2019-2020 Schoolwide Title I Plan/Improvement/Accountability Plan

Improvement/Accountability Plan		

Focus of Plan (check the appropriate box):
• **LEA**
• **School or Charter**
	Name of LEA:
	KCPS
	
	Name of School or Charter:
	Northeast Middle School
		Check if appropriate
		    X Targeted School
		    ***Requires a Regional School Improvement Team**
		    • **Comprehensive School**
		    • **At-Risk**
		    • **Other**

Date: 8/30/2019		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		

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**

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What staff/stakeholders have been involved in the need's assessment and development of this plan?	
What are the key issues identified from the need's assessment?	1. **Discipline Issues - 5708 discipline referrals, Suspension rate OSS 1665 (28.9%) – ISS 2201 (38.2%) – Long Term OSS 11 (0.2%)** 2. **Student Achievement Scores (below basic: Math – 73.8%, Comm Arts. – 60.2%)** 3. **Attendance rate 57.60%**
What are the prioritized needs for the LEA or building based on a root cause analysis?	1. Social and emotional deficits/needs students bring that hinder school readiness for students 2. Academic readiness for Middle school/grade level proficiency in core content areas 3. Adequate teacher preparation, support and resources for establishing rigorous, culturally responsive and well managed classrooms (retention/recruitment)

Northeast Middle School
Title One Budget Allocation

	Title I.A Budget Allocation Summary 2019-2020			
Goal # (1-3)	Expenditure or Action to be Funded	Date	Estimated Cost	Funding Source(s)
X	Preliminary Title One Allocation	7/2019	380,635	
Goal 2	Title One. A Reading Interventionist	7/2019	64,953	Title One. A
Goal 2	Title One. A Math Interventionist	7/2019	73,978	Title One. A
Goal 2,3	Title One. A Supplemental Teacher	7/2019	68,000	Title One. A
Goal 1	Title One. A Home School Coordinator	7/2019	49,109	Title One. A
Goal 1	Title One. A Parent Engagement Specialists	7/2019	36,955	Title One. A
X	Title One. A Discretionary Spending	7/2019	87,640	Title One. A
Goal 2	Title One. A Tutoring / Transportation / Staff Certified	7/2019	7,000	Title One. A
Goal 2,3	Title One. A General Supplies	7/2019	6,000	Title One. A
Goals 1,2	Title One. A Supplemental Supplies	7/2019	20,000	Title One. A
Goal 1	Title One. A Communities in Schools	7/2019	25,000	Title One. A
Goal 1,3	Title One. A Parental Involvement (SAC Food Purchases)	7/2019	3,000	Title One. A
Goal 1	Title One. A Stipend Certified	7/2019	4,000	Title One. A

Goal 2	Title One. A Stipend Classified	7/2019	3,000	Title One. A
Goal 2,3	Title One. A Travel / Training	7/2019	8,000	Title One. A
Goal 1,2,3	Title One. A Other Purchased Services	7/2019	11,640	Title One. A

The Goals and the Plan
(Choose no more than 3 goals to focus on with your improvement plan)

Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1
KCPS Roadmap for Student Growth and Success Pillar B, Safe Climate and Strong Relationships with Families & Community.
Increase attendance by 3% while reducing the number of office referrals by 5% by the end of the school year as a result of establishing inviting, caring, empathetic classroom and overall school environment with support and services to address student the social and emotional needs (fatigue, hunger, anger, communication deficits and home/life obstacles) that hinder their readiness for learning as well as to meet specific needs such as IEP goals and ELL goals.
Specific - establishing inviting, caring, empathetic classroom and overall school environment
Measurable - while reducing the number of office referrals by 5% by the end of the year (Monthly comparing year to year data)
Achievable – the supports and services refer to: Social worker, Restorative justice processes and personnel, behavior intervention plans for high flyers, active problem-solving team, Parent phone calls, attendance committee, home visits, student support services, meetings with the exceptional education department and Limited English Proficient department. (Restorative Justice, clothing closet, food pantry, Communities in Schools office, and City Year)

Relevant - address student the social, emotional, and special academic needs (fatigue, hunger, anger, communication deficits and home/life obstacles, IEPs, Language Barriers) that hinder their readiness for learning.

Timely - end of the school year (30, 60, 90 days monitoring)

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

Many of the social and emotional deficits/needs students bring that hinder school readiness for students. These deficits are reflected in data such as:
2018: Attendance rate 57.60%,
2018: Suspension rate OSS 1665 (28.9%) – ISS 2201 (38.2%) – Long Term OSS 11 (0.2%)
2018: 5,708 discipline referrals
2018 Top Ten behavior offense / percentage of behavior offenses
- Defiance of Authority / Hall Freeze 1212 (21.0%)
- Excessive Tardiness 704 (12.20%)
- Dangerous Behavior 684 (11.90%)
- Chronic Misconduct - Prior Interventions 663 (11.50%)
- Disruptive Behavior - Schl/Schl Activity 546 9.50%
- Fighting 256 (4.40%)
- Failure to serve Consequence 247 (4.30%)
- Computer / Internet / Email Violation 245 (4.30%)
- Language – Abusive / Offensive / Profane 216 (3.80%)
- Assault of another student 89 (1.50%)

Strategies for Improvement

1. Social worker
2. Restorative justice processes, personnel and teacher training
3. Student Support Services (R.J., clothing closet, food pantry, Community in Schools office, City Year, Mentoring)
4. Teacher parent contact through Parent Liaison, Homebound Coordinator, and Dropout Specialist (personal/relationship building)

5. Ongoing parent contact/ monthly meetings/programing for parent to school connection
   - Attendance Phone calls
   - Home visits

Funding Source(s): Comprehensive Budget

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Administrators will collect/manage the culture metrics of the school and report to Admin & staff information so systems can be designed to reduce suspensions and increase attendance	1.July 1, 2019	1.Administrative Team - Principal - Vice Principals - Homebound Coord. - Parent Liaison	1. Data Room supplies	**1.October 2019**
2. Parent Liaison will contact parents daily at the first signs of student consecutive absences and planning of monthly small groups empathy interview luncheons for parents to gather feedback and parental trust. Establish calendar of events and activities based on parent responses.	2. August 2019	2.Administrative Team - Principal - Vice Principals - Attendance Sec. - Parent Liaison	2. empathy interview training	**2. October 2019**
3. Teachers will be trained in restorative & trauma sensitive practices.	3. August 2019	3.Administrative Team - Principal - Vice Principals	3.Restorative Justice Training and Trauma Sensitive Training.	**3. October 2019**

		- KC-plus - Counselors		4. **October 2019**
4. Calibrate with ELL and EE department specialists to ensure scholars are receiving appropriate, on grade level services.	4. September 2019	4. Administrative Team - Principal - Vice Principals - KC-plus - Counselors	4. Collaborative time with ELL and EE departments.	
60 Days 1. PST development of behavior intervention plans for scholars with tier 2 and tier 3 behaviors, School wide celebrations and incentives around attendance, behavior and academic growth/grades	1.October 2019	1.Administrative Team - Principal - Vice Principals - Counselor - Teacher - Parent Liaison - Communities in Schools Coordinator	1.Problem Solving Team (PST) training 1.Incentives to celebrate positive attendance or behavioral expectations	**1.November 2019** **2.November 2019**
2.Processes and procedures to facilitate student/parent use of Student Support Wing by Parent Liaison, Community in Schools, and RJ personnel. Parent liaison will begin home visits for student who are not responding to tier 1	2. October 2019	2.Administrative Team - Principal - Associate Princ. - Vice Principals - Dean of C & C - R. J. staff - Parent Liaison Communities in Schools Coordinator		

interventions. Begin holding monthly parental meetings.				
90 Days 1. Designate spaces, purchase furniture, design processes for use and launch the social and Emotional Spaces for mediation, refocusing and mindfulness strategies	1.November 2019	1.Administrative Team - Principal - Vice Principals	1.Furniture and decorum pieces for social/emotional space 1.Mindfulness training	**January 2020**
2.Assess the effectiveness of the parental activities and meetings (Start, stop or tweak programing). Collect data on students frequently receiving services and access if there is any improvement in attendance and grades.	2.November 2019	2.Administrative Team - Principal - Vice Principals	2.Overtime	**2. January 2020**
3.Teacher develop list from team of students that may need support academically and/or social/emotional and get the students aligned with tutoring and or clubs to increase participation and	3.November, 2019	3.Administrative Team - Principal - Vice Principals - Counselors - KC Plus Resident - Athletic Director	3. Supplies/resources for Club start up 3.After school club sponsor/ tutor compensation	**3. December 2019**

connection to school community.				
Long Range 1.Administrative team will continually address student's behavioral needs, lead P.S.T, and implement process to improve upon and maintain a positive, student centered educational culture and climate.	1.January 2020	Administrative Team - Principal - Vice Principals - Counselors - RJ Team		**1.May 2020**
2. Parent Liaison will continue calling parents, performing home visits, holding parent meetings to improve parent participation with programing and services to positively affect student attendance and academic performance in the classroom.	2.January 2020	Administrative Team - Principal - Vice Principals - Parent Liaison - Attendance Sec.		**2. May 2020**
3.Teachers will continue building relationships and provide weekly	3.January 2020	Administrative Team - Principal - Vice Principals		**3. May 2020**

attendance and grade checks. They'll monitor students' progress.		- Parent Liaison - Attendance Sec.		

Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Leadership	**Collaborative Climate and Culture**	**Effective Teaching and Learning**	**Data-Based Decision Making**	**Alignment of Standards and Curriculum**

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2

Based on the KCPS assessment calendar for quarterly pre/post assessments as well as the DESE mandated assessments, data from achievement series will be collected and analyzed during teacher PLC meetings and common planning periods as a means to identify scholars grade level proficiency in all core content areas with a goal of at least 5% of scholars moving up one level of proficiency over the course of the academic year thus aligning instruction to the district and campus mission and vision to ensure the success of all scholars including limited English Proficient and Exceptional Education Scholars.

Specific – data from achievement series will be collected and analyzed during teacher PLC meetings and common planning periods
- Team and community members will use student summative as well as formative assessment data to inform instruction and allow for differentiation to occur thus improving the level of understanding and success for all scholars.
- PLC and common planning times will be implemented into the schedule to allow teachers to team both horizontally and vertically therefore allowing conversations to focus on teacher developed common assessments, engaging & quality lessons, share best practices, and establish a level of increased academic rigor and expectations.

Measureable –   based on the KCPS assessment calendar for quarterly pre/post assessments as well as the DESE mandated assessments
- Assessments will be administered at the beginning and end of each quarter of academic study to identify scholars' level of mastery of the content as well as areas of concern for each scholar. Mid-quarter, teacher developed checkpoints will be implemented to ensure regular measurements.

- Team will see BOY, MOY, and EOY common, cumulative assessments for all core content areas as either a replacement for A.S. assessments or as an addition to A.S. assessments.

Attainable – goal of at least 5% of scholars moving up one level of proficiency over the course of the academic year
- Growth goals should be higher and expectations of implementation of this goal should increase academic achievement by more than 5% of scholars moving up a level over the course of the year.

Relevant – aligning instruction to the district and campus mission and vision for scholar success.
- This illustrates our commitment and focus on the success of all of our scholars not only academically but also socially and emotionally to ensure they are developing into productive and respected members of society.

Timely – over the course of the academic year
- Monthly checkpoints will accompany ongoing teacher summative and formative assessments as well as weekly lesson planning checks for aligned, data-driven planning and instruction.
- Lesson Planning will be monitored weekly.
- Instructional monitoring of academic progress will be monitored weekly with reviews occurring monthly between the administrator and teachers in the form of face-to-face coaching sessions centered on scholar attendance data, referral data, formative & summative assessment data, and walk through observations.

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)
Several of the subpopulations at NEMS are falling below in their academic performance based on MAP assessment data for the last few years with all subpopulations falling in performance from 2017 to 2018.
Strategies for Improvement
- Strong, functional PLCs   - Establishment of a PLC model in which departmental and grade level teams meet monthly for at least a half day to analyze data, plan common assessments, high level lesson planning, and scholar interventions.   - Establishment of course and departmental syllabi both vertically and horizontally to ensure increased levels of expectations for scholar success as well as consistency with learning targets.   - Develop academic partnerships in the form of EOC content specific PLCs with other neighborhood high schools as a means of building capacity for instructional excellence among the teaching teams on all participating campuses.   - Establishment of a model classroom to allow for mentorship of effective instructional practices, authentic engagement, differentiation to meet individualized scholars needs, and classroom management best practices.

● Implementation of ongoing, campus-based professional learning opportunities.
    ● Model Classroom Teacher/Peer Coach (modified Schedule)
● Interventions for Scholar Success
    ● Math Interventionist
    ● Reading Interventionist
    ● Implementation of basic study skills activities in advisory classes.
    ● Establishment of a 5:30 tutorial bus and possibly a Saturday morning tutorial bus. This will allow for more academic tutorials.
● Joint class observations twice monthly with EE specialists and ELL specialists to ensure on grade level, academically rigorous instruction and interventions.

Funding Source(s): Title One and Local Budgets

30 Day Plan

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
1. Develop a Core Content PLC Program and meeting calendar. Present plan to team along with PLC expectations. Also begin an in-depth analysis of scholars' prior performance levels.	August 5, 2019	Administration		Training on PLC Model by August 8, 2019; Initial Calendar Due August 16, 2019
2. Develop a semester-by-semester plan for Wednesday PD and biweekly mini clinics – SIOP, Effective Co-teaching, Instructional best practices, etc.	August 5, 2019	Administration, Leadership Team, Interventionist		Training calendar with all fall offerings by August 23, 2019. First PD session by August 28, 2019.
3. Develop an Intervention Team	August 5, 2019	Administration, Leadership Team, Interventionists, MAP Content Teachers, Counselors		Intervention bi monthly meeting schedule by August 16, 2019. Google Document Spreadsheet for tracking all scholars developed by August 23, 2019

60 Day Plan

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
Review all scholar data from district administered Achievement Series Assessments, teacher developed assessments, and other data sources such as i-Ready to inform classroom instruction.	August 26, 2019 - Q1 Pre test and October 7, 2019 Q1 Posttest. Also Analyze Q2 Pretest for gaps in background knowledge.	Content teacher, subject administrator, Interventionist (Math and ELA).		August 30, 2019 - Q1 Pretest & October 14, Q1 Posttest.
Continue ongoing Wednesday PD and biweekly mini clinics based on the data from PLC meetings as areas of instructional need to improve scholars' academic success	October 14, 2019 - Review Q1 grades, discipline data, and achievement series data to make adjustments to PD offerings as needed based on data.	Administration, Leadership Team, Interventionists. Also, exemplary teachers.		Adjusted training calendar with all fall offerings. December 20, 2019
First quarter intervention formal review of scholar growth and adjust scholars level of intervention as well as differentiated interventions based on ongoing data analyses.	October 14, 2019 to October 21 - Review Q1 grades, discipline data, and achievement series data to make adjustments.	Administration, Leadership Team, Interventionists, MAP Content Teachers, Counselors.		Intervention bi monthly meeting are ongoing to review Google Document Spreadsheet for tracking all scholars and their interventions. December 20, 2019

90 Day Plan

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
Team members meet to review first semester scholar progress (assessment data, attendance data, etc.) toward mastery of content objectives. Develop an academic boot camp model of review for any objective scholars need to master from semester one and integrated into semester two.	December 16, 2019.	Content teacher, subject administrator, Interventionist (Math and ELA.		January 10, 2020
Continue ongoing Wednesday PD and biweekly mini clinics based on the data from PLC meetings as areas of instructional need to improve scholars' academic success based on full first semester data	January 6, 2020	Administration, Leadership Team, Interventionists. Also exemplary teachers.		February 21, 2020
Summative review of all scholar data to make recommendations for second semester interventions, individualized scholar plans, and areas of higher priority for all scholars.	December 16, 2019	Administration, Leadership Team, Interventionists, MAP Content Teachers, Counselors, Social Worker.		January 10, 2020

Long Range Plan

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
Core PLC meetings hosted once per month for a full day. Then weekly during EOC Planning Period. Ongoing data reviews as occurred during the 30-60-90 day reviews throughout second semester.	August 12, 2019	Content teacher, subject administrator, Interventionist (Math and ELA).		May 15,2020
Campus and district teachers will be identified who exhibit exemplary teaching practices to serve as model classrooms as a means of demonstrating effective best practices.	August 12, 2019	Administration, Leadership Team, Interventionists, exemplary teachers, partner campuses		May 15,2020
Intervention Team Bi Monthly meetings.	August 12, 2019	Administration, Leadership Team, Interventionists, MAP Content Teachers, Counselors.		May 15,2020

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3

KCPS Roadmap for Student Growth and Success Pillar C, Caring, Effective Teacher in Every Classroom and Effective Leader in Every School

By the end of the school year 2019-2020, NEMS administrators will lead, coach, model and hold all NEMS teachers accountable to consistently display culturally responsive practices by establishing clear classroom systems, develop efficient school to family communication, practice both vertical and horizontal collaboration, facilitate monthly peer observations, and incorporate daily instructional content and strategies to engage 100% of students 100% of the time; administrators will also participate in the Missouri Leadership Development System implementing best practices learned through MDLS trainings.

S- Instructional leaders will lead teachers and staff to ensure they are fully prepared to meet the instructional needs of all our scholars Administration will use previous year's data, walkthroughs, and assessment data to determine right fit professional development for returning teachers
- Teachers and evaluators will work together to create developmental goals for each instructor.
- Teachers will voluntarily participate in book studies that address best instructional practices and culturally responsive pedagogy
- Campus leaders will participate in the Missouri Leadership Development Series for Emerging and Developing leaders in order to strengthen their personal and professional leadership skills as well as improve their tools for developing team members.

M – Use Walkthrough tool and evaluation documentation to reflect teacher instructional growth. Classrooms will have clear systems for learning, engagement rates will increase, and student achievement will improve
- Administration will walk-through each teacher's entrance, classroom, and exit procedures at the onset of each year and assist with revising them to develop a high-quality culture of learning

- Walkthroughs will show an improvement of the mean indicator and an increase in the average engagement rate from month to month
- Assessment data (Achievement Series and EOC) will be the focus of PLCs to determine priority standards and create common formative assessments

A- Instructional team members will exhibit growth mindsets as illustrated by increased scholars' academic performance and improved, authentic engagement in classroom activities.
- Mindsets, professional development and coaching, and frequent revisiting to the goal will make it more achievable
- Establishing mindsets rooted in growth and gradual success will be an ongoing practice until it becomes a norm (among scholars, staff, and families)
- Fragmenting the goal into smaller, school-wide goals will guide the professional development calendar in both Wednesday workshops, voluntary mini-clinics, and outside professional development opportunities
- Peer observations will serve as another layer of feedback and coaching
- Staff will revisit goals monthly to determine progress

R- The correlation between teacher preparation and planning and student achievement will help continue to revitalize our school culture to one where learning is at the forefront
- Teachers who are better prepared will be more confident and focused
- Providing and incorporating effective feedback leads to continuous improvement
- Student achievement starts with establishing strong pedagogical foundations

T- By the end of the SY 2019-2020
- Teacher developmental goals will typically live in a 6-week cycle
- Monthly revisiting of the school-wide goal to monitor progress in chunks
- Analyzing data from walkthroughs to track trends and averages to guide course of action.

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)
Average Teacher Walkthrough Data: 50% Approaching
Attendance Rate: 50.5%
Administrator Feedback
District Personnel Feedback
FOCUS school debriefs
Strategies for Improvement

Monthly peer observations
Weekly PLC meetings (vertical and horizontal teams)
RJ training and implementation
Development of common language, values, and mission
Providing on-site mentor teachers for probationary teachers
Monitoring and goal-setting: Lesson Planning (Bell to Bell), Instructional Strategy Implementation, and Student Engagement Averages
Data driven (walkthroughs, surveys, etc.) professional development
Student data tracking (individual progress monitoring)
Wholistic unit planning (priority standards, field experiences, guest speakers, project-based learning, etc.)
Leadership (Principal, Vice Principals,) participation in the Missouri Leadership Development System Emerging and Developing

Funding Source(s): Comprehensive Budget

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days **1.Establish, monitor, and revise classroom procedures** **2.Assess & coach classroom culture of learning** **3. Restorative Justice training: language and de-escalation**	1.August 1, 2019 2. Initial Observation within the first week of school 3. August 1, 2019	1. Administration and PLUS resident 2. Same as above 3. RJ Center, CCR	1.TLAC strategies, classroom management plan template 2.Classroom Culture Rubric 3.RJ handouts and manuals	Established July 2019 at Leadership Retreat Monitoring ongoing; Checkpoints at midterm and quarter RJ Training by September 30, 2019
60 Days **1.Interdisciplinary planning with a priority standard and common formative assessment**	1.First PLC meeting of the year	1.Department chairs and assigned content administrators 2.Faculty members	1.Assessment data and grade-level standards	● PLC Planning: Sept 15, 2019 ● Peer Observation Cycles: ● Cycle 1 Sept. 30, 2019

2. Peer Observation cycle and system established **3. Monitor student engagement rates**	2. Second PLC meeting of the year 3. August 12, 2019	3.Administration and PLUS resident	2.Peer Observation feedback form and formalized system 3. Engagement rate form and tracker (Comprehensive Budget); frontline walkthrough tool	• Cycle 2: Nov. 15, 2019 • Cycle 3: Mar. 11, 2019 • Cycle 4: May 1, 2019 • Engagement Rates (weekly)
90 Days **1. Mini-lessons and PD Workshops with instructional focus** **2.Progress monitoring teacher developmental goals through OFC** **3.Set aggregate goals for lesson plan submission, engagement rates, and established classroom configurations (4-square)**	1. August 2019 2. September 2019 3. September 2019	1. Admin, Dept Heads, Academic Dean and CIPD 2. Academic Dean, Better Lesson, Evaluators and Instructors 3. Department Heads and instructional staff	1. School-wide goals, TLAC strategies, Better Lesson personnel 2. OFC process and data trackers (Comprehensive Budget) 3. SMART goal sheets, 4-square model, engagement rate trackers	• Voluntary mini-clinics on Flex Wednesdays • Progress monitoring at 6-week intervals from August 20th to May 15th • Monthly goals and performance stated at the first Wednesday faculty meeting; new goal(s) set at same interval
Long Range **1. Quarterly book studies** **2. Ongoing RJ Training**	Summer 2019-Summer 2020	1. Administrators & Librarian	1. Books (Better than Carrots or Sticks, For White Folks Who Teach in the Hood, Pushout, Changing Lenses) (Comprehensive Budget)	• For White Folks: June 5th thru June 30th • Better than Carrots: July 1 thru July 31st • Pushout: August 1 thru October 30th

3.Continuous revision of systems for school to family communication		2. RJ Coordinators and CCR 3. SAC and Administrative personnel	2. RJ literature (Comprehensive Budget), schedule of training dates, CCR assistance with CABs 3. Tyler for email communication and text messages; robocalls continued; school-wide calendar with important dates/events (monthly communication-digital)	● Changing Lenses: November 1 thru December 20th ● Other titles to be determined for Q3 and Q4 ● School calendar updates on Google and Outlook ongoing

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Superintendent   **Date**

_____   _____
State Supervisor, School Improvement   **Date**

_____   _____
Federal Programs Supervisor/School Improvement Staff   **Date**