

Central Middle School Improvement/Accountability Plan

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <ul style="list-style-type: none"> • LEA • School or Charter 	Name of LEA: <i>Kansas City Public Schools</i> Name of School or Charter: <i>Central Middle School</i>	Check if appropriate <ul style="list-style-type: none"> • Comprehensive School ***Requires a Regional School Improvement Team • Targeted School • At-Risk • Other
Date: 05/29/19		
Purpose: To develop a plan for improving the top 3 areas identified in the needs assessment.		
<p>One plan may meet the needs of a number of different programs. Please check all that apply.</p> <ul style="list-style-type: none"> • 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 		

What staff/stakeholders have been involved in the needs assessment and development of this plan?	Simone Chambers Stacia Deckard Kyle Fuchs Tiffaney Brady Keven Benbow Lynne Boyer Coi Bui Heather Charlton Quincy Daniels Jennifer Darsie Keishya Dickerson Thomas Fay Stacy Gilson Vincent Gunnels Carla Kinder Kyle Kopatz Bridgette Lloyd-Wesley Bonnie Lucas Gaylan Lucas Geraldine Matthews Kyleigh Milford Terri Miller David Ordonio Robin Powell-Deppe Amber Underwood Frances Walker Robert Wheaton Nicole Harder Shonda O'Dell Arjun Ravindran Vondragas Smalley Shalonda Webb Frederick Crawford Vegeta Crawford	Principal Vice Principal Vice Principal Academic Dean Teacher Reading Teacher Teacher Teacher Team Lead/Teacher Counselor Math Interventionist Teacher Team Lead/Teacher Teachers Team Lead/Teacher Teacher Teacher Teacher Reading Interventionist Teacher Librarian Teacher Teacher Teacher Counselor Teacher Teacher Teacher Teacher Teacher Parent Parent Student
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<p>What are the key issues identified from the needs assessment?</p>	<ol style="list-style-type: none">1. Low Achievement2. Discipline3. Staff/Admin Relationships4. Attendance
<p>What are the prioritized needs for the LEA or building based on a root cause analysis?</p>	<ol style="list-style-type: none">1. Increase Student Achievement2. Improve Student Behavior3. Improve Staff/Admin Relationships4. Increase Attendance

The Goals and the Plan

Goal #1

Aligned with KCPS District Strategic Plan:

Pillar D – Data-Informed, effective & efficient systems. Strategic Priority 12 – Deliver effective operations, guidance and assistance.

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1

During the 2019-2020 SY, Central Middle School’s Administrative Team, will establish a strong collaborative culture by meeting with teachers biweekly to discuss instructional strategies, strong classroom management practices, and provide support and resources needed to ensure teaching and learning are the focus in every classroom. This will result in a 10% decrease in classroom related incidents and will be measured with discipline data from Pulse, Spring AQ survey results, iReady and Achievement Series data.

S – Improve collaboration and support to teachers through biweekly meetings

M- Tyler and Pulse data, iReady and Achievement Series data

A – Reduction of classroom behavior related incidents by 10%, increase in the number of advancing ratings on TNTTP walkthrough data by 10%

R – Aligned with mission where students and staff are inspired to reach their maximum academic, social and professional potential.

T - 2019-2020 SY with 30, 60, 90 day checkpoints

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

Data to support the establishment of goals:

1. Data from the AQ survey indicated students do not feel challenged and do not feel teachers believe they can do well.
2. Data from Tyler revealed 993/1981 discipline events occurred in the classroom. This data supports the implementation of strong classroom management plans to address behavior. This data also supports the implementation of building wide systems and processes to ensure efficient and smooth daily operations and a Behavior Therapist.
3. Data from the fishbone activity and the AQ survey disclosed staff desires opportunity for collaboration with the administrative team and shared decision making with building related matters

Strategies for Improvement

1. Each administrator will be responsible for cultivating a collaborative team that meets regularly to discuss building topics related to culture, climate, interventions, student behavior, etc.
2. Building principal will attend MLDS meetings to share best practices, learn from area administrators, and participate in new administrator learning and support.
3. A Behavior Therapist will work with teachers and students at the discretion of administration to improve behavioral deficits.
4. Center for Conflict Resolution will provide conflict resolution and restorative justice practices to improve building climate and culture.

Funding Source(s): Comprehensive Schools Funding

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days: August/September 2019</p> <ol style="list-style-type: none"> 1. School-wide implementation of building culture lessons by teachers during the first week of school. 2. Implementation of strong classroom management plans by all teaching staff. 3. Central Middle Administrative Team meets daily to debrief and weekly to discuss major planning and building issues. 	<p>08/12/19</p>	<p>Central Middle School administrative team</p> <p>Central Middle School administrative team, all teaching staff</p> <p>Central Middle School Administrative Team</p>	<p>Culture lessons provided to staff</p> <p>Classroom Culture Rubric</p> <p>Administrative Team notes</p>	<ul style="list-style-type: none"> • On-going

<p>4. The Leadership Team will meet the first and third Monday of the month.</p> <p>5. Five walkthroughs per week by each member of the administrative team</p> <p>6. Weekly submission of lesson plans</p> <p>7. Establishment of biweekly meetings by admin team with assigned teachers</p> <p>8. Behavior Therapist will visit classrooms and identify students</p> <p>9. Building Principal will attend scheduled MLDS meetings</p>		<p>Central Middle School administrative team, all teaching staff</p> <p>Central Middle School administrative team</p> <p>Central Middle School administrative team and all teachers</p> <p>Central Middle School administrative team and all teachers</p> <p>Behavior Therapist</p> <p>Building Principal</p>	<p>Team meeting notes stored in Google Drive</p> <p>TNTP Walkthrough observation form and rubric</p> <p>Google Drive</p> <p>Comprehensive Budget</p>	
<p>60 Days: September/October 2019</p>	<p>09/12/19</p>			<ul style="list-style-type: none"> • On-going

<p>1. Continue to monitor and measure effectiveness of classroom management and culture.</p> <p>2. Central Middle Administrative Team meets daily to debrief and weekly to discuss major planning and building issues.</p> <p>3. The Leadership Team will meet the first and third Monday of the month.</p> <p>4. Continue with five walkthroughs per week by each member of the administrative team.</p> <p>5. Weekly submission of lesson plans on Google Drive by all teachers.</p> <p>6. Biweekly meetings by admin team with assigned teachers</p>		<p>Central Middle School administrative team</p> <p>Central Middle School administrative team</p> <p>Central Middle School Administrative Team and Lead Teachers</p> <p>Central Middle School Administrative Team</p> <p>Central Middle School administrative team, all teaching staff</p> <p>Central Middle School administrative team</p>	<p>Classroom Culture Feedback Rubric</p> <p>Team meeting notes stored in Google Drive</p> <p>KCPS TNTP Walkthrough Form and Rubric</p> <p>Google Drive</p>	
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<p>7. Behavior therapist will continue with classroom visits</p> <p>8. Admin Team will monitor progress of student</p>		<p>Behavior Therapist</p> <p>Admin Team</p>	<p>Comprehensive Budget</p>	
<p>90 Days: October/November 2019</p> <p>1. Continue to monitor and measure effectiveness of classroom management and culture.</p> <p>2. Central Middle Administrative Team meets daily to debrief and weekly to discuss major planning and building issues.</p> <p>3. Continue with five walkthroughs per week by each member of the administrative team.</p> <p>4. The Leadership Team will meet the first</p>	<p>10/12/19</p>	<p>Central Middle School administrative team</p> <p>Central Middle School Administrative Team</p> <p>Central Middle School administrative team</p> <p>Central Middle School administrative team and lead teachers</p>	<p>Classroom Culture Feedback Rubric</p> <p>Team Meeting Notes</p> <p>KCPS TNTF Walkthrough Form and rubric</p> <p>Team meeting notes stored in Google Drive</p>	<ul style="list-style-type: none"> • On-going

<p>and third Thursday of the month.</p> <p>5. Weekly submission of lesson plans on Google Drive by all teachers.</p> <p>6. Biweekly meetings by admin team with assigned teachers</p> <p>7. Behavior therapist will continue with classroom visits.</p> <p>8. Admin Team will monitor progress of student.</p>		<p>Central Middle School administrative team and all teachers</p> <p>Central Middle School administrative team</p> <p>Behavior therapist</p> <p>Admin Team</p>	<p>Google Drive</p> <p>Comprehensive Budget</p>	
<p>Long Range:</p> <p>1. Continue to monitor and measure effectiveness of classroom management and culture.</p> <p>2. Central Middle Administrative Team meets daily to debrief and weekly to discuss major planning and building issues.</p>	<p>11/12/19</p>	<p>Central Middle School Administrative Team</p> <p>Central Middle School Administrative Team</p>	<p>Classroom Culture Feedback Rubric</p>	<ul style="list-style-type: none"> • 05/20/19

<p>3. The Leadership Team will meet the first and third Monday of the month.</p> <p>4. Five walkthroughs per week by each member of the administrative team.</p> <p>5. Weekly submission of lesson plans on Google Drive by all teachers.</p> <p>6. Biweekly meetings by admin team with assigned teachers</p> <p>7. Behavior therapist will continue with classroom visits</p> <p>8. Admin Team will monitor progress of student</p>		<p>Central Middle School Administrative Team and Lead Teachers</p> <p>Central Middle School Administrative Team and all teachers</p> <p>Central Middle School Administrative Team and teachers</p> <p>Central Middle School Administrative Team</p> <p>Behavior Therapist</p> <p>Admin Team</p>	<p>Team meeting notes stored in Google Drive</p> <p>KCPS TNTP Walkthrough Form and rubric</p> <p>Google Drive</p> <p>Comprehensive Budget</p>	
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Goal #2

Aligned with KCPS District Strategic Plan:

Pillar C– Caring and effective teacher in every class, and effective leader in every school; **Strategic Priority 8** – Invest in continuous professional development for all staff, so that, in time, each achieves mastery of their own craft.

Pillar D – Data-informed, effective & efficient systems; **Strategic Priority 11** – Match resources to data-supported student and staff needs.

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2

During the 2018-2019 SY, 100% of Central Middle School’s vertically aligned Professional Learning Communities (PLCs) will have documented shared discussions, with identified follow-up actions, at five times per week on any of the following topics: establishment of a viable and guaranteed curriculum, common formative assessments, tier 2 interventions, and best teaching practices; as measured by PLC notes, agendas, and The Professional Learning Community Continuum Rubric and TNTP Walkthrough data.

- S- Vertically aligned PLCs and Solution Tree Resources to focus on guaranteed and viable curriculum, CFAs, tier 2 interventions, and best teaching practices
- M- 100% of all PLCs will meet; documented through notes, agendas and measured with PLC continuum rubric
- A – Daily structured meetings that are built into the master schedule.
- R – PLC time is built into the schedule for all teachers and is aligned with vision to build capacity through strategic partnerships and inspire all to reach their maximum capacity.
- T- 2019-2020 SY with 30, 60, and 90-day checkpoints

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

Professional Learning Communities (PLCs) are an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment. The meetings are used at Central Middle School as a way to organize teachers into working groups, both departmentally and cross curricular to assess, formulate, and improve instructional strategies. This will result in increased student engagement in the classroom, with an improved focus on teaching and learning.

Departmental and Cross curricular PLCs are designed provide focus on classroom instruction and ensure a viable curriculum is taught, tested, and appropriate interventions are implemented at the right time for the right students. It will also provide teachers the opportunity to share best practices, discuss student work, data, and create engaging lessons in a collaborative environment.

Strategies for Improvement

1. During weekly PLC time, teams will collaboratively create/revise their team meeting norms.
2. During the PLC time, teams will identify the essential standards that will be taught and establish a guaranteed and viable curriculum.
3. For each standard, the team will write the standard in student-friendly learning targets, determine the level of rigor, identify prior skills/academic vocabulary needed, create/select the common assessment that will be used to measure student mastery, and determine when the standard will be taught.
4. Each team will have at least one SMART goal that measures the effectiveness of common formative assessments and create common rubrics to grade common formative assessments.
5. Each team member will create and maintain a data notebook.
6. Teams will collaboratively create at least two common assessments for each unit of study.
7. Teams will collaboratively align their grading practices and check that grade books are set up correctly for each team member.
8. Teacher will update grades a minimum of once per week.
9. Teams will determine weekly tier 2 intervention days to work with students who need additional time to master concepts.
10. PLC teams will upload agendas and meeting notes to Google Drive.

Funding Source(s): Comprehensive School Funding

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 days: August/September 2019</p> <p>1. The Administrative Team will meet with staff to establish PLC requirements for the submittal of agenda and notes.</p>	<p>08/12/19</p>	<p>Administrative Team, all PLCs, Solution Tree</p>	<p>Comprehensive Budget, PLC notes, goals and agendas – Solution Tree</p>	<ul style="list-style-type: none"> • On-going

<p>2. PLCs will meet to establish meeting norms and SMART goals.</p> <p>3. PLCs will review student academic data.</p> <p>4. PLCs will identify essential learning standards.</p> <p>5. PLCs will develop common Formative Assessments and common rubrics.</p> <p>6. PLCs will determine and implement weekly tier 2 intervention days to work with students who need additional time to master concepts.</p>		<p>Administrative Team, PLC leads and teachers, Solution Tree</p> <p>Administrative Team, PLC leads and teachers, Solution Tree</p> <p>Administrative Team, PLC leads and teachers– Solution Tree</p> <p>Administrative Team, PLC leads and teachers– Solution Tree</p> <p>Administrative Team, PLC leads and teachers– Solution Tree</p>	<p>Comprehensive Budget - PLC notes, goals and agendas</p> <p>Comprehensive Budget- PLC notes, goals and agendas</p> <p>Comprehensive Budget- PLC notes, goals and agendas</p> <p>Comprehensive Budget- PLC notes, goals and agendas</p> <p>Comprehensive Budget- PLC notes, goals and agendas</p>	
<p>60 days: September/October 2019</p> <p>1. PLCs will submit completed agendas</p>	<p>09/12/19</p>	<p>PLC leads</p>	<p>Book <i>Learning by Doing</i></p>	<ul style="list-style-type: none"> • On-going

<p>and meeting notes, within 24 hrs. of meeting.</p> <p>2. PLCs will monitor progress toward identified SMART goals.</p> <p>3. PLCs will continue to review student academic data and update data in Hope Room.</p> <p>4. PLCs will continue to develop and administer common Formative Assessments and utilize common rubrics to assess student progress.</p> <p>5. PLCs will continue with weekly tier 2 intervention days to work with students who need additional time to master concepts.</p>		<p>Central Middle School Administrative Team and PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>TPT</p>	<p>PLC Central Middle School Agenda and Notes Guide</p> <p>Achievement Series Data, iReady Data</p> <p>Common Formative Assessments and Common Rubrics</p> <p>Comprehensive Budget</p>	
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<p>90 days: October/November 2019</p> <ol style="list-style-type: none"> 1. PLCs will continue to upload completed agendas and meeting notes, within 24 hrs. of meeting completion. 2. PLCs will continue to monitor progress toward identified SMART goals. 3. PLCs will continue to review student academic data and update data in Hope Room. 4. PLCs will continue to develop and administer common Formative Assessments and \utilize common rubrics to assess student progress. 5. PLCs will continue with weekly tier 2 intervention days to 	<p>10/12/19</p>	<p>PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>Central Middle School Administrative Team, PLC leads, KC Plus Resident</p> <p>Central Middle School Administrative Team and PLC leads, Solution Tree</p> <p>Central Middle School Administrative Team and PLC leads, Teachers, TPT</p>	<p>Book <i>Learning by Doing</i></p> <p>PLC Central Middle School Agenda and Notes Guide Student academic data.</p> <p>Comprehensive Budget, Student academic data</p> <p>Comprehensive Budget-Common Formative Assessments, Common Rubrics</p> <p>Comprehensive Budget</p>	<ul style="list-style-type: none"> • On-going
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<p>work with students who need additional time to master concepts.</p>				
<p>Long Range:</p> <ol style="list-style-type: none"> 1. PLCs will continue to upload completed agendas and meeting notes, within 24 hrs. of meeting completion. 2. PLCs will continue to monitor progress toward identified SMART goals. 3. PLCs will continue to review student academic data and update data in Hope Room. 4. PLCs will continue to develop and administer common Formative Assessments and utilize common rubrics to assess student progress. 	<p>11/12/19</p>	<p>PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>KC Plus Resident, Teachers</p> <p>Central Middle School Administrative Team and PLC leads</p>	<p>Book <i>Learning by Doing</i></p> <p>PLC Central Middle School Agenda and Notes Guide</p> <p>Student academic data.</p> <p>Comprehensive Budget</p> <p>Common Formative Assessments and Common Rubrics</p>	<ul style="list-style-type: none"> • 05/20/19

5. PLCs will continue with weekly tier 2 intervention days to work with students who need additional time to master concepts.		TPT, Central Middle School Administrative Team, PLC leads, and Teachers,	Comprehensive Budget	
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Goal #3

Aligned with KCPS District Strategic Plan:

Pillar A – Personalized, rigorous, culturally responsive teaching and learning; Strategic Priority 3 – Tailor instruction and interventions to each student’s strengths and needs.

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3

During the 2018-2019 SY, Central Middle School Administrative Team, responsible for ensuring the high academic achievement for all students, will utilize the math and reading interventionists to work with students who have scored below basic in math and ELA on the MAP in spring of 2019. The Central Middle School administrative team will ensure tier 2 interventions are provided for students who need additional time to master concepts. This will result in a 10% increase in the number of students scoring proficient and advanced on the 2020 MAP. Spring 2019 iReady, Achievement Series and 2018 MAP scores will be used to place students in appropriate intervention classes. Semester iReady, Achievement Series and Spring 2020 MAP scores will be used to assess effectiveness.

S – Math and Reading interventionists will meet with specific students daily to improve functional skills and move closer to grade level and TPT will meet with students 2x weekly.

M – iReady, Achievement Series, MAP data

A – Students will receive specific interventions daily based on their academic data

R – Intervention time is part of the student schedule and aligns with the vision of providing intentional interventions

T – 2019-2020 SY with 30, 60, and 90 day checkpoints

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

MAP 4-Year Trend Data (% of students scoring proficient or advanced):

	2015	2016	2017	2018
ELA	11.21%	19.75%	20.52%	11.1%
Math	4.52%	8.16%	5.36%	6.3%
Science		12.1 %	12.4 %	----- (Field Test)

Greater than 90% of students scoring consistently basic and below basic in math and 80% of students consistently scoring basic and below basic in ELA supports the need for math and reading intervention. The interventionists will work with specific students to help improve their fundamental skills and provide time to build the foundation for stronger understanding and higher assessment scores in these areas.

Strategies for Improvement

1. Reading and Math interventionists will be used for tier 3 intervention during a designated intervention class that will be on the student schedule.
2. For those students who have scored in the basic category, they will have intervention with TPT (Tomorrow's Promise Today) 2x weekly for math.
3. Students who demonstrate growth of at least 25 points for each semester diagnostic will receive an incentive for their hard work
4. Teachers who consistently have 90% of their classes on iReady for 45 minutes each week will receive an incentive for meeting the school goal. Incentives will be awarded at the end of each quarter.

Funding Source(s): Comprehensive School Funding

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days: August/September 2019</p> <ol style="list-style-type: none"> 1. Teachers will administer district Pre-Tests and analyze data in order to plan for instruction that addresses student needs. 2. Teachers will begin using student trackers so students can become responsible for their learning. 3. Teachers will upload their lesson plans weekly to Google Drive. 	08/12/19	<p>Central Middle School Teachers</p> <p>CMS Teachers</p> <p>Central Middle School Teachers and Administrative Team</p>	<p>District Pre-Assessment</p> <p>Student Data Trackers</p> <p>Student Trackers</p> <p>CIPD Curriculum</p> <p>Google Drive</p>	<ul style="list-style-type: none"> • On-going

<p>4. TPT will provide math interventions to identified students.</p> <p>5. Admin Team will monitor student growth and progress within the TPT program</p>		<p>TPT</p> <p>Admin Team</p>	<p>Comprehensive Budget</p> <p>Tyler, iReady</p>	
<p>60 days: September/October 2018</p> <p>1. Teachers will administer district Pre-Tests/Post-Tests and analyze data in order to plan for instruction that addresses student needs.</p> <p>2. Teachers will continue to update data walls in classrooms and utilize student trackers.</p> <p>3. Teachers and administration will meet weekly to review academic data.</p> <p>4. Teachers will continue to upload lesson plans to Google Drive.</p>	<p>09/12/19</p>	<p>Central Middle School Teachers</p> <p>KC Plus Resident, Central Middle School Teachers</p> <p>Administrative Team</p> <p>KCPS curriculum</p>	<p>District Pre and Post Assessments</p> <p>Comprehensive Budget, Student Academic Data</p> <p>Data Notebook</p>	<ul style="list-style-type: none"> • On-going

<p>5. TPT will provide math interventions to identified students.</p> <p>6. Admin Team will monitor student growth and progress within the TPT program.</p> <p>7. Identify teachers who have consistently had 90% of students use iReady 45 minutes weekly for the quarter and reward with incentives</p>		<p>TPT</p> <p>Admin Team</p> <p>Administrative Team</p>	<p>Comprehensive Budget</p> <p>Comprehensive Budget</p>	
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<p>90 days: October/November 2018</p> <ol style="list-style-type: none"> 1. Teachers will administer district Pre-Tests/Post-Tests and analyze data in order to plan for instruction that addresses student needs. 2. Teachers will continue updating classroom data walls. 3. Teachers and administration will continue to meet weekly to review academic data. 4. TPT will provide math interventions to identified students 5. Monitor student growth within the TPT program 	<p>10/12/19</p>	<p>Central Middle School Teachers</p> <p>Central Middle School Administrative Team</p> <p>Central Middle School Administrative Team</p> <p>TPT</p> <p>Admin Team</p>	<p>District Pre and Post Assessments</p> <p>CIPD Curriculum</p> <p>Data Notebook</p> <p>Comprehensive Budget</p> <p>iReady and GMAD Data</p>	<ul style="list-style-type: none"> • On-going
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<p>Long Range</p> <ol style="list-style-type: none"> 1. Teachers will administer district Pre-Tests/Post-Tests and analyze data in order to plan for instruction that addresses student needs. 2. Teachers will continue to update their classroom data walls. 3. Teachers and administration will continue to meet weekly to review academic data. 4. TPT will provide math interventions to identified students. 5. Admin Team will monitor student growth and progress within the TPT program. 6. Identify students with minimum of 25 points in growth from Aug. to Dec. 	<p>11/15/19 – 5/20/19</p>	<p>Central Middle School Teachers</p> <p>Administrative Team</p> <p>Central Middle School Administrative Team</p> <p>TPT Admin Team</p> <p>Administrative Team</p> <p>Administrative Team</p>	<p>District Pre and Post Assessments</p> <p>Data Notebook</p> <p>Comprehensive Budget</p> <p>Comprehensive Budget</p> <p>Comprehensive Budget</p>	<ul style="list-style-type: none"> • 05/20/19
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Superintendent

Date

State Supervisor, School Improvement

Date

Federal Programs Supervisor/School Improvement Staff

Date