

# Form A2 – School Improvement Plan

**Principal:** Heather Miller-Cink

**Assistant Superintendent:** Kelli Parpart

**School:** PCSH

**Date:** 2020-21

The School Improvement Plan priorities focus on five areas: **reading, mathematics, student behavior, family engagement, and, if applicable, graduation**. 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; (4) family engagement and, if applicable, (5) a graduation rate goal.

## Guidelines

- (1) The district will insert the basic and transformational goals at the start of school using the 2020-2021 cohorts. Students enrolled for the 2020-2021 school year make up each cohort.
- (2) 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.
- (3) 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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- (4) New for 2020-21, data tables will include rows for students served in Talent Development, Academic Challenge and Gifted Support (TAG), Title I, and/or Distance Learning Academy (DLA) as relevant to the site.
- (5) For each student, their Fall 2020 cohort MCA index score is the first score available of the following: 2020 MCA, 2019 MCA, Fall 2019 MAP, Spring 2019 MAP, Winter 2020 FastBridge CBM (current 3rd grade only), and 2018 MCA.
- (6) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (7) 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)\*?

*\* Form A-2 School Improvement Plans have been modified to reflect the spring of 2020 COVID-19 pandemic and subsequent school closures. As a result, data from the spring of 2020 will not appear on this form. Additionally, goals from 2019-2020 will continue into the 2020-2021 school year.*

<b>Graduation Rate Color Coding</b>	<b>10%+ from Basic</b>	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal
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**PCSH**

**Four-Year Graduation Rate - Goals and Results**

	Results 2017	Results 2018	Basic Goal 2019	Transform Goal 2019	Results 2019	Basic Goal 2020	Transform Goal 2020	Results 2020
<b>All Students</b>	86.4	82.4	84.6	86.8	81.3	83.6	86.0	
Am Ind								
Asian	90.1	87.3	88.9	90.5	89.7	91.0	92.3	
Black	84.4	78.2	80.9	83.7	75.9	78.9	81.9	
Hispanic	76.7	69.1	72.9	76.8	80.3	82.8	85.2	
White	92.5	85.9	87.6	89.4	82.3	84.5	86.7	
Multiracial^	73.1	88.2	89.7	91.2	71	74.6	78.3	
EL	78.0	79.0	81.6	84.2	80.4	82.9	85.3	
Spec Ed	65.2	53.5	59.3	65.1	67.2	71.3	75.4	
F/R Lunch	81.8	79.1	81.7	84.3	79.1	81.7	84.3	
Homeless^	66.7	53.9	59.6	65.4	53.8	59.6	65.4	
Female	88.6	85.3	87.2	89.0	85.5	87.3	89.1	
Male	84.1	79.8	82.3	84.8	77	79.9	82.8	

Graduation Rate Basic goal = halfway to 100% in 4 years. Transformational = halfway to 100% in 2 years.

^ Results reported for the first time in 2018-19 SIP.

<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>
<b>Column Header</b>		
<b>Results</b>	10th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.	
<b>Fall Cohort</b>	Index rate for students tested in 8th grade and enrolled in the fall of 10th grade.	
<b>Basic Goal</b>	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.	
<b>Transformational (Trans.) Goal</b>	The MDE index target (reduce non-proficiency by half in two years).	

<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
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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 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
<b>Grade 10</b>	<b>66.1</b>	<b>64.9</b>	<b>49.3</b>	<b>55.2</b>	<b>62.0</b>
Amln/Haw					
Asian	66.1	68.1	56.5		
Black	57.9	54.0	40.4		
Hispanic	54.2	64.0	32.7		
White	81.9	81.8	71.7		
Multiracial		53.8	67.3		
EL	19.3	20.0	6.0		
Spec Ed	37.9	16.7	25.0		
F/R Lunch	58.0	59.1	43.7		
Female	67.9	66.3	54.4		
Male	64.2	63.4	44.9		
TAG			72.8		
DLA			51.2		

**Priority One: READING**

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

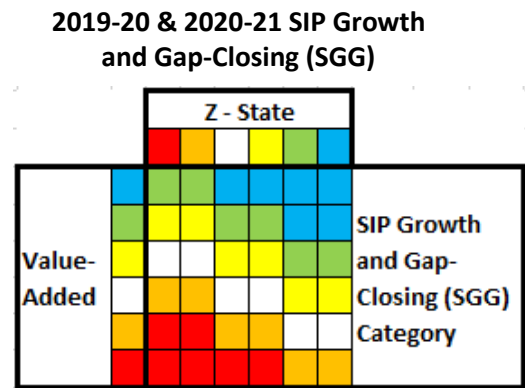
**2019 Color Coding for MCA Value-Added and Z-State Results**

-.30 or below	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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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.

(For 2020 school improvement planning purposes, 2019 data is being used.)

2021 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
<b>Grade 10</b>	<b>-0.04</b>	<b>-0.14</b>	-0.04	-0.02	
Am Ind					
Asian	0.02	-0.17	0.00	0.03	
Black	-0.21	-0.16	-0.15	-0.23	
Hispanic	0.03	-0.11	0.06	0.18	
White	0.17	-0.09	-0.03	0.11	
Multiracial	0.57		-0.03	-0.06	
EL	-0.08	-0.11	0.00	0.02	
Spec Ed	0.10	-0.16	-0.13	<b>-0.32</b>	
F/R Lunch	-0.03	-0.18	-0.05	-0.07	
Female	-0.15	-0.14	-0.02	-0.02	
Male	0.07	-0.14	-0.06	-0.02	
TAG					
DLA					

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b>			
<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>
Place struggling readers in co-taught courses with academically proficient peers based on learning needs (Reading and SpEd,) and multiple-data points including but not limited to MCA, MAP, course performance, and teacher evaluation	Purposeful pairing and continuity of teaching teams; maintain a balance of 65/35 (grade-level readers/struggling readers)	Student grades; student reflection surveys; MCA/MAP scores; attendance data	Content-area teachers; SpEd and reading teachers; Literacy Coach; Instructional Coach; and administration
Place EL students in co-taught courses with academically proficient peers based on multiple data points including but not limited to MCA, MAP, ACCESS, course performance, and teacher evaluation	Purposeful pairing and continuity of teaching teams; maintain a balance of 65/35 (grade-level/EL students)	Student grades; student reflection surveys; MCA/MAP scores; attendance data	Content-area teachers; EL teachers; and administration
Place reading co-teachers, SPED co-teachers and EL co-teachers with content-area PLTs for their common planning time	PLTs will explore and share successful teaching strategies to scaffold rigorous tasks for learners at all levels; PLTs will intentionally and specifically discuss how to engage students, focusing on our Black and Latina/o students	Student grades; MCA/MAP scores; attendance data; PLT analysis of formative and summative data broken down by race and learning needs	Content teachers; Literacy Coach; Instructional Coach; co-teachers (Lang/Lit, Reading, SpEd, and EL); and administration
Continue to align English Skills curriculum with English curriculum	English Skills teachers will collaborate with the literacy coach, each other, and/or Instructional Coach to modify curriculum to meet the needs of English Skills students	MAP scores; PLT analysis of formative and summative data broken down by race	Special Ed teachers; SEBC; Literacy Coach; Instructional Coach
Scaffold instruction and curriculum for EL students through co-taught and academic language courses (EL)	Collaboration between EL and content area teacher to ensure effective scaffolding and instructional strategies including explicit instruction in academic language; monitor placement and progress of long-term EL students	ACCESS scores; MAP scores; PLT analysis; EL student individual goal tracking and monitoring; student grades	EL/content area PLTs and Literacy Coach

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<p>Offer intervention during advisory students who needed additional support</p>	<p>Individual Language &amp; Literature teachers will recommend students who need additional time and/or support to complete assignments and meet learning targets</p>	<p>Student assignments, grades and passing rates</p>	<p>Language &amp; Literature teachers</p>
<p>Incorporate reading and writing strategies into content area classes</p>	<p>Teachers will use the Culturally Relevant Unit Planner with the CLEAR Model to incorporate reading and writing skills into their curriculum and instruction; literacy coach will routinely join PLTs to support implementation of reading and writing skills into content instruction</p>	<p>MCA and MAP data; teacher observation; PLT analysis of formative and summative data; student grades</p>	<p>All licensed staff; Administration; Literacy Coach; Instructional Coach</p>
<p>Allocate resources for 1.0 FTE Literacy Coach</p>	<p>1-on-1 coaching cycles with teachers to provide PLT support on weekly and bi-weekly rotations across all content areas; coaching will blend EL instructional strategies and scaffolding with culturally responsive pedagogy to support Black and Latina/o students</p>	<p>PLT analysis of formative and summative data; student grades</p>	<p>Licensed Staff; Literacy Coach; Administration</p>
<p>Allocate resources for 1.0 FTE Instructional Coach</p>	<p>1-on-1 coaching cycles with teachers to provide PLT support on weekly and bi-weekly rotations across all content areas; coaching will blend EL instructional strategies and scaffolding with culturally responsive pedagogy to support Black and Latina/o students</p>	<p>PLT analysis of formative and summative data; student grades</p>	<p>Licensed Staff; Instructional Coach; Administration</p>

Priority Two: MATHEMATICS		Measure: MCA Proficiency (Index Rates)				
<b>Column Header</b>						
<b>Results</b>	11th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.					
<b>Fall Cohort</b>	Index rate for students tested in 8th grade and enrolled in the fall of 11th grade.					
<b>Basic Goal</b>	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.					
<b>Transformational (Trans.) Goal</b>	The MDE index target (reduce non-proficiency by half in two years).					
<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
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 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
Grade 11	41.6	40.7	56.8	36.4	67.6
Amln/Haw					
Asian	42.8	45.8	67.1		
Black	31.0	25.9	47.3		
Hispanic	29.5	18.3	38.9		
White	74.5	65.3	77.4		
Multiracial	31.6		39.3		
EL	0.0	0.0	7.1		
Spec Ed	25.7	5.9	25.9		
F/R Lunch	31.8	28.9	49.7		
Female	45.5	36.7	66.3		
Male	38.0	44.4	48.0		
TAG			78.4		
DLA			55.3		

**Priority Two: MATHEMATICS**

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

**2019 Color Coding for MCA Value-Added and Z-State Results**

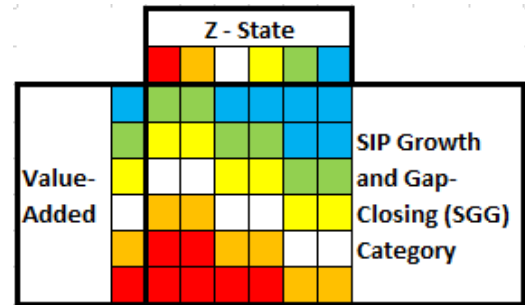
-.30 or below	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

(For 2020 school improvement planning purposes, 2019 data is being used.)

2021 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

**2019-20 & 2020-21 SIP Growth and Gap-Closing (SGG)**



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
<b>Grade 11</b>	-0.25	-0.25	-0.27	-0.74	
Am Ind					
Asian	-0.17	-0.11	-0.29	-0.78	
Black	-0.33	-0.46	-0.23	-0.87	
Hispanic	-0.30	-0.29	0.00	-0.64	
White	-0.18	0.04	-0.37	-0.56	
Multiracial	-0.57	-0.55			
EL		-0.32	0.00	-0.74	
Spec Ed		0.09	-0.52	-1.16	
F/R Lunch	-0.34	-0.30	-0.21	-0.83	
Female	-0.27	-0.30	-0.24	-0.79	
Male	-0.24	-0.19	-0.29	-0.70	
TAG					
DLA					



<b>Priority Two: Mathematics</b>			
<b>Mathematics Continuous Improvement Action Plan:</b>			
<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>
Provide common planning time and PLT time during school day; assign reading, EL, and SpEd co-teachers to common planning time with math department	Teachers will identify the essential learning outcomes; teachers will follow the data team process to inform instruction and ensure student learning; disaggregate data by race, EL status, and SPED status	Pre- and post-assessment data; common formatives and summative	Math PLTs; ATPPS coaches; Administration
Provide co-taught sections of Non-Linear Algebra, Geometry, and Algebra 2 for SpEd students with their academically proficient peers	Purposeful pairing and continuity of teaching teams; maintain a balance of 65/35 (grade-level math students/SpEd students)	Student grades; homework completion; attendance	Debbie Purnick; Neena Mathers; Jake Donaldson; Rob Anderson; Charles Bosire
Provide 2 sections of EL Math courses to ensure that EL students have access to high-level math instruction to prepare for required math courses	Prepare lessons that meet the current math level of EL students; differentiate to appropriate levels; advance students as they gain required skills for next level	IXL math diagnostic; student advancement into next course in sequence; student grades	EL Dept; Taylor Trapp
Provide co-taught sections of Algebra Explorations for EL and SpEd students who need additional support as they transition to required math courses for graduation	Work to differentiate lesson plans; purposeful pairing and continuity of teaching teams maintain a balance of 65/35 (grade-level math students and SpEd or EL students)	Student grades; homework completion; attendance	Haley Corradi; Erin Burnette
Offer intervention during advisory for NLA, Geometry, and Algebra 2 students who needed additional support	Teachers will identify students who would benefit from additional instruction, Intervention teachers will create mini-lessons of prerequisite skills	Student grades; homework completion; attendance	NLA, Geometry, and Algebra 2 data teams
Incorporate instructional strategies from new CPM curriculum	Teachers will engage students with peer discussion; mixed, spaced practice of ideas to review and preview concepts; and create content that is based in real world context.	Student grades; homework completion; attendance	Math teachers

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Incorporate current events and real-world challenges in math problems	Teachers will create lessons based on current events and real-world challenges (examples: Gerrymandering, Pay Day Loans, COVID case growth)	Student grades; homework completion; attendance	Math teachers
Provide co-taught section of Non-Linear Algebra for EL students with their language proficient peers.	EL department will identify students who would benefit from additional support, EL Teacher would attend math PLT to share and create strategies, co-teachers will attend co-teacher training	Student grades, WIDA scores	EL Department, NLA teachers
Incorporate literacy/writing skills in all math classes	Teachers will include writing prompts and learning logs in each course	Student grades; homework completion; attendance	Math Teachers
Utilize Edpuzzle in math classes	Teachers create videos with questions embedded in them and provide They also get feedback to students before they try problems on their own	Student grades; homework completion; attendance	Math Teachers
Utilize Desmos in math classes	Teachers view student work in real-time and provide feedback on individual student work	Student grades; homework completion; attendance	Math Teachers

<b>Priority Three: Student Behavior</b>	
<b>Evidence of Need:</b>	<p><b><u>There were 4,460*** total student incidents for the 2019-20 school year</u></b></p> <ul style="list-style-type: none"> <li>• 2086 of the total student incidents were for the 9<sup>th</sup> grade students;</li> <li>• which represents <b>47 %</b> all incidents.</li> <li>• This number is disproportionate as 9<sup>th</sup> grader students made up <b>25.6 %</b> of the total school population.</li> </ul> <p><b><u>There were 2086*** incidents for 9<sup>th</sup> grade students during the 2019-20 school year</u></b></p> <ul style="list-style-type: none"> <li>• 1502 of the 9<sup>th</sup> grade student incidents were for Black (not of Hispanic origin) students;</li> <li>• which represents <b>72%</b> of all 9<sup>th</sup> grade incidents</li> <li>• This number is disproportionate as Black (not of Hispanic origin) students make up <b>41.7 %</b> of the 9<sup>th</sup> grade student population</li> </ul> <p><small>*** Data from Trimester 1 and Trimester 2 was used to “estimate” number of incidents that would have occurred if we had been “in-person” during Trimester 3.</small></p>

<b>Student Behavior</b>	<b>Baseline data by target group</b>	<b>Goal</b>
Total Student Incidents	Of the 4,460 total student incidents from the 2019-2020 school year, 2,086 were for 9 <sup>th</sup> grade students, which accounts for 47% of all incidents	Decrease the percentage of overall incidents written for 9 <sup>th</sup> grade students from 47% to 44%.
Incident Referrals by Race	Of the 2,086 total 9 <sup>th</sup> grade student incidents from the 2019-2020 school year, 1,502 were for Black (not of Hispanic origin) students; which accounts for 72% of all 9 <sup>th</sup> grade incidents	Decrease the percentage of overall incidents written for Black (not of Hispanic origin) 9 <sup>th</sup> grade students from 72% to 69%.

<b>Student Behavior Continuous Improvement Action Plan:</b>			
<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>
Redesign Counselors’ 9 <sup>th</sup> Grade Focus Group	Identify at-risk 9 <sup>th</sup> grade students; provide support groups to develop skills for academic success; schedule individual check-ins	Group participation; student grades and attendance	Dan Nguyen Melanie Stewart Jana Morton Denise Warner

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<p>Provide BARR programming for co-hort of 9<sup>th</sup> grade students</p>	<p>Identify (50-60) 9<sup>th</sup> grade students who represent the makeup of Park Center; purposeful placement of those students with the “same teachers” in English 9, Human Geography, and Language Acquisition classes;</p>	<p>Grades; Attendance; Behavior reports; Observational data will be collected and discussed weekly.</p>	<p>Sean Fogarty, Kim Berling, Heather Miller-Cink</p>
<p>Incorporate BARR best practices in designated co-hort classes</p>	<p>Implement I-Time activities; build positive relationships with students; make regular contact with parents and guardians</p>	<p>Grades; Attendance; Behavior reports; Observational data</p>	<p>Angie Vivatson Kristin Hoffman Katie Zieba Yer Syhaphom Amery Gaines Cassie Lynch</p>
<p>Hold weekly Block Meetings with designated BARR staff</p>	<p>Weekly check in meetings; discuss student grades, attendance, behavior reports, social emotional concerns; implement early interventions;</p>	<p>Grades; Attendance; Behavior reports; Observational data</p>	<p>Angie Vivatson Kristin Hoffman Katie Zieba Yer Syhaphom Amery Gaines Cassie Lynch Mike Petersen Beth Gunckel</p>
<p>Revamp SAT process/protocols</p>	<p>Streamline SAT referral process; revamp SAT meeting protocols; implement use of IM4 interventions</p>	<p>Grades; Attendance; Behavior referrals; Intervention data</p>	<p>APs; Counselors; Social Workers; SEBCs; SMSs</p>
<p>Allocate Resources for .5 FTE Academic Support Staff</p>	<p>Identify at-risk 9<sup>th</sup> grade students; gather information about identified students; plan interventions; participate in SAT meetings; provide academic, SEL support, and individual check-ins</p>	<p>Office referrals; student grades; student attendance;</p>	<p>Mike Petersen; APs; SMSs; Counselors</p>

<b>Priority Four: Family Engagement</b>	
<b>Evidence of Need:</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>Goal:</b>	Increase collaboration with families

<b>Family Engagement Continuous Improvement Action Plan:</b>			
<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>
Conduct Virtual Conferences for Learning Conferences and P/T Conferences	Schedule virtual conference with parents/guardians;	Number of conferences requested; feedback from families and staff	Erik Thompson; PCSH staff
Continue to provide Parent Engagement Committee; increase membership to include families	Committee will meet monthly to reflect on practices and determine actions to strengthen parent/family/community involvement	Regular meetings occur; PC family members are part of committee; increased parent involvement	Erik Thompson; Parent Engagement Committee Members
Continue to provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep as needed/requested by families	CCRC staff develop and provide sessions at varying times and dates to meet needs of families	Information sessions occur; feedback from families and students	Sara Schreiner; CRC staff; Admin
Continue to provide Interpreters for Conferences	Administrative staff coordinate with Bilingual Assistants and interpreter agencies to ensure availability at all conferences	Interpreters are available at all conference evenings	Victoria Krook; APs
Continue to provide important information/communications in multiple languages for families	Administrators work with Bilingual Assistants to ensure information is translated and available for families and students	Information and communications are translated and communicated in multiple languages as needed	Administration; BLAs

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Site Improvement Team

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Danielle Parshall Paul Shriver	Math teachers	Morgan Abboud Jamie Jones Kristina Pooler	Reading/English Teachers
Lakita Davis Janet Freeberg-Lawson Megan Rohwer Laura Williams-Tugana	English Teachers	Angie Vivatson	Instructional Coach
Kim Berling Antwan Harris Erik Thompson	Assistant Principals	Melanie Stewart	Counselor
Heather Miller-Cink	Principal		

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: \_\_\_\_\_ Da

te: \_\_\_\_\_