**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** | **Contents** |
| **1** | School Profile, Mission, Vision, School Improvement Planning Committee |
| **2** | Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2021-2022 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements |
| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan |

**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA** * **School** | **Name of LEA: St. Louis Public Schools**  **Name of School: Sigel Elementary School**  **School Code: 586** | **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: Our Sigel Staff nurtures students to become Scholars who are resilient, innovative, and high achieving future world changers.** | | |
| **School Vision: St. Louis Scholars and Families will choose Sigel Elementary for our care, our push, and our unwavering commitment to providing an excellent education to all children.** | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  **X 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 | Laura Owca |  | [Laura.owca@slps.org](mailto:Laura.owca@slps.org) |
| Assistant Principal | n/a |  |  |
| Academic Instructional Coach | Sarah Heaney |  | [Sarah.heaney@slps.org](mailto:Sarah.heaney@slps.org) |
| Family Community Specialist | Ladea Gray |  | [Ladea.gray@slps.org](mailto:Ladea.gray@slps.org) |
| ESOL Staff (if applicable) | Kimberly Bergmann |  | [Kimberly.bergmann@slps.org](mailto:Kimberly.bergmann@slps.org) |
| SPED Staff (if applicable) | Deanna Rhinesmith |  | [Deanna.rhinesmith@slps.org](mailto:Deanna.rhinesmith@slps.org) |
| ISS/PBIS Staff (if applicable) | Brandace Lindsey |  | [Brandace.coleman@slps.org](mailto:Brandace.coleman@slps.org) |
| Teacher | Christine Gruber |  | [Christine.gruber@slps.org](mailto:Christine.gruber@slps.org) |
| Teacher | Lakeisa Richmond-Brooks |  | [Lakesia.richmond-brooks@slps.org](mailto:Lakesia.richmond-brooks@slps.org) |
| Parent | FahRasa Anthony |  | [Fahrasa.anthony@slps.org](mailto:Fahrasa.anthony@slps.org) |
| Parent | Chrstine Freuer |  | [freuer1032@gmail.com](mailto:freuer1032@gmail.com) |
| Support Staff | Kristine Thompson |  | [Kristine.thompson@slps.org](mailto:Kristine.thompson@slps.org) |
| Community Member/Faith Based Partner | Leslie Corey (St. Timothy’s) |  | [lesliecorey@mac.com](mailto:lesliecorey@mac.com) |
| Network Superintendent | Dr. Isaac Pollack |  | [Isaac.pollack@slps.org](mailto:Isaac.pollack@slps.org) |
| *Other* | Lauren Brown (DHH Teacher) |  | [Lauren.brown2@slps.org](mailto:Lauren.brown2@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** | 208 | The year-over-year enrollment trend is a downward trajectory. Four charter schools within/near the enrollment zone are competing with Sigel for a small population of school-age children. |
| **Grade Level Breakdown** | PreK 3 – 13  PreK 4 – 13  K – 21  1st – 22  2nd – 28  3rd – 28  4th – 32  5th – 24  6th – 27 | Students range in age from 3 years old through sixth grade. Consistent with the district-wide trend, enrollment from prekindergarten to kindergarten declines. Additionally, Sigel is a feeder school for the SLPS ESOL site, Nahed Chapman New American Academy. As a result, enrollment rises in third grade. Fifth grade also sees consistently high enrollment. Furthermore, Sigel supports SLPS’s Deaf and Hard of Hearing special education services. |
| **Ethnicity** | Hispanic – 4  African American – 186  Caucasian – 15  Asian – 1  Multi-Racial - 2 | Although enrollment zone includes Caucasian and middle and upper class families, these students attend charter or private schools in the area. |
| **Attendance** | Current ADA - 84.3%  Current 90/90 – 47.5% | Transportation is a barrier for many families. Missing the school bus can mean missing a day of school due to lack of reliable transportation. |
| **Mobility\* (2019-2020)** | 64.90% | Families enroll and withdraw on a continuous cycle throughout the year. It is difficult to maintain a cohort of students who begin at kindergarten and matriculate through 6th grade. Students enter the year below level and teachers experience difficulty accelerating the learning to close academic gaps. |
| **Socioeconomic status** | 100% FRL | Our students qualify for additional programs due to their socioeconomic status. Due to high levels of need, our students bring additional needs to school daily; many have housing and food instability, resulting in transportation and attendance challenges. Many have experienced significant trauma, which impacts how they are able to engage in learning. |
| **Discipline** | 0% ISS Rate  0 OSS Occurrences | ISS was not an option during virtual and hybrid learning. Prior to 2020-2021, an In-School-Suspension option with a dedicated monitor exists, and clear protocol for referral and follow-up support for students is in development. Additionally, the Principal, AIC, Counselor, Social Worker, FCS, and ISS Monitor are working cooperatively to revise school-wide behavior management expectations to establish strong universal supports for all students. |
| **Limited English Proficiency** | 48 | 1 ESOL teacher provides push in and pull out instruction for our ELL students in grades K-6. |
| **Special Education** | 25 | All students were serviced by Cross-Cat Teacher – DHH program is in its fourth year at the school |

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| **Strengths** | **Weaknesses** | **Needs** |
| Time and resources were allocated to support teachers in planning for and delivering rigorous instruction to improve academic performance and overall school culture. | Significant staff turnover resulted in five first year core teachers joining Sigel, as well as other new staff. New teachers require high levels of support in behavior management and fundamentals of curriculum and instruction. Although new teachers bring new energy, institutional knowledge reduced as well as the overall diversity of the staff. Separately, special needs students continue to struggle to meet grade level standards despite interventions. Also, transiency, illness, and transportation challenges continue to pose difficulties in meeting attendance goals. | Incentives to continue to encourage students to attend school to maintain attendance rate;  PBIS or similar position; curriculum and access to grade-level resources for IEP students; support in defining a structure to assist students with their diverse needs (Student Support Team with greater access to counseling, social work, etc.) |

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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** | **18-19 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 11.9% of Sigel students scored proficient or advanced on the ELA portion of the 2018-2019 MAP | 270 | N/A (19-20 MAP testing was canceled due to Covid 19 Pandemic) | Significant staff turnover has resulted in less experienced teaching staff who require support and coaching around classroom management and fundamentals of curriculum and instruction. Additionally, high mobility among students and families makes it challenging to build momentum and track year-over-year growth among stable cohorts of students. The ESOL subgroup join Sigel from the district newcomer site and are performing far below grade level. One dedicated ESOL staff supports all students. Finally, focused and embedded professional development rooted in understanding learning standards and internalizing district curriculum are critical components for improvement. |
| **Reading** | STAR BOY: 16% (14/88) of 3rd-5th graders are reading on or above grade level  STAR MOY:  16% (14/88) of 3rd-5th graders are reading on or above grade level | 50% of all students will be reading on grade level. | N/A (EOY testing canceled due to Covid 19 Pandemic) | The rationale for Reading and Math performance are the same as for ELA. Expanding Engage NY ELA instruction to second grade in the 2019-2020 school year and beyond will assist in better preparing third grade students. |
| **Math** | STAR BOY: 22% (19/88) of 3rd-5th graders are on are above grade level  STAR MOY: 26% (23/88) of 3rd-sth graders are on or above grade level | 270 | N/A (EOY testing canceled due to Covid 19 Pandemic) | The rationale for Reading and Math performance are the same as for ELA. Focusing on guided math instruction rooted in data-driven, small group intervention will improve math performance moving forward. |
| **Science** | N/A | 310 | N/A | N/A |
| **Social Studies** | N/A | N/A | N/A | N/A |
| **CCR** | N/A | N/A | N/A | N/A |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Prior to 2020-2021, we did not show any losses from BOY to MOY in both STAR Reading and STAR Math | We did not show enough growth to demonstrate significant gains or close the gaps in achievement. Many students are far below proficient and limited resources and opportunity for daily small group intervention in Math and ELA pose a challenge to bringing students closer to grade level performance quickly. | Sustained and embedded professional development focused on grade level standards and lesson plan internalization. Additional training and resources to provide data-driven, small group intervention and differentiate curriculum effectively without sacrificing rigor. |

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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** | Unpacking grade level standards, annotated lesson plans, PLC’s, Student Performance Trackers, Student Work Displays, School-wide Literacy Block | Meeting students at their instructional level does not equate reducing rigor. Staff are adept at analyzing data and determining student needs but lack the skills and resources to plan and deliver rigorous, scaffolded instruction. |
| **Instructional Programs** | K-5 ELA: Step Up to Writing and Being a Reader (in support of Guided Reading/Balanced Literacy instructional model)  K-1 ELA: Making Meaning and Being a Writer  2-5 ELA: District-developed standards-based resources  PK-2 Phonics: Heggerty  K-5 Math: Envision 2.0 (Pearson)  K-5 Science: Exploring Science (National Geographic / Cengage)  K-5 Social Studies: Nystrom  Physical Education  Music  Art  Special Education (multiple models: resource, inclusion, self-contained cross categorical, DHH)  ESOL (multiple models: co-teaching and pull-out) | Students are provided with robust instructional programming. Despite the offerings, instructional programs are not cohesive. Connecting programs through the broader cognitive/higher order thinking skills would increase likelihood of deeper student understanding and transferring knowledge across content areas. |
| **Instructional Materials** | K-2: trade books and big books  Leveled book room  Engage ELA  Making Meaning  Being a Writer  Being a Reader  Heggerty  EnVision Math and manipulatives  MYSci and Nat Geo Science  Nystrom Social Studies  Missouri Learning Standards  IXL Math | Instructional materials and for special education students are lacking. |
| **Technology** | 1-to-1 iPads for all PK through 6th grade students, Promethean Boards in each classroom, 2 computer labs, laptop case | Teachers utilize websites and apps that are engaging without being rigorous. Technology is not equitably distributed. |
| **Support personnel** | ISS Monitor, Counselor, .5 Social Worker, .5 FCS | The support personnel supports schools culture and provides behavior interventions. Fully investing support staff in professional development around instructional programming remains a challenge due to schedules, salary, union/district-level barriers. |

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| **Strengths** | **Weaknesses** | **Needs** |
| The average reading level has improved. More students less than one year below grade level. The focus on rigor during the second semester improved student success on end-of-module assessments. | The lowest performing students are not showing gap-closing improvements. Small group instruction is not targeted enough to effectively intervene. The testing schedule and curriculum pacing do not allow time for teachers to effectively analyze data and provide interventions for students who are not meeting performance expectations. | Continued professional development in rigor and culturally responsive pedagogy. Resources that support students with IEPs in accessing grade level curriculum. Systematic response for students requiring intervention in reading and math. |

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| **High Quality Professional Staff**  ***(How are you ensuring that all students are taught by a high-quality teacher?)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** | Staff participates in staff development 2 times per month during our Staff PLE. In addition, staff participates in 8 district-wide professional development days per year. Teachers attend PLC each week. Observation Feedback cycles are conducted at a minimum of once a month per teacher. | We begin the year with all positions filled with certified teachers. However, we have a young staff who require specific coaching to improve instruction. Weekly PLC includes targeting standards for instruction, as well as observations and coaching cycles to identify action steps. |
| **Staff Certification** | All Highly-Qualified Classroom Teachers  1 Highly-Qualified Counselor  1 Highly-Qualified Social Worker (.5) | Staff vary in experience in the field, and pre-service teacher preparation varies widely across time, regions, and post-secondary pathways. |
| **Staff Specialist and other support staff** | AIC  .5 Library Aide  .5 Social Worker  1.0 Counselor  .5 FCS  2 PreK Teacher Assistants  1 Core Teacher Assistant  3 SPED ICA’s  .5 Nurse  1.0 ISS Monitor | Due to allocations, job descriptions, and absences, some support staff had a limited positive impact on school culture. |
| **Staff Demographics** | 30 Female  6 Male  17 African American  18 Caucasian | Staff is diverse in terms of race, age, and experience. |
| **School Administrators** | 1 Principal | The Principal is new to the role, and as a Caucasian female does not reflect the demographics of the school. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Staff members demonstrate willingness to work together to support students and take on extra responsibility. | School leadership and a significant amount of certified staff do not reflect the demographics of our students and community. Young staff are developing their skills, and seasoned staff are working to provide rigorous instruction and maintain high expectations for student achievement. | All staff need training to meet the social and emotional needs of students, specifically around trauma. Additionally, building staff capacity to enact culturally responsive teaching will improve school culture as well as academic outcomes. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| Leadership: Leadership needs to increase teaching capacity in order to positively impact affect student outcomes. |
| Reading: increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA. |
| Math: Increase the number of students demonstrating mastery of math standards and grade level proficiency on the MAP assessment in Math. . |

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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: Leadership needs to increase teaching capacity in order to positively impact affect student outcomes |
| Why? | Leaders do their best to recruit and retain staff who are culturally responsive. At the same time, many job candidates do not reflect the community served, and neither do veteran staff and school leadership. Additionally, district operations around human resources and labor unions add to the challenge of securing a culturally responsive staff. |
| Why? | Leaders do not have access to efficient or systematic methods to “onboard” staff around a common vision for culturally responsive practices. |
| Why? | Leaders struggle to draw a connection between the concept of cultural responsiveness and school-based student support. All staff often operate with a mindset rooted in discipline and with a diminished emphasis on teaching and support. |
| Why? | Staff grapple with a feeling of hopelessness due to lack of identifiable and systematic supports to address student needs. Staff exert a tremendous amount of energy to support students, minus the appropriate training or culturally responsive framework. |
| Why? | Leaders lack the time and resources to effectively coach staff around instruction and academic achievement as well as culturally responsive practices. The necessary difficult and deep conversations are often deprioritized due to limited time. |
| **Root Cause** | Leaders require a strong vision, a systematic approach, and support from the district in order to lead staff towards culturally responsive practices that address students’ social and emotional needs and close gaps in academic achievement. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Reading: increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA. |
| Why? | Teachers struggle to conceptualize district-provided curriculum and appropriately supplement with rigorous materials. |
| Why? | Teachers display knowledge gaps in ELA content, learning standards, and alignment to state assessments. Specifically, teachers lack in understanding the connection between standards and assessments, and how content is the vehicle between the two. |
| Why? | A limited skill set around ELA best practices makes for difficulty in adapting and strengthening lessons as needed. As a result, differentiation is weak, and rigor remains low. |
| Why? | The mindset of teachers is that students are not able to perform at high levels, and teachers have not been held accountable for producing results. Over time, this has resulted in a warped perspective of what grade-level appropriate instruction looks like as well as the most effective methods for achieving growth. |
| Why? | Making meaningful use of student data is a challenge, especially when operating alongside unclear and misunderstood expectations for performance. Misaligned or inappropriately modified instructional materials do not produce useful student data. |
| **Root Cause** | Teachers lack the time and resources to achieve deep understanding of ELA learning standards, curriculum, and state assessments while also maintaining the necessary pace of growth in order to close gaps in performance. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Math: Increase the number of students demonstrating mastery of math standards and grade level proficiency on the MAP assessment in Math. |
| Why? | Teachers do not understand how deploy an instructional model of gradual release using curriculum materials provided. Teachers struggle to accurately determine which instructional pieces are rigorous and necessary for mastery. |
| Why? | Teachers demonstrate a content knowledge gap in math. As a result, instruction often centers on procedures and computational steps to solve problems rather than conceptual understanding. Therefore students often perform poorly on previously taught or out-of-context math topics. |
| Why? | Teacher planning does not factor in alignment between assessment and instruction, including a spiral review of skills beyond the current unit of instruction. |
| Why? | Planned math instruction rarely or superficially connects to real-world context or problems, decreasing student's engagement, understanding, and ability to transfer skills across units of instruction and other content areas. |
| Why? | Leaders mirror the same gap in mathematical content knowledge as teachers. |
| **Root Cause** | Teachers struggle to plan and execute rigorous, relevant instruction that achieves deep conceptual understanding of mathematical topics at a pace appropriate to close gaps in performance. Small group individualized instruction must occur daily to meet the needs of all students. |

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? |
| Upon registration, parents and caretakers receive the Sigel Elementary Parent and Student Handbook. In this document, expectations and opportunities for parent involvement are outlined. With that, parent/guardian signature is required on the signature page which agrees to the terms and conditions outlined in the Sigel Elementary Parent Student Handbook as well as the guidance provided by St. Louis Public Schools for conduct. Furthermore, it is the expectation that up-to-date contact information is kept on file in the Sigel office for ease of communication. |
| What are the strengths of family and community engagement? |
| Sigel is sustaining and further expanding on community partnerships to increase access to resources for our students and families. Currently, Sigel partners with:  St. Timothy’s  The Little Bits Foundation  Big Brothers Big Sisters  Springboard  Bryan Cave Law Firm  UP After School.  Sigel is also pursuing partnerships with:  Greater St. Louis Area Council of Boy Scouts of America  Cocoa  Ready Readers.  In addition, Sigel makes every effort to support the health and wellbeing of our families. Partnerships with Kid’s Vision for Life and Healthy Kids Express allow students to receive regular screenings for vision, hearing, and dental health. |
| What are the weaknesses of family and community engagement? |
| The weakness of family and community engagement is low parent participation. Sigel’s high mobility rate make it difficult to fully invest parents in school and community partnership. There is no Parent Teacher Organization. |
| What are the needs identified pertaining to family and community engagement? |
| Sigel would like to foster additional partnerships with nonprofits and agencies positioned to provide social and emotional support to students and families. Parent workshops could help families see Sigel as a resource for the community as much as it is for students. Furthermore, Sigel would like to boost our online footprint in order to build a stronger brand and open more channels for communication and engagement. Currently, Sigel supports a St. Louis Public Schools webpage as well as a Facebook page which is not utilized. Strategic planning to grow communication streams is an identified need. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Each year, Sigel holds an annual parent meeting to invite our parents to be a part of the next school year planning of Sigel Title I Parent Involvement plan. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Parents are welcomed and invited to all meetings. Parents are encouraged to give feedback to help improve each school year. |
| How is timely information about the Title I.A program provided to parents and families? |
| Information regarding Title 1 is disseminated at the beginning of the school year and reiterated the Title 1 meeting. Further communication is provided through the school website. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Sigel is expanding the use of ClassDojo to better communicate with families. Sigel will also supply monthly newsletters to provide parents with updates on district and state assessments: STAR, Scantron, and MAP. Alongside learning topics and dates for testing, newsletters often feature tips for productive test-taking (emphasis on importance of attendance, plenty of rest, “brain food,” etc.). Each semester parents and caretakers are invited to Parent-Teacher Conferences where individual student progress towards assessment goals are shared. Outside of district-scheduled Parent-Teacher Conferences, teachers are available to discuss student progress before and after school as well as their plan time. Many parents also communicate regularly with Sigel teachers via phone/email. |

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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? |
| Parents will support their child’s learning in the following ways:  ⦁ Ensure that they are in school every day possible,  ⦁ Verify if homework is complete,  ⦁ Volunteer in my child’s classroom/school,  ⦁ Remain aware of my child’s extracurricular time and activities, and  ⦁ Stay informed about my child’s education by reading all communications form the school and respond appropriately. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Sigel Elementary School and it’s staff will:   * Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state’s student academic standards as follow:   ⦁ Encourage and support students’ learning by creating a caring, inclusive, stimulating and  safe school/classroom setting,  ⦁ Use positive actions and words,  ⦁ Maintain and foster high standards of academic achievement and positive behavior  ⦁ Respectfully and accurately inform parents of their child’s progress,  ⦁ Maintain high expectations for students and a commitments to continuous growth for the  teacher, staff and the school,  ⦁ Respect cultural differences of students, their families and other staff members,  ⦁ Help students resolve conflicts in positive, nonviolent ways,  ⦁ Retain highly qualified principals and teachers and  ⦁ Provide instruction materials and highly qualified professional development which incorporates the latest research.   * Hold annual parent – teacher conferences during which student progress during the first quarter, the contents of this compact (as it relates to the individual child’s achievement) and third quarter achievement and any pending options will be discussed. Specifically, those will be held:   ⦁ Twice per year at each building. A mailing/calendar will be sent with information about the  conferences and  ⦁ At a mutually agreed upon time with the teacher and parent/guardian.   * Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follow:   ⦁ Progress reports with grades distributed to parent/guardians approximately half-way  through each marking period and  ⦁ Grade reports distributed to parents/guardians at the end of each marking period.   * Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:   ⦁ **Schedule** consultations before, during or after school (via phone calls or person to person  meetings)  ⦁ **Schedule** school or home visits.   * Provide parents opportunities to volunteer and participate in their child’s class/school and   to observe classroom activities, as follows:  ⦁ Listening to children read,  ⦁ Helping with field trips, classroom activities, school-wide activities, etc. and  ⦁ Assisting with programs, parties educational trips, etc. |
| 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 |
| * The compact is shared with families at Registration in August, and Parent-Teacher conferences are conducted once each semester. * Quarterly progress reports, quarter report cards, and semester report cards are provided. * Staff are available to families via telephone at school, district-provided email addresses, and for scheduled parent-teacher conferences. Outside of conferences, staff may meet with families during their prep time or before or after school. * All staff will utilize Class Dojo as a communication tool in addition to those listed above. ESOL teacher assists in coordinating appropriate translators as needed. |

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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 |
| Bi-annual Title I meetings are held to provide parents with current performance data. In addition, parents are provided information regarding assessments, strategies to improve academic growth and their child’s progress every 4 weeks through progress reports, report cards; monthly class newsletters, and Bi-Annual Parent Conferences. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| We offer a back to school night to assist families in having all the available information regarding the school year. At our Fall Open House Night, families are invited to visit students’ classrooms to gain hands-on experiences in their child’s learning environment and hear strategies for partnering at home. |
| 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? |
| Staff will be educated and trained in regular PD and staff meetings in best practices in engaging and communicating with parents in efforts to support students at school. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parents will receive monthly Sigel newsletters in addition to regular updates on ClassDojo which explain what students will be learning and doing each week. Parents are also invited to family events, which build relationships between school, teacher and family. |
| 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. |
| Resources for parents are located in the FCS office, as well as ESOL family resources provided at the ESOL office. Families are also encouraged to participate in a variety of school activities through information given in the school newsletter, webpage and ClassDojo. |
| **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 |
| Sigel works closely with the St. Louis Public Schools ESOL office to welcome and support families with limited English proficiency. Sigel is equipped with an elevator for accessibility. Families in transition receive support from our FCS, school social worker, and counselor in concert with the St. Louis Public Schools Office for Students in Transition. ESOL teachers ensure language translation and other supports are provided for all communication, conferences, and school-based events. |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Parent communication via phone calls, conferences, PTO events, newsletters, school and district handbooks, and social media such as Facebook and Class Dojo is a growing strength for Sigel. We have a few strong community partnerships adequately providing support for our students and families. Parent participation in school events/meetings and parent response to school communications remains an area of improvement. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Sigel is has an increasing population of non-African American students, which adds diversity to our student body. We also have a growing population of ESOL students while also welcoming SLPS Deaf and Hard of Hearing staff and students. Parent engagement remains a challenge and area for focused improvement. |

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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 2019-20 school year.*  We started the year with a focus on learning basic reading skills for students in grades k-2 and Guided Reading for students in grades (2-6). Through professional development and acquiring appropriate resources, we have been able to close the gap between student reading performance and grade level. We expected to move more students to grade level, however, we have not been effective in accelerating learning for students who enroll for the first time, students who enroll late in the year, and students with IEPS. This continues to be an area of improvement.  During our work in PLC’s, teachers learned to unpack standards and determine where the rigor of the standard was rooted and begin implementing instruction to support students toward mastery. This also supports teachers in focusing on reteaching in terms of misconceptions rather than percent of mastery. The move to help teachers identify the most rigorous parts of the lesson in ELA and Math came after the 2nd semester. This work showed signs of moving student discussions, independent practice and assessment in the right direction. More work is needed in the coming year.  For the 2021-2022 school year, we will use our work and small wins from the previous as a lever to move into higher levels of teacher learning and student outcomes. Simultaneously, we will establish strong systems for consistent communication, student support, and positive school culture. |

**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 2020-2021 to 2021-2022. 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.*  X 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   X Establishing a positive culture and climate   * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Developing a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration. 2. Teachers receive training on trauma informed practices to best meet the needs of students. | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | Developing a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration. |
| **Evidence-based strategy** | Relay Schools for Education protocols  Weekly Data Team Meetings  Observation/Feedback Cycles  Lesson Planning and Internalization |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | Teachers receive training on trauma informed practices to best meet the needs of students. | | |
| **Evidence-based strategy** | PD by St. Louis Behavioral Health Response on trauma-informed practices  Year-long Staff Book Club focused on titles to improve staff cultural responsiveness (*Caste, The New Jim Crow, The Sum of Us, Hood Feminism, and Call Me American*) | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | **N/A** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| * Create minute by minute school wide routines and procedures with 100% of staff in preparation for upcoming school year. * Establish achievement criteria and activities for monthly school-wide celebrations * 100% of teachers receive training on WDM, O/F cycles, Lesson plan internalization * Weekly classroom walkthroughs resulting in 90% action steps from management trajectory (Relay protocols) | * 100% of certified staff participate in school-wide practice of targeted operational procedures * Average of 70% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations. * Weekly classroom walkthroughs result in 50% action steps from Management Trajectory and 50% from Rigor Trajectory (RELAY protocols) * Observe teachers implementing RELAY protocols 2 times per month and maintain 50-90% of observations in tracker | * 100% of certified staff participate in school-wide practice of targeted operational procedures * Average of 75% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations. * Weekly classroom walkthroughs result in 20% action steps from Management Trajectory and 80% from Rigor Trajectory (RELAY protocols)   Observe teachers implementing RELAY protocols 3 times per month and maintain 90% of observations in tracker | * 100% of certified staff participate in school-wide practice of targeted operational procedures * Average of 80% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations. * Review and revise school wide routines and procedures for the next school year with 100% of staff. * Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols)   Observe teachers implementing RELAY protocols each week and maintain 90% of observations in tracker |

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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** | | | | |
| EOY STAR will show that 50% of students grades 2-5 without an IEP are reading 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).  EOY STAR will show that 50% of students grades 2-5 with an IEP will grow by one academic year. MOY STAR will indicate an increase from BOY STAR. | | | | |
| **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. Improving implementation of curriculum and ELA instructional best practices, building teacher knowledge and capacity around research-validated literacy instruction, phonics instruction, and guided reading instruction.  2. Build rigor into all balanced literacy work. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | Improving implementation of curriculum and ELA instructional best practices, building teacher knowledge and capacity around research-validated literacy instruction, phonics instruction, and guided reading instruction. |
| **Evidence-based strategy** | Weekly walkthrough with Guided Reading checklist by Principal and AIC  Coaching sessions with Principal and AIC on action step to improve guided reading instruction  PD to improve guided reading instruction in phonics and comprehension skills  Deliver instruction with grade-appropriate text |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | Build rigor into all balanced literacy work. | | |
| **Evidence-based strategy** | Heggerty Phonics/Bridge the Gap (PK-6)  Savvas Literacy Program (K-6)  Weekly walkthrough with Guided Reading checklist by Principal and AIC  Coaching sessions with Principal and AIC on action step to improve guided reading instruction  PD to improve guided reading instruction in writing and comprehension skills | | |
| **Cost to support implementation of strategy:** | **N/A** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| * 100% of general education students and 60% of special education students complete baseline STAR Reading assessment. * 100% certified staff trained on Guided Reading expectations (instructional and environmental) and corresponding checklist for classroom walkthroughs * Teachers conduct STAR Reading assessments three times a year and running records once a month to reconfigure Guided Reading groups according to data. * Teacher and student collaboratively establish individual growth goal. * Leaders calendar 6 Guided Reading professional development sessions for 2020-2021 staff meetings and district-wide professional development days * 100% of students complete STAR reading, running records, and SIPPS initial assessments. | * Monthly STAR Reading assessments indicate 60% of general education students and 20% of special education students are on track to meet goal. * Leaders conduct classroom walkthroughs with Guided Reading checklist in 100% of general education classrooms and 40% of special education classrooms * Teachers conduct STAR Reading assessments three times a year and running records once a month to reconfigure Guided Reading groups according to data. Teacher and student monitor progress toward individual growth goal. * Leaders facilitate 3 Guided Reading professional development sessions based on trends from weekly observations and coaching cycles * On MOY STAR, 35% of students will be reading at or above grade level (assuming 20% on grade level at BOY). | * Monthly STAR Reading assessments indicate 80% of general education students and 30% of special education students are on track to meet goal. * Leaders conduct classroom walkthroughs with Guided Reading checklist in 100% of general education classrooms and 40% of special education classrooms * Teachers conduct STAR Reading assessment three times a year and running records once a month to reconfigure Guided Reading groups according to data. Teacher and student monitor progress toward individual growth goal. * Leaders facilitate 3 Guided Reading professional development sessions based on trends from weekly observations and coaching cycles * On Q3 STAR, 42% of students will be reading at or above grade level. | * EOY STAR Reading assessments indicate goal for general education and special education growth achieved. * Leaders conduct classroom walkthroughs with Guided Reading checklist in 100% of general education classrooms and 40% of special education classrooms * Teachers and student analyze STAR Reading assessments and determine achievement of individual growth goal * Leaders analyze observation and coaching cycle data as well as Guided Reading professional development feedback surveys to quantify Guided Reading growth and celebrate with staff.   On EOY STAR, 50% of students will be reading at or above grade level |

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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** | | | | |
| Each grade level from 2nd to 5th grade will show 80% of general education students score 80% or higher on each EnVision Unit Assessment.  Each grade level from 2nd to 5th grade will show 40% of special education students score 40% or higher on each EnVision Unit 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. Effective implementation of lesson plan internalization and gradual release in mathematics instruction utilizing EnVision. 2. Mastery data determines students for small-group instruction and math standards to be utilized during independent practice time in gradual release. | | | | |
| **Funding Source(s): N/A** | | | | |

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| **Priority # 1** | Effective implementation of lesson plan internalization and gradual release in mathematics instruction utilizing EnVision. |
| **Evidence-based strategy** | EnVision Math  Relay coaching protocols  PD on guided math instruction to differentiate |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | Mastery data determines students for small-group instruction and math standards to be utilized during independent practice time in gradual release. | | |
| **Evidence-based strategy** | EnVision Math  Relay coaching protocols | | |
| **Cost to support implementation of strategy:** | **N/A** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| * 100% certified staff trained on Guided Math expectations (instructional and environmental) and corresponding checklist for classroom walkthroughs * Leaders develop monthly observation schedules specifically for Guided Math observations and feedback * Leaders calendar 4 Guided Math professional development sessions for 2019-2020 staff meetings and district-wide professional development days * Leaders guide teachers to calendar all EnVision Unit Assessments for 2019-2020 including flex time * PLC establish tool to track student growth towards stated goal for EnVision Unit Assessments as well as mastery of prioritized math learning standards through spiraled reteaching cycles | * Leaders conduct classroom walkthroughs with Guided Math checklist in 100% of general education classrooms and observe 70% implementation. Similarly, 40% of special education classrooms observed with 60% implementation. * Leaders conduct 2 classroom observations and coaching cycles per month (general education and special education) * Leaders facilitate 2 Guided Math professional development sessions based on trends from weekly observations and coaching cycles * Teachers submit Guided Math lesson plans and revised EnVision calendars to AIC weekly for regular check on pacing * Tracking tool indicates 70% of students are on track to meet goal (80% or higher on each EnVision Unit Assessment for general education and 40% for special education) | * Leaders conduct classroom walkthroughs with Guided Math checklist in 100% of general education classrooms and observe 90% implementation. Similarly, 40% of special education classrooms observed with 70% implementation. * Leaders conduct 2 classroom observations and coaching cycles per month (general education and special education) * Leaders facilitate 2 Guided Math professional development sessions based on trends from weekly observations and coaching cycles * Teachers submit Guided Math lesson plans and revised EnVision calendars to AIC weekly for regular check on pacing * Tracking tool indicates 75% of students are on track to meet goal (80% or higher on each EnVision Unit Assessment for general education and 40% for special education) | * Leaders conduct classroom walkthroughs with Guided Math checklist in 100% of general education classrooms and observe 100% implementation. Similarly, 40% of special education classrooms observed with 80% implementation. * Leaders conduct 2 classroom observations and coaching cycles per month (general education and special education teachers) * Leaders analyze observation and coaching cycle data as well as Guided Math professional development feedback surveys to quantify Guided Math growth and celebrate with staff * Teachers submit Guided Math lesson plans and revised EnVision calendars to AIC weekly for regular check on pacing * Tracking tool indicates 80% of students are on track to meet goal (80% or higher on each EnVision Unit Assessment for general education and 40% for special education) |

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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**