**2023**

**SLPS Accountability Plan Template**



**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: Create a System of Excellent Schools**

**Pillar 2: Advance Equity and Fairness Across the System**

**Pillar 3: Cultivate Leaders Who Foster Culturally Responsive Learning Environments Pillar 4: Ensure Students Learn to Read and Succeed**

**Pillar 5: Grow Community Partners And Resources That Support The District’s Transformation Plan**

**2023 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

[**(DESE’s Consolidated Application**](https://dese.mo.gov/media/pdf/consolidated-federal-programs-plan) **and** [**DESE’s LEA/School Improvement Guide)**](https://dese.mo.gov/media/pdf/msip-6-comprehensive-guide)

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA**   A black check mark in a square  Description automatically generated with medium confidence **School** | **Name of LEA: Kacy Seals**  **Name of School: Central Visual and Performing Arts High School (CVPA)**  **School Code: #1860** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School**   A black check mark in a square  Description automatically generated with medium confidence**Title I.A**   * **Autonomous** |
| **Date: May 31, 2023** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission:**  Central Visual and Performing Arts High School fosters independent thinking in a creative and challenging environment, provides a diversified curriculum and environment, and prepares bright and talented artists for higher education and opportunities in the arts. | | |
| **School Vision:**  Central Visual and Performing Arts High School leads in fostering intelligence, creativity, and independence. We encourage innovative teaching and learning in a community that is inclusive as well as compassionate. | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  A black check mark in a square  Description automatically generated with medium confidence**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 | Kacy Seals |  | kacy.seals@slps.org |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | Veronica Rovira |  | veronica.rovira@slps.org |
| Family Community Specialist | n/a |  |  |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) |  |  |  |
| ISS/PBIS Staff (if applicable) |  |  |  |
| Teacher | Jason McClelland |  | jason.mcclelland@slps.org |
| Teacher | Maggie Schuh |  | margaret.schuh@slps.org |
| Parent | Von Dina Washington |  | vwashington81@gmail.com |
| Parent | Angela Anderson |  | butterflyproduction314@gmail.com |
| Support Staff | Angela Thomas |  | angela.thomas@slps.org |
| Community Member/Faith Based Partner |  |  |  |
| Network Superintendent | Derrick Mitchell |  | Derrick.mitchell@slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment** | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 362 | Enrollment dropped 8% (result of less 9th graders enrolled and students who transferred/dropped out/chose Edmentum after the October 24, 2022 incident) |
| **Grade Level Breakdown** | 9th – 80; 10th – 94; 11th – 95; 12th – 93 | We have a similar number of students in each grade level, except for a smaller 9th grade class. Entering 9th grade class is 30% larger. |
| **Ethnicity** | |  | | --- | | B – 74.9%, W – 13.5%, H – 9.4%,  A – 2.2%, I – 0% | | Students are predominantly African American and our ethnicity percentages remain the same |
| **Attendance** | 90/90 – | Student attendance was a challenge this year |
| **Mobility** | 10.5% | Our SIT numbers have dropped more than 50% over the last two years |
| **Socioeconomic status** | 100% | All students receive free and reduced lunch |
| **Discipline** | OSS-3 | OSS has remained under 3% over the last 5 years |
| **Limited English Proficiency** | 13.5.% | ELL population has increased almost five-fold over the last two years |
| **Special Education** | 14.9% | IEP population is continuing to grow at CVPA (a 32% increase over the last two years) |

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| **Strengths** | **Weaknesses** | **Needs** |
| Low OSS percentages, certificated staff in every teaching percentage | 90/90 Attendance, teacher retention percentage at 85%, teacher attendance | Diverse student population (currently 70% female) and teachers (currently <15% African American) which does not reflect our student population |

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| **Student Achievement**  ***(Please analyze your achievement data for 22-23 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **22-23 performance** | **23-24 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | n/a |  | n/a |  |
| **Reading** | n/a |  | n/a |  |
| **Math** | n/a |  | n/a |  |
| **Science** | n/a |  | n/a |  |
| **Social Studies** | n/a |  | n/a |  |
| **CCR** | n/a |  | n/a |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| At least 50% of our teachers have been with us for three years or more | Changing strategies for improvement | Voice in Professional Development and more time with teachers and staff |

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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** | Priority and GL Standards | Teachers will plan lessons around Priority Standards, utilize PLC structures to look at student data to drive instruction, share best practices and create teacher accountability within the PLC. |
| **Instructional Programs** | IXL Math, Reading, Writing Workshops | These programs will help with student GL growth |
| **Instructional Materials** | Textbooks, curriculum guides | Needed for high quality instruction |
| **Technology** | Smartboards, Laptops, Tablets | This is a necessary tool for high quality instruction |
| **Support personnel** | AIC | Personnel critical for providing quality instruction |

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| **Strengths** | **Weaknesses** | **Needs** |
| PLC structures, teaching gaps are limited to knowledge/skill, and curriculum support | Data teams and use of data | Designated full day PD days during the school year. The half-day model does not allow for the depth we need to be able to reach with the teachers. |

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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** |  |  |
| **Staff Certification** | We expect to have 100% of our teaching staff to be certificated in August 2023 | CVPA is fortunate that we have all teaching positions filled (1 BLA in 2022-2023) |
| **Staff Specialist and other support staff** | FCS position is not filled, adding a Trauma therapist in the 23-24 SY, with all other support staff positions filled |  |
| **Staff Demographics** |  |  |
| **School Administrators** | Both the principal and assistant principal are certified |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| All students will have a highly qualified teacher | Turnover rate in core classes is higher than 10% | Strategies at the district level to retain teachers |

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| **23-24 Priorities Prioritized areas of *Need* for 23-24 based on needs assessment/data analysis** |
| 1. Increase retention of teachers and support staff to at least 90%. |
| 1. Using the KEY-3 strategies to improve instruction through intentional planning, and use of data to improve instruction. |
| 1. Use advisory periods to build relationship with students by focusing on SEL and Academic daily/weekly check-ins |

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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: | Higher teacher and staff retention allows for CVPA to improve instruction and supports for students |
| Why? | CVPA loses institutional knowledge with each loss of a staff member |
| Why? | There is a cost to each loss in the development of each department when not everyone has the same skill/knowledge in instructional strategies |
| **Root Cause** | Lack of retention in teachers leads to a loss of improvement for academics |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | A better understanding of the KEY-3 strategies and use of data are needed to insure high quality instruction |
| Why? | The use of proven instructional activities during instruction increase student achievement |
| Why? | The use of data in lesson planning is not evident in every classroom |
| **Root Cause** | Not understanding how the use of data supplements intentional planning is an obstacle to achievement being optimized. |

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| **Root Cause Analysis #3** | |
| Need #3- Please describe the need: | Students who build relationships with one adult in the building have higher academic achievement, higher attendance rates, and less behavior concerns. |
| Why? | Instructional strategies need students who are invested in their education in the building to be successful. |
| Why? | Intentional check-ins will support students |
| **Root Cause** | Students who do not feel that they are seen and important will underperform |

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| **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? | | The school seeks to obtain the agreement of parents via e-mail, written, orally, in-person during parent teacher conferences, school / classroom visits. | | What are the strengths of family and community engagement? | | Currently we have an active PTO board, parental contact by staff is good. Parents actively attend parent teach conferences, Title I meetings, and performance events. We also opened a Parent Resources room this school year. | | What are the weaknesses of family and community engagement? | | Parent communication can be improved. The parent info on the school website can also be updated. | | What are the needs identified pertaining to family and community engagement? | | Parent communication can be improved by adding a Remind text application. The parent info on the school website can also be updated | | **Policy Involvement** | | How are parents involved in the planning, review, and improvement of the Schoolwide plan? | | Parents are invited to attend meetings and provide written and oral input. | | How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? | | Parents are encourage to give input both written and verbally. Parents also complete a survey for the school’s review. | | How is timely information about the Title I.A program provided to parents and families? | | Information regarding the Title I meeting is sent out via e-mail to parents, and a robo-call is also made. The FCS also makes personal phone calls inviting parents to the meetings. | | What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? | | Parents will be provided with data via e-mail. Info will also be available for review in the Parent Resource Room. Parents will also be able to attend mini workshops on curriculum, assessments, and testing during the open house. | |

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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? |
| Make sure students attend school at least 95% of the time. Support the school dress code, and discipline code. Support my student reading, learning after school time. Attend parent teacher conferences. Volunteer and possibly serve on PTO board. Be aware of my students’ extracurricular activities and encourage participation. Be an active participant in my child’s learning experience. Regularly talk with my child about school and stay in contact with my child’s school. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Provide high-quality curriculum and instruction. Work to have highly qualified teachers in all of the classrooms. Conduct focused learning instructional walks. Be fiscally responsible. Build leadership capacity with all of our teachers. Provide a safe and positive school climate. Hold bi-Annual Title I meeting to provide information about the Title I program. |
| 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 |
| The school will conduct mini parent sessions on Missouri Learning Standards, Missouri Assessment Program, and Local Assessment during the open house event and will make info available to parents during registration. Information will also be available for review in the Parent Resource Room. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| The school will conduct mini parent sessions on Missouri Learning Standards, Missouri Assessment Program, and Local Assessment during the open house. Information will also be available for review in the Parent Resource Room. |
| 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? |
| Parents will be invited to speak with staff about communication during professional development trainings. Teachers will be required to make contact with parents on an on-going basis. Contact will be noted and monitored via parent log by administrators. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parents will be invited to attend staff professional development trainings to speak on the importance of two-way communication. Parents will be encouraged to volunteer and serve on the PTO Board. The school will seek input from parents when developing the School Wide Plan. The school will incorporate grade level parent groups. |
| 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 encouraged to utilize the resources in the Parent Resource Room. The FCS will be readily available to assist parents utilizing the Parent Resource Room. Parents will be encouraged to volunteer and serve on the PTO Board. |
| **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 |
| Parents and family members who have limited English proficiency, disabilities, migratory children. Provides information and school reports in a format and language parents understand. |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| The strengths of CVPA Family and Community Engagement are keeping parents informed by sponsoring parent workshops to assist families with EOC testing, College and Career Readiness goals, Post-secondary plans and attendance/academic concerns. The school principal has an open door policy and there is quick access of staff through e-mail.    The weakness of our Family and Community Engagement would be communication from school to parent, as well as having correct working phone numbers and addresses of families. Other challenges include limited use of the parent portal and inability to provide transportation for families to attend the meetings at school. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| It is our objective to support staff and students to achieve at their best academic, social, and emotional level throughout their entire high school experience. We are focused on implementing high quality instruction in the English Language Arts, including reading, and math.  In addition to increasing all student’s attendance and maintaining the positive culture and climate of the school. |

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| **Summary of Needs Assessment and Priorities for 2020-21** |
| *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.*   1. Identify specific reading strategies to be used consistently across all contents to improve student literacy. 2. Teachers will use informative assessments to improve instructional methods and guide re-teaching towards student mastery. |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan** | | | | |
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| **Goal #1- Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| **Pillar 1: Create 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:**   **Ensure Students Learn to Read and Succeed** | * **Pillar 5:**   **Grow Community Partners And Resources That Support The District’s Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership Development/Coaching**  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 Leadership will support and engage in weekly data team meetings with an explicit focus on Student Work, Content Standards, and Data Analysis to impact student outcomes as measured by a minimum of 10% growth from baseline to Spring Panorama Survey Data responses from school-based staff in the category of ‘Data Teams / PLC Work’.    School Leadership will meet or exceed the national percentile score on Panorama Survey Data responses by school-based staff in the category of ‘Feedback & Coaching’. | | | | |
| **Leadership Development/Coaching** | | | | |
| **Priorities:** | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** |  | | |
| **Evidence-based strategy** |  | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
|  |  |  |  |

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| **Priority # 2** |  | | |
| **Evidence-based strategy** |  | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
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| **Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| **Pillar 1: Create 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:**   **Ensure Students Learn to Read and Succeed** | * **Pillar 5:**   **Grow Community Partners And Resources That Support The District’s Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Student Achievement in the Core 4** | | | | |
| **Student Achievement in the Core 4 (ELA, Math, Social Studies, Science) using “The Key 3” as Evidenced-Based Instructional Strategies.**  Specific academic growth goals set by the C & I Department. Example for ELA:    ELA 2-5   * Growth | By the end of May 2024, at least 50% of all students will increase their STAR benchmark scores by an average of 1 year (.10 academic school year). 50% of students reading 1 or more grade-levels below or more AND receiving intervention supports, will grow by a minimum of 2 years (grade equivalence) as evidenced by STAR.     ELA 6-12   * Growth | By the end of May 2024, the average Grade Equivalency (GE) will meet or exceed 1.5 years growth. 50% of students reading 2 or more grade-levels below AND receiving intervention supports, will grow by a minimum of 2 years (grade equivalence) as evidenced by STAR. | | | | |
| **Student Achievement in the Core 4 Priorities:** | | | | |
| 1.  2. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** |  | | |
| **Evidence-based strategy** |  | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
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| **Priority # 2** |  | | |
| **Evidence-based strategy** |  | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
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| **Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| **Pillar 1: Create 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:**   **Ensure Students Learn to Read and Succeed** | * **Pillar 5:**   **Grow Community Partners And Resources That Support The District’s Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Instructional Strategies- “The Key 3”** | | | | |
| Use school-based data to identify a site-specific goal area   * Examples: School Culture & Climate Goal; Attendance Goal; Graduation Rate Goal; Freshmen Early Warning Indicator System Goal; Increase community partners, etc.     Key 3 = Data Informed / Data Driven Lesson Planning, Check for Understanding (CFU) formative assessment practices, Depth of Knowledge (DOK) Questioning / Cognitive Rigor | | | | |
| **Key 3 Priorities: Instructional Strategies- “The Key 3”** | | | | |
| 1.  2. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** |  | | |
| **Evidence-based strategy** |  | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
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| **Priority # 2** |  | | |
| **Evidence-based strategy** |  | | |
| **Cost to support implementation of strategy:** |  | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
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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**