

## Form A2 – School Improvement Plan

Principal: Brian Chance

Assistant Superintendent: Kelli Parpart

School: Osseo Middle School

Date: 2019-20

The School Improvement Plan priorities focus on three areas: **reading, mathematics, and student behavior**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction, (3) student behavior; and, if applicable, (4) a graduation rate goal.

### Guidelines

- (1) The district will insert the baseline data prior to the scheduled site improvement meeting with the Research, Assessment and Accountability Department.
- (2) The district will insert the basic and transformational goals at the start of school using the 2019-2020 cohorts. Students enrolled for the 2019-2020 school year make up each cohort.
- (3) Basic goals represent reasonable student progress or improvement based on trends. Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (4) General Color-Coding Key (most data tables include a more specific key):

Far Below Basic Goal	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (5) Site team should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
  - a. What did the data tell you about your current state? What were things the data did not tell you?
  - b. What adult practices might be the cause of the data?
  - c. What are the root causes of the data concerns that will be addressed in action plans?
  - d. What research-based actions, strategies, and interventions will support students in meeting the goals?
  - e. What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)?

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Priority One: READING							Measure: MCA Proficiency (Index Rates)		
Column Header									
<b>Results</b>									
Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.									
<b>Fall Cohort</b>									
Index rate for students tested in the previous spring and enrolled the following fall.									
<b>Basic Goal</b>									
The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.									
<b>Transformational (Trans.) Goal</b>									
The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.									
<b>Color Coding</b>									
10+ points below basic goal		6-9 points below basic goal		1.1 to 5.9 points below basic goal		Within 1 index point of basic goal		Met basic goal	Met transformational goal
Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring.									
Group	Spring 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal
All Students	72.8	73.8	76.8	75.6	83.1	71.8	73.1	76.0	79.9
Grade 6	76.2	78.3	81.3	78.3	86.5	80.9	80.5	75.6	85.4
Grade 7	70.8	70.1	79.1	77.3	85.1	66.7	76.6	69.4	82.5
Grade 8	71.6	72.7	70.1	71.2	77.9	68.4	62.4	61.8	71.8
Amln						74.2			
Asian	67.1	72.1				70.6			
Black	50.3	50.7				50.3			
Hispanic	65.9	65.3				67.9			
White	81.7	83.3				79.4			
Multiracial	65.9	75.3				69.5			
EL	15.2	13.0				13.5			
Spec Ed	37.5	31.6				32.6			
F/R Lunch	55.5	58.5				54.2			
Female	80.1	79.0				76.8			
Male	65.8	68.9				67.5			

**Priority One: READING** *Measure: SIP Growth and Gap-Closing (SGG)*

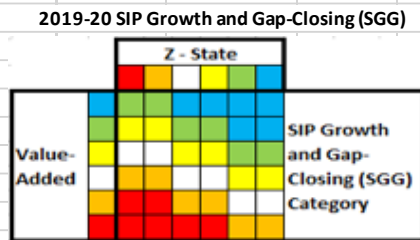
2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)					
<b>.30 or more below Basic</b>	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal

2019 Color Coding for MCA Value-Added and Z-State Results					
<b>-.30 or below</b>	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up

Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

2019 Goals (Based on 2018 Results)			
Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+.15 and up	0.15	0.2
Above district average	+.10 to +.14	0.1	0.15
Near district average	-.09 to +.09	0.05	0.1
Below district average	-.10 and below	0	0.1

2020 Goals			
Basic	Z-State	Transformational	Z-State
0.15		0.30	
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Trans.	Z-Dist	Val-Add	Z-State	SGG
All Students	0.17	0.08	0.09	0.05	0.10	0.05	0.03	-0.10	
Grade 6	0.38	0.32	0.24	0.15	0.20	0.26	0.27	0.19	
Grade 7	0.05	-0.21	-0.13	0.00	0.10	-0.17	-0.21	-0.40	
Grade 8	0.10	0.13	0.16	0.15	0.20	0.05	0.03	-0.07	
Am Ind	0.16					-0.02	-0.03	-0.17	
Asian	0.09	0.11	0.26	0.15	0.20	0.15	0.12	0.01	
Black	0.00	-0.22	-0.11	0.00	0.10	-0.18	-0.07	-0.33	
Hispanic	0.14	0.09	-0.15	0.00	0.10	0.01	0.07	-0.15	
White	0.24	0.15	0.17	0.15	0.20	0.11	0.04	-0.03	
Multiracial		0.19	0.08	0.05	0.10	0.04	0.04	-0.09	
EL	-0.05	-0.29	-0.40	0.00	0.10	-0.06	0.16	-0.21	
Spec Ed	-0.08	-0.02	-0.35	0.00	0.10	-0.18	-0.04	-0.32	
F/R Lunch	0.05	-0.10	-0.02	0.05	0.10	-0.16	-0.06	-0.30	
Female	0.22	0.22	0.14	0.10	0.15	0.11	0.03	-0.03	
Male	0.13	-0.07	0.05	0.05	0.10	-0.01	0.02	-0.16	

**Priority One: Reading**

**Reading Continuous Improvement Action Plan:** (add steps as needed by using tab key)

<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
<p>Collaborative English classes</p>	<p>Special Education teachers will co-teach grade level English classes. Focus and support will be on providing standards-based instruction, specialized and differentiated instruction, and academic progress monitoring within the general education setting.</p>	<p>Data to be collected includes formative and summative assessments, trimester grades and progress monitoring of IEP goals and objectives.</p> <p>Classroom teachers will submit trimester grade reports for students receiving instruction during Collaborative English class.</p> <p>Special Education teachers will complete progress reports to monitor student progress with IEP goals and objectives.</p>	<p>Jenny Tollefson Wyatt McMullen Marin Iozzo Dan Conlin</p>
<p>Grade level Resource English classes</p>	<p>Special Education teachers will teach grade level standards through providing specialized and differentiated instruction, and consistently monitoring the progress of their students. Teachers will align instruction to priority standards and Individual Education Plan student goals.</p>	<p>Data to be collected includes formative and summative assessments, trimester grades and progress monitoring of IEP goals and objectives.</p> <p>Classroom teachers will submit trimester grade reports for students receiving instruction during Resource English class.</p> <p>Special Education teachers will complete progress reports to monitor student progress with IEP goals and objectives.</p>	<p>Jenny Tollefson Jean Oseko Marin Iozzo Dan Conlin Amanda Dixon</p>

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Time Management class with English specific focus	Special Education teachers will support students who receive special education services. They will align their instruction to grade level standards and IEP goals and objectives. They will implement ongoing formative assessment to guide teaching and learning. They will flexibly group students based on goals, strengths, and academic and social needs.	Data to be collected includes formative and summative assessments, trimester grades and progress monitoring of IEP goals and objectives.  Classroom teachers will submit trimester grade reports for students receiving instruction during Time Management.  Special Education teachers will complete progress reports to monitor student progress with IEP goals and objectives.	Jenny Tollefson Dan Conlin Jean Oseko Marin Iozzo
Wilson Reading: Explicit, systematic, phonemic, phonetic, multi-sensory, intensive evidence-based practice with sound cards and word recognition	Special Education teacher will identify and support students who receive special education services that would benefit from the Wilson Reading program. Systematic instruction will be implemented for these students to build phonemic and reading skills. This instruction will be integrated into Grade 6 Resource English as well as provided through an afterschool Targeted Services class.	Special Education teacher will conduct pre and post assessments using the WADE or WIST assessment.	Jenny Tollefson Jean Oseko
Silent sustained reading in Advisory	Advisory teachers will engage all students in silent sustained reading 1 day per week	Total minutes read, MCA test	All staff
News ELA in Advisory	All Advisory teachers will engage students in News ELA reading activities 1 day per week	Trimester reports of reading progress from News ELA	All Staff
Culturally responsive instruction	All PLT's will incorporate CLEAR Inquiry model to support culturally responsive instruction. Liz Hirschman will support all PLT's to ensure instructional	End of trimester data templates	All staff

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	strategies support diverse learning needs		
Culturally responsive instruction	EL PLT will incorporate CLEAR Inquiry model to support culturally responsive instruction. Administration and OMS Equity teacher will collaborate with EL staff to improve instructional experiences for EL students	Formative assessments MCA scores	
After School Book Club	OMS will offer an after school book club to support reading and reading comprehension. We will specifically target students who are below proficiency for this intervention	Formative assessments MCA scores	

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<b>Priority Two: MATHEMATICS</b>		<i>Measure: MCA Proficiency (Index Rates)</i>	
<b>Column Header</b>			
<b>Results</b>	Index rate for students who had a score from the previous year, were enrolled on October 1 of the next year, and tested the next spring.		
<b>Fall Cohort</b>	Index rate for students tested in the previous year and enrolled in the fall of the next year.		
<b>Basic Goal</b>	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.		
<b>Transformational (Trans.) Goal</b>	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.		
<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal
			Within 1 index point of basic goal
			Met basic goal
			Met transformational goal
Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring. The minimum basic goal is 25.			

Group	Spring 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal
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Grade 7	73.0	70.9	76.9	77.8	83.5	70.3	71.1	66.2	78.3
Grade 8	74.1	71.7	71.5	72.5	79.2	69.6	66.4	65.4	74.8
Amin						61.3			
Asian	75.3	77.0				78.8			
Black	50.6	48.2				45.5			
Hispanic	60.9	63.1				69.5			
White	82.7	82.9				80.6			
Multiracial	60.9	69.4				56.8			
EL	30.8	25.9				25.0			
Spec Ed	39.9	34.8				36.7			
F/R Lunch	55.9	55.5				53.1			
Female	76.1	77.0				73.9			
Male	70.9	68.9				68.8			

**Priority Two: MATHEMATICS** *Measure: SIP Growth and Gap-Closing (SGG)*

**2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)**

<b>.30 or more below Basic</b>	<b>.15 to .29 below Basic Goal</b>	<b>.04 to .14 below Basic Goal</b>	<b>Within .03 of Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>
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**2019 Color Coding for MCA Value-Added and Z-State Results**

<b>-.30 or below</b>	<b>-.15 to -.29</b>	<b>-.14 to -.01</b>	<b>+.01 to +.14</b>	<b>+ .15 to +.29</b>	<b>+ .30 and up</b>
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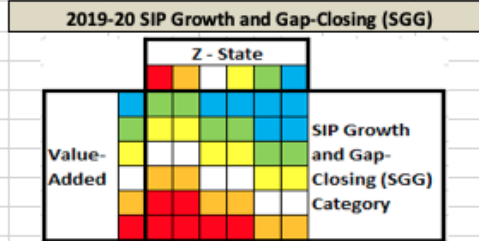
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**2019 Goals (Based on 2018 Results)**

Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+.15 and up	0.15	0.2
Above district average	+.10 to +.14	0.1	0.15
Near district average	-.09 to +.09	0.05	0.1
Below district average	-.10 and below	0	0.1

**2020 Goals**

Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Transform.	Z - Dist	Val-Add	Z - State	SGG
All Students	0.28	0.25	0.14	0.10	0.15	0.22	0.21	-0.05	
Grade 6	0.52	0.63	0.44	0.15	0.20	0.57	0.57	0.39	
Grade 7	0.02	-0.10	-0.12	0.00	0.10	-0.06	-0.11	-0.41	
Grade 8	0.31	0.26	0.11	0.10	0.15	0.17	0.18	-0.11	
Am Ind	-0.02					-0.03	-0.05	-0.30	
Asian	0.26	0.16	0.29	0.15	0.20	0.40	0.36	0.13	
Black	-0.03	0.00	0.00	0.05	0.10	-0.10	0.06	-0.38	
Hispanic	0.05	0.17	0.01	0.05	0.10	0.20	0.36	-0.09	
White	0.42	0.37	0.18	0.15	0.20	0.32	0.24	0.05	
EL	0.04	-0.17	-0.19	0.00	0.10	-0.24	-0.06	-0.53	
Multiracial		0.11	0.13	0.10	0.15	0.08	0.05	-0.18	
Spec Ed	-0.01	0.00	-0.16	0.00	0.10	0.04	0.28	-0.22	
F/R Lunch	0.04	0.02	0.01	0.05	0.10	-0.04	0.09	-0.31	
Female	0.38	0.36	0.24	0.15	0.20	0.26	0.22	-0.01	
Male	0.19	0.15	0.05	0.05	0.10	0.18	0.20	-0.09	



**Priority Two: Mathematics**

**Mathematics Continuous Improvement Action Plan:** (add steps as needed by using tab key)

<b>Strategies</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
An instructional ESP will be assigned to provide additional math support during 7 <sup>th</sup> and 8 <sup>th</sup> grade Advisory classes.	Math teachers will identify student who will benefit from small group support in math. Teachers will attempt to identify Black students for this strategy.	Michelle Wolf will monitor student grades and collect end of trimester grades.	Math teachers in 7 <sup>th</sup> /8 <sup>th</sup> grade  Michelle Wolf-Instructional ESP
Math Achievers	Identify students who are below proficiency on the MCA and assign them to Math Achievers during one of their elective periods. Teachers will be intentional about identifying Black students who could benefit from this additional support. Teachers will provide remedial instruction, assist with homework, and monitor academic progress	Formative/summative work. Teacher will monitor and submit trimester grades. MCA scores will be submitted as soon as scores are available.	Karin Gabrielson
IXL in Advisory	All Advisory teachers will assign weekly IXL activities to be completed during Advisory. Math teachers will determine what activities should be assigned.	IXL progress reports	All core teachers
Students placed in accelerated Math classes in 6 <sup>th</sup> and 7 <sup>th</sup> grade	Teachers will identify students who have the potential to perform at higher levels and place them in an accelerated math class. Teachers will be intentional about identifying Black students who could benefit from this increased challenge.	Formative/summative work. Teacher will monitor and submit trimester grades. MCA scores will be submitted as soon as scores are available.	Ann Hippen Karin Gabrielson

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<p>Collaborative Math classes</p>	<p>Special Education teachers will co-teach grade level Math classes. Focus and support will be on providing standards-based instruction, specialized and differentiated instruction, and academic progress monitoring within the general education setting.</p>	<p>Data to be collected includes formative and summative assessments, trimester grades and progress monitoring of IEP goals and objectives.</p> <p>Classroom teachers will submit trimester grade reports for students receiving instruction during Collaborative Math class.</p> <p>Special Education teachers will complete progress reports to monitor student progress with IEP goals and objectives.</p>	<p>Jenny Tollefson Jim Lemke Victoria Bonnstetter Brett Holmberg Wyatt McMullen</p>
<p>Grade level Resource Math classes</p>	<p>Special Education teachers will teach grade level standards through providing specialized and differentiated instruction, and consistently monitoring the progress of their students. Teachers will align instruction to priority standards and Individual Education Plan student goals.</p>	<p>Data to be collected includes formative and summative assessments, trimester grades and progress monitoring of IEP goals and objectives.</p> <p>Classroom teachers will submit trimester grade reports for students receiving instruction during Resource Math class.</p> <p>Special Education teachers will complete progress reports to monitor student progress with IEP goals and objectives.</p>	<p>Jenny Tollefson Jim Lemke Victoria Bonnstetter Brett Holmberg Lisa Elsesser</p>
<p>Time Management class with math specific focus</p>	<p>Special Education teachers will support students who receive special education services. They will align their instruction to grade level standards and IEP goals and objectives. They will implement ongoing formative assessment to guide teaching and</p>	<p>Data to be collected includes formative and summative assessments, trimester grades and progress monitoring of IEP goals and objectives.</p> <p>Classroom teachers will submit trimester grade reports for students</p>	<p>Jenny Tollefson Jim Lemke Victoria Bonnstetter Brett Holmberg</p>

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	learning. They will flexibly group students based on goals, strengths, and academic and social needs.	receiving instruction during Time Management.  Special Education teachers will complete progress reports to monitor student progress with IEP goals and objectives.	
Culturally responsive instruction	All PLT's will incorporate CLEAR Inquiry model to support culturally responsive instruction. Liz Hirschman will support all PLT's to ensure instructional strategies support diverse learning needs	End of trimester data templates	Math teachers
7 <sup>th</sup> grade math lunch support	Students performing below proficiency will be assigned math support during their lunch period	Summative assessment Trimester grades	Ann Hippen
After School math support	Staff will identify students performing below proficiency and assign them to after school math support.	Summative assessment Trimester grades	Karin Gabrielson Ann Hippen Kimberly Lee

**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	<p>In the 2018-2019 school year, OMS had 47 fights occur, which resulted in out of school suspensions for 40 students. Of these 40 students, 26 students were black and 8 students were receiving special education services.</p> <p>These fights created a challenging culture and climate in our building and contributed to students and families feeling unsafe.</p> <p>We know that when students are suspended from school they are not able to learn, and when students receiving special education services are suspended from school they are denied the individualized services they need.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
47 fights	All students	OMS will decrease the total amount of fights by 10%; from 47 to 42.
26 students receiving an out of school suspension for participating in a fight	Black Students	OMS will decrease the total number of Black students receiving an out of school suspension for participating in a fight by 10%; from 26 to 23
8 students receiving an out of school suspension for participating in a fight	Students receiving special education services	OMS will decrease the total number of students receiving special education services by 10%; from 8 to 7

**Student Behavior Continuous Improvement Action Plan:** (add steps as needed by using tab key)

<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
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SPDG and OMS Check and Connect	OMS staff will use collaborative time to mentor students (SPDG will be SPED students and OMS will be general ed students)	Academics, behavior, attendance	Jenny Tollefson (SPDG) and Kenyari Wright (OMS)
Weekly Community Building Circles (boys group and girls group)	CMRS will partner with OMS admin to facilitate weekly community building circles with students who were involved in fights during the 2018-2019 school year	Synergy Incident Referrals for students who participated in fights last year	David Perkins, Kristan Bidwell, CMRS
Healing House Self- Care and Mindfulness partnership	Drew Williams will facilitate 3 staff cohorts (admin, SPED, and Gen ed) to implement self-care, mindfulness, and movement into instructional practices	Number of incident referrals written by staff involved in cohorts	Laura Ringen and Liz Hirschman

**Priority Four: Family Engagement**

<b>Evidence of Need:</b>	<b>In the spring of 2019, Osseo Area Schools’ School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.</b>
<b>Goal:</b>	<b>Examples: Strengthen existing PTO work, develop a PTO group, design parent involvement groups, REAL Talks, etc.</b>

**Family Engagement Continuous Improvement Action Plan:** (add steps as needed by using tab key)

<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure progress:</b> <i>What data will be collected?</i>	<b>Person(s) Responsible:</b>
Parent involvement on PBIS team	Reach out to parents at each grade level and invite them to join our team	PBIS attendance/meeting notes/agendas	PBIS building team
Develop parent equity team	Reach out to parents that match our demographics and involve them in planning school events and conferences	Attendance/meeting notes/agendas  Attendance at conferences	Nieshea Smith, Laura Ringen, Bob Ritchie, Shana Kwatampora
OMS and SPDG Check and Connect	Weekly communication with parents	Attendance, Behavior, Academic Data	Jenny Tollefson, Laura Ringen, Kristan Bidwell, Kenyari Wright
Parent newsletter	Weekly email sent home to parents with school news, resources (social media support) and community resources	Survey to parents	PBIS building team
Community Partnerships	Co-facilitate out of school time programming with community organizations	Number of community organizations and number of students participating in out of school time programming	Laura Ringen Nieshea Smith Katrice Crudup

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Name	Position	Name	Position
1. Brian Chance 2. Laura Ringen	Administration	5. Karin Gabrielson Jeremy Lewis Alisson Richter	6 <sup>th</sup> Grade Math
3. Michelle Arbieter Lynette Corbin	6 <sup>th</sup> Grade ELA	6. Ann Hippen Alexander Stotz	7 <sup>th</sup> Grade Math
4. Wendy Hvidsten	7 <sup>th</sup> Grade ELA	7. Jenny Tollefson	SEBC
5. Kris Campea	8 <sup>th</sup> Grade ELA	8. John Rundquist	Parent

The Principal and Assistant Superintendent will sign the School Improvement Plan to indicate that the school performance goals and action plan have been shared, discussed, and agreed upon.

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_