagnoses are increasing in variety and beyond the services we can provide. We are concerned about what services we are able to provide for our students that have special education needs. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Intentionality in hiring and retaining staff that are multilingual, multicultural, and/or racially similar to students.  Diversity in students and staff  Increased training and PD in Restorative Practices to address discipline.  VILS Lab-> support by Verizon, Digital Promise, Arizona State, and Heart of America | Only neighborhood southside school—every student in and out of state transfer to  Long (discipline nor attendance matter)  Lack of certified staff members supports and/or increases the academic gaps for students. Students enter Long with an average of 2+ grade levels behind in reading and math.  This year, we started with 1 certified Math teacher. | Certified and qualified staff members are needed in critical classes (math and science).  A reading specialist and a reading intervention program would assist in support and pushing student reading levels in a positive way.  As students continue to bring community issues into the building resulting in an increase in disruptive and violent behaviors in the building. |

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| **Student Achievement- State Assessments**  ***(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **22-23 performance** | **23-24 performance** | **24-25 Goals** | **Explanation/Rationale for Current Performance** |
| **ELA** | 306.4 MPI | 356 MPI |  | Goal: 381 (On Track) |
| **Math** | 247.8 |  |  | Goal: 370 (On Track) |
| **Science** | 286.4 | 300 MPI |  | Goal: 372 (On Track) |
| **Social Studies** | NA | NA |  | MPI (Secondary Only) |
| **CCR** | Na | NA |  | MPI (Secondary Only) |
| **WIDA ACCESS (Progress Indicator)** | 15/75  20% |  |  | *For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)*  ***(ELL OFFICE WILL PROVIDE)*** |
| **WIDA ACCESS**  **(Proficiency Indicator)** | 0/92  0% |  |  | *For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)*  ***(ELL OFFICE WILL PROVIDE)*** |

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| **Student Achievement- Local Assessment** | | | | | | |
| **Goal Areas** | **22-23 performance** | | **23-24 performance** | | **24-25 Goals** | **Explanation/Rationale for Current Performance** |
|  | BOY | EOY | BOY | EOY |  |  |
| **STAR Reading** | 12% | 15% | 10% | 13% |  | BOY -10 % Proficient Beginning of Year; EOY - 13% Proficient End of Year   * With 40% ELL population, with 50% of those students being ESOL 1 or ESOL 2 so student growth for this subsection is vast and spans ESOL domains in conjunction with ELA content. These students grow at a slower rate but grow as ESOL standards are concerned. * Students enter about 2+ years below grade level in both reading and math. With no reading remediated program, the school is focused on Success Maker, vocabulary, and annotation in ELA to supplement reading. * For the 23-24SY, students on grade level were grouped to focus on grade level and student reading and ELA growth. |
| **STAR Math** | 8% | 5% | 8% | 6% |  | BOY - 4% Proficient Beginning of Year; EOY - 3% Proficient End of Year   * During the 22-23SY, we had 1 certified math teacher with 2 ILA (long term sub position). These teachers while residents in our school for 2 years, were unable to become certified math teachers. * This school year 23-24SY, we began with 1 certified math teacher resulting in minimal growth and decline in some grade levels. |
| **Science (CFA/CSA)** |  |  |  |  |  | *We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4* |
| **Social Studies (CFA/CSA)** |  |  |  |  |  | *We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4* |
| **DRDP (PreK)** | NA | NA | NA | NA |  | *Early Childhood Office will provide* |
| **ELL Benchmark Assessment- Speaking**  **\*EL students only** |  |  | 29/82  35% | 37/80  47% |  | ***(ELL OFFICE WILL PROVIDE)*** |
| **ELL Benchmark Assessment- Writing**  **\*EL students only** |  |  | 29/82  35% | 32/83  39% |  | ***(ELL OFFICE WILL PROVIDE)*** |

BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

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| **Strengths** | **Weaknesses** | **Needs** |
| Academic language  Word study to support student language and literacy  STEM focused and supported—all students take computer science each year with a different foci | Transient student attendance and enrollment—lack of tracking and consistency.  Students demonstrate low stamina for testing and motivation when reading long passages. | A culture of learning, literacy program, remediation program, additional practice in standardized testing and reading longer passages. |

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| **Curriculum and Instruction**  ***(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Learning Expectations** | Missouri Learning Standards Curriculum Guides Lesson planning (standard aligned) | Learning expectations must focus on all students testing at grade level. New and inexperienced teachers learning both content and classroom management. |
| **Instructional Programs** | English Language Arts: Savvas Mathematics: Savvas Science: Houghton Mifflin (HMH) Social Studies: World history & Geography and American History. | ELA program and curriculum provides many opportunities for learning. Math programs lack language support (i.e. language stems, etc.) and do not meet the needs of students with serious gaps in learning. Literacy is still a critical concern and need |
| **Instructional Materials** | Textbooks, supplemental textual materials, technology (hardware & software), field experiences. | New ESOL curriculum. Math and Science differentiated materials. There is a core curriculum in St. Louis Public schools. Although the curricular materials are effective, there is a need to be more culturally responsive in the way it is implemented. Ideally, the integration of the curriculum to address standards and include instructional strategies that lend themselves to the learning styles of students and address their natural curiosity and desire to impact society would be beneficial. |
| **Technology** | Verizon Innovative Learning Schools, Verizon STEM Lab, iPads for each student, Promethean Boards in every classrooms | Verizon 5G iPads for students and teachers. New STEAM Lab implemented, and all students enrolled |
| **Support personnel** | Instructional Care Aides-1  Counselor-1  Family & Community Specialist-1  Trauma Informed Therapist--.5 | Our limited support staff fails to provide the necessary support for students SEL and mental needs. We have had more students with identity and suicide-ideation this year, resulting in 2 suicide attempts. There are several students who have been hospitalized throughout the year due to mental health needs. Our Trauma-Informed specialist is only with us 2x a week with a heavy caseload. Our vacancies are an ISS Monitor and Social Worker. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Curriculum provides support for students and teachers | Still lacking literacy program for middle school students and remediation for students 2+ grade levels behind | Literacy program and remediation—as a middle school, the district does not have a structured reading recovery program for students at the middle school level. |

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| **High Quality Professional Staff**  ***(How are you ensuring that all students are taught by a high-quality teacher?)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** | Professional Learning Communities (PLC)- Content Teams-Monthly  New Teacher Sessions-Monthly  District-Wide Professional Development Days (Monthly)  Grade Level PLCs-Monthly.  Bi-Weekly data meetings  Common plan time for grade level PLCs Professional Conferences Organization memberships | Instruction is designed by aligning lessons to the Missouri Learning Standards. Priority is given to the power standards, which are scaffolded in order to enhance students learning and facilitate active engagement.  This is the first year that staff have been trained in the data team process. Teachers are more prepared for interventions based on student performance. More student work is reviewed in Data Teams and Grade Level meetings. |
| **Staff Certification** | Certificated Staff- 21  Instructional Learning Associates (ILA)-3  Non Certificated-5  **Building Learning Associates (BLA)-2.0 VACANCIES** | Certification is critical; yet making sure students are fit with staff and teachers that reflect the school |
| **Staff Specialist and other support staff** | Family Community Specialist-1.0  Secretary-1.0  **Social Worker-1.0 VACANT**  Counselor-1.0  Trauma Informed Therapist--.5  Nurse-1.0  Substitutes (Instructional Learning Associates)-3.0 | The addition of the TIPS position has allowed more support of SEL and trauma needs for students. Our Family Community Specialist serves multiple roles and supports students and families in school and within the community. |
| **Staff Demographics** | 23 Women (63%), 14 Men (37%)  Women: White—7 (30%), Black—11 (48%), Hispanic—4 (17%) , Other/Biracial—1 (5%)  Men: White—7 (50%), Black 5 (36%), Hispanic 1 (7%) , Other 1 (7%) | The difference of background, gender, and race provide a more balanced approach to discipline, communication, and perspective. |
| **School Administrators** | Principal-1.0 Assistant Principal-1.0 | The difference of background, gender, and race provides a more balanced approach to discipline, communication, and perspective. Both leaders represent different ethnicities (Black and Hispanic; Ukrainian immigrant) and backgrounds. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Great team leads; diversity continues to improve; unified school goals and mission. | New staff; young staff struggling with classroom management versus setting a culture; staff without educational background | Money for professional development—still; commitment to initiatives; staff that are diverse and reflect student body demographics and backgrounds will provide more of a sense of belonging and develop relationships |

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| **24-25 Focus Areas/ Priorities**  **Prioritized areas of *Need* for 24-25 based on needs assessment/data analysis** |
| 1. Climate & Culture: Sense of Belonging |
| 2. Student Achievement in reading and mathematics |
| 3. Student engagement and attendance |

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| **Root Causes**  ***Determine the Root Causes of the needs listed above using the 5 Whys:*** |

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| **Root Cause Analysis #1** | |
| Need #1- Please describe the need: | Restorative Practices --students are struggling to demonstrate conflict resolution skills or self regulation |
| Why? | More students received OSS and disciplinary infractions in the past 5 years |
| Why? | There was an influx of new students from different regions in St. Louis south city and an increase in discipline due to a year or more out of school |
| Why? | Time outside of school and without school expectations and instruction has created a sense of both restlessness and increased autonomy |
| Why? | Teachers and educators were not seen as the experts in the classroom or school because students were at home “learning” |
| Why? | The pandemic forced all stakeholders to look at school in a different way |
| **Root Cause** | Education and discipline have to be perceived in a new and relevant way. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Math—90+% of student scored below basic on yearly math assessments |
| Why? | Math is being taught too slow and not challenging students |
| Why? | Teachers have low expectations due to ESOL barriers and lack of student knowledge |
| Why? | Teachers do not know how to be progressive and differentiate |
| Why? | Differentiating requires knowledge of students’ progress consistently in the classroom |
| Why? | Teachers have not yet mastered gathering data and student tracking that allow checking for understanding (micro interventions) |
| **Root Cause** | Teachers need to teach students to be master students (able to identify personal strengths and weaknesses, the ability to facilitate learning, and practice discourse in math skills) so they can track and intervene consistently |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | **Reading—improve reading skills and levels of students** |
| Why? | Lack of reading skills and comprehension skills |
| Why? | Students are varied in levels of knowledge and reading |
| Why? | Gaps in skills due to varying foundational skills, language barriers, and lack of consistence and sustainable instruction |
| Why? | There is no reading program across schools and grade levels; students come in with different levels |
| Why? | Teachers are no trained reading specialists nor trained in ESOL reading strategies and approaches |
| **Root Cause** | Lack of reading skills (foundational skills i.e. phonics, reading stamina, etc.) and programs (intervention and reading programs above elementary levels) to affect the whole of the student population or the majority of the student population. |

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| **24-25 School Parent and Family Engagement Policy** |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy? |
| We use an email blast, phone calls, and virtual opportunities to extend this opportunity. In the 23-24 school year, we became a Class Dojo school. All communications, messaging, events, and classes are communicated within Class Dojo. We also began monthly newsletters through Canva placed on our webpage and sent through email. Newsletters will be uploaded on Class Dojo moving forward. |
| What are the strengths of family and community engagement? |
| We offer a student and family clothing and personal hygiene boutique, a food pantry, washing and dryer machine access for family needs, as well an additional partnership with Urban League that supports our FCS and the partnerships with GGO, STL FoodBank, and Little Bit Foundation. |
| What are the weaknesses of family and community engagement? |
| Not enough participation from parents. Our parents are still not participating in virtual meetings or in person meetings despite time and other accommodations. Parents seem to only come to the school for complaints of transportation or to negatively engage with staff and/students. |
| What are the needs identified pertaining to family and community engagement? |
| We need to center our meetings around cultural diversity; having in person meetings that include dinner, flexible evening meetings, meeting more frequently. Have various meeting topics that discuss what is important and concerns that affect each family. The school would like to offer or provide resources/support for families and parents to understand the priorities of school and how their role(s) impacts the priorities. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Invited to the schoolwide plan meetings both virtually and in person. Parents/families are provided access to the Panorama survey for both insight and feedback annually. The school relies on reaching out to individual families and parents when not enough family voice is provided.  Parents and families are invited to our Title 1A Annual evaluation meeting |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Invited to the schoolwide plan meetings both virtually and in person. Parents/families are provided access to the Panorama survey for both insight and feedback annually. The school relies on reaching out to individual families and parents when not enough family voice is provided. Parents and families are invited to our Title 1A Annual evaluation meeting. |
| How is timely information about the Title I.A program provided to parents and families? |
| Email blast, phone calls, mail, flyers (virtually and robo calls sent home with students), uploaded on Class Dojo. Parents and families are invited to our Title 1A Informational Meeting |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| At our Open House and pre-test meetings to inform and discuss. Quarterly meetings to discuss assessments; include information on the Monthly Eye of the Tiger. |

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| **24-25 Shared Responsibility for Student Achievement-School Parent Compact** |
| ***Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*** |
| What are the ways in which all parents will be responsible for supporting their children’s learning? |
| **SLPS Parents will support of academic achievement includes but may not be limited to the following.**  · Make sure my child is in school every day possible and on time;  · Check that homework is completed including reading for 30 minutes per night;  · Monitor and limit screen time;  · Volunteer in my child’s classroom/school when possible;  · Be aware of my child’s extra-curricular time and activities;  · Stay informed about my child’s education by reading all communications from the school and responding appropriately;  · Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and  · Notify school of all absences as they occur. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| **Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:**  · We will provide high-quality instruction and materials to our students.  · We will plan and participate in high-quality professional development which incorporates the latest research.  · We will maintain a safe and positive school climate.  **We will hold annual parent-teacher conferences in the fall and spring to:**  · Discuss the child’s progress/grades during the first quarter (Fall Conference)  · Discuss this compact as it relates to the child’s achievement  · Examine the child’s achievement and any pending options at the end of the third quarter (Spring Conference)  **Provide parents with frequent reports on their child’s progress as follows:**  · Frequent communication from the teacher;  · Mid quarter progress reports and quarterly grade reports; and  · MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.  **Be accessible to parents and offer them opportunities to provide input through:**  · Email, phone calls or person-to-person meetings;  · Scheduled consultation before, during, or after school and  · Scheduled school or home visits, as necessary.  **Provide Parents Opportunities to volunteer and participate in their child’s class and to observe classroom activities as follows:**  · Listen to children read;  · Have an opportunity to become a room parent;  · Present a program on their culture, a different country, a special skill or career, etc.;  · Assist with programs or parties, educational trips, |
| Please provide assurance that the school is:   * Conducting parent-teacher conferences at least annually, during which the compact shall be discussed * Issuing frequent reports to parents on their children’s progress * Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities * Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand. |
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| **School Capacity for Involvement** |
| How does the school provide assistance to parents in understanding the following items?   * Missouri Learning Standards * Missouri Assessment Program * Local Assessments * How to monitor a child’s progress * How to work with educators to improve the achievement of their children |
| SIS portal; Microsoft Team. Discussed at Open House and Tech pick-up and virtual learning sessions. Updated website and updates in Class Dojo. |
| How does your school provide materials and training to help parents work with their children to improve achievement? |
| Teams meetings and handouts with instructions and illustrations. Information is shared through our FCS from the Office of Community Engagement directly to parents via website, email, newsletters, and Class Dojo. |
| How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners? |
| Title Meetings were announced. Our FCS is on the leadership team and as a standing point on all Faculty Meetings to address parental information and involvement. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| We have created a Community Room that services food, household items, uniforms, laundry and instructional materials. Phone calls—referrals—e-blast—robocalls—flyers—appointment system |
| Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children. |
| We are working on fulfilling the Mobile market and in school full service for students, community and family |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Mrs. Pang has really turned around our involvement from parents. She has scheduled events, spoken with families daily, and housed her Community Room to meet the needs of the community, staff, and students. The language barriers are still real and relative to actually having a Parent Organization for the school. Mrs. Pang is also the TIC and director of our Food Market and Hygiene Closet for students and families. This year, Mrs. Pang became more involved with student conflict resolution and peer mediation. Despite these strengths, parents are still not attending or engaging positively with the school.  Mrs. Pang is a great resource that gets extended with the number of responsibilities. We are creating a committee or team to support her in all of the areas to continue to be great in her role and aspect. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Due to the number and variant regions of student residencies, there are new conflicts that are emerging for students within the building. Parents have a negative perception of the school due to community and social media clips made by students and student trends. Involvement by parents has been limited to negative interactions or assumptions directed to the school, as opposed to positive and supportive for school. |

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| **Summary of Needs Assessment and Priorities for 24-25** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*  We continued to create strong inroads with our families. Great turnout for PTC, however, our family nights were not successful. We would like to continue to grow in parent engagement and involvement. This year, I am looking to send our counselor, FCS, and SW to a national conference on creating a sustainable parent engagement plan. |

**(What date did you and your School Planning Committee complete Section 2? April 30\_**

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan** | | | | |
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| **Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 4.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| **GOAL 1: SENSE OF BELONGING**  By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of ‘Sense of Belonging’, as evidenced by Spring 2025 Panorama Survey Results. | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school?  The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:**   1. Expand Harambe Project to 7th grade, which is focused on “Sense of Belonging” from the Panorama Data. (ReDesign Project) 2. Bolster the Student Council’s leadership and voice in the building regarding school systems, events, and expectations towards attendance, engagement, and achievement | | | | |
| **Funding source(s): Title, Digital Promise grant** | | | | |

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| **Priority # 1** | Expand Harambe Project to 7th grade, which is focused on “Sense of Belonging” from the Panorama Data. (ReDesign Project) | | |
| **Evidence-based strategy** | * **6th and 7th grade classes (Families) will hold both community and academic progress meetings weekly.** * **Incentives rooted in Family goals and academic progress will be organized and provided each month.** * **Monthly Panorama Survey questions regarding Sense of Belonging** * **Increase in both Attendance (6th & 7th), engagement in school activities, and increase in academic performance, in particular to STAR Reading and Math.** * **Small group reading and math intervention during Family Meetings each Wednesday** | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of students enrolled at Long in the 6th and 7th grade will take the Panorama Survey and respond to questions regarding “A Sense of Belonging.”  100% of students enrolled at Long in the 6th and 7th grades will take the STAR assessment in Reading and Math   * Families have a focal academic goal of reading and math success according to the STAR assessment * Family sponsors will lead weekly meetings dedicated to STAR student data review throughout the year to support reading and math growth individually and as a whole “family.”.   100% of students enrolled in the 6th grade and newly enrolled 7th grade will be sorted into Families. | 100% of students enrolled at Long in the 6th and 7th grade will take the a survey questions focused on “A Sense of Belonging,” with an increase in a sense of belonging improving by at least 30% from August.  Each Family will have an ADA of 85% or better by December before Winter Break.  6th and 7th grade students enrolled at Long will increase their Reading and/or Math STAR Scaled Score by 5 months growth.  100% of 6th & 7th grade students enrolled at Long will have an 8th grade Family-buddy for attendance, Reading, or Math support. | 100% of students enrolled at Long in the 6th and 7th grade will take the Panorama Survey questions regarding “A Sense of Belonging,” with an increase in a sense of belonging improving by at least 30% from December.  Each Family will have an ADA of 85% or better by March before Spring Break.  6th and 7th grade students enrolled at Long will increase their Reading and/or Math STAR Scaled Score by 5 months growth.  . | 100% of students enrolled at Long in the 6th and the 7th grade will take the Panorama Survey and respond to questions regarding “A Sense of Belonging,” and will demonstrate a sense of belonging of 80% or more.  Each Family will have an ADA of 90% or better by the end of the school year.  6th and 7th grade students enrolled at Long will increase their Reading and/or Math STAR Scaled Score by 5 months growth; overall growth of 15 months growth. |

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| **Priority # 2** | Bolster the Student Council’s leadership and voice in the building regarding school systems, events, and expectations towards attendance, engagement, and achievement. | | |
| **Evidence-based strategy** | * **Align Student Council goals to school and district goals of attendance, belonging, literacy, and math.** * **Add a student council position/role to be added to the Building Leadership Team.** * **Include Student Council in the decision making of initiatives for Building Culture (i.e. school mascot, uniforms, school events).** * **Collaborate attendance and achievement events with Student Council** | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| Student Council presentation and election details.  Mini unit/lesson for 6th-8th grade students to understand elections, rules, and purpose.   * VILS Lab and podcast   Building Leadership Meeting with Student Council Sponsors to review school initiatives to design school events. | Student council representative will attend BLT meetings for 1st semester and assist in designing Family Meetings and Winter Festival with 85% success.  Student council will spearhead Halloween Night to include community partners.   * This will be a first-time event. Event success should be 50%. * Student survey and family survey should follow the event to inform adjustments for more success each year.   Student council will send student surveys regarding belonging, attendance, and community events. | Student council representative will attend BLT meetings for 2nd semester and assist in designing monthly Family Meeting events and MAP Night.  Student council will support the BLT with MAP Night to include community partners.   * This will be a first time event. Event success should be at 60% * Student survey and family survey should follow the event o inform adjustments for more success each year.   Student council will send student surveys regarding belonging, attendance, and community events. | Student Council presentation: election, end of year survey results, reflection/experience of student BLT member.   * Presentation should be before Student Council and BLT for reciprocal feedback for continued success the following school year.   Student Council will spearhead Field Day and support 8th grade promotion with 100% success. |

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| **Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| **Pillar 1:**  **The District creates a system of excellent schools** | **Pillar 2:**  **The District advances fairness and equity across its system** | **Pillar 3:**  **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | **Pillar 5:**  **Community partnerships and resources support the District’s Transformation 4.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| **GOAL 2: READING**  By May 2025,   * 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. * 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. * 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. | | | | |
| **Reading Plan** | | | | |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| Pre-K, Elementary, and Secondary:  1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.  2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading). | | | | |
| **Funding Source(s):**  ***District-wide initiatives will be funded by the central office.***   * ***Tier 1 Instructional Tools*** * ***Identified Tier 2 and Tier 3 Instructional Tools (Freckle)*** * ***Academic Competitions***   ***For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other)***   * ***Title Funds*** | | | | |

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| **Priority # 1** | 1. Students demonstrate mastery of the Five Pillars of Literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency. | | |
| **Evidence-based strategies** | * **Gradual Release of Responsibility** * **Direct and Explicit Instruction in the Five Pillars of Literacy** * **Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis** | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of teaching staff will receive training on STAR/Renaissance (reading and running reports, analyzing benchmarks, prioritizing students, etc.)  100% of teaching staff will be trained on Progress Monitoring for STAR Reading.  By Aug 30, 2024, ILT will design and organize vocabulary units for 1st semester with pre- and post-assessments.  100% of staff will be introduced to the 5 Pillars of Literacy (Fita)  3 days a week will dedicated to DEAR/W for Advisory with Pillars of Literacy support. | 100% of staff will identify students tiered according to their STAR scores from August -December (4 assessments).   * 100% of student growth plans will be reviewed via Freckle (or platform district selected) with students and during Data Meetings. * Student growth plans will be 50% complete and aligned with pillars of literacy.   ILT will review and deliver data presentation on vocabulary achievement of students’ comparative with STAR scores.  Continued training on the 5 Pillars of Literacy (Fita).  3 days a week will dedicated to DEAR/W for Advisory with Pillars of Literacy support. | 100% of staff will identify students tiered according to their STAR scores from January-March (3 assessments).   * 100% of student growth plans will be reviewed via Freckle (or platform district selected) with students and during Data Meetings. * Student growth plans will be 75% complete and aligned with pillars of literacy.   ILT will review and deliver data presentation predictive MAP scores and tiers (STAR, action plans, and vocabulary achievement)  Continued training on the 5 Pillars of Literacy (Fita)  DEAR/W will increase to 4/5 days a week. | 100% of students will complete the MAP assessment and STAR end of year assessment.  100% of student growth plans are to be completed with growth demonstrated in Reading and/or Writing.  ILT will prepare an end of year data presentation analysis strategies and resources used to improve, support, and increase reading goals and levels.   * ILT will perform a SWAT analysis for 25-26. |

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| **Priority # 2** | 2. Students demonstrate mastery of academic discourse on complex ideas and texts (speaking, writing, listening, reading). | | |
| **Evidence-based strategy** | * **Structured dialogue and discussion on Academic Content about Complex Texts** * **SLPS Writing Framework** | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of teaching staff will be trained on Student Discourse using DOK Questioning levels.  100% of teaching staff will implement DOK Questioning in Student Discourse into their lesson plans weekly, as well as student conferences.  Ms. Keplar will train all staff on annotation for complex texts, as well as reflective writing. ELA staff will provide support to their GLT throughout the year.  100% of staff will be introduced to 2 schoolwide reading texts for the year: *Freewater* (1st semester) and *The Probability of Everything* (2nd semester) | 100% of teaching staff will utilize RAPR/RAPS Writing model for reflective and citation writing for students in weekly lessons.   * During the introduction of RAPR/RAPS writing model, students will learn and demonstrate each letter of acronym weekly to understand the parts of the whole. * RAPR/RAPS should be included in each content level class.   100% of staff will use DOK questions to encourage student academic discourse.  100% of students will present PBL presentations/projects rooted in themes of *Freewater* | 100% of teaching staff will utilize RAPR/RAPS Writing model for reflective and citation writing for students in weekly lessons.   * RAPR/RAPS should be included in each content level class. * 100% should demonstrate RAPR/RAPS paragraph writing for all writing examples.   100% of staff will use DOK questions to encourage student academic discourse.  100% of students will read and interactively write regarding the text *The Probability of Everything.*   * 100% of students will prepare for a reflective writing project. | 100% of students will present PBL reflective writing project for *The Probability of Everything* demonstrating the SLPS Framework and the paragraph RAPR/RAPS format. |

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| **Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 4.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** | | | | |
| **GOAL 3: MATH**  By May 2025,   * 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. * 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. * 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment. | | | | |
| **Mathematics Plan:** | | | | |
| Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.  2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations. | | | | |
| **Funding Source(s):**  ***District-wide initiatives will be funded by the central office.***   * ***Tier 1 Instructional Tools*** * ***Identified Tier 2 and Tier 3 Instructional Tools (Freckle)*** * ***Academic Competitions***   ***For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):***   * ***Title Funds, Digital Promise Grant and Funds*** | | | | |

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| **Priority # 1** | 1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition. | | |
| **Evidence-based strategy** | * **Gradual Release of Responsibility** * **Structured dialogue and academic discussion on complex math concepts** | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of teaching staff will be trained on Gradual Release Model  100% of teaching staff will be trained on Student Discourse using DOK Questioning levels.  100% of teaching staff will implement DOK Questioning in Student Discourse into their lesson plans weekly, as well as student conferences.  Science and Math teachers will be trained on ST Math.  100% of students will be assigned math classes by Tier, including Pre-AP Algebra (Algebra 150)  100% of staff will be introduced to 2 schoolwide reading texts for the year: *Freewater* (1st semester) and *The Probability of Everything* (2nd semester)   * 2nd semester text will introduce math concepts and understandings that can be supported in math class. | 100% of teaching staff are implementing explicit “think alouds” and model desired expectations of the social and academic skills they want students to exhibit by the end of the lesson.  100% of staff will use DOK questions to encourage student academic discourse.  100% of math and science teachers will provide intervention using platform of ST Math and Freckle, as needed.   * 100% of students will have a designed math concepts action plan that meets and supports individual growth plans.   50% of students will have improved mathematical skills according to their tier and/or STAR assessment results through Progress Monitoring (August-December). | 100% of teaching staff facilitate collaboration while providing guidance and feedback effectively.  100% of staff will use DOK questions to encourage student academic discourse.  100% of students will read and interactively write regarding the text *The Probability of Everything.*   * 100% of students will prepare for a reflective writing project. * Math and Science teachers will support students in researching math concepts introduced in text.   100% of math and science teachers will provide intervention using platform of ST Math and Freckle, as needed.   * 100% of students will have a designed math concepts action plan that meets and supports individual growth plans.   75% of students will have improved mathematical skills according to their tier and/or STAR assessment results through Progress Monitoring (August to March). | 100% of teaching staff have planned and implemented opportunities for students to independently demonstrate their understanding of objective through varied assessment methods.  100% of students will present a reflective writing project for the text *The Probability of Everything.*   * Students will include a component of research of a concept introduced from the text.   100% of students will complete their individually designed action plan that meets and supports individual growth plans.  100% of students will have improved mathematical skills according to their tier and/or STAR assessment results through Progress Monitoring (August-May). |

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| **Priority # 2** | 2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations. | | |
| **Evidence-based strategy** | * **Building Thinking Classrooms** * **Use of manipulatives for visual representation** | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of teachers will receive presentations of Model Schools.   * Strategies introduced to support STEM extension in math and science, as well as VILS Lab.   100% of teachers will be trained to use the VILS lab for science and math (STEM) classroom instruction.  100% of teachers will sign up for coaching and PBL design for math and science classes with Ms. Reeder.  Training on Z-space computers (?) | 100% 1st round of Math and science classrooms will complete PBL designed in collaboration with VILS Lab and STEM extension program.  100% PBL and STEM extension projects presented at Science Fair and STEM night for parents.  VILS Computer Science classes to begin STEM (Agri) Project   * STEM Agri Project will demonstrate success at 30% of planning, graphing, and mathematical measurements. | 100% of 2nd round of math and science classrooms will complete PBL designed in collaboration with VILS Lab and STEM extension program.  VILS Computer Science classes to design Agri Project—garden, planters, irrigation, greenhouse,  etc.   * STEM Agri Project will demonstrate success at 50% of planting, coding irrigation, and mathematical skills for sustainability. | 100% of 2nd round of VILS and STEM extension projects presented at EOY Awards showcase.  VILS Computer Science classes to introduce and complete LIMS Agri Project.   * Presentation at EOY Awards and Parent event. * STEM Agri Project will demonstrate success at 100% for completion of working greenhouse, hydroponic system, and coding. |

**(What date did you and your School Planning Committee complete Section 3? June 3, 2024**

**Dr. Benicia Nanez Hunt June 3, 2024**

**Principal (required) Date Completed (required)**

**June 3, 2024**

**Date Submitted to Network Superintendent (required)**

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**Network Superintendent (required) Date received from Principal (required)**

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**Date Submitted to State and Federal Team (required)**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**