**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:**

**2021-2022 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/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** * **xSchool** | **Name of LEA: J. Kevin Blankenship: Principal**  **Name of School: Buder Elementary**  **School Code: 420** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **xTitle I.A** * **Autonomous** |
| **Date:** | **06/11/2021** | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission: Buder is one team inspriring each other every day to grow in every way.** | | |
| **School Vision:** Buder is a diverse community rooted in critical thinking, self-awareness and perseverance to develop life-long learners | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**   * **xTitle I.A School Improvement** * **xTitle I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **xTitle 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** * **xMcKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **xMSIP** * **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 | J. Kevin Blankenship |  | James.blankenship@slps.org |
| Assistant Principal | Raphael Rogers |  | Raphael.rogers@slps.org |
| Academic Instructional Coach | Jill Toney |  | Jill.toney@slps.org |
| Family Community Specialist | Tirzah Russell |  | Tirzah.russell@slps.org |
| ESOL Staff (if applicable) | Jennifer Arellano |  | Jennifr.arellano@slps.org |
| SPED Staff (if applicable) | Michelle Barz |  | Michelle.vogler@slps.org |
| ISS/PBIS Staff (if applicable) | NA |  |  |
| Teacher | Sheri Presley |  | Sheri.presley@slps.org |
| Teacher | Grace Rull |  | Grace.rull@slps.org |
| Parent | Jennifer Windler |  | [healthylifedeals@gmail.com] |
| Parent | Steven Crumb |  | Steven.crumb@gmail.com |
| Support Staff | Bobby Barz |  | Bobby.barz@slps.org |
| Community Member/Faith Based Partner | Jordan –Jubilee Church |  | NA |
| Network Superintendent | Dr. Isaac Pollack |  | Isaac.pollack@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** | 371 | Buder is looking to expand its PreK program by 1 classroom |
| **Grade Level Breakdown** | P3-32  P4-44  K-59  01-57  02-49  03-47  04-39  05-44 | Traditionally, Buder has seen many preschool students not attend our school for Kindergarten. Extra effort was put forth to recruit families, showcase our kindergarten classrooms and welcome our preschool families; in return we retained of our preschool students than in previous years.    As families look towards middle school, we tend to lose more students. We have many families choose charter schools that have students attend through 8th grade in order to keep families together. This is due to a lack of knowledge about our middle schools and what they have to offer in SLPS. In fifth grade we meet with parents to help enroll students for a middle school that will be a good fit for their child. |
| **Ethnicity** | H-8.4%  B-31%  W-48.5%  A-.5% | Our student body is diverse and has many different needs. Since ethnicity is self-reported it is also not a perfect gauge of our student body as many families identify as white when they come from Asian countries such as Afghanistan. |
| **Attendance** | 90.6% |  |
| **Mobility** | 2% | Buder has a small percentage of student mobility. This a result of a thriving community.  However, many families do move within the district and we diligently to keep these students in our neighborhood school. |
| **Socioeconomic status** | 100% Free and Reduced Lunch | Our students qualify for additional programs due to their socioeconomic status. Due to high levels of need, our scholars bring additional needs to school such as instability in housing, food, caregivers, and transportation. This results in attendance challenges. In addition, trauma is a significant issue, which affects learning and the ability to engage in learning. |
| **Discipline** | 0% | Due to virtual learning, a greatly reduced in person learning session and well-designed reflection/reset procedures in classrooms, Buder experienced no ISS or OSS discipline issues. |
| **Limited English Proficiency** | 30% | Buder has a long history of a moderately high percentage of English Language Learners. In recent years, we have had an increase in refugees with more limited English, which does affect our academic performance. |
| **Special Education** | 17.5% | Buder has a moderately large student body receive special education services, our students have many needs that we work hard to meet, but this often results in them missing quality instruction time in their classes. |

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| **Strengths** | **Weaknesses** | **Needs** |
|  | Extra instructional time/scheduling/supports are always needed for our ELL students | Extra instructional time/scheduling/supports are always needed for our ELL. |

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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** | Scantron (Gr. 3-5) 279 MPI Scantron EOY 2311 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning of year and hybrid at the end of year. Although virtual and hybrid instruction improved throughout the year, the reliability and validity of these assessment are questionable due to the virtual and hybrid testing environment. | Scantron (Gr. 3-5) 279 MPI Scantron EOY 2311 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning of year and hybrid at the end of year. Although virtual and hybrid instruction improved throughout the year, the reliability and validity of these assessment are questionable due to the virtual and hybrid testing environment. | Scantron (Gr. 3-5) 279 MPI Scantron EOY 2311 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning of year and hybrid at the end of year. Although virtual and hybrid instruction improved throughout the year, the reliability and validity of these assessment are questionable due to the virtual and hybrid testing environment. | Scantron (Gr. 3-5) 279 MPI Scantron EOY 2311 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning of year and hybrid at the end of year. Although virtual and hybrid instruction improved throughout the year, the reliability and validity of these assessment are questionable due to the virtual and hybrid testing environment. |
| **Reading** | Scantron (Gr. 3-5) STAR BOY 2.95 (Gr. 2-5) 279 MPI Scantron EOY 2402 STAR EOY 3.37 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning of year and hybrid at the end of year Although virtual and hybrid instruction improved throughout the year, the reliability and validity of these assessment are questionable due to the virtual and hybrid testing environment | Scantron (Gr. 3-5) STAR BOY 2.95 (Gr. 2-5) 279 MPI Scantron EOY 2402 STAR EOY 3.37 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning of year and hybrid at the end of year Although virtual and hybrid instruction improved throughout the year, the reliability and validity of these assessment are questionable due to the virtual and hybrid testing environment | Scantron (Gr. 3-5) STAR BOY 2.95 (Gr. 2-5) 279 MPI Scantron EOY 2402 STAR EOY 3.37 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning of year and hybrid at the end of year Although virtual and hybrid instruction improved throughout the year, the reliability and validity of these assessment are questionable due to the virtual and hybrid testing environment | Scantron (Gr. 3-5) STAR BOY 2.95 (Gr. 2-5) 279 MPI Scantron EOY 2402 STAR EOY 3.37 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning of year and hybrid at the end of year Although virtual and hybrid instruction improved throughout the year, the reliability and validity of these assessment are questionable due to the virtual and hybrid testing environment |
| **Math** | Scantron BOY 2299 (Gr. 3-5) 247 MPI Scantron EOY 2299 STAR EOY 4.42 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning | Scantron BOY 2299 (Gr. 3-5) 247 MPI Scantron EOY 2299 STAR EOY 4.42 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning | Scantron BOY 2299 (Gr. 3-5) 247 MPI Scantron EOY 2299 STAR EOY 4.42 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning | Scantron BOY 2299 (Gr. 3-5) 247 MPI Scantron EOY 2299 STAR EOY 4.42 Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. The Scantron and STAR assessments were given during all virtual instruction at the beginning |
| **Science** |  |  |  | Statewide the MAP test was not given in the 2019-2020 due to the Coronavirus 19 Pandemic. Results are pending for the current school year MAP assessment 2020-21. Curriculum change in 2017-2018, moving from MySci to Exploring Science by Cengage; district training on implementing this curriculum and pacing guides have been unclear. |
| **Social Studies** | NA |  |  |  |
| **CCR** | NA |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| -Reading scores improved school wide According to STAR  -Math scores improved school wide according to STAR  ***-*** Teachers are beginning to see that  students can achieve more if the  expectation is higher. | -Not enough in person instructional time for all students  -Parental support for virtual learning sporadic  -Extra instructional time/scheduling/supports are always needed for our ELL students  - Teacher turnover means that we have a difficult time sustaining building wide initiatives and academic efforts. We have some of our teachers ready to move on to the next step, while others just lag behind waiting for us to redo things for the new teachers. Teachers view leadership apart from themselves, they do not see themselves as part of the process. | -More comprehensive reading strategies school wide  -Dedicated intervention time  -Consistency in monitoring and supporting high expectations.  -High quality teachers in all grade levels and subject areas with a commitment to stay at Buder.  -Teachers willing to take on leadership roles. |

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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** | -Teachers are excited to implement the new ELA curriculum.  - Teachers are expected to implement strong, rigorous Tier 1 ELA instruction aligned to the outcomes and learning pathways outlined in their curricular materials in all content areas. In addition, teachers are expected to enhance the rigor when the curriculum is lacking and not skip the rigor when it is there. Teachers will teach at least three separate Our focus on Tier 2 and 3 instruction during data team means that we haven’t focused as heavily on improving our tier 1 instruction. We have come to realize that stronger tier 1 instruction will eliminate the need for so much Tier 2 and 3 interventions. The assumption was that Tier 1 was tight, but in reflection this is where our efforts should be focused.  20 minute long guided reading lessons daily across Kindergarten through 5th grade. There is time in the schedule allotted for re-teaching and remediation as well based on instructional data and needs. | -They have questions about time factors to master the new curriculum  -Teachers want to know how to close the gap with the new curriculum.  - Our focus on Tier 2 and 3 instruction during data team means that we haven’t focused as heavily on improving our tier 1 instruction. We have come to realize that stronger tier 1 instruction will eliminate the need for so much Tier 2 and 3 interventions. The assumption was that Tier 1 was tight, but in reflection this is where our efforts should be focused. |
| **Instructional Programs** | KG-5 district developed ELA curriculum plans  K-2 Math EnVison 2.0  K-5 Science Exploring Science Nationial Geographic  K-5 SS Nystrom | Staff struggled with some of the components that were pieced together. |
| **Instructional Materials** | Hegerrty, SIPPS, Being a writer, common lit, Engaged NY resources | -Publishers integral of curriculum is not implemented in the district |
| **Technology** | Microsofts teams, utube read-a-louds, informational page webs | It took a while to master technology components, latency with technology web cams.  -Inconsistency with charging and internet access |
| **Support personnel** | ELL ,AIC, | Difficulties with social distancing and instructing student efficiently. |

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| **Strengths** | **Weaknesses** | **Needs** |
| -Developed technologies proficiencies staff and students  The Math curriculum and ELA grades 3-5 is strong as it is written. Supporting materials /Technology is readily available throughout the building. | -Virtual instruction lacked connection and rigor.  - ELA Curriculum grades KG-2 and writing Grades 3-5 has gaps where instruction needs to be supplemented to help our students achieve the state standards at high rates. In addition, staff needs more support in understanding the curriculum. We would benefit from an interventionist to help our Tier 2 and 3 student needs. | -Continued integration of technology components to enhance learning when appropriate.  - Staff need support in fully understanding how to implement and supplement curriculum. In addition, an interventionist for our most challenging academic students would be beneficial. |

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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** | Non-traditional teacher routes:  TFA Current Corps Memebers-1  Experience:  1st Year teachers-3  2nd Year teaches-1  Long-Term substitutes lead teaching in a class-4 | We have a moderately experienced teaching staff. |
| **Staff Certification** | 27 certified teachers  1 certified full-time counselor  1 certified Social Worker (.5) | With the number of students we have, a full-time social worker would be beneficial to meet our student and family needs. |
| **Staff Specialist and other support staff** | ELL and AIC  -A new AIC will be joining the Buder leadership team. | Provide interventions to a targeted group of 2nd graded to learn , letters, phonemic awareness. ELL teachers supported students in language acquisition including reading, writer, speaking and listening. |
| **Staff Demographics** | Total-44 Black-8; Asian-2; White-34 | Our staff does not reflect the diversity of our students. In addition, only four of the teachers were male. This means that our work is wider than the racial and ethnic diversity of our experience. |
| **School Administrators** | Principal-1  Assistant Principal-1 | Dr. Blankenship has been Assistant Principal at Buder for  5 years and will assume the role of Interim principal for the Fall 21-22 school  Mr. Raphael Rogers will begin his first year in administration as the assistant principal. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Our team is dedicated to the success of the whole child. We are determined to see each of our students’ needs met in order to see them flourish socially, emotionally, and academically.  Roles for administrators are clear, with expectations that support the school’s vision. | One challenge we face is that the demographics of our staff do not mirror the the demographics of our students. This poses challenges when unconscious bias and lowered expectations lead us to expect less of our students. This generally stems from a place of great care, we are trying to replace this with this thought: We care so we know we have to expect the highest level from them, because they can and they will.  In addition, our core staff is inexperienced, need more support, time to develop, and coaching to ensure that they thrive and flourish as teachers at Buder.  Teachers expressed a high rate of stress and mental health struggles to the academic instructional coach. | Buder needs to be able to provide teachers with additional support, coaching and development so that they are better able to take on the challenging work of leading students toward ambitious goals. We also need to build teacher capacity and perseverance long-term; helping teachers feel successful in their work by improving their skills could help slow the speed of teacher turnover and stress.    Focusing on the progress and empowering teachers to feel in control of student growth and not overwhelmed by it will also help with our weaknesses. In addition, when teachers form meaningful classroom relationships with students, they report higher levels of satisfaction. This will become a focus of coaching for a few teachers. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| 1. Retentions of certificated staff. |
| 2.Reading:Increase the number of students reading on grade level, and demonstrating grade level proficiency on the MAP assessment ELA |
| 3. Teachers need to strengthen instructional practices, backwards planning, strategically utilizing curriculum and resources, and pacing in alignment with state assessments. |

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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: | Leadership: School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2020-2021 to 2021-2022. School leaders will retain at least 90% of first-year teachers |
| Why? | School leadership support and capacity building for teachers. |
| Why? | School leadership inconsistent with communication. |
| Why? | Pay increase higher in other districts. |
| Why? | Our school and the districts need more modern facilities to compete other districts. |
| Why? | Positional change after being hired. |
| **Root Cause** | Leadership will communicate with consistency and clarity to staff. District is not competitive with salaries and facilities other districts. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Reading: Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA. |
| Why? | The curriculum in the primary grades was not complete/lacked/comprehensive with all elements needed for students to learn how to read. It was missing being a reader. |
| Why? | Teachers lack understanding of complex standards and how to how to teach the standards to their entirety. |
| Why? | High level of teacher turnover leads to fewer proficient teachers. |
| Why? | Limited planning time in teacher schedules coupled with minimal time for building-led professional development during the school year. |
| Why? | Teachers do not have a clear understanding of the curriculum. |
| **Root Cause** | Buder needs additional time and expertise to create and facilitate targeted teacher professional development in the area of reading. In addition, instruction needs to be aligned to the standards. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Math: Teachers need to strengthen instructional practice, backwards planning, strategically utilizing curriculum and resources, and pacing in alignment with state assessment |
| Why? | High level of teacher turnover leads to fewer proficient teachers. |
| Why? | Teachers lack effective execution of modeling from an exemplar. |
| Why? | Conceptual vs procedural understanding is lacking. |
| Why? | Determining which pieces of the curriculum are rigorous and necessary for mastery of the standards. |
| Why? | Teachers often lead students to the answers not allowing students to think through the problem for solutions. |
| **Root Cause** | Buder staff does not have the content area expertise and instructional skills needed to promote deeper student thinking of the conceptual understanding in math. comprehensive professional development time, to process PD and support for teacher implementation and mastery is necessary to promote student growth. |

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? |
| Buder holds annual Title One Compact meeting parental input is used in our school compact to collaborate with our parents and community to build a positive school culture and create authentic stakeholder engagement. A compact is signed and made available to parents and community members. The FCS sponsors and leads the meetings.  The school will ensure that parents/families are aware of the SLPS Parent Information Guide and State Code of Conduct, Title I information, signs parents up for the SIS Parent Portal, signs parents up for SLPS Text services, holds conferences and meetings in an effort to do what is in the best interest of the school. |
| What are the strengths of family and community engagement? |
| Buder is a neighborhood school in the thriving South Hampton community. Families utilize the school grounds and playgrounds for neighborhood gatherings and play dates for children. Buder school is in a great location to become a community hub and hosts a neighborhood run, dog association meeting and Macklind Days Community Event. |
| What are the weaknesses of family and community engagement? |
| Buder had a new Family Community Specialist. Tirzah Russell did not start at Buder until the end of October. She had to master many skills and did.  Parents simply do not have the time to participate in school wide planned events. In some instances they lack transportation and child care to attend. |
| What are the needs identified pertaining to family and community engagement? |
| Buder has a high immigrant population and ELL students. It can be very time consuming ensuring communication is effective for multiple languages.  Buder need to effectively plan for in person language translators during all in person events. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the School wide plan? |
| Title One yearly meeting asks for input and collaborate with parents and community to plan review and improve the school. Buder’s PTO holds monthly meetings with agendas and focus for improved school support and beautification. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Parents participate and sign Title One parental compact. Buder PTO meetings and school sponsored events. |
| How is timely information about the Title I.A program provided to parents and families? |
| It is available to parents upon requests. Via ClassDOJO and school webpage. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Curriculum nights, literacy nights, share data through ppt with beginning middle and ending with strategies to support student achievement. Translators for ELL parents. |

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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? |
| Attend Curriculum nights, literacy nights, parent teacher conference, support learning at home, read all information received from school and reinforce the importance of good attendance. Make sure they are in school every day possible. Check that classwork/homework is completed. Monitor the amount of screen time watched. Be aware of my child's extracurricular time and activities. Stay informed about my child's education by reading all communications from the school and responding appropriately to school staff. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Provide highly qualified staff and educators at all grade levels. Provide PLC’s for improve instruction. PD to be reflective and responsive for students learning needs. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet curriculum standards. Retain highly qualified principals and teachers. Provide instruction, materials, and high quality professional development, which incorporates the latest research, Maintain a safe and positive school climate. Hold bi-annual parent-teacher conferences. Discuss the child's progress/grades during the first quarter. 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. Provide parents with frequent reports on their child's progress. Monthly suggestions from the classroom teacher. Mid-quarter report mailed from the school. Quarterly grade cards/reports sent home by the school. Be accessible to parents through Phone calls or person-to-person meetings. Scheduled consultation before, during, or after school. Scheduled school or home visits. |
| Please provide assurance that the school is:   * Conducting parent-teacher conferences at least annually, during which the compact shall be discussed   Hold bi- annual parent-teacher conferences to discuss the child’s progress/grades during the first quarter, and discuss the compact as it relates to student’s achievements.   * Issuing frequent reports to parents on their children’s progress   Communication provided in real-time and daily formats via ClassDOJO, differentiated disbursement of student folders sent home daily by classroom teachers. Quarterly Progress reports sent home. Contact parents via email and/or phone   * Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities: School field trips, Classroom decorations or art projects, Holiday programs and parties, Visit the classroom to read to students or share positive experiences with students about their careers, culture or other educational interest. Real time feedback via ClassDOJO. * Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand: In person meetings, phone calls, and emails. Monthly school newsletters. Parent flyers. ROBO calls as needed. Daily real-time communication via ClassDOJO. |
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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 |
| Buder will conduct Literacy Night Events to inform parents of the standards, assessments, and accountability as a school and district. We will conduct workshops that will assist parents in understanding various assessments its terms and score levels and provide ELL parents with translators to ensure effective communication and parental comprehension. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| Buder has strong community resources, which include private businesses, community organizations, and public library, government agencies, and nonprofit organizations, educational institutions to ensure student achievement and parental access and participation.  Buder makes information/materials accessible through professional development meetings, school wide events PTO meetings, district mandated parent teacher conferences, on our school web site, via ClassDOJO and by individual requests as received. |
| 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? |
| Buder has a growing PTO and parental involvement excitement for their children and positive participation within our school context. Staff are encouraged to participate in monthly PTO meetings to provide support and input to our parents. Through these meeting they gain an understanding of the parental perspectives, expectations and the desire to be a part of the schooling process. School staff will have opportunities see first-hand parents’ contributions to student learning and our school community.  The leadership team will provide professional development workshops and activities to enhance understanding of parents’ roles in student learning.  Buder’s FCS will provide resources and ongoing communication to inform staff and parents of cultural differences. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| The school implement and coordinate parent programs, while building ties between parents and school through the following:  Members of the community  Members of partnerships/businesses  Promoting a school safe and open atmosphere for parents/families  Community partners/stakeholders  Needs/Assessment Evaluation  Survey forms |
| 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. |
| Buder Elementary School will expand the capacity for strong parental involvement by assisting parents in understanding State’s academic content, achievement standards, and academic assessments and scoring, e.g., Missouri Assessment Program (M.A.P.) The administrative team will provide data and training on implementation of data. The FCS office will provide parents with provide materials and information related to the Title 1 activities and will be disseminated in the parents native language. Parents will also be provided with opportunities to be involved in parent meetings, school activities/events, and Parent Teacher Organization (P.T.O.) Parents will receive information in a timely manner and in a language, they can understand. Community resources will be used to ensure all Buder students are successful socially, emotionally and academically. |
| **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   Buder Elementary School will seek our translators provided by the district for parents/families who have limited English proficiency.   * Parents and family members with disabilities   Buder Elementary School has wheelchair accessibility. Two elevators are also available on the interior and lower level of the school.   * Parents and family members of migratory children   Buder Elementary School will communicate to parents/families of migratory children resources provided by our school and our district to the extent practicable.   * Provides information and school reports in a format and language parents understand. Buder Elementary School programs that provide support for parental involvement under Title III English Language Learners (ELL). |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Buder has a new FCS. She started at Buder in late October and did an amazing job learning to fulfill, connect and develop relationships with our students, parents, staff, and community members. She exhibited tremendous growth to ensure continued service for our families and community stakeholders. Being new to our school community and her positional role and duties, it took the FCS a while to get up to speed with the daily tasks required to service the needs within our school community. Few In-Person events were scheduled due to the COVID restrictions. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Buder is poised to be a tremendously successful urban neighborhood school; achieving amazing results socially, emotionally and academically for every student. Diversity is our strength. The school thrives and is successful on a daily basis within the context of multiple nationalities and cultures within building. Weaknesses/Barriers that impede our school are a focused communication system for multilingual families. Arabic, Spanish, Roma, Bosnian languages are predominate within our school setting.  Buder Elementary Organizational leadership will undergo change for the 21/22 school year. A new principal, assistant principal and Instructional coach will lead the school. In addition to this new leadership, a district wide-organizational shift has been adopted by the BOE for its curriculum. All stakeholders with be on the learning curve to implement this curriculum to meet MLS. Because our school culture is so strong and successful the essential functions of our school will remain in place and ensure continued focused on students’ academic, social and emotional successes. Buder facilities are at full capacity as we are now accepting expanding PreK classroom and primary grade classroom. We are in a thriving community poised to promote and expand a tremendous opportunity for a successful school, which will contribute tremendously to our South Hampton community. time space and personnel. Buder uses a collaborative approach to our school scheduling crating a use of time, facilities and resources to ensure maximum success for student achievement. |

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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.*  Despite last year’s COVID condition Buder managed to have increased reading and math results. There will need to be allocated time and resources and focus on SEL curriculum as 100% of our students’ transition back into the school setting. Additional resources will need to be made available for parents/family’s to meet the emotional and physical of students homes by connecting them with Buder’s community partnerships to ensure all Buder students basic needs are meet in their homes as well. Providing supports to ensure Parents/families can make themselves readily available to attend parent-teacher conferences. PTO meetings, activities/events, and more volunteers school wide.  Where there is room for growth:  Provide better resources that will help parents feel more comfortable when trying to communicate with Buder staff via ELL translator supports and individual cultural school open house events. Provide better resources to inform parents of the standards, assessments, and accountability as a school and district. Conduct workshops that will assist parents in understanding various assessments its terms and score levels via translated information on school website. |

**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. | | | | |
| 1. Buder leadership team will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2019-2020 to 2020-2021.  2. Buder leadership team 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.*  X Providing high-quality professional development to teachers  x 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:**   1. Supporting first year teachers 2. Creating system to establish a clear focus on attaining student achievement goals. 3. Weekly communication system/meetings with new staff. | | | | |
| **Funding source(s):GOB, Title and Buder Foundation** | | | | |

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| **Priority # 1** | School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2019-2020 to 2020-2021. |
| Evidence-based strategy | -Extra service pay for veteran teachers to deep dive into new SAAVS Realize curriculum  -Maranzo’s “Becoming a Reflective Teacher” integrated into weekly PLC’s.  -Weekly check ins with veteran teachers.  -Annual Stay Conversations with all staff. |
| **Cost to support implementation of strategy:** | **$34.00 ea Becoming a Reflective Teacher** |

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| **Priority # 2** | | 2. Buder leadership team will retain at least 90% of first- year teachers. | | |
| **Evidence-based strategy** | | **-**Consultant supervisor weekly meetings with principal.  -Weekly communication meetings with new teachers.  -Weekly New teachers PLC’s bi-weekly  -First Year Teacher How to survive and thrive as a new Teacher- Todd Whittaker  -Stay conversations and supports on going | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | -First Year Teacher :How to survive and thrive as a new Teacher- Todd Whittaker  **$ 18.18 ea** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * 100% take Panorama survey * Student Individualized learning Plan in place from prior year’s student one pagers | * 100% of students meet incentive criteria to participate in monthly/quarterly school-wide celebrations. * Student ILP’s adjusted as needed | * 100% of students meet incentive criteria to participate in monthly/quarterly school-wide celebrations. | * 100% take Panorama survey * 90-100% of students meet incentive criteria to participate in monthly/quarterly school-wide celebrations. |
|  | **August** | **December** | **February/March** | **May** |
| **Teachers** | * 100% of teachers receive training on WDM, O/F Cycles, Lesson Plan Internalization * Weekly classroom walkthroughs * Introduce ELA Instructional Checklist for new SAAVS Realize curriculum | * School leadership team rotational observation schedule for teachers 90% of observations in observation tracker * Periodic FILW with leadership team to collaborate instructional and learning expectations. * Weekly classroom walkthroughs * 80% of Instructional Checklist meeting expectations * 100% teachers check-in with principal on IPDP goals and progress | * Observes teachers 90% of observations in observation tracker * Weekly classroom walkthroughs * 80% of Instructional Checklist meeting expectations * 100% teachers check-in with principal on IPDP goals and progress | * Observes teachers implementing instructional expectations weekly and maintains 90% of observations in observation tracker * Weekly classroom walkthroughs result in 0% action steps * 100% of Instructional Checklist meeting expectations |

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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** | | | | |
| -By 2022 EOY, 55% of all students in grades 1-5 will be reading at or above grade level as measured by STAR GLE.  -By EOY 2022, our school-wide average for STAR will be 4.1 growth for GE grades 2-5. | | | | |
| **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. Each student will meet in a guided reading group two times per week, every week. Struggling readers will receive 3 guided reading sessions each week.  2. Rigorous curriculum internalization for grades 2-5 SAAVS-Realize- ELA. | | | | |
| **Funding Source(s): Extra service pay for veteran staff (8,000.00) reserved from 21-22 budget** | | | | |

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| **Priority # 1** | Each student will meet in a guided reading group two times per week, every week. Struggling readers will receive 3 guided reading sessions each week. |
| **Evidence-based strategy** | More leveled library books in the lower grade levels (levels A-F). $2000 Paul Bambrick-Santoyo’s book, “Great Habits, Great Readers” for every teacher - $100 |
| **Cost to support implementation of strategy:** | **Leveled library upgrades $4,000**  **Great Habits book $ 2,000** |

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| **Priority # 2** | | 2. Rigorous curriculum internalization for grades 2-5 SAAVS-Realize- ELA. | | |
| **Evidence-based strategy** | | **SAAVS Realize curriculum teacher deep dive curriculum development** | | |
| **Cost to support implementation of strategy:** | | **Extra service pay for teachers: $8,000.00 deep dive development and implementation of the new curriculum** | | |
| **Indicators of Success** | | | | |
| **Students** | **August** | **December** | **February/March** | **May** |
|  | * 100% of students complete STAR Reading and SIPPS initial assessments. | * On STAR reading in grades 2-5, 35% of students will be reading at or above grade level.  All students reading below grade level will perform minimally at 50 SGP on Mid-Year Screening. | * On Quarter 3 STAR reading in grades 2-5, 45% of students will be reading at or above grade level.  All students reading below grade level will perform minimally at 55 SGP on Mid-Year Screening. | * EOY STAR reading in grades 2-5, 51% of students will be reading at or above grade level.  All students reading below grade level will perform minimally at 60 SGP on EOY Screening. |
|  | **August** | **December** | **February/March** | **May** |
| **Teachers** | SAVVIS Resource  Preservice professional development completed for all relevant teaching staff; teachers are able to identify key metrics for the end of each unit, know and plan backward from pacing guidance for the school year, and have practiced facilitation and received feedback on implementation of at least one key lesson.   * Lesson internalization meetings scheduled for the duration of the school year.. | * Weekly Data Meetings, Observation / Feedback cycles, Data Meetings, and Lesson Plan Internalization meetings occur weekly at least 90% of the time; measurable impact on teacher practice or student data observed after at least 70% of these int On unit level assessments, students are demonstrating at least 60% average mastery and/or at least 4 months growth on STAR from the BOY STAR.eractions. | * Weekly Data Meetings, Observation / Feedback cycles, Data Team, and Lesson Plan Internalization meetings occur weekly at least 90% of the time; measurable impact on teacher practice or student data observed after at least 80% of these interactions. | * Weekly Data Meetings, Observation / Feedback cycles, Data Meeting, and Lesson Plan Internalization meetings occur weekly at least 90% of the time; measurable impact on teacher practice or student data observed after at least 90% of these interactions. |

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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** | | | | |
| EOY STAR Math will show that 55% of students grades 2-5 are at/above grade level. MOY STAR will show an increase from BOY STAR that indicates a trajectory of growth to meet this goal (growth of 50% of deficit from BOY to MOY). | | | | |
| **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. Lesson Internalization using new curriculum  2. Leader and teacher development on teaching math concepts. Building teachers and AIC’s capacity with new math curriculum. | | | | |
| **Funding Source(s): Extra service pay for in deep dive into the new curriculum $ 6,000.00.Extra service pay $ 4,000.00 for teacher leader Math to lead, develop and work with the AIC to design and implement new Math curriculum.** | | | | |

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| **Priority # 1** | Lesson Internalization using new curriculum. |
| **Evidence-based strategy** | 1. Weekly Data Meetings, Observation Feedback, Lesson Plan Internalization This will include: naming rigorous parts of the lesson, deep planning on those segments, and creating exemplars of student-produced work.  2. SAAVIS Realize curriculum |
| **Cost to support implementation of strategy:** | Extra service pay deep dive development $6,000.00 and Extra service pay $4,000.00 deep dive planning with teacher leader and AIC. |

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| **Priority # 2** | | Leader and teacher development on teaching math concept. Build teacher leader capacity with new math curriculum. | | |
| **Evidence-based strategy** | | 1.) Visual Representation/schematic representation to meet learning style needs will be implemented by all teachers.  2.) Schema Instruction (focus on word problem attack)- Focus on helping students improve their mathematics performance for solving word problems.  3.) Metacognitive Strategies- Strategies that enable students to become aware of how they think when solving mathematics problems. | | |
| **Cost to support implementation of strategy:** | | Extra service pay deep dive development $6,000.00 and Extra service pay $4,000.00 deep dive planning with teacher leader and AIC. | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * 100% of students complete Scantron Math initial assessment. * 100% of students complete exit slips with 80% proficiency. | * 100% of students complete Scantron Math initial assessment. * 100% of students complete exit slips with 80% proficiency. | * 100% of students complete Scantron Math initial assessment. * 100% of students complete exit slips with 80% proficiency. | * 100% of students complete Scantron Math initial assessment. * 100% of students complete exit slips with 80% proficiency. |
|  | **August** | **December** | **February/March** | **May** |
| **Teachers** | * Preservice professional development completed for all relevant teaching staff for Math concepts. | * On STAR Math 35% of students will be testing at or above grade level. | * In observations of math instruction after winter break observers will see evidence of Gradual Release during 70% of observations following building checklist. * On STAR Math 50% of students will be testing at or above grade level. | * On STAR Math 60% of students will be testing at or above grade level. |

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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**