**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: Bryan Hill Elementary**

**2021-2022 ACCOUNTABILITY PLAN 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** * **School** | **Name of LEA: Sarah Briscoe**  **Name of School: Bryan Hill Elementary**  **School Code: 4180** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission:**  **Bryan Hill Elementary is a remarkable community-based school inspired to develop passionate lifelong learners that can compete globally.** | | |
| **School Vision:** **We are committed to developing a safe environment where rigorous teaching and learning is evident, creativity is fostered and high expectations are set.** | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**   * **Title I.A School Improvement** * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

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

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Dr. Sarah Briscoe |  | Sarah.Briscoe@slps.org |
| Assistant Principal | NA |  |  |
| Academic Instructional Coach | Ms. Ravetta Jackson |  | [Ravetta.Jackson@slps.org](mailto:Ravetta.Jackson@slps.org) |
| Reading Specialist | Ms. Grace Conner |  | Grace.Conner@slps.org |
| Family Community Specialist | Iris Dixon |  | [Iris.Dixon@slps.org](mailto:Iris.Dixon@slps.org) |
| Teacher | Ms. Sharonda Blount |  | [Sharonda.Blount@slps.org](mailto:Sharonda.Blount@slps.org) |
| Teacher | Mr. Pamela Sutton |  | Pamela.Sutton@slps.org |
| Parent | Ms. Sherell Mondaine |  |  |
| Parent | Ms. Tyeisha Stevenson |  |  |
| Support Staff | Ms. Sierra Spells |  | [Sierra Spells@slps.org](mailto:Sierra%20Spells@slps.org) |
| Community Member/Faith Based Partner | Pathfinders Church: Mr. David Jameson & Tara Reimann |  | [Tareimann@pathfinderstl.org](mailto:Tareimann@pathfinderstl.org)  djameson@pathfinderstl.org |
| Network Superintendent | Ms. Karen Jones |  | Karen.Jones@slps.org |
| Counselor | Ms. Carrie Brown |  | Carrie.Brown@slps.org |

**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** | 140 | * The Retention and Recruitment team created a plan with a healthy goal of 250 students enrolled beginning 2021-2022 school year. |
| **Grade Level Breakdown** | PK-17  K- 28  1st 31  2nd  18  3rd -14  4th -9  5th -14  CC-9 | * We are encouraging earlier enrollment by sending enrollment packets home the last week of school during the school year and providing families with a link to complete at home and email. * We strive for low teacher student ratio * We prepared early for students by taking inventory of students that will be returning during the year before * We continue to place teachers according to their area of expertise |
| **Ethnicity** | 100% African American | NA |
| **Attendance** | 90.4% ADA: 95% | We will continue doing what we have been doing with fidelity. |
| **Mobility** | 18% | We will continue to build community partnerships that will assist families with needs that may cause transiency. |
| **Socioeconomic status** | Low income | NA |
| **Discipline** | |  |  | | --- | --- | | **Referrals** | | | 2015-16 | ***192*** | | 2016-17 | ***84*** | | 2017-18 | ***40*** | | 2018-19 | ***13*** | | 2019-21 | ***8*** | | OSS-18-19 | ***5*** | | OSS-19-20 | ***2*** | | OSS-20-21 | ***0*** | | Discipline referrals have declined from year to year along with suspension rates. |
| **Limited English Proficiency** | NA | NA |
| **Special Education** | 15% | We will continue to assure all SPED students receive services |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Our midyear STAR Assessments for K-5 shows that 75% of students are showing individual growth, (75%)95/127 in Reading and (41%)54/132 of students are performing on level on the STAR math assessments. * As a school our Midyear results showed that we made a building average of +4 months in student growth in Reading. | * Only 31%, 39/127, are working on grade level in grades K-5 in reading. * Although there were no suspensions, classroom management and students emotional needs continue to impact learning. | * Updated curriculum materials for intervention and Guided Reading Programs to eliminate teachers having to plan and find their own lesson materials for different levels. * Full time media specialist to assist with providing reading supports and instructional materials that align to standards and lessons taught. * Literacy/Virtual Learning Intervention program |

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| **Student Achievement**  ***(Please analyze your achievement data for 20-21 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** | 35% of students reading on level | 45% of students will read at or above grade level | **35% on level** | 35% (40/115) of students are reading on grade level and 25% of students grew at least 8 months from MOY to EOY. 64% of students made growth overall.  Rationale:   * Reading stamina continues to be a challenge for students. Although students continue to make growth, the rate is low. * Students in grades 2-5 continue to score at least one year below are lower vs students in grades K-1. * Transiency rate is at around 38% of students returned from the prior school year * We will continue to track students showing growth. * We revised our school literacy plan to implement building wide SSR to increase students reading stamina, buddy reading to increase the love of reading, Home to School connection reports to advise and assist parents with reading behaviors and strategies students need. * In addition, we are hoping that after the 3rd year of using the SIPPs intervention program the cohort of students taking the 3rd grade MAP test will show growth and our number of students reading on level will increase to reach our goal. * We also revised our goal for students showing growth of at least 8 months or higher as measured by the EOY STAR Reading. |
| **Reading** | 35% of students reading on level | 45% of students will read at or above grade level | **198.6 MPI**  **35% on level** |
| **Math** | **40%** of students performing on level | **50% of students will score at or above grade level** | **40%** of students performing on level | * According to the STAR Math assessment 40%, 46/115 of our students scored proficient or better on the midyear assessment. * 26% of students made growth of 8 months or higher. * 57% of students made growth overall. |
| **Science** | **2401** | **270 MPI** | **190 MPI** | * We continue to work towards proficiency. We utilize the standards as our curriculum and work together to implement high quality instruction that aligns to the standard. We are pairing our standards in an effort to pace ourselves better and focus on the Priority Standards. |
| **Social Studies** | NA | NA | NA |
| **CCR** | NA | NA | NA | NA |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| * Over the past 3 years our attendance percentage continues to somewhat of a decline. However, considering the new hybrid learning model Our student attendance rate this year was still at 89.6% of students in attendance 90% of the time. * In addition, our climate and culture remains a plus. Staff attendance rate averages 93% and student referrals have declined in the last 3 years and are at an all-time low this school year. * Parental involvement numbers are consistent and 84%, 104/174 of parents were in attendance at the latest Parent Teacher Conference. Monthly family nights and quarterly community involvement and stakeholder celebrations have proven to be a success. | * Low enrollment * High mobility rate * High number of students come to school without their basic needs met * 100% low socioeconomic status * Small percentage of students reading on grade level | * Individual Classroom Guided Reading Programs and Math Intervention programs to assist teachers with individualized materials at hand for reading instruction * Full time Library Aide/Media Specialist to assist with providing reading supports and instructional materials that align to standards and lessons taught. |





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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** |  |  |
| ***Learning Expectations*** | * **Goal 21-22:** At least 45% of students building wide will read at or above grade level and building wide reading scores will show at least 8 months growth as measured by the Star Assessment from the Beginning of the school year to the end of the school year * **Goal 21-22:** At least 50% of students will score at or above grade level by the end of the school year as measured by the STAR Math Beginning of the Year to End of the year assessment | * 64% of students are showing individual growth in Reading as measured by EOY STAR Assessment. * 35% (40/112)of students scored on level on the EOY STAR Reading and 40% (46/115) scored on level on the EOY Math. Unfortunately, we did not meet our goal after taking the EOY and Covid 19 social distancing and virtual school we began the year at 30% and grew 12% we believe if given the opportunity to finish the year we would have made our goal of 50% scoring on level. * Only 31%, 33/132, are still working on grade level in grades K-5 in reading. Students in grades 3-5 made minimal gains from the MOY STAR Reading and Math to the EOY STAR. * We will continue with SSR common time throughout the building where everyone is reading. * We will continue to track and discuss student growth and intervention strategies weekly during data meetings evaluating student work exemplars and Gap of misconceptions * We need to strengthen our remedial instruction/intervention time in 3-5 grades * Retain staff stability with use of new teacher orientation, detailed handbook * Continue to integrate ELA within the Junior Journalism program driven by students. Student book reviews will be shared weekly during video announcements to help with developing the Love for Reading. |
| ***Instructional Programs*** | Comprehensive Literacy Model, SIPPS, Making Meaning, Being a Writer & Reader, Engage ELA, Envision Math, Exploring Science, Nystrom, | * Guided reading and Guided Math will continue to be a focus to aid in student growth. Intense training using guided reading techniques and the use of the level library are needed to target instruction. * Teachers will continue to use data from Renaissance to target reading instruction. * Teachers will continue to unpack state standards and identify exemplars to craft instructional plans * 2021-2022 school year will continue to focus on more standard-based instruction, use of STAR, Scantron and SAVVAS Reading Program that is a new district resource for grades K-5. |
| ***Instructional Materials*** | * ELA Curriculum Resources: * Comprehensive Literacy Model that includes Guided Reading * SAVVAS Reading Program (new district resource for 2021-2022 school year) * SIPPS (KG – 5th) * Leveled Book Room * Others: MySci kits, Nystrom Carts, Math Manipulatives, Student Response books, Leveled Readers | * Continue to build our classroom libraries that cater to student interest and individual reading level. * Offer professional development to strengthen teachers’ knowledge of the new curriculum resource. |
| ***Technology*** | * PreK, 2nd, 3rd, 4th and 5th one to one technology) * 25 Macbooks * All grade level classrooms have a Promethean and/or Smart Boards * Weekly video announcements student led   **Websites/Programs**   * Renaissance Learning (STAR), Scantron, Computer lab, Schoolzilla, Envision 2.0, Moby Max (free version), ReadWorks and Newsela.com (ipads), Epic.com | * Seek PD on integration of technology with curriculum materials. * The district has currently moved away from Acuity assessments and provided a new format for calculating and assessing student performance. Scantron, an adaptive assessment, is being used to determine student mastery of specific standards. |
| ***Support personnel*** | LLI (Fountas & Pinnell)  ISS | * Students in LLI program showed growth over the year; 70% increased by one level or more * An interventionist for 4-5th grade would be beneficial |

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| **Strengths** | **Weaknesses** | **Needs** |
| * LLI program has proved to be beneficial for K-3 students * Math scores have improved to 40% of students on level, from the beginning of the year of 30%, 33 students on level. | LLI Reading program/teacher only serviced K-3 and will not be in the building during the 2019-20 school year.  Not all classrooms have one to one technology  Continue to improve ELA instruction with use of curriculum resources that aligns to Missouri Standards | * Funding for an LLI interventionist & Library/Media Specialist. |
| * Our data from STAR Assessments 64% of students are showing individual growth in Reading as measured by EOY STAR Assessment. | * 35% (40/112)of students scored on level on the EOY STAR Reading * 40% (46/115) scored on level on the EOY Math. | * Individual Classroom Guided Reading and Intervention Programs to assist teachers with individualized materials at hand for reading instruction * Math Intervention program with Common Formative Assessment |

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| **High Quality Professional Staff**  ***(How are you ensuring that all students are taught by a high-quality teacher?)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** | District and Site Based Professional Development  Due to the academic gap PD was developed around achievement for Boys through a book study, with use of: “The Minds of Boys”, Gurian Stevens | * Continue to provide quality PD based on staff needs, walk through data and use of staff members with the expertise to deliver—Using the train the Trainer model * Survey staff for their needs, strengths and weaknesses |
| **Staff Certification** | 13/14 teachers certified  2-Kdg. – continuing sub, vacant  2-1st-Certified 1-8;  1-2nd 1 certified 1-8  1-3rd certified Administration & 1-8  1-4th certified  1-5th certified 1-8  .5-Art, Music, certified  1-PE, certified  2-Cross Cat  1-PreK | Although all staff was not certified 87% show a high will.  Need to hire a Kindergarten teacher, ISS and ECE TA  In strong need of the LLI allocation that was eliminated |
| **Staff Specialist and other support staff** | 1-counselor  1-nurse  1-FCS, reduced allocation .5  .6-social worker  1-Academic Instructional Coach | We continue to work towards diversifying our staff especially increasing the amount of male teachers.  We currently have a Kindergarten, ISS and ECE TA position available. |
| **Staff Demographics** | 20 African American/Black, 5 white | NA |
| **School Administrators** | 1 | 9 years in the building |

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| **Strengths** | **Weaknesses** | **Needs** |
| Staff members have a high sense of togetherness with an average of 93% attendance rate  Staff members collaborate daily and debrief and share teaching strategies along with strengths and weaknesses of student learning weekly.  Staff members have a high level of commitment to students. | New staff members have a hard time pacing and struggle with behavior management.  LLI Reading Specialist Allocation was eliminated | LLI Reading Specialist for Grades 1-5  Full Time Media Specialist and/or Library Aide  Intervention materials and PD for authentic Instructional delivery |

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| **21-22 Priorities Prioritized areas of *Need* for 20-21 based on needs assessment/data analysis** |
| Academic Improvements in Literacy instruction in Reading, Writing and Language Arts. |
| Academic Improvements in Mathematics, more particularly problem solving and multi-step operations. |
| Growth and Improvement shown in Reading and Mathematics through data driven, ongoing high impact authentic professional development. |

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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: | Academic improvements in Literacy instruction in Reading, Writing and Language Arts. |
| Why? | Teachers struggle with unpacking the standards in an effort to really understand what the standard is asking students to know and be able to do, therefore making it difficult to scaffold students learning and find materials that teach to the standards in an authentic differentiated way. |
| Why? | Weekly Data Team meeting time is cheated due to the limited staff allocations (.5 Art, .5 PE). Providing teachers with adequate planning time to discuss data, strategies, standards and re-teaching efforts is essential to student growth. |
| Why? | The Comprehensive Literacy block is not implemented fully with fidelity – teachers lack time and resources to plan and execute high-quality literacy activities that can be completed with a high level of success especially while the teacher facilitates the guided reading group and work stations happen. |
| Why? | Student behavior and lack of classroom management impact instructional time |
| Why? | Teachers struggle with finding a balance with testing to acquire data for learning and of learning and instructional time. |
| **Root Cause** | Teacher capacity in **ELA** and **Reading** instruction needs to be stronger and sustainable. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Academic Improvements in Mathematics, more particular problem solving and multi-step equations. |
| Why? | Teachers struggle with unpacking the standards in an effort to really understand what the standard is asking students to know and be able to do, therefore making it difficult to scaffold students learning and find materials that teach to the standards in an authentic differentiated way. |
| Why? | A lack of understanding on planning and facilitating a mathematics lesson that follows a cohesive instructional cycle which includes: Do Now, Direct Instruction, Guided Practice, Independent Practice with embedded opportunities to check for understanding, and an Exit Ticket directly aligned to a standards-based lesson objective. Often for the sake of time the lessons only reflects independent practice, with no reflection of the guided math framework. |
| Why? | Teachers struggle to effectively and aggressively monitor within the lesson cycle to provide immediate feedback, correct in-the-moment misconceptions, and stop and reteach when needed. |
| Why? | Direct Instruction often last greater than 15 minutes during a lesson. |
| Why? | Teachers plan lessons according to best practices but struggle with implementation. |
| **Root Cause** | Teachers need to strengthen instructional practice in mathematics, to reflect best practices grounded in standards-based planning, strategically utilizing curriculum and resources, and pacing in alignment with state assessment. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Growth and improvement shown in all academic areas through data driven, ongoing high impact authentic professional development. |
| Why? | Teachers struggle with the standards format change and unpacking standards to adequately utilize curriculum resources to target the learning gaps and behaviors each student has. |
| Why? | Teachers struggle with classroom management which creates a mindset of low self-confidence and feeling unsuccessful as a teacher. |
| Why? | Seasoned staff struggle with the gradual release model and often feel like they give up their control when implementing the Comprehensive Literacy Program, thus leading to the reluctance to really engage in the new curriculum materials and engagement strategies. As a result culturally relevant lessons and practices decrease. |
| Why? | Teachers plan lessons according to best practices but often struggle with implementing the written plan. |
| Why? | Leaders lack the time and resources to effectively coach staff around instruction and academic achievement. The necessary difficult and deep conversations are often deprioritized due to limited time. |
| **Root Cause** | Budget cuts, lack of staff, lack of curriculum resources or compensation for embedded, authentic professional development has a lasting effect on student achievement and teacher ability to teach to the standard and close gaps in academic achievement. |

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? |
| Bryan Hill Elementary provides all parents with a Student Compact that states the agreement between the parent, student and homeroom teacher. It lists all the responsibilities for the current year. The compact is a document that must be signed by all parties and the principal. |
| What are the strengths of family and community engagement? |
| Increased communication with families, growth in participation and more engagement between parents and community partners have proved to have an impact on academics. |
| What are the weaknesses of family and community engagement? |
| RSVPs; Incentives for parents and students; and more reminders were needed. Although there is a great amount of communication being offered to our families and staff, at times there is lack of participation for certain events due to scheduling and transportation concerns. |
| What are the needs identified pertaining to family and community engagement? |
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| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Bryan Hill will provide parents an opportunity to participate in the evaluating, revising, and making suggestions on how to improve the School-wide plan. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Bryan Hill will also provide parents an opportunity to participate in the evaluating, revising, and/or amending the Parental Involvement Plan. Prior to these meetings, parents and stakeholders will receive the current plans and all updated Title I mandates to review |
| How is timely information about the Title I.A program provided to parents and families? |
| Bryan Hill Elementary has daily announcements and sends monthly newsletters and calendars to parents. Parents can also access information via Facebook, and website. Also, the FCS sends home flyers and notices in timely manner so that parents have the opportunity to attend. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Parents can attend the two scheduled Bi-Annual Title 1 meetings which are offered in the Fall and Spring. The AIC and/or Principal will discuss curriculum, assessments, and MAP achievement levels during the meeting. Families will also have the chance to look at data sources that highlight students’ progress on Scan Tron, Star and MAP assessments. Bryan Hill parents are always welcomed to make an appointment with the Principal, AIC, Teachers, or FCS with any further questions or concerns. The school also provides Awards Day Ceremonies to recognize academic successes. |

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| **Shared Responsibility for Student Achievement-School Parent Compact** |
| ***Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*** |
| What are the ways in which all parents will be responsible for supporting their children’s learning? |
| **Attendance:** Parents will make sure that their child is at school every day on time, stays for a full day and is picked up promptly at dismissal and not planning family vacations or other extended absences on school days.  **Supporting their child’s academic growth by**:  Holding high expectations for him/her  Ensuring that their child is reading or being read to at least **30** minutes a day.  **Dress Code:** Understanding that the school’s Dress Code is an important part of ensuring safe and respectful school community and will ensure that their comes to school each day in blue, white or khaki uniform.  **Code of Conduct:** Support the school’s Code of Conduct including all its rules, rewards and disciplinary consequences and participating in school activities, including Parent-Teacher Conferences. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
|  |
| 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 Academic Instructional Coach and Family Mentors will provide parent support (awareness) by sending parent letters home with student test scores and explanations, 80-100% participation at parent teacher conferences is the expectation, during PTO meetings staff will provide parents with specific at-home strategies/concepts, incentives for filling out reading logs at home will be given, Monthly Literacy Night’s providing families with take home strategies and text will be given.  The Family Community Specialist maintains communication with all families with the use of a monthly newsletter and calendar. Daily phone calls to parents and monthly instructional meetings focused on the needs of the parents and students will occur. Parents are involved in planning and participating in Family Nights, back to school activities and various school celebrations. Parents are invited to participate planning, revising and evaluating Title I plans. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| During the beginning of each school year there is a budget of Title I funds allotted for use of events and engagements with families. The budget is used for activities during monthly parent meetings. In addition to PTO meetings there will be workshops offered as need to give parents support and training. Parents are encouraged to visit our parent room to utilize the computers for employment opportunities, resume building and to access any information they may need. They are also encouraged to meet teachers during their planning time if they need additional support. |
| How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners? |
| SLPS has scheduled Professional Development days, which are designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents and families. The district also offers off-site training and professional development opportunities. Bryan Hill School also has two monthly scheduled school-wide meetings to address many concerns educationally and professionally. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| We provide adequate notice and consistent reminders to all Stakeholders. Monthly newsletters, weekly correspondence (Monday Notes) and announcements are made. Flyers are dispersed and a school reach is also sent out to staff. Staff members also participate in incentivized activities. Parents are also given a survey to share their opinion on programs from the previous year and volunteer opportunities are also given. |
| 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. |
| Title I funds allotted for use of events and engagements with families. Bryan Hill maintains a safe and positive climate and encourages frequent communication between home, school and students. We encourage parents to utilize our Parent Resource Room frequently. The FCS will facilitate surveys to parents to solicit their interest and needs and specific presentations for parents will be scheduled. Bryan Hill’s Family Mentors will also make contact weekly to tiered family needs. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| The need for strong family involvement starts by the time children are in preschool and continues through high school. The keys to successful partnerships with parents and the community is supported by Joyce Epstein 6 types of Parental Involvement. When we follow this model, it allows parents to be engaged in many areas and will encourage them to continue to support and advocate for their child. Long term objective is for families to empowered their children and have the skills necessary to be a productive citizens, while gaining college readiness skills. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths   * The school tier system, RTI system, meets regularly to address family, student and classroom concerns and provides wrap around services with the resources available. * Family Community Specialist sends weekly/monthly newsletters and organizes activities to promote parent involvement * Part-time Trauma Informed Specialist was added to staff to aid students with extreme emotional needs * School climate and culture remains positive. It is rated by the staff attendance rate averaging above 90% and students rate at 89.6% of students above 90%.   Weaknesses   * With the Literacy focus to assist teachers with being more efficient in planning rigorous coherent lessons a full time Library Assistant or media specialist is needed. * Parental attendance of school events and meetings are at an average of 42%, overall from August events to May events. * The amount of students reading on level remains below 50%. |

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| **Summary of Needs Assessment and Priorities for 2021-2022** |
| *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 2021-22 school year.*   * Additional literacy materials and PD opportunities will be the focused to assure teachers are equip to teach high impact literacy lessons. * Full time Library Assistant or Media Specialist to support the Literacy initiative to assist teachers with being more efficient in planning rigorous coherent lessons a full time Library Assistant and/or media specialist is needed. * Alternative discipline options and resources for PreK-2. * Professional Development sessions and plans are centered on Culturally Responsive Instruction, guided by the work of Sharrocky Holly and Zaretta Hammond Literature pieces. |

**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. School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2021-2022 to 2022-2023. 2. School leaders will retain at least 90% of first- year teachers | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*   * Providing high-quality professional development to teachers * Supporting first year teachers * Creating systems to establish a clear focus on attaining student achievement goals * Creating a collaborative and data-driven culture through PLCs * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Leaders should have a strong vision, and provide a systemic approach to ensure effective professional development is provided to teachers around academic achievement. 2. Leaders need to provide a relentless focus on instruction | | | | |
| **Funding source(s): School Budget, Fundraising, Partnership Donations** | | | | |

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| **Priority # 1** | Leaders should have a strong vision, and provide a systemic approach to ensure effective professional development is provided to teachers around standards and strategies for academic achievement. |
| **Evidence-based strategy** | 1. Highly effective leadership professional development in the areas of Literacy and Culturally Responsive Teaching.  * Monthly Leadership Training; District and Building Level-Train the Trainer Model * Purchase Kagan TPT books * Purchase Culturally Responsive Teaching; Zaretta Hammond and Culturally Responsive Teaching and the Brain; Sharrocky Holly to guide our work during site based professional development. * Teacher Supply Kits: Boarders, Posters, Caddies/Book Boxes, |
| **Cost to support implementation of strategy:** | **Collaborative Classrooms: Classroom Sets, Cultural Literature: $10, 900.00** |

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| **Priority # 2** | | **Leaders will need to provide a relentless focus on instruction.** | | |
| **Evidence-based strategy** | | * Monthly Collegial Walk Throughs to assist in embedded PD during the school day and to encourage courageous collegial conversations. * ­Data Team Schedule followed relentless as teachers take a laser focus on the biggest gap of misconception and re-teaching. | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | |  | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | **Leader Level Indicator**  \*Proficiency on Excellent Schools rubric indicators, action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  **\*Leader** culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support  \*Conversations with teachers about strengths in preparation of Individual professional development plans  **Teacher Level Indicator**  \*[Baseline data from](http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf) star and walk throughs | **Leader Level Indicator**  \*Proficiency on Excellent Schools rubric indicators, action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  **\*Leader**  culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support  \*Provide resources and supports to teachers as identified by gaps in instruction  **Teacher Level Indicator**  Continued progress of rigor, engagement and literacy instruction documented through walkthrough data and Common Formative Assessments | **Leader Level Indicator**  \*Proficiency on Excellent Schools rubric indicators, action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  \* culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support  \*Have “stay” conversations with teachers  **Teacher Level Indicator**  \* Continued progress of rigor, engagement and literacy instruction documented through walkthrough data and Common Formative Assessments | **Leader Level Indicator**  \*Proficiency on Excellent Schools rubric indicators, action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  \* culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support  \*Reflect on progress towards goals for the year, plan for next school year, etc.  **Teacher Level Indicator**  \*At least 90% of teachers demonstrating at least 90% proficiency in engagement as by walkthrough data and Common Formative Assessments. |
| **Teachers** |  |  |  |  |

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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| At least 90% of Bryan Hill students will show growth in reading during the 2021-2022 school year, from the beginning of the year to the end of the year, according to the STAR Reading Assessment.  During the 2021-2022 school year 45% of our students building wide will read at or above grade level and building wide reading scores will show at least 8 months growth as measured by the STAR assessment from the beginning of the year to 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:** | | | | |
| 1. **Literacy Instruction:** **Comprehensive Literacy Model & Guided Reading:** Effective implementation of The Comprehensive Literacy Model and Guided Reading  2. **High Quality ELA Instruction:** Effective implementation of standards-based ELA curriculum with use of curriculum materials. | | | | |
| **Funding Source(s): School Budget, Fundraising, Partnership Donations** | | | | |

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| **Priority # 1** | **Literacy Instruction:** **Guided Reading:** Effective implementation of The Comprehensive Literacy Model and Guided Reading |
| **Evidence-based strategy** | 1. **Effective implementation of Guided Reading instruction utilizing specific leveled reading protocols.**  * Minimum of 120 minutes total of regular classroom instruction in the area of ELA; 60 minutes of Guided Reading/Balanced Literacy Instruction;  1. **Create a culture of adult learning in the areas of the Comprehensive Literacy Model and Guided Reading.**  * Weekly Data Team Protocol followed with an emphasis on re-teaching * New Teacher Orientation sessions weekly (*optional)* * During and After school professional development on Guided Reading best practices, with leadership follow-up and accountability measures in place * Peer observation of highly effective Guided Reading instruction led by the Exemplar Teacher. *(Collegial Walkthroughs & Collegial Partnerships)* * Effective integration of technology and multi-media into the balanced literacy block. |
| **Cost to support implementation of strategy:** |  |

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| **Priority # 2** | | **High Quality ELA Instruction with use of curriculum resources:** Effective implementation of standards-based ELA curriculum. | | |
| **Evidence-based strategy** | | 1. **Effective implementation of the Engage ELA Modules with the intervention program, “Being a Reader, Being a Writer & SIPPs.”**  * Minimum of 120 minutes total of regular classroom instruction in the area of ELA for grades 3-6; 60 minutes of Engage ELA Instruction * Interdisciplinary standards-based literacy instruction and intervention, 60 minutes.  1. **Create a culture of adult learning in the area of ELA.**  * During the school day and afterschool professional development pertaining to Literacy Curriculum materials and unpacking standards. * Grade level checks and balances system displayed in the classroom, along with classroom data walls. * Literacy Coaching by AIC to model curriculum integration and standards based learning. * Peer to Peer embedded pd during the school day. | | |
| **Cost to support implementation of strategy:** | |  | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in action steps as measured by the District Walkthrough Tool  \*Baseline data collected on teacher proficiency utilizing the Guided Reading/Observation Protocol  **Student Achievement Indicators**  \*Baseline STAR Reading assessment to establish the % of students reading on or above grade level in grades K– 5  \*Identify targeted standards and prioritized skills for 2019-2020 Weekly Data Meetings based on historical assessment data | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in less than action steps as measured by the District Walkthrough Tool  \*Continued improvement as evidenced by the Guided Reading/ Comprehension Model Observation Protocol; at least 70% of teachers demonstrating proficiency in GR instruction  **Student Achievement Indicators**  \*STAR will show an increase from BOY STAR that indicates growth to meet the EOY goal of 15% growth at the EOY of students reading on or above grade level  \*90% of students will show growth by the EOY as measured by STAR Assessment | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 10% actions steps as measured by the District Walkthrough Tool  \*Continued improvement as evidenced by the Guided Reading/ Comprehension Observation Protocol; at least 80% of teachers demonstrating proficiency in GR instruction  **Student Achievement Indicators**  \*STAR will show an increase from MOY STAR that indicates growth to meet the EOY goal of 15% growth from BOY of students reading on or above grade level  \*90% of students will show growth by the EOY as measured by STAR Assessment | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 0% action steps as measured by the District Walkthrough Tool  \*Continued improvement as evidenced by the Guided Reading/Comprehension Observation Protocol; at least 90% of teachers demonstrating proficiency in GR instruction  **Student Achievement Indicators**  \*EOY STAR will  indicate growth to meet the EOY goal of 15% growth from BOY of students reading on or above grade level  \*90% of students will show growth by the EOY as measured by STAR |

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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** | **X 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** | | | | |
| **MATH SMART GOAL:** At least 50% of students will score at or above grade level by the end of the school year as measured by the STAR Math Beginning of the Year to the End of the year assessment. | | | | |
| **Mathematics Plan:** | | | | |
| Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. **Instructional Lesson Cycle Implementation with proficiency:** Effective implementation of lesson cycle with use of the gradual release model in during mathematics instruction utilizing rigorous high engaging standards-based curriculum.  2. **Small Group Instruction:** Smart Goal data determines student’s small-group instruction in math standards to be utilized during independent practice time. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | **Gradual Release Model:** Effective implementation of gradual release in mathematics instruction utilizing standards-based curriculum aligned to MAP. |
| **Evidence-based strategy** | 1. **Effective implementation of gradual release in mathematics instruction utilizing EnVision curriculum**  * Minimum of 90 minutes of regular classroom instruction in mathematics including: direct instruction, independent practice, and small-group instruction * Lesson plan support: co-planning and lesson plan feedback provided by AIC & Principal  1. **Create a culture of adult learning in the areas of research-based mathematics best-practices**  * Data Teams & Collegial Walk-Thru along with afterschool professional development on mathematics best practices, with leadership follow-up and accountability measures in place * Create a Mathematics Focus Standards Calendar to guide instruction and building wide math intervention time for practice of basic math facts. * Effective integration of technology and multi-media into the mathematics instructional cycle |
| **Cost to support implementation of strategy:** |  |

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| **Priority # 2** | | **Guided Math Group Instruction:** Proficient assessment data determines students for small-group instruction in math standards to be utilized during independent practice and center time. | | | |
| **Evidence-based strategy** | | 1. **Aggressive Monitoring & Reteach Protocols as part of the instructional cycle**  * Professional development, modeling, and co-teaching to support the implementation of aggressive monitoring, check-for-understanding, and re-teaching strategies to plan for daily small-group instruction  1. **Create a culture of adult learning in the areas of research-based mathematics best-practices**  * Data Team Meetings, Collegial Walk-Thru and afterschool professional development on mathematics best practices, with leadership follow-up and accountability measures in place. | | | |
| **Cost to support implementation of strategy:** | |  | | | |
| **Indicators of Success** | | | | | |
|  | **August** | | **December** | **February/March** | **May** |
| **Students** | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in action steps given and weekly debrief meetings.)  **Student Achievement Indicators**  \*Baseline Math assessment to establish the % of students reading on or above grade level in grades K – 5  \*Identify targeted standards and prioritized skills for 2019-2020 Weekly Data Meetings based on historical assessment data | | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in a decrease in action steps  **Student Achievement Indicators**  \* Pearson Math EOY Assessment will show an increase from MOY indicating growth to meet the EOY goal of 15% of students on or above grade level in mathematics | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in a decrease in actions steps  **Student Achievement Indicators**  \*Pearson Math EOY Assessment will show an increase from MOY indicating growth to meet the EOY goal of 15% of students on or above grade level in mathematics  \*90% of 2-5th grade classrooms achieve mastery on 5 math standards through Weekly Data Meeting process of developing and monitoring re-teaching plans | **Professional Practice Indicators**  \*Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and Rigor Trajectory    **Student Achievement Indicators**  \*EOY Pearson EOY Assessment will show 15% of growth in K – 5th grade on or above grade level in mathematics  \*All K -5th grade classrooms show an increased MPI growth by EOY Assessment. |

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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**