

BKG Pamoja Prep Academy 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

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	
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	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	September 20, 2024
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		September 27, 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 * October 4, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Bertha Knox Gilkey Pamoja Preparatory Academy School Code: 440	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission:		
School Vision:		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> 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.

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Angel Nave	<i>Angel Nave</i>	Angel.nave@slps.org
Assistant Principal	DeAndria Wallace	<i>DeAndria Wallace</i>	Deandria.wallace@slps.org
Academic Instructional Coach	Etoi Johnson	<i>Etoi Johnson</i>	Etoi.johnson@slps.org
Family Support Specialist	Charita Fleming	<i>Charita Fleming</i>	Charita.jones@slps.org
SPED Staff	Sheronda Johnson	<i>Sheronda Johnson</i>	Sheronda.johnson@slps.org
PBIS Staff	Terence Daniels	<i>Terence Daniels</i>	Terence.daniels@slps.org
Teacher	Robin Roseman	<i>Robin Roseman</i>	Robin.roseman@slps.org
Teacher	Ashley Hill	<i>Ashley Hill</i>	Ashley.hill@slps.org
Parent	Briand Sykes	<i>Briand Sykes</i>	Briand.sykes@slps.org
Support Staff	Christiaan Cofield	<i>Christiaan Cofield</i>	Christiann.cofield@slps.org
Community Member	Bolanle Ambonisye	<i>Bolanle Ambonisye</i>	Bolandle@uandirise.org
Network Superintendent	Dr. Deanna Kitson	<i>Dr. Deanna Kitson</i>	Deanna.kitson@slps.org
Teacher	Tammy Bailey	<i>Tammy Bailey</i>	Tammy.bailey@slps.org

What date did you and your School Planning Committee Complete Section 1? April 26, 2024

SECTION 2

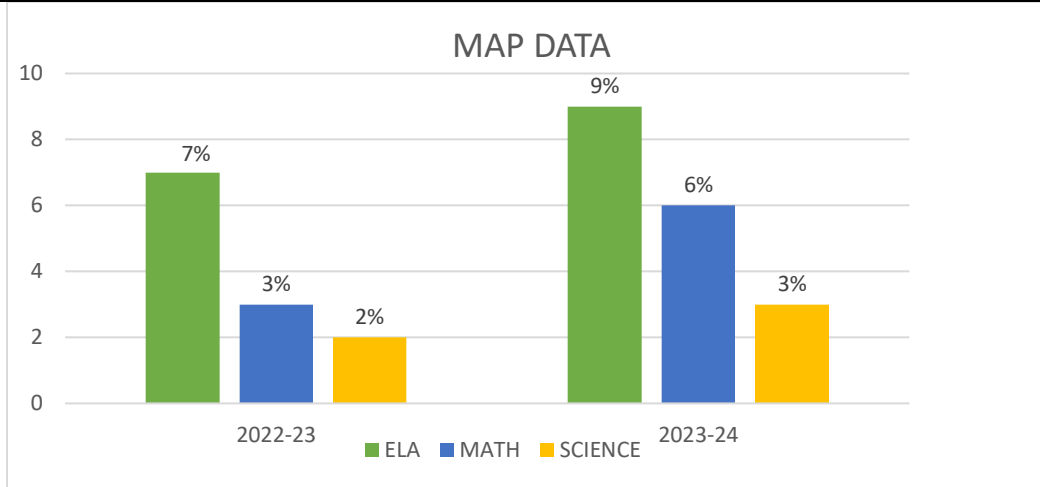
Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	323	<i>We had a 2% decline in student enrollment.</i>
Grade Level Breakdown	PreK – 42; KG – 42; 1 st – 26; 2 nd – 38; 3 rd – 31; 4 th – 21; 5 th – 41; 6 th – 29; 7 th – 31, 8 th – 22	<i>We lost students in PreK, 1st, and 2nd; however, we gained students in KG, 4th, and 6th by over 30%.</i>
Ethnicity	317 – African American; 4 – Hispanic; 2 – American Indian	<i>98% of our students are African American, 1% are Hispanic, and 1% are American Indian</i>
Attendance	49%	<i>Although our 90/90 attendance is low, it is up 1% from last year.</i>
Mobility	15%	<i>We have an average of about 40-50 students that come in and out of the SIT process.</i>
Socioeconomic status	99% Free and Reduced Lunch	<i>All but 2 of my students are eligible for free or reduced lunch.</i>
Discipline	28	<i>54% of our out-of-school suspensions are fights. We are working diligently with our PBIS coordinator to combat fights using restorative practices.</i>
English Language Learners/LEP	1%	<i>We currently have 3 students who are ELLs.</i>
Special Education	11%	<i>We have 36 students in special education. 22 of them are self-contained, and the other 14 receive resource interventions.</i>

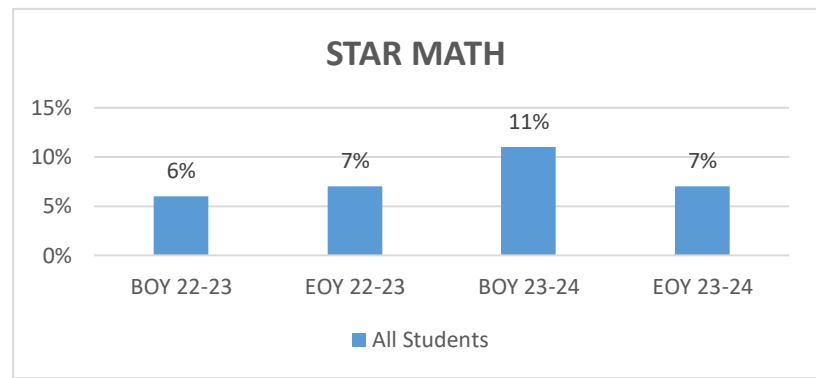
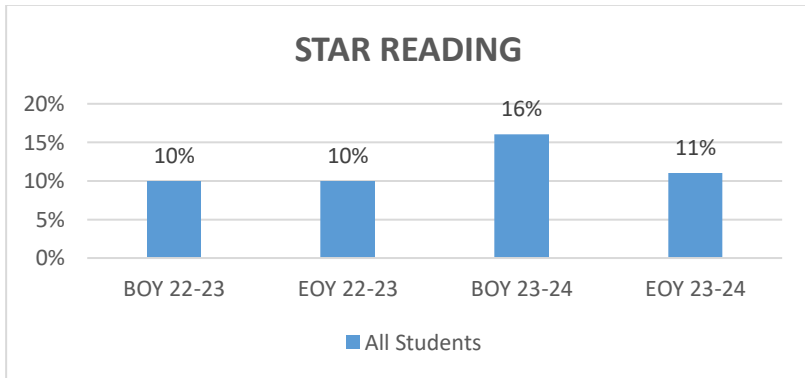
Student Achievement- State Assessments				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	7% Proficient MPI: 300.7	9% Proficient MPI:	381	<i>As we recover from COVID, we have children reading far below grade level. 50% of my teachers in my tested grades are not certified; however, they use the curriculum materials and follow the pacing guide per their capacity. They are working diligently to use the resources as written.</i>
Math	3% Proficient MPI: 261.4	6% Proficient MPI:	370	<i>50% of my teachers in my tested grades are not certified; however, they use the curriculum materials and follow the pacing guide per their capacity. They are working diligently to use the resources as written.</i>

Science	2% Proficient MPI: 279.3	3% Proficient MPI:	372	Due to science curriculum concerns at the middle school level, pacing was difficult to follow to meet student needs. Also, the 5 th grade science teacher did not have certification.
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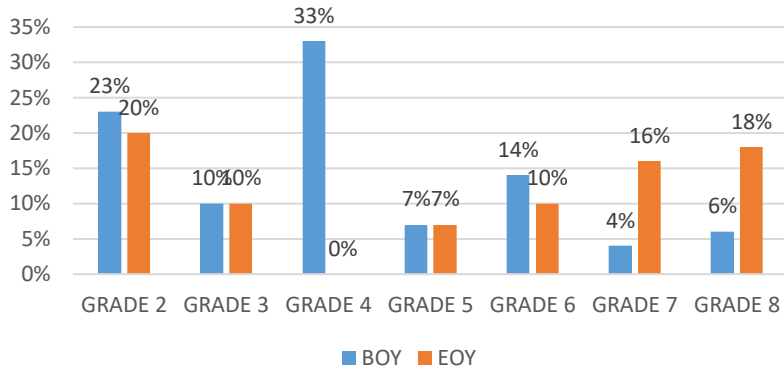


Student Achievement- Local Assessment																														
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance																								
	BOY	EOY	BOY	EOY																										
STAR Reading	10% Proficient and Advance	10% P/A	16% P/A	11% P/A	100%	<p align="center">2023-2024 ELA</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>BOY (P/A)</th> <th>EOY (P/A)</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>23%</td> <td>20%</td> </tr> <tr> <td>3rd</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>4th</td> <td>33%</td> <td>0%</td> </tr> <tr> <td>5th</td> <td>7%</td> <td>7%</td> </tr> <tr> <td>6th</td> <td>14%</td> <td>10%</td> </tr> <tr> <td>7th</td> <td>4%</td> <td>16%</td> </tr> <tr> <td>8th</td> <td>6%</td> <td>18%</td> </tr> </tbody> </table> <p>My certified teachers were in grades 4th, 6th, 7th and 8th. (The same teacher for 7th and 8th). The 4th-grade teacher was a 1st-year teacher who started mid-year and couldn't find her footing with behavior.</p>	Grade Level	BOY (P/A)	EOY (P/A)	2 nd	23%	20%	3 rd	10%	10%	4 th	33%	0%	5 th	7%	7%	6 th	14%	10%	7 th	4%	16%	8 th	6%	18%
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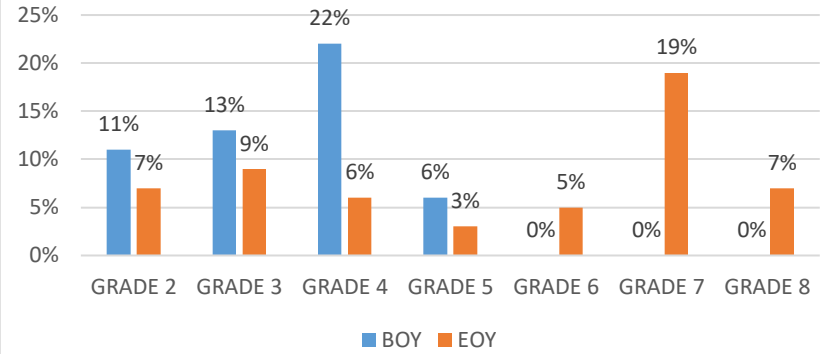
						We have inexperienced teachers with a lack of explicit instructional skills. The teachers don't communicate the importance of the test to students. Teachers lacked urgency in delivering the test.																											
STAR Math	6%	7%	11%	7%	100%	<p style="text-align: center;">2023-2024 Math</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">BOY (P/A)</th> <th style="text-align: center;">EOY (P/A)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="text-align: center;">2nd</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">7%</td> </tr> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">9%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">6%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">3%</td> </tr> <tr> <td style="text-align: center;">6th</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">5%</td> </tr> <tr> <td style="text-align: center;">7th</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">19%</td> </tr> <tr> <td style="text-align: center;">8th</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">7%</td> </tr> </tbody> </table> <p>My certified teachers were in grades 4th, 6th, 7th and 8th. (The same teacher for 7th and 8th). The 4th-grade teacher was a 1st-year teacher who started mid-year and couldn't find her footing with behavior. We have inexperienced teachers with a lack of explicit instructional skills. The teachers don't communicate the importance of the test to students. Teachers lack urgency in delivering the test.</p>	Grade Level	BOY (P/A)	EOY (P/A)	1 st	30%	0%	2 nd	11%	7%	3 rd	13%	9%	4 th	22%	6%	5 th	6%	3%	6 th	0%	5%	7 th	0%	19%	8 th	0%	7%
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DRDP (PreK)																																	



**PERCENTAGE OF STUDENTS READING ON GRADE LEVEL
2023-2024 STAR READING**



**PERCENTAGE OF STUDENTS READING ON GRADE LEVEL
2023-2024 STAR MATH**



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
Learning Expectations	-Curriculum Plans/Guides (provided by district) -Use Data from District & State Assessments -Monitor student progress monthly
Instructional Programs	-SAVVAS Literacy (PK-8) -Envision Math (K-8) -National Geographic Science (K-5) -SAVVAS “My World” Social Studies (K-8) -My On (K-8) -Freckle (K-8) -Success Maker (K-8) - PTLW (Kg) - MDC Discover Nature Schools (K-2) - Mystery Science (3-5)
Instructional Materials	-SAVVAS Literacy (PK-8) -Envision Math (PK-8)

	-National Geographic Science (K-5) -MyWorld Social Studies (K-5) -Mystery Science (K-5) -Open Sci-Ed Science (6-8)		
Technology	-1:1 iPad (PK-8) -Smart/Promethean boards in every classroom		
Support personnel	-1 Library Aide -2 Building Learning Associates -1 PBIS Coordinator -4 Teacher Assistants (1-Building; 3 PK) -3 Instructional Care Aides (SPED)		
High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>			
Data Type	Current Information		
Staff Preparation	All staff members are given time each year before the beginning of school to get prepared for the upcoming school year with needed professional development. Every teacher in the school is required to have at least one planning period per day for 50 minutes. Of those planning periods, teachers meet with other teachers and administrators once a week to discuss data around planning appropriate lessons and activities for students. Staff members meet regularly to prepare for ongoing activities and programs that support student needs.		
Staff Certification	Grade Level	# of Teachers	Certification Notes
	Pre-K	3	2 Certified, 1 Non-certified (ILA)
	KG	2	1 Provisionally certified, 1 Non-certified (ILA)
	1 st	2	2 Non-certified (ILA)
	2 nd	1	Certified
	3 rd	2	Certified
	4 th	1	Non-certified (ILA)
	5 th	1	Provisionally certified
	6 th	1	Non-certified (ILA)
	7 th	1	Non-certified (Day-to-day substitute)
	8 th	1	Certified
	SPED	3	Certified
	Science/STEM	1	Certified
	Related Arts	4	2 Certified, Non-certified (1 ILA & 1 Day-to-day substitute)

Staff Specialists and other support staff	Related Arts (Physical Education, Music, Art, Swahili) Full-time Guidance Counselor Administrative Assistant Full-time Nurse Family Community Specialist Full-time Social Worker Safety Officer Instructional Learning Associates (ILA)
Staff Demographics	24-25 Teacher Demographics 100% of my staff Black Female - Male - 6
School Administrators	Angel Nave, Principal DeAndria Wallace, Assistant Principal

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 seek and obtain our agreements through our parent orientation process. This process includes the steps of seeking and obtaining agreements of not just parents but the family structure. Parents are aware that upon completing the Pamoja's Parent Interview allows a full understanding and expectations in enrolling their children. BKG Pamoja's Parent Interview is a parent's first step in our process of engaging parents and family in the engagement policy during the Parent Interview.

-Parents learn about Pamoja's African-Centered Schooling Process. It prepares children to do well in this environment, as well as at any school. Parents recognizes the component of African Centered Education as an essential part of the child development once enrolled. At the end of the Parent Interview, parents decide if they want to enroll their child (ren). Their decision to enroll is their second act of agreement to our parent and family engagement policy.

<p>-The Parent Interview sets the foundation for parent accountability. Once the school year begins, a welcome packet goes home to families. In the welcome packet, parents receive a student handbook, policies and procedures of the school, and the parent, student, and teacher compacts. Students who return packets signed by their parents receive incentives. Once enrollment is over and the new year is underway, the new family receives the packet prior to enrollment with all necessary signatures.</p>
<p>What are the strengths of family and community engagement?</p>
<p>The strengths of our family and community engagement are servicing the community through our parents and students. As we educate each family in our community, we also influence the climate of the community. In addition to our unique Parent Interview, we are building and strengthening our relationships as a neighborhood school. Many of our families live in the surrounding neighborhood and many of the students know each other. Being a neighborhood school also allows us to work with many of the same families from year to year. This year, we retained most of our teachers from last year, so we can build on the good and strengthen our family & community engagement weaknesses.</p>
<p>What are the weaknesses of family and community engagement?</p>
<p>Much like last year’s weaknesses in our family and community engagement, this issue is two-fold:</p> <ol style="list-style-type: none"> 1. Timely communication with families around school policies, events, attendance, etc. 2. We need a parent advisory to improve school relations, involvement, and engagement.
<p>What are the needs identified pertaining to family and community engagement?</p>
<p>-The community needs centered on building healthy relationships. At the beginning of each school year, facilitate a Parent Orientation as part of our staff PD, allowing additional time for staff to brainstorm how the information can and be used in proactive communication as well as when addressing inevitable conflicts between parents and staff, parents and parents, and staff and staff.</p> <p>-We also need to fill the position with a motivated and willing interview that respects the school culture.</p>
<p style="text-align: center;">Policy Involvement</p>
<p>How are parents involved in the planning, review, and improvement of the Schoolwide plan?</p>
<p>We invite our parents to the process along with administrative staff. We have consistent parents who are engaged on every level of academics as well as school events and celebrations.</p>
<p>How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?</p>
<p>Parents are directly involved with the altering of our policies of the school and providing input through our Title 1 Meetings at the top and in the middle of the year.</p>

How is timely information about the Title I.A program provided to parents and families?
This information is communicated during Open House and our Title 1 Meeting in September and the Title 1 Meeting again in April.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
The reading levels/scores are on report cards. We use every chance we get to discuss academics. We try to focus on the social and emotional of education and we believe that MAP scores, reading levels and overall academic will follow. Per our demographic, we would do better by focusing on how to create a student that is ready for academic success, more so than curriculum, assessments, and MAP, which many of our families are out of tune.

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?
<p>SLPS Parents will support of academic achievement includes but may not be limited to the following.</p> <ul style="list-style-type: none"> · 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.

Parent-teacher conferences are twice a year during the 1st and 3rd quarters in which we discuss students' academic progress and behaviors. We also attempt to secure parents to volunteer for field experiences and activities.

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

Most assessments go home. We plan to hold family functions on how to teach reading, things done at home to ensure the child is moving forward academically. We have parent meetings that allow the space for parents to speak on any concerns.

How does your school provide materials and trainings to help parents work with their children to improve achievement?

We have an entry interview process that introduce parents to African-Centered education, while introducing them to the learning process. We provide parents with our welcome packet, which includes information such as materials and training resources. We also meet and provide workshops and have specialized parent meetings around improving achievement. We work with teachers to improve communication with parents. We also offer parenting workshops.

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?

We currently collaborate with U&I Rise, a company that helps with intra-racial issues. U&I Rise facilitates many of our professional developments. We believe once we understand the actions of the families and where the actions begin, we have meaningful conversations with our parents in words that they can understand. Doing so allows us to work on the social and emotional aspects of education and the needs for our students to succeed.

How does your school implement and coordinate parent programs, and build ties between parents and the school?
We plan to implement programs through a parent advisory.
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 allow opportunities in meetings to discuss ways that parents can be involved. We have not gotten the type of participation that we would like. Ultimately our plan is to understand that the current condition of our families, with work, home, take care of the family, getting to the school may not be a priority, however, we want them to be informed about things that they can implement at home and in their spare time to ensure they are bringing a teachable child. The school allows home visits by staff to improve working relationships. The school will also begin to facilitate virtual meetings using either Teams or Zoom with the parents, including the student to further align the parent with the mission of the school and better enhance the parent-school relationship.
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: <ul style="list-style-type: none"> ✓ 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
We currently do not send any translated information home. All activities take place on the ground or 1 st floor to accommodate parents with disabilities.

Summary Statements

Summary of the Strengths
Our strengths engraved in the fact that we are a small school community, because many of our families are acquainted. Because of our community, we feel that we can engage with our family on a more personable level, which is huge for our demographic. We also have parent orientation that introduces families to the school, which gives us the opportunity to get to know our families. We are good with distributing beginning of the school year information out like Parent-School Compact, Family Engagement Policy, and any additional policies and procedures of the school. We have over 85% of the forms returned to the school.

Summary of the Weaknesses

Some of our weaknesses are that we can be better at communicating in a more proactive way. We could be better at creating a process to handle concerns with families, as it pertains to behaviors and grades. We also do not give enough incentives to parents. We have families in need of Parenting Classes to assist Parents and Buy-In for parents who are overwhelmed and under experienced. . Our weakness is using more technology to communicate to parents in areas of academics for example we can use SIS more to have every assignment in the system, so that parents can see what children have and what they do. This will create an accountability measure for students and families. We also have a lack of strategies to support teachers who may be overwhelmed.

Summary of the Needs

We are progressing and as we continue to stabilize the staff and the school community. Our ultimate goal is to focus on parent education with an emphasis on what it takes children to succeed in school. We will utilize U & I Rise as a community partner to aide in community healing and parent education. U & I Rise will use a series of workshops and community trainings for teachers and parents. We also want to provide Self Wellness Check-in’s for each teacher with higher quality of collective human/African understanding/ perspective as a gage for all staff and parents to aspire.

Summary of Focus Priorities for 24-25

Prioritized areas of *Need* for 24-25 based on needs assessment/data analysis

Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

- 1. Improve student 90/90 attendance.**
- 2. Increase students reading on grade level.**
- 3. Increase teacher morale by informing teachers of the expectations and philosophy of an African-centered culture and use that approach to teach African-centered education.**

What date did you and your School Planning Committee Complete Section 2? 4/26/2024

SECTION 3

The Goals and the Plan

The Goals and the Plan

Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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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 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. Strengthen relationships in our school community: scholar to scholar, scholar to staff, and staff to staff.
2. Leaders will increase teacher and student morale through African -centered teaching and learning.

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- *RethinkEd* Social Emotional Learning
- Restorative Practices
- Team Building Activities
- Mentorship Program

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS District leaders will learn PBIS Protocols via Leader PD (ILI-Instructional Leadership Institute).
- School Staff will be trained on correct implementation of the schoolwide PBIS Matrix.
- School Staff will be introduced to the Restorative Practices Framework.
- School staff will begin receiving training in African-centered education, i.e. climate & culture and implementation of practices in the classroom.
- Building Principal will introduce concept of Club Pamoja to school staff.
- Building Leaders will introduce building wide Mentorship program for both staff and students i.e., staff-to-student, and staff peer mentoring.
- School Leadership Team will introduce and solicit members for staff committees and Student Council for the 2024-2025 school year.

Observation and Feedback

- School Staff will participate in PBIS Carousel Walk to practice PBIS expectations and PBIS staff will provide pre and post corrects as needed.
- As staff sign up for clubs, the principal will review, revise (if necessary), and approve suggested clubs.

Implementation/Monitoring

- Begin daily schoolwide Morning Meetings to promote positive behavior, core values, and sense of community on first day of school.
- Building leadership team will survey teachers and students on desired club suggestions.

Monitoring Student Progress

- Begin bi-weekly Student Support Team meetings to monitor student outcomes and areas of needed support building-wide.

Person(s) Responsible

Resources

- Principal, Assistant Principal
- Counselor, Social Worker, PBIS Coordinator
- Leadership Team members (*Includes the personnel mentioned above in addition to selected instructional staff*)
- SST (Student Support Team) / Care Team Members
- Classroom teachers

- Districtwide PBIS Matrix
- PBIS Districtwide Bus and Building Expectations
- BKG Pamoja PBIS Matrix
- Time allocated for professional development
- Time for SST, Care, and Leadership Team collaboration
- PBIS Lesson Plans

60 Days:

Professional Development

- Club Pamoja Coordinator will provide Mini Lessons on Club Pamoja components and expectations.
- The Assistant Principal will address staff concerning Mentorship Program guidelines, processes, and expectations.

- Teachers will be introduced to the Nguzo Saba rubric, which addresses expectations regarding school culture.

Observation and Feedback

- Administration will conduct observations using Nguzo Saba rubric checklist.
- School administration will observe monitor club participation weekly.

Implementation/Monitoring

- Following a staff survey, the Assistant Principal will create a list of students to be paired with adult mentors.
- Teachers will use Restorative Circles to mediate classroom conflict, as assisted by the PBIS Coordinator.
- SST will begin Monthly celebrations with incentives aligned to the school’s PBIS expectations.
- The Counselor and Social Worker will implement classroom social-emotional learning lessons utilizing *RethinkEd* materials that last twenty minutes weekly for classrooms.
- Teachers will confer with students concerning their goals.

Monitoring Student Progress

- SST will conduct regular reviews of discipline referral data to refine classroom support and practices.
- SST will conduct regular attendance reviews, focusing on those below 90%.
- The school will implement student-led conferences with parents during October/March Parent Teacher Conferences.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> Leadership Team members Student Support Team Members Care Team members Classroom Teachers 	<ul style="list-style-type: none"> Time allocated for school activities Access to <i>RethinkEd</i> curriculum resources Funds for incentives, i.e. snacks, prizes, field trips, certificates

90 Days:

Professional Development

- Staff meeting on interpreting data

Observation and Feedback

- Using the Nguzo Saba rubric, the principal will provide evidence of all staff receiving a rating of “Developing” regarding school culture and high expectations.

Implementation/Monitoring

- Students will complete a post-survey evaluation of Club Pamoja

- The school will host quarterly assemblies to celebrate student academic achievement and attainment of behavioral goals.
- All teachers and staff received and completed the Panorama survey.

Monitoring Student Progress

- Teachers will have completed at least three teambuilding activities.
- SST will conduct a Midyear review of attendance, academics, and discipline infractions.
- Staff mentors will have met with mentees at least 6 times during the semester.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Leadership Team Members ▪ Student Support Team Members ▪ Classroom Teachers in Gr 3-8 ▪ Participating Staff 	<ul style="list-style-type: none"> ▪ \$10,000 - \$15,000 ▪ Time allocated for school activities

Funding Source(s)/ Cost to Support Implementation of Strategy

- *District-wide initiatives will be funded by the central office.*
 - Panorama Ed Survey Platform
- *For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):*
 - Salary and benefits associated with Academic Instructional Coach (Title)
 - \$5000 for professional development (Title)
 - Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
 - Funds to upgrade and refresh literacy spaces throughout the building as needed (Title/GOB)
 - \$5,000 For Team Building activities and Mentorship Program

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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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.
- 100% of students will increase their beginning-of-year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

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).

Evidence-based strategies

- SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources:
 - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
 - Instructional Design Framework and ELA Lesson Plan Internalization Protocol
 - ELA Collaborative Lesson Planning Protocol (PLCs)
- 95 Percent Supplemental Phonics Program
- LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan**Action Steps****30 Days:****Professional Development**

- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree
- Staff BOY (Beginning of Year) PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD

Observation and Feedback

- Conduct classroom walkthroughs to gather baseline data on current instructional practices related to Gradual Release Model, while specifically looking for explicit instruction (“I Do”) and student-led discussions around complex texts
- The Instructional Leadership Team will provide initial feedback while highlighting areas of strengths and opportunities for growth

Implementation/Monitoring

- Students will establish goals for the 2024-2025 school year.
- Observation data will reflect initial efforts to implement the Gradual Release Model

Monitoring Student Progress

- Administer STAR Reading BOY Assessment
- Administer CBM Assessment
- Review and analyze baseline assessment data to identify trends and students’ needs
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Network Superintendent ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classroom teachers 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High-Quality Instructional Design ▪ Savvas ELA MyView (K-5) / MyPerspectives (6-8) ▪ STAR Renaissance Platform ▪ Monthly Staff PD schedule ▪ Weekly PLCs/ Data Team Meetings schedule and facilitation support ▪ Goal setting sheets/cards

60 Days:**Professional Development**

- Leader PD - ELA Lesson Planning and High-Quality Instructional Design / Plan for Staff PD
- Staff PD - ELA Lesson Planning and High-Quality Instructional Design/ Plan for Implementation
- Leader and Staff PD- Begin LETRS training K-8 teachers will participate in training of foundational literacy skilled instruction by 95 Percent Group.
- Conduct follow-up professional development to address common challenges and to deepen the understanding of the Instructional Design Framework and Lesson Plan Internalization Protocols
- Use PLCs to refine lesson plans, focusing on integrating complex texts

Observation and Feedback

- Create and implement a schedule for observation of implementation of 95 Percent Group phonics instruction with the District MTSS Coordinator and provide feedback.
- Complete classroom observations and feedback for Gradual Release & SLPS High-Quality Instructional Design elements.

Implementation/Monitoring

- Establish PLCs dedicated to ELA collaborative lesson planning. Provide a structured agenda that includes the use of the Lesson Plan Internalization Protocol.
- Schedule regular PLC meetings and set expectations for collaborative planning using the protocol.
- Observation data will reflect the incorporation of academic conversations into lessons.
- Lesson Plans will begin to show alignment with the Instructional Design Framework and Internalization Protocols.
- Participation and engagement in PLCs will be tracked, with evidence of collaborative lesson planning using the ELA protocols.
- FSS (Family Support Specialist) will sponsor Family Literacy Night for the entire school community.

Monitoring Student Progress

- Students will take STAR Reading assessment
- Reading Success Plans will be initiated, and teachers will plan for progress monitoring biweekly, i.e. CBM, STAR Custom Assessment, etc. and discuss as part of weekly data meetings.
- The team will review the progress of weekly curriculum writing prompts and supplemental support resources (i.e. 95 Percent Group) as part of weekly PLCs/DTMs.
- Review of project-based inquiry internalization and student work for Units 1 & 2 as part of weekly data meetings.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ Classroom Teachers & Support Staff ▪ District MTSS Coordinator ▪ Curriculum Specialists ▪ 95 Percent Group Consultants ▪ Academic Instructional Coaches 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Take-home literacy resources ▪ Professional development time for classroom teachers and support staff

90 Days:**Professional Development**

- Provide continued professional development for teachers as needed to maintain high fidelity in 95 Percent Group program implementation.
- Provide additional training in Academic Conversations around complex text for identified teachers.
- Incorporate needed professional development for teachers to support weekly writing prompt completion.

Observation and Feedback

- Instructional Leadership Team will conduct comprehensive observations and provide targeted feedback to ensure the Gradual Release Model is being effectively utilized across all classrooms.
- Continue to observe phonics instruction and provide feedback, focusing on the fidelity of 95 Percent Program implementation.

Implementation/Monitoring

- Teachers will effectively plan and implement structured academic conversations using sentence starters and conversation prompts.
- Teams will review student work samples and make instructional adjustments based on lesson plan effectiveness and student needs.
- Teachers will demonstrate proficiency in the Instructional Design Framework, as evidenced through PLC discussions, conversations with students, and lesson plans.

Monitoring Student Progress

- Administer STAR Reading Middle of the Year Assessment
- Review phonics intervention data and adjust instructional strategies based on student progress.
- Teachers will conference with students to set new goals based on end-of-the-quarter data.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ MTSS Action Plan

Funding source(s) / Cost to Support Implementation of Strategy

- *District-wide initiatives will be funded by the central office.*
 - Tier 1 Instructional Tools (MyView (K-5) and MyPerspectives (6-8) ELA Instructional Resources)
 - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; MyON)
 - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
 - \$10,000 for professional development from 95 Percent Group (Title)
 - \$10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute, Solution Tree conferences, ASCD, Innovative Schools Conference, Solution Tree/PLC, etc. (Title)
 - Funds to renew licenses for supplemental resources (Title)
 - Approx. \$1500 for replacement classroom rugs (Comprehensive/GOB)
 - \$2000 for literacy kits and materials for family literacy workshops (Title)
 - Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Highlighters, Markers, Chart paper, Vocabulary journals, etc.) (Title)
 - \$5,000 for teacher extra service for planning in ELA and reorganizing new library (Title)

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
<p>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.</p>				
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. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
<ol style="list-style-type: none"> 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. 				
Evidence-based strategies	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts ○ Instructional Design Framework and Math Lesson Plan Internalization Protocol 			

Implementation Plan

Action Steps

30 Days:

Professional Development

- Leader PD - Gradual Release Model and Academic Conversations
- Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - Math Lesson Planning and High-Quality Instructional Design / Plan for Staff PD
- Staff PD - Math Lesson Planning and High-Quality Instructional Design/ Plan for Implementation
- Staff BOY PD introducing the Five Components of Math and the Strands of Math.

Observation and Feedback

- Conduct classroom walkthroughs to observe current mathematical instruction, particularly looking for opportunities where structured dialogue and student academic conversations can be enhanced
- Provide initial feedback focused on identifying strengths and potential areas for growth.

Implementation/Monitoring

- Instructional Leadership Team members will initiate and lead weekly PLCs/ Data Team meetings that are focused on standards-based lesson planning and data analysis.
- Lesson plans will begin to reflect alignment with the Instructional Design Framework and Math Lesson Plan Internalization Protocol.
- Teachers will make instructional adjustments based on lesson plan effectiveness and student data.

Monitoring Student Progress

- Administer STAR Math Beginning Of Year Assessment.
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student digital tracking tools for STAR Math.
- \Conduct goal setting conferences with students.

Person(s) Responsible

- Professional Development Department
- Curriculum Specialists
- Academic Instructional Coaches
- Instructional Leadership Team
- Classroom Teachers

Resources

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- Savvas enVision Math (K-8)
- Time for PD to explore available resources and reports in STAR Renaissance

60 Days:

Professional Development

- Provide additional training on enhancing structured dialogue and academic conversations using questioning strategies and using mathematical language
- Facilitate follow-up training sessions to address challenges and further refine use of the Instructional Design Framework and Internalization Protocol to plan lessons.

Observation and Feedback

- Instructional Leadership Team and MTSS Coordinator will conduct focused observations to provide specific feedback on the implementation of the Gradual Release Model, particularly on transitioning from guided practice to independent student discussions.
- Highlight best practices and provide coaching for teachers who need additional support in facilitating academic conversations in math.

Implementation/Monitoring

- Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.
- Implement small group instruction to address foundational skill gaps. Observations will show the consistent use of Gradual Release Model with clear evidence of structured dialogue and academic discussions in math lessons.
- Teachers will reflect on feedback given and adjust their practice accordingly, showing improvement in facilitating student-led discussions.

Monitoring Student Progress

- Use student work samples and dialogue records to assess the quality of academic discussions and their impact on understanding complex math concepts.
- Teachers will use Daily Quick Checks to monitor student mastery of focused lesson standard.
- Teacher will administer End of Unit Topic Assessments to monitor student progress toward mastery of identified unit standards.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ Curriculum Specialists ▪ Classroom Teachers & Support Staff 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Time for Professional Development to enhance Classroom Teachers and Support Staff instructional practices

90 Days:**Professional Development**

- Provide ongoing training/coaching sessions for staff as needed.
- Teachers will share best practices that work with their colleagues to enhance math instruction.

Observation and Feedback

- Conduct targeted classroom observations to ensure the Gradual Release Model is implemented with fidelity and effectively used across all math classes
- Celebrate successful practices, highlighting examples of high quality academic discussions and structured dialogue in math and provide ongoing feedback to teachers

Implementation/Monitoring

- Use PLCs/DTMs to review student data and work samples in order to make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.

Monitoring Student Progress

- Administer STAR Math Middle Of Year Assessment.
- Use data to set new goals and refine instructional approaches to further support growth in mathematical understanding and performance.
- Conduct goal setting conferences with students to revise their goals based on middle of the year data.
- Administer End of Unit Topic Assessments to monitor student progress towards mastery of identified standards.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ District MTSS Coordinator ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance

Funding source(s) / Cost to Support Implementation of Strategy

- *District-wide initiatives will be funded by the central office.*
 - Tier 1 Instructional Tools (enVision Math K-8)
 - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
 - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
 - \$10,000 for professional development (Title)
 - \$10,000 for costs associated with staff participation in conferences- (Title)
 - Funds to renew licenses for supplemental resources (Title)
 - \$2000 for mathematical kits and materials for family math workshops (Title)
 - Funds to purchase supplies to support the implementation of Math curriculum (i.e. Post it notes, calculators, index cards, Markers, Chart paper, Math journals, etc.) (Title)
 - \$5,000 for teacher extra service for planning in Math (Title)
 -

(What date did you and your School Planning Committee Complete Section 3? September 27, 2024

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date