**SLPS Accountability Plan Template 2021-2022**



**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 Accountability Plan Template has as its foundation the following five pillars of the SLPS Transformation 3.0 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 3.0 Plan**

**School Name: Lexington Elementary**

**2021-2022 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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| **Section** | **Contents** |
| **1** | School Profile, Mission, Vision, School Improvement Planning Committee |
| **2** | Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2021-2022 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 |
| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan |

**SECTION 1**

**School Profile**

**Accountability Plan Template**

**(**[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) **and** [**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)**)**

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA** * **School** | **Name of LEA: Courtney Jude**  **Name of School: Lexington**  **School Code: 510** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date: 6/11/21** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission:**  Lexington will assist each child in developing academically, socially, physically, and emotionally to his or her fullest potential. Our students will become confident learners who are productive citizens of society. Lexington students will be able to improve their community and compete in an ever-changing global world. | | |
| **School Vision:**  Lexington Elementary School students will become lifelong learners who positively contribute to their community and the world. | | |
| **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 | Courtney Jude |  | Courtney.jude@slps.org |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | Jasmin Moore |  | Jasmin.moore@slps.org |
| Family Community Specialist | Robin Ward |  | Robin.Ward@slps.org |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) |  |  |  |
| ISS/PBIS Staff (if applicable) |  |  |  |
| Teacher | Chandra King |  | Chandra.King@slps.org |
| Teacher | Nina Harris |  | Nina. Harris@slps.org |
| Parent | Otis Frazier |  |  |
| Parent | Timothy West |  |  |
| School Counselor | Jacqueline Rivers |  | Jacqueline.rivers@slps.org |
| Community Member/Faith Based Partner |  |  |  |
| Network Superintendent | Karen Jones |  | Karen.jones6@slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 267 | Lexington’s enrollment was 307 for the 2019/2020. Enrollment has decreased during the past two school years due to high mobility rates and due to the condition of education during the pandemic. Charter schools in the area are also on a steady incline which has affected enrollment. |
| **Grade Level Breakdown** | PreK - 34; K - 39; 1st - 35; 2nd - 29; 3rd - 43; 4th – 40; 5th - 47 | Due to the pandemic, Pre-K enrollment was lower than expected. This is due to the fact that Pre-k is not mandated by the state. |
| **Ethnicity** | B - 99%; W - 1% |  |
| **Attendance** | 30% of students met 90/90 attendance | Attendance was consistently low due to the Pandemic. High transient area, families experiencing trauma, tragedy and grief.  Interventions: check-in groups, weekly and monthly incentives, home visits, Social Worker collaboration with DJO, shout-outs, daily phone calls, attendance celebrations and Operation School Bell. |
| **Mobility** | 32% | Many students in transition, as well as students that move are having problems enrolling in their neighborhood school (especially in county schools). Multiple families in the school community have trouble with transportation. |
| **Socioeconomic status** | 100% | Operation School Bell, Clothes Closet and Steps to Success provide students with clothing and shoes. Students need wrap around support, especially with the current national crisis, pandemic and social justice. |
| **Discipline** | ISS-0 OSS-0 | Student discipline has trended down for the past two years. |
| **Limited English Proficiency** |  |  |
| **Special Education** | 17.4% | Two special education service settings provide services for (44) K-5 students. In addition, we have an inclusion classroom that services 10 preschool students. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Reduction in the number of ISS from the previous year.  All classroom teachers are certified. | Reduction in 90/90 attendance in comparison to last year. Decrease in enrollment over the past two years.  High levels of mobility and students in transition.  Need of more mental health programs for the entire student body, especially during the pandemic. | Continued support for improving attendance. Training on techniques to improve attendance. |

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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 2189 (Scantron) | 270 MPI (MAP) | 253 MPI (MAP) | Lack of high-quality instruction in ELA and Reading. District curriculum/resources does not adequately meet the needs of our students. The virtual instruction requirement and subsequent shift to hybrid instruction have had an impact on student outcomes. |
| **Reading** | 2184 (Scantron) | 270 MPI (MAP) | 253 MPI (MAP) | Teachers struggle to close the literacy gap. Inconsistent understanding and delivery of Guided Reading and SIPPS has created low growth and increased reading gaps. The virtual instruction requirement and subsequent shift to hybrid instruction have had an impact on student outcomes. |
| **Math** | 2194 (Scantron) | 270 MPI (MAP) | 215 MPI (MAP) | Teachers focus on the teaching the district curriculum from front to back. Teachers need to have a stronger knowledge of the standards expected to ensure the achievement of vertical alignment. The focus needs to be standard-based instruction. The virtual instruction requirement and subsequent shift to hybrid instruction have had an impact on student outcomes. |
| **Science** | 2205 (Scantron) |  | N/A | Inconsistent science instruction in grades KG – 4thThe virtual instruction requirement and subsequent shift to hybrid instruction have had an impact on student outcomes. |

**Star ELA GLE**

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| Grade | Beginning | Middle | End |
| K | .6 | .7 | .8 |
| 1 | .6 | .7 | 1.0 |
| 2 | 1.7 | 1.2 | 1.1 |
| 3 | 2.15 | 1.65 | 2.4 |
| 4 | 2.7 | 3.05 | 2.6 |
| 5 | 5.2 | 3.3 | 2.65 |
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| School Avg. | 2.15 | 1.76 | 1.76 |

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\**Please include any data tables, charts, graphs, etc. to support your current performance below\**

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| **Strengths** | **Weaknesses** | **Needs** |
| * Stronger academic start to the year in comparison to results towards in the end of the year. * Grade 4 has the highest percentage of student in the 50th percentile or higher. * More students are above 75th percentile ranking in early childhood (K-2) when comparing to 3-5th grade. | * Most students fall below the 25th percentile than any other percentile ranking. | * Stronger Interventions in Reading and ELA * PD and training in Jan Richardson’s Guided Reading model. |

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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** | * By May 2022, 50% of students will show mastery on ELA priority standards as measured by scoring 75% or higher. * From August to May 2022, the percentage of students on grade level in mathematics will increase by 10%. * By May 2022, 50% of students will show mastery on Math priority standards as measured by scoring 75% or higher. | * Continued training using guided reading techniques * Continued use of intensive small group instruction during and after school. * Job-embedded training for small group instruction implementation. * Teachers and administration will continue to use data team meetings to target instructional needs and re-teachings. * Teachers and administration will continue to unpack state standards and analyze data craft instructional plans. * Teachers will continue to use data trackers to capture priority standard progression. |
| **Instructional Programs** | * Missouri Learning Standards * Scantron-Achievement Series * Scantron-Performance Series * Renaissance Learning | 2021-2022 school year will continue to focus on more standard-based instruction, designing building and grade-specific pacing of standards and expectations. We will utilize Instructional Calendars data provided through district and teacher-made assessments. |
| **Instructional Materials** | ELA Curriculum Resources:   * Guided Reading * Savvas ELA (k-5) * Jan Richardson’s Intervention Model | Teachers/admin will construct a literacy framework that will include vertical and horizontal alignment, Instructional Calendars, pre/post-tests along with daily lessons, Guided Reading and Savvas ELA materials. |
| **Technology** | Renaissance Learning (STAR), Scantron, iPads, laptops, Computer labs, Smart Boards, Schoolzilla, IXL,EPIC | Eleven additional Smart Boards have enhanced technology usage across grade levels. The use of Ipads in each grade level have been pivotal, especially during a pandemic |
| **Support personnel** | Building Substitutes, ICA, TA, Counselor, Social Worker, Library Aide, Family Community Specialist, BJC Therapist and Nurse, Volunteers and Community Support. | Bi-Weekly Data Team Meetings and PLC’s will allow time for a more focused approach on standard-based instruction while targeting student specific needs and learning styles. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Teachers have access to technology through computer labs, iPads, laptops, classroom computers, and Smartboards * Access to all grade-level materials   Collaborative Team Meetings with grade level team weekly | * Lack of knowledge of specific student performance on district assessments at the start of the academic school year. * Teachers time management to maximize every instructional minute. * Struggle to adapt to virtual learning and hybrid instruction.   Creating and implementing a detailed and relevant lesson plan. | * Additional teacher training on detailed lesson plans, guided reading and SIPPS * Teachers in kindergarten, first and second grades need iPads * Continue after-school instructional programs |

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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** | District and Site Based Professional Development  2020-21 Lexington PD Focus:  Jan Richardson’s the *Next Steps to Guided Reading*  *Jan Richardson’s the Next Step Forward in Reading Intervention*  *Excerpts from Teach Like a Champion*  *Culturally Responsive Teaching and the Brain* | We have started to implement Jan Richardson’s Guided Reading model, as well as her research based intervention guidelines.  We will use excerpts from Teach Like a Champion in order to heighten engagement and learning.  In both instances, these ideas have already had the foundation laid for them to work. We must know build upon that. |
| **Staff Certification** | Pre-K/ECSE – 3 Certified Teachers  KG – 1 Certified Teachers  1st – 2 Certified Teachers  2nd – 2 Certified Teachers  3rd – 2 Certified Teachers  4th –2 Certified Teachers  5th-2 Certified Teachers  Related Arts – all certified  2 Cross-Cat Teachers | We have a practice of checking teacher qualifications prior to assignment of classes. We recruit highly qualified instructors who would align with the mission and vision to serve those students with the greatest needs. We actively recruit teachers in a multi-state area with needed skills and certificates. Finally, new teachers in high needs schools are assigned a Consultant Teacher through the St. Louis Plan to provide intensive support in the induction process. |
| **Staff Specialist and other support staff** | Academic Instructional Coach  Counselor  Trauma Counselor (0.5)-Hopewell  Social Worker (0.5)  Family Community Specialist | During the 2020-2021 SY, Lexington Elementary had a part-time social worker and part-time trauma counselor to support with student mobility, transition and the high levels of trauma associated with community needs. |
| **Staff Demographics** | Female-34  Male-7  African-Amer.- 33  Caucasian-Amer.-8  Building Substitutes- 2 | We would like to hire more male staff, along with staff that is bi-lingual. |
| **School Administrators** | Courtney Jude-Principal | 1st year Principal (2020-2021) |

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| **Strengths** | **Weaknesses** | **Needs** |
| All but one teacher position is fully certified. The one person will be certificated by January 2022. | We have a small number of male staff members. | There is a need to hire more male staff members, this would support our young males in the building |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| Leaders need to continue the strong vision, progress with the systematic approach of shifting mindsets, and continued support from the district in order to nurture a healthy school culture by developing a professional culture of high expectations, staff support, recognition of successes, and collaboration. |
| Sustainable academic achievements through intentional planning and instruction involving Jan Richardson’s research-based practices in literacy and reading. Intentional use of newly adopted reading curriculum. |
| Sustainable academic improvements in mathematics achievement, especially in grade level content knowledge, as well as processes and strategies for problem solving. |

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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: | With continued district support, leaders need to continue to build a strong school culture that is positive and useful to all stakeholders. |
| Why? | A positive culture that fosters a growth mindset will strengthen relationships between teachers and scholars. |
| Why? | A strong school culture will assist in classroom management and helps to build a space of mutual respect. |
| Why? | Teachers who are part of a strong and positive school culture are happier at work, which effects student outcomes. |
| Why? | Aligning with the district on the definition of a strong and positive school culture helps to build trust and cohesion. |
| Why? | Systematic supports to the culture of the building provide transparent norms for staff and scholars to adhere to. |
| **Root Cause** | Leaders require a strong vision, a systematic approach, and support from the district in order to nurture a healthy school culture in which staff want to come to work every day; leaders need support to lead staff towards culturally responsive practices that address students social and emotional needs and close gaps in academic achievement. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Sustainable academic improvements in literacy achievement, including reading, language and writing. |
| Why? | With teacher’s continued knowledge in standards and in the newly adopted curriculum teachers will be able to name the “gap” in mastery of a grade level standard and identify objectives to build up and scaffold to mastery of a standard. |
| Why? | Jan Richardson’s model of Guided Reading and Intervention has been shown to close achievement gaps in literacy |
| Why? | The Literacy block will be implemented intentionally and fully – teachers will need the capacity and resources to plan and execute high-quality literacy activities that can be completed with a high level of success. |
| Why? | Student behavior and classroom management needs to be effective enough to facilitate guided reading groups and whole group instruction. |
| Why? | Teachers will need to foster a growth mindset in their classrooms so that students are held accountable and want to succeed in literacy. |
| **Root Cause** | Teacher capacity in **Literacy** instruction will continue to improve and become stronger. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Sustainable academic improvements in mathematics achievement, especially in grade level content knowledge, as well as processes and strategies for problem solving. |
| Why? | With teacher’s continued knowledge in standards and in the adopted curriculum teachers will be able to name the “gap” in mastery of a grade level standard and identify objectives to build up and scaffold to mastery of a standard. |
| Why? | Savvas program and IXL are research based programs that have shown growth when implemented correctly |
| Why? | Teachers need clear understanding on planning and facilitating a mathematics lesson that follows a cohesive instructional cycle which includes : direct instruction, guided practice, independent practice with embedded opportunities to check for understanding, centered learning opportunities, and an exit ticket directly aligned to a standards-based lesson objective. |
| Why? | Teachers will need to effectively aggressively monitor within the lesson cycle to provide immediate feedback, correct in-the-moment misconceptions, and stop and reteach when needed. |
| Why? | Teachers will need to foster a growth mindset in their classrooms so that students are held accountable and want to succeed in literacy. |
| **Root Cause** | Teacher capacity in **Math** instruction will continue to improve and become stronger. |

See page 11of DESE’s LEA/School Improvement guide for sample info: <https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf>

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| **School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***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? |
| Lexington Elementary provides all parents with a Student Compact that states the agreement between the parent, student and homeroom teacher. It lists all the responsibilities for the current year. The compact is a document that must be signed by all parties and the principal. |
| What are the strengths of family and community engagement? |
| Family and community engagement is high for our community and parental events. The need for strong family involvement starts by the time children are in preschool and continues through high school. Joyce Epstein 6 types support the keys to successful partnerships with parents and the community: 1.-Helping families establish home environments to support children as learners. 2. The use of effective forms for school to home and home to school communications. 3. The recruitment and organization of the school’s volunteer program. 4. Helping families assist their children with homework and recognizing other learning at home opportunities. 5. Including parents, students, and community members in the school decision-making process 6. The identification and integration of resources and services from the community. The family and community room will be created in Room 116, providing parents a place in the school that is specifically designed for them. |
| What are the weaknesses of family and community engagement? |
| Using various avenues of communication to reach not just the custodial parent, but also all parents/guardian (District Issue). Sending our various forms of communication other than monthly calendar and DOJO. Lack of follow through with assigned staff. Monthly calendars are often late or nonexistent. During the pandemic, there was not frequent communication for parents, or opportunities (in person or virtually) for parents to be involved with the school. |
| What are the needs identified pertaining to family and community engagement? |
| There are numerous families in financial hardship that may end up in transitional situations, incarceration, or experience substance abuse. Our community could benefit from programs that will assist families that are in transition with food, job opportunities, clothing, childcare, recidivism, and other resources. Lexington will continue monthly, classroom meetings to maintain involvement in the school community. This will also create relationships that aid in addressing home deficits. Family and Community specialist lacks the knowledge and training to foster parent and community involvement. Title 1 Bi-Annual meetings were not offered in the last 2 school years. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Parents are invited to attend the Bi-Annual Title 1 meetings offered in the fall and spring. This meeting discusses parent’s right to know, compact, parent involvement plan and more. Also in the, spring they are invited to attend the Review and Revision planning meeting. In this meeting, the team make changes to the Parent Compact, Title 1 Strengths and Weakness, as well as Academic Achievement. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| All parents are welcome and invited to attend all PTO meetings that discuss the school planning. Parents are given the opportunity to attend the Yearly meeting scheduled in the Spring to review improvements of the school plan and the family engagement policy. In addition, parents are notified personally when they are in the building during special events in the school, for example black history program, winter program etc. |
| How is timely information about the Title I.A program provided to parents and families? |
| Lexington Elementary has a monthly visual board with all engagements for the month, as well as meeting. Parents can also access information on Lexington’s website. In addition, the FCS sends home flyers and notices in timely manner to provide parents an opportunity to attend. Teachers post on Class DOJO regularly to give parents ample notice. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Parents can attend the two scheduled Bi-Annual Title 1 meetings, which are offered in the Fall and Spring. The AIC or Principal will discuss curriculum, assessments, and MAP achievement levels. Families will also have the chance to look at different boards that highlight students’ progress on Scantron, Star and MAP assessments. Lexington parents are always welcomed to make an appointment with the Principal, AIC, Teachers, or FCS with any further questions or concerns. The school also provides Awards Day Ceremonies to recognize academic successes. |

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| **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? |
| * Making sure my child arrives to school early enough to eat breakfast * Ensure that my child is well rested to be prepared for the next day of learning. * Providing a quiet environment homework area and regular schedule so that my child can study or read each evening. * Be involved in my child’s learning; ask questions about their day expect a detail answer. * Communicate to my child my respect, love and support * Helping my child understand what their responsibilities are to the school and to themselves * Support the efforts of the school to maintain proper discipline. * Attend Progress Monitoring meetings and sign weekly check in check out forms * Meeting my child’s teacher within first 30 days of school to learn the expectations of the class for the year. * Attends parent conferences, and as many social events during the school year. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| * Maintain highly qualified principals, teachers and full-time staff members. * Have high expectations for all students. * Encourage students to be on their best behavior. * Inform parents about students’ progress. * Provide a positive communication line between home and school. * Provide appropriate homework assignments and assistances to parents if needed or requested. * Provide Report Cards four times a year to display students’ progress. * Hold scheduled Parent/ Teacher Conferences. * Provide parent’s opportunities to volunteer and to participate in their child’s education. |
| 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 |
| **Regular schedule PTO meetings will assist parents in understanding the:**   * 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 child. * Helping parents understand growth and development of children in multiple stages * Also engaging families with Math , Literacy, Reading and Science nights |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| In addition to PTO meetings, there will be workshops offered as needed to give parents support and training. Parents are also encouraged to meet teachers during their planning time if they need additional support. We plan to introduce parents to current technology so that they are equipped to perform and understand what the students are experiencing, providing them with college and career readiness skills. Lexington will schedule monthly parent meetings held inside the classroom with Teacher, FCS, Counselor, Social Worker, and Principal. |
| 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? |
| SLPS has scheduled Professional Development days designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents and families. The district also offers off-site training and professional development opportunities. Lexington School also has two monthly scheduled school-wide meetings to address concerns both educationally and professionally. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parents are given a survey at the beginning of the year to weigh their opinion on programs from the previous year. Programs that were highly attended are scheduled for families to attend. Parents are also given opportunities to volunteer for events, while receiving timely notification about the events. This will build relationships between parents, school, and community. |
| 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. |
| Parents will be given timely notifications of programs and Regularly scheduled PTO meetings and monthly parent meetings (MPM) which will help families to be prepared to attend events relative to their children. The parent resource center (area) will be available and visible for parents to use and be fully participating families. Lexington will encourage and support parents with the education of their children. Parent resource center will be created during the 20-21 school year in room 116a; the current Family and Community Specialist will monitor the parent resource center. |
| **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.** |
| The need for strong family involvement starts by the time children are in preschool and continues through high school. Joyce Epstein 6 types of Parental Involvement support the key, to successful partnerships with parents and the community. When we follow this model, it allows parents to be engaged in many areas and will encourage them to continue to support and advocate for their child. Long-term objective is for families to empower their children and have the skills necessary to be a productive citizen, while gaining college readiness skills. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths   * Family Community Specialist sends weekly/monthly newsletters and organizes activities to promote parent involvement * Part-time Trauma Informed Specialist was added to staff to aid students with extreme emotional needs * Serenity center is being created to support students with differentiated success opportunities   Weaknesses   * Parental attendance of school events and meetings is low. * Parent’s perception of the school as an organization * Inconsistent efforts of the Family and Community Specialist * Lack of school-wide support * CARE team doesn’t meet consistently to address behavior/attendance concerns |

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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| *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 2020-21 school year.*   * Alternative discipline training for staff * Outreach materials for parents in transition * Social and Emotional teaching * Culturally Responsive Teaching * Centered Learning opportunities |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
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| **Goal #1 - Check the appropriate Transformation 3.0 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 3.0 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. | | | | |
| School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2019-2020 to 2020-2021.  School leaders will retain at least 90% of first-year teachers. | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*   * Providing high-quality professional development to teachers * Supporting first year teachers * Creating systems to establish a clear focus on attaining student achievement goals * Creating a collaborative and data-driven culture through PLCs * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:**   * Leaders need a strong vision, a systematic approach, and support from the district to ensure all school staff is trauma informed, culturally responsive, and use critical race theory in an approach. * Leaders need to maintain a healthy school climate in which staff want to come to work each day, by developing a professional culture of high expectations, staff support, recognition of successes, and collaboration. | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | Leaders need a strong vision, a systematic approach, and support from the district to ensure all school staff is trauma informed, culturally responsive, and use critical race theory in an approach. |
| **Evidence-based strategy** | 1. Highly effective leadership professional development in the areas of culturally responsive schools and trauma informed practices:  * Leadership training: Missouri Leadership Development Series * Culturally responsive leadership training. Culturally Responsive Book Study |
| **Cost to support implementation of strategy:** |  |

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| **Priority # 2** | | Leaders need to maintain a healthy school climate in which staff want to come to work each day, by developing a professional culture of high expectations, staff support, recognition of successes, and collaboration. | | |
| **Evidence-based strategy** | | * Leaders will continue to develop a growth mindset strategy. * Provide high-quality professional development and follow-up support to teachers in the area of demonstrating high expectations:   **Resource: Equity Assistance Center** – [“Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably”](https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf)  [27 Observable Teacher Behaviors that Demonstrate High-Expectations](http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf)   * ­Effective implementation of PBIS and Restorative Practices | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | |  | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | **Leader Level Indicator**  \*Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  \*Weekly classroom walkthroughs result in 60% action steps from Management Trajectory (RELAY protocols)  \*Leader Competency measures and implementation of trauma informed school culture and practices; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support  \*Conversations with teachers about strengths in preparation of Individual professional development plans  **Teacher Level Indicator**  Excellent Classrooms Checklist  [Practices Observation Checklist](http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf)  \*At least 60% of teachers demonstrating at least 70% of Classroom Best Practices  Excellent Classroom Checklist as evidenced by walkthrough data | **Leader Level Indicator**  \*Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  \*Weekly classroom walkthroughs result in 40% action steps from Management Trajectory and 60% from Rigor Trajectory (RELAY protocols)  \*Leader Competency measures and implementation of trauma informed school culture and practices; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support  \*Provide resources and supports to teachers as identified by gaps in instruction  **Teacher Level Indicator**  \*Continued trajectory of improvement on Excellent Classrooms Checklist  Classroom Best Practices as evidenced by walkthrough data  \*At least 70% of teachers demonstrating at least 80% of Classroom Best Practices  Excellent Classroom Checklist as evidenced by walkthrough data | **Leader Level Indicator**  \*Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  \*Weekly classroom walkthroughs result in 30% action steps from Management Trajectory and 70% from Rigor Trajectory (RELAY protocols)  \*Leader Competency measures and implementation of trauma informed school culture and practices; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support  \*Have “stay” conversations with teachers  **Teacher Level Indicator**  \*Continued trajectory of improvement on Equitable Classroom Best Practices Excellent Classroom Best Practice as evidenced by walkthrough data  \*At least 80% of teachers demonstrating at least 90% of Classroom Best Practices  Excellent Classroom Checklist as evidenced by walkthrough data | **Leader Level Indicator**  \*Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  \*Weekly classroom walkthroughs result in 40% action steps from Management Trajectory and 60% from Rigor Trajectory (RELAY protocols)  \*Leader Competency measures and implementation of trauma informed school culture and practices; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support  \*Reflect on progress towards goals for the year, plan for next school year, etc.  **Teacher Level Indicator**  \*At least 100% of teachers demonstrating at least 95% of Classroom Best Practices  Excellent Classroom Checklist as evidenced by walkthrough data |
| **Teachers** |  |  |  |  |

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| **Goal #2- Check the appropriate Transformation 3.0 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 3.0 Plan |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| **Lexington Elementary will increase school-wide academic achievement levels by 10% in English Language Arts as indicated on the End-of-the-Year State Assessment.**  Middle of Year STAR will show an increase from Beginning of Year STAR that indicates a trajectory of growth to meet this goal. | | | | |
| **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:** | | | | |
| 1. Effective implementation of Guided Reading and Intervention Groups  2. Effective implementation of standards-based ELA curriculum aligned to MAP assessment. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | Effective implementation of Guided Reading and Intervention Groups |
| **Evidence-based strategy** | 1. **Effective implementation of GR instruction utilizing the Jan Richardson leveled reading protocols.**  * Minimum of 120 minutes total of regular classroom instruction in the area of ELA; 60 minutes of Guided Reading * 45 minutes of whole school intervention based on Jan Richardson’s Reading Intervention Protocols.  1. **Create a culture of adult learning in the areas of Guided Reading and Balanced Literacy**  * Relay coaching protocols * During/Afterschool professional development on Guided Reading best practices, with leadership follow-up and accountability measures in place |
| **Cost to support implementation of strategy:** | * $2,000 - $5,000 for Extra Service Pay for staff to attend Professional Development |

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| **Priority # 2** | | Effective implementation of standards-based ELA curriculum aligned to MAP assessment. | | |
| **Evidence-based strategy** | | 1. **Effective implementation of theme-based reading units utilizing Curriculum-Based ELA.**  * Minimum of 120 minutes total of regular classroom instruction in the area of ELA; * Interdisciplinary standards-based literacy instruction in science, social studies, music and art  1. **Create a culture of adult learning in the area of ELA standards and equitable instruction**  * Relay coaching protocols (WDM, O/F, Lesson Plan Internalization) * Create an interdisciplinary ELA Focus Standards Calendar to guide instruction * Afterschool professional development on Curriculum-Based Instruction, ELA best practices, with leadership follow-up and accountability measures in place * Curriculum-Based ELA peer observations, instructional modeling and co-teaching facilitated by AIC for all 1st and 2nd year and non-proficient ELA teachers * SGI- Small Group Intervention for Related Arts Teachers for Grades 3-5 | | |
| **Cost to support implementation of strategy:** | |  | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Professional/Student**  **Indicators** | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 60% action steps from Management Trajectory (RELAY protocols)  \*Baseline data collected on teacher proficiency utilizing the Guided Reading/Balanced Literacy Observation Protocol  **Student Achievement Indicators**  \*Baseline STAR Reading assessment to establish the % of students reading on or above grade level in grades 2 – 5  \*Identify targeted standards and prioritized skills for 2010-2021 Weekly Data Meetings/PLC’s based on historical assessment data | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 40% action steps from Management Trajectory and 60% from Rigor Trajectory (RELAY protocols)  \*Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy Observation Protocol; at least 70% of teachers demonstrating proficiency in GR instruction  **Student Achievement Indicators**  \*STAR will show an increase from BOY STAR that indicates a trajectory of growth to meet the EOY goal of 50% of students reading on or above grade level  \*At least 30% of students scoring Average High on Scantron district benchmark assessments  \*90% 2-5th grade classrooms achieve mastery on 3 ELA standards through Weekly Data Meeting process of developing and monitoring re-teaching plans | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 10% actions steps from Management Trajectory and 90% from Rigor Trajectory (RELAY protocols)  \*Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy Observation Protocol; at least 80% of teachers demonstrating proficiency in GR instruction  **Student Achievement Indicators**  \*STAR will show an increase from MOY STAR that indicates a trajectory of growth to meet the EOY goal of 50% of students reading on or above grade level  \*At least 50% of students scoring Average High on Scantron district benchmark assessments  \*80% of 2-5th grade classrooms achieve mastery on 5 ELA standards through Weekly Data Meeting process of developing and monitoring re-teaching plans | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 10% action steps from Management Trajectory and 90% from Rigor Trajectory (RELAY protocols)  \*Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy Observation Protocol; at least 90% of teachers demonstrating proficiency in GR instruction  **Student Achievement Indicators**  \*EOY STAR will show 50% of students in 2nd – 5th grade reading on or above grade level  \*80% of 2nd-5th grade classrooms achieve mastery on 7 ELA standards through Weekly Data Meetings process of developing and monitoring re-teaching plans |

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| **Goal #3 - Check the appropriate Transformation 3.0 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 3.0 Plan |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** | | | | |
| **exington Elementary will increase school-wide academic achievement levels by 10% Mathematics as indicated on the End-of-the-Year State Assessment.**   * Middle of Year Scantron will show an increase from Beginning of Year Scantron that indicates a trajectory of growth to meet this goal. | | | | |
| **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. **Gradual Release Model:** Effective implementation of gradual release in mathematics instruction utilizing standards-based curriculum aligned to MAP.  2. **Small Group Instruction:** Mastery data determines students for small-group instruction in math standards to be utilized during independent practice time in gradual release. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | **Gradual Release Model:** Effective implementation of gradual release in mathematics instruction utilizing standards-based curriculum aligned to MAP. |
| **Evidence-based strategy** | 1. **Effective implementation of gradual release in mathematics instruction utilizing EnVision curriculum**  * Minimum of 90 minutes of regular classroom instruction in mathematics: direct/differentiated instruction, centered learning, independent practice, and small-group instruction. * Lesson plan support: co-planning and lesson plan feedback provided by Mathematics Teacher  1. **Create a culture of adult learning in the areas of research-based mathematics best-practices**  * Relay coaching protocols (WDM, O/F, Lesson Plan Internalization) * SGI will be utilized on mathematics best practices, with leadership follow-up and accountability measures in place * Create a Mathematics Focus Standards Calendar to guide instruction |
| **Cost to support implementation of strategy:** |  |

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| **Priority # 2** | | **Small Group Instruction:** Mastery data determines students for small-group instruction in math standards to be utilized during independent practice time in gradual release. Train teachers on SGI platform, curriculum, and expectations. | | | |
| **Evidence-based strategy** | | 1. **Aggressive Monitoring & Reteach Protocols as part of the instructional cycle**  * Professional development, modeling, and co-teaching to support the implementation of aggressive monitoring, check-for-understanding, and re-teaching strategies to plan for daily small-group instruction  1. **Create a culture of adult learning in the areas of research-based mathematics best-practices**  * Relay coaching protocols (WDM, O/F, Lesson Plan Internalization)   Ongoing professional development on mathematics best practices, with leadership follow-up and accountability measures in place | | | |
| **Cost to support implementation of strategy:** | |  | | | |
| **Indicators of Success** | | | | | |
|  | **August** | | **December** | **February/March** | **May** |
|  | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 60% action steps from Management Trajectory (RELAY protocols)  **Student Achievement Indicators**  \*Baseline Scantron Math assessment to establish the % of students reading on or above grade level in grades 2 – 5  \*Identify targeted standards and prioritized skills for 2020-2021 Weekly Data Meetings based on historical assessment data | | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 40% action steps from Management Trajectory and 60% from Rigor Trajectory (RELAY protocols)  **Student Achievement Indicators**  \*Scantron will show an increase from BOY STAR that indicates a trajectory of growth to meet the EOY goal of 50% of students on or above grade level in mathematics  \*At least 30% of students scoring Average High on Scantron district benchmark assessments  \*\*80% 2-5th grade classrooms achieve mastery on 3 math standards through Weekly Data Meeting process of developing and monitoring re-teaching plans | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 10% actions steps from Management Trajectory and 90% from Rigor Trajectory (RELAY protocols)  **Student Achievement Indicators**  \*Scantron will show an increase from MOY Scantron that indicates a trajectory of growth to meet the EOY goal of 50% of students on or above grade level in mathematics  \*At least 50% of students scoring Average High on Scantron district benchmark assessments  \*\*80% of 2-5th grade classrooms achieve mastery on 5 math standards through Weekly Data Meeting process of developing and monitoring re-teaching plans | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 10% action steps from Management Trajectory and 90% from Rigor Trajectory (RELAY protocols)    **Student Achievement Indicators**  \*EOY Scantron will show 50% of students in 2nd – 5th grade on or above grade level in mathematics  \*\*80% of 2nd-5th grade classrooms achieve mastery on 7 math standards through Weekly Data Meetings process of developing and monitoring re-teaching plans |

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**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**