



## School Level Improvement Plan

School Name: Lingle Middle School	LEA #: 046	Plan Year: 2022-2023
Building Principal: Mary Elmore	Improvement Plan Team: LMS Guiding Coalition	

### 2021 ESSA Indicator Scores

Overall ESSA Score:69.69  
 Weighted Achievement Score: 59.08  
 School Value-Added Growth Score:81.17  
 School Quality and Student Success Score:56.16

#### District Goal:

**By the end of the 21-22 school year, the # of 3rd-10th graders scoring ready and exceeding will increase 10% in English, Reading, Science, and Math as measured by the ACT Aspire.**

#### Building Goals:

- By the end of the 21-22 school year, 70% of students will meet their Math and Literacy growth goal as measured by the i-Ready skills based assessments.
- We will increase the percentage of students at the Ready and Exceeding Level of ACT Aspire for **Reading** from 47% to 57%, **English** from 73% to 78%, and **Math** by 10% (6th - 54% to 70%; 7th- 40% to 50%; 8th- 41%-51%) by the end of the 2021-2022 school year.
- By the end of each content unit, 80% of our students will score “met standard” on assessments the first take.

**Literacy Goal:**

**We will increase the number of students who perform at the ready/exceeding level on the reading test of the ACT Aspire from 47% to 57%. This is an increase of 80 students performing at those levels.**

**We will increase the number of students who perform at the ready/exceeding level on the English test of the ACT Aspire from 73% to 78%. This is an increase of 40 students performing at those levels.**

**We will have 70% of students achieving their individualized growth goal created for them by iReady after they take their first assessment for this year.**

**Data Dive**

**Areas of Strength:**

On the reading portion of the ACT Aspire, we out performed the district and the state in the percentage of students at the ready and exceeding levels.

Comparing our grade levels, we see that 8th grade has outperformed both 7th and 6th grade.

By reported skill, we find that key ideas and details are the highest in 6th and 7th grade, while integration of knowledge is the highest for 8th grade at 61% only falling by 2% points from the last time we took the Aspire. This has been a consistently high area for us.

iReady measures

**Areas of Opportunity:**

7th grade reading performance has been lower than we would like to see. Last year, Literacy Applications was taught by all core 7th grade teachers including math and science teachers who did not feel properly trained to make an impact on reading achievement. This year, we have created a focused team of reading teachers who will teach all of the Literacy Applications classes for both 6th and 7th grade. All three of these teachers are passionate about reading and 2 of the 3 have advanced degrees in reading instruction.

**What else do we want to know?**

We want to know better how to use the information from iReady to guide our instruction/intervention. This includes how to take information from iReady reports and turn it into useful information for teachers to address student need and instruction.

We also want to track the performance of our students who had a T3 class last year performed on IReady at the end of last year and monitor them as they go through this year.

How are we measuring our goal? (Lag Measure) Comparing data from last year. We reflected on our Aspire data from last year to make observations about achievement in reading and English. We created the school goals for Reading and English based on that data.

<b>How do we know we are making progress towards our goal? (Lead Measure)</b>	<b>Timeline (When Lead Measures occur)</b>	<b>Scoreboard (Results of Lead Measures)</b>
<p>1. Tier 1 reading instruction will increase text-centered comprehension as measured by common formative assessments.</p>	<p>1. Each unit will have common formative assessments throughout the year.</p>	<p>1. All three grade levels have been tracking the results of their CFAs and doing a data dialogue to reflect on the results to determine best practices.</p> <ul style="list-style-type: none"> <li>○ 6th grade gave 6 common assessments that measured 10 learning targets.</li> <li>○ 7th grade was able to give 5 common assessments that measured 8 learning targets and 5 essentials.</li> <li>○ 8th grade is a new team that was able to develop and give 3 common assessments that measured 6 learning targets.</li> <li>○ All grade level ELA teams were able to reflect using the data to make adjustments to tier one instruction and make improvements to units that will be taught again next year.</li> </ul>

<p>2. For all students, we will use iReady to establish growth goals for each student. Teachers and students will track their progress toward that growth goal from Sept to Dec and May.</p>	<p>2. September, December, May</p>	<p>2. Our median percent progress towards Typical Growth at this time is 153%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.</p> <p>3. May 2022 Spring iReady assessment showed:</p> <ul style="list-style-type: none"><li>○ 60% of our students met their growth goal in iReady for Reading.</li><li>○ 6<sup>th</sup> grade from 46% in December to 60%</li><li>○ 7<sup>th</sup> grade from 44% in December to 62%</li><li>○ 8<sup>th</sup> grade from 51% in December to 60%</li></ul> <p>Another measure of growth is the number of students who are now considered proficient. Below is the number of students by grade level who are now considered proficient at the Spring iReady assessment.</p> <ul style="list-style-type: none"><li>● 6<sup>th</sup> grade increased the percent of students proficient from Fall at 29% to Spring at 47%.</li><li>● 7<sup>th</sup> grade increased the</li></ul>
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		<p>percent of students proficient from Fall at 32% to Spring at 48%.</p> <ul style="list-style-type: none"> <li>● 8th grade increased the percent of students proficient from Fall at 37% to Spring at 44%.</li> </ul>
<p>3. Tier 3 classes will be used to increase the proficiency and automaticity of decoding for our students 3 or more grade levels below in reading.</p>	<p>3. Dibels assessments will be given periodically (each measure is different) to measure growth of foundational reading skills.</p>	<p>4. Teachers will measure student growth by Comprehension, Oral Reading Fluency, Phonemic Awareness, and Phonics as measured by Dibels assessments. Establishing a common suite of assessments to determine the need for intervention on the foundational level that not only covers students being provided a tier three intervention, but also those that are receiving Special Education and ELD services for reading. We have transitioned roughly 100 students from structures, ELD Reading and Literacy Plus (decoding) intervention classes into a more rigorous curriculum.</p>

Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
<p>1. Create a team of teachers to lead the reading in the building (Literacy Applications and Tier 3 classes).</p>	<p>We will see growth in reading as measured by CFAs, iReady, and Aspire.</p>	<p>Master schedule            Team notes and agendas</p> <ul style="list-style-type: none"> <li>● 8/21 Team established               <ul style="list-style-type: none"> <li>○ Literacy Applications- Melissa Garner, Kayln Matejek, Lynn England</li> <li>○ Literacy Plus - Melissa Garner, Brandy Clowers, Brad Gilmer</li> <li>○ Team is able to meet during homeroom time due to a change implemented by Ms Elmore to reassign their homeroom kids and provide for them much needed time to plan together as a team.</li> <li>○ Using the assessments established, the team determined mid-year that decoding had been</li> </ul> </li> </ul>	<p>September '21, December '21 and May '22</p>

		<p>addressed for many of our Literacy Plus kids and that they needed a “Bridge” to grade level content. Changes were made at semester to make classes for them that pre-read articles and content from the grade level Social Studies and Science classes so to front load the vocabulary and background knowledge so when the kids read it in their SS and Science classes, they are fully prepared to discuss and engage with it. This has been incredibly impactful and we intend to use this strategy moving forward into next year.</p>	
<p>1. PD will be provided to all ELA and</p>	<p>Exit tickets</p>	<p>Lesson and unit plans</p>	<p>ELA started on their flex</p>

<p>Literacy teachers on TWR.  PD will also be provided for SS and Science teachers on how TWR can be incorporated into their classrooms.</p>	<p>CFAs</p>	<p>featuring strategies from TWR.</p> <ul style="list-style-type: none"> <li>● <b>1/22</b> - 100% of our general education ELA teachers (8 total) have been trained through “The Writing Revolution” six week program.</li> <li>● Activities are being formatted and shared in all three grade levels for the ELA classroom.</li> <li>● A timeline for implementation was discussed and agreed to by all ELA teachers.</li> <li>● Literacy Facilitator went through the 6 week program as well as an additional 4 weeks to help facilitate the roll out of TWR school wide.</li> <li>● Lit Fac met with 8th grade social studies to plan the use of the note taking portion of TWR.</li> <li>● Lit Fac met with 8SS to incorporate literacy exempts into the curriculum.</li> </ul>	<p>day and continued on the first district training. They will continue over the next two district days for intensive training as well as in PLC content teams and departmental meetings.</p> <p>SS had their first training on the first district day.</p> <p>Science will begin their training on the second district day with PD targeting their content and TWR.</p>
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		<ul style="list-style-type: none"> <li>• Lit Fac met with 8 Science to share a few TWR activities as well as vocabulary strategies.</li> </ul>	
<p>1. We will focus on writing production beginning at the sentence level with strategies from TWR in ELA, Lit App, SS, and Science classes. This will impact our writing and English scores for ACT Aspire.</p>	CFAs	<ul style="list-style-type: none"> <li>-Lesson plans</li> <li>-Student samples</li> <li>-Exit tickets</li> <li>• 8 ELA team was able to incorporate TWR activities into every section of their book study, starting with sentence level, paragraph, and finally a culminating essay.</li> <li>• 6th and 7th ELA have both been incorporating multiple sentence level activities and are planning how to increase that for next year.</li> </ul>	<p>ELA and SS at the beginning of the year. Science after the second district day.</p>
<p>1. More than 80% of our students will score proficient on our CFAs in ELA. This is to promote solid tier one instruction. Teachers will have a data dialogue to discuss results and compare instructional strategies that will promote improvement in tier one</p>	CFAs with 80% of students reaching proficiency on the first try	<p>Data dialogue discussion noted on the student data tracker.</p> <p>Unit reflection that will indicate successful</p>	<p>Throughout the year as CFAs are given and at the end of units during a unit reflection.</p>

instruction across the grade levels.		strategies and possible pitfalls - still needs work	
2. We will use information gathered from iReady to create learning groups that address gaps in knowledge and skills which can be done in class or in tier 2 intervention time.	Reduction of gaps as measured by iReady	Grouping reports from iReady with suggested gaps and lessons <ul style="list-style-type: none"> <li>Some grouping was done and targeted lessons made for groups during pride time. This has proved to be a challenge and we look for more training on how to do this better for next year.</li> </ul>	September '21, December '21 and May '22
3. Tier 3 Reading classes (Literacy Plus) will address foundational skill deficits in students 3 or more grade levels below in achievement on Aspire or iReady.	Maze Comprehension Assessment  Oral Reading Fluency (ORF)  Quick Phonics Survey  PAST  iReady reading assessments	Structures training for all teachers of Literacy Plus (T3) and Literacy Applications. <ul style="list-style-type: none"> <li>Structures training was completed for Melissa Garner, Lynn England, and Kaylin Matejek.</li> <li>Lit Facilitator will go through this summer.</li> <li>We standardized the assessments we give</li> </ul>	iReady: September '21, December '21 and May '22  Maze: 3 times a year (August, December, and May)  ORF: monthly

		<p>to determine if the students need Lit plus decoding or the Lit plus bridge, a class focused on informational text pulled from Science and SS.</p> <ul style="list-style-type: none"> <li>Establishing a common suite of assessments has allowed us to have a common language even across the general education and special education classrooms.</li> </ul>	
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**Math Goal:**

**By the end of the 2021-2022 school year, at least 70% of our students will meet their annual growth goal as measured by the i-Ready testing.**

**By the end of the 2021-2022 school year, we will increase the percent of students scoring ready or exceeding by at least 10% (6th - 54% to 70%; 7th- 40% to 50%; 8th- 41%-51%).**

**Data Dive**

**Areas of Strength (Aspire):**

**6th grade:** 62% of students were ready/exceeding in the area of Justification and Explanation (JE) on Aspire and 63% of students were ready/exceeding in the area of Probability and Statistics

**7th grade:** 67% of students were ready/exceeding in the area of The Number System (NS) on Aspire  
**8th grade:** 45% of students were ready/exceeding in the area of Statistics and Probability, 45% Modeling and 45% Expressions and equations.

**Areas of Strength (Spring i-Ready):**

**ALL:** Of the 4 domains, Numbers and Operations and Measurement and Data were the categories with the higher percentages of students Early-Above grade level

**Areas of Opportunity (Aspire):**

**6th grade:** Grade Level Progress, Modeling and Geometry categories of Aspire were all below 50% ready/exceeding.

**7th grade:** All other areas on Aspire were below 50% ready/exceeding with the lowest categories being 29% ready/exceeding in JE, 33% in Probability and Statistics, 38% in Grade Level Progress and 39% in Geometry.

**8th grade:** NS (24%), JE(37%) and Functions (37%) were all areas with the higher percentages furthest from ready.

**Areas of Opportunity (Spring i-Ready):**

**ALL:** Geometry and Algebra/Algebraic Thinking are the lowest with students on grade level. Each domain has approx  $\frac{1}{4}$  of their students marked as “1 grade level below”

**What else do we want to know (Aspire)?**

**6th grade:** Only volume and surface are identified as a 6th grade essential and geometry is a moderate tested item on Aspire. What will we do to make sure we are addressing this area of need? Did the area of GL Progress and Modeling struggle (more than the past) as a result of the learning environment (challenge to interact with peers, limited engagement/discourse within the classrooms, etc) and prior year EOY quarantines?

**7th grade:** 7th grade used a computer-based program the majority of the time last year; the program was less engaging and interactive than in previous years. Is this data an indication of gaps from Covid? Less engagement in the classroom?

**8th grade:** 8th grade only has 2 of their own Number Sense (NS) standards- neither are essential. NS (both grade level and prior integration of essential skills was 42%) is required for success on the Functions standards- several which are identified as essential.

**What else do we want to know (Spring i-Ready):**

We want to learn how to effectively integrate the skills lessons (from i-ready) needed and the intervention on current grade level essentials during intervention time.

\*All teams implemented the first year of Illustrative Mathematics during 2020-2021. Are these results part of the implementation dip that can be experienced in the first year or two of a new resource? \*

**How are we measuring our goal? (Lag Measure) Comparing data from last year.**

All Math teams track their essential data and review prior year data to set Unit Smart Goals for the current year. Teachers will continue their rolling data collection to support changes, inform their intervention sessions, and teaching practices.

We will also review skills data from the i-Ready given 3x during the 2021-22 school year.

**How do we know we are making progress towards our goal? (Lead Measure)**

1. In order to know we are making progress toward our goal, we will have more students meeting the standard on our essential CFAs
2. We will also know we are progressing toward our goal as student's progress toward and meet their i-Ready growth goals.

**Timeline (When Lead Measures occur)**

1. This will occur during each unit throughout 2021-22
2. 3x during 2021-22; September 2021 (baseline), December 2021 and April/May 2022

**Scoreboard (Results of Lead Measures)**

1. All three grade levels have been tracking the results of their CFAs and doing data dialogues to reflect on the results to determine best practices and next steps.  
  
**3/30/2022**  
Data tracking from teams has provided opportunities for reflections and next steps in order to support student learning. Teams have been tracking their data for each unit with the goal of 80% meeting or exceeding the standard on the first take of the common assessments. Team data indicates growing success toward this goal in all grades.
2. Our median percent progress

		<p>towards Typical Growth at this time is 56%. Typical Growth is the average annual growth for a student at their grade and baseline placement level. This is the progress we have made from September to December. We will take the 3rd iReady in May. (Diagnostic Growth)</p> <p><b>3/30/2022-</b> For 70% of our students meeting their progress toward meeting their Annual INDIVIDUAL Growth Goal data suggests that currently 56% have met their annual goal building wide. 27% (6th), 33% (7th) and 42% (8th) have met their determined growth goals for 2021-22.</p> <p><b>5/31/2022-</b> The 3rd/Final i-Ready data indicates that 84% of our students made Progress toward their Annual Typical Growth. In terms of 70% of our students meeting their growth goals, 48% (6th), 47% (7th) and 43% (8th) met their determined growth goals for</p>
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		2021-22.
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Action Steps	Success Indicators	Evidence/Artifacts	Timeline
<b>1- Students will “meet standard” on first assessment take</b>			
<ul style="list-style-type: none"> <li>-Ensure CFA is rigorous and appropriately addresses the standard being assessed.</li> <li>-Proficiency scales are created/revised/meet the standard being assessed.</li> <li>-Teams will create/review Unit Plans and Reflections to revise/create T1 strategies to support students daily.</li> </ul>	<ul style="list-style-type: none"> <li>-CFA Data analysis that indicates percent of students meeting standard first try</li> </ul>	<ul style="list-style-type: none"> <li>-CFAs;</li> <li>-Proficiency Scales</li> <li>-CFA essential data trackers</li> <li>-Unit Plans/Reflection documents</li> <li>-Pride Time Sessions used to intervene</li> <li>-Math Multi-year Data Tracking Summary</li> </ul>	<p>Throughout the entire year; unit by unit</p> <p><b><u>3/28/2022-</u> evidence is tagged and provides information for the planning and work for Tier One instruction.</b></p>
<b>2- Students meeting i-Ready growth goals.</b>			
<ul style="list-style-type: none"> <li>-Teachers integrate skill gaps into both their daily and intervention lessons</li> <li>-Students are aware of and</li> </ul>	<ul style="list-style-type: none"> <li>-We will know this is successful as we see more students meeting their progress toward</li> </ul>	<ul style="list-style-type: none"> <li>-Reports generated from i-Ready (Diagnostic Growth and Diagnostic Results)</li> <li>-Lessons that integrate gaps</li> </ul>	<p>September ‘21, December ‘21 and May ‘22</p> <p><b>3/30/2022-</b></p>

<p>interact with setting and tracking their growth goals</p>	<p>(December). -We will know this is successful when we meet our at least 70% growth goal (May).</p>	<p>identified -Intervention sessions created to according to skill</p>	<p><b>1)Evidence is provided for 70% of our students meeting their progress toward meeting their Annual INDIVIDUAL Growth Goal. Currently 56% have met their annual goal building wide. 27% (6th), 33% (7th) and 42% (8th) have met their determined growth goals for 2021-22.</b></p> <p><b>2) Evidence provided for intervention sessions created according to skill in i-Ready. Not as wide-spread and documented as needed to determine effects of intervention on student growth and progress.</b></p>
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**Additional Site Goal:**

By the end of the 2021-2022 school year, at least 80% of faculty members will identify themselves as “content” regarding the **climate** and **culture** within Lingle Middle School.

That perception will be based on their understanding of a clear set of cultural values that Lingle Middle School will practice consistently in our decision-making and daily actions. Culture will be defined as the shared core beliefs and values within Lingle Middle School; those actual beliefs, values, and behavioral actions will be identified by the Culture Club and the Guiding Coalition.



## Data Dive

### Areas of Strength:

- Formation of the Culture Club, a team of teachers whose purpose is to develop and strengthen the culture and climate within Lingle Middle School (established 5/21).
- A willingness & eagerness by faculty as a whole to actively engage in the growth process.

### Areas of Opportunity:

- Sustaining and protecting cultural change over time.
- Reinforcing the team mentality.
- Intentionally moving from compliance to commitment.

### What else do we want to know?

- With a strong culture, will faculty members be more willing to commit to the initiatives that we are working through (i.e. instructional, cultural, community)?

### How are we measuring our goal? (Lag Measure)

The faculty perception of the culture at Lingle Middle School will be measured once per learning cycle through a two-question survey. Survey data will be compared and growth will be charted. The survey will include a mandatory scale question where faculty will indicate their level of contentment\* as well as a voluntary short answer question that will allow us to gather feedback on how we can improve.

*\*Contentment is defined as a positive feeling of satisfaction about the state of the culture, expressed as a desire to stay and actively engage at Lingle.*

How do we know we are making

Timeline (When Lead Measures

Scoreboard (Results of Lead

<p>progress towards our goal? (Lead Measure)</p> <ul style="list-style-type: none"> <li>Survey data collected will show an increase in the average “contentment” score.</li> </ul>	<p>occur)</p> <ul style="list-style-type: none"> <li>Per learning cycle (8 times per year). Data collected from surveys will be shared in its entirety with faculty members.</li> </ul>	<p>Measures)</p> <ul style="list-style-type: none"> <li>Our survey data shows clear cultural progress; the highest percentage as well as the most participation in taking the survey was on our second survey. The latest survey shows the contentment level of our staff has grown when compared to the initial faculty survey. Areas showing the most improvement continue to be in the areas of communication and administration support.</li> <li>Data results from surveys given are provided below in the continuous monitoring/progress table.</li> <li><i>Survey 1 data indicated <u>72.9%</u> of faculty respondents were content; however, data did not allow for actionable improvement</i></li> <li><i>Due to a lack of actionable feedback , the survey questions 2 &amp; 3 were modified to allow for more specific data.</i></li> <li><i>Survey 2 data indicated <u>76.2%</u> of faculty respondents were content. Based on the data, the core areas of improvement identified by the faculty is communication and general</i></li> </ul>
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		<p><i>support by administration.</i></p> <ul style="list-style-type: none"> <li>• <i>Survey 3 data indicated <u>73.5%</u> of faculty respondents were content. Based on the data, the core areas of improvement identified by the faculty are mission and purpose driven and general support by administration. It needs to be noted that at multiple points in the comments, faculty members stated their appreciation for the dramatic improvement in communication between administration and faculty.</i></li> <li>• <i>The Culture Club has completed 7 chapters of the book “The Culture Code” and is compiling a list of target actions for the 22-23 school year.</i></li> </ul>
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<b>Action Steps</b>	<b>Success Indicators</b>	<b>Evidence/Artifacts</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Define the desired culture and climate that we are targeting at Lingle.</li> <li>• Educate faculty on differences between culture and climate</li> </ul>	<p>Guiding coalition (GC) and Culture Club members will identify the foundational values and behaviors that will lead to the culture and climate that we desire.</p>	<ul style="list-style-type: none"> <li>• GC &amp; Culture Club members will lead the faculty in developing the list of core values and behaviors;</li> <li>• Intentional implementation plan for</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly gatherings will be held beginning Wednesday, Sept. 22, 2021.</li> <li>• Data/information related to developing the cultural values at the gatherings</li> </ul>

		<p>the creation of the desired culture.</p> <ul style="list-style-type: none"> <li>• Samples of invitations and sentence starters as well as written notes from Gathering participants will be uploaded.</li> </ul>	<p>will be shared with full faculty, so that all are aware of progress towards the list of foundational values and behaviors.</p>
<p>Creation of Culture Champions (from the book <i>"The Culture Code: The Secrets of Highly Successful Groups"</i>, by Daniel Coyle.</p>	<p>On creation of the list of core values, GC members will adopt Culture Champion roles to actively strengthen and protect the school culture.</p>	<p>The members of the GC and Culture Club will participate in a book study of <i>"The Culture Code: The Secrets of Highly Successful Groups"</i>, by Daniel Coyle.</p>	<p>Book study to begin at the start of the second learning cycle.</p>
<p>Raising faculty expectations regarding climate through consistent, specific positive recognition by admin and peers.</p>	<p>Feedback from informal classroom visits, walkthroughs, conversations, team meetings, etc.</p>	<p>Samples of feedback (cards, emails, etc) will be uploaded. Those samples may also be added to the artifacts section of EdReflect as additional evidence.</p>	<p>Ongoing</p>

Rogers Public Schools Literacy Plan 2022-2023	K-5	6-8	9-12
Tier 1 Literacy Curriculum	<p><b>Comprehension, Vocabulary, Morphology, and Writing</b>            Wit &amp; Wisdom            The Writing Revolution  <b>PHONICS</b>            Benchmark Phonics:            Phonetic Connections &amp; Word Study            Phonics First Syllabication  <b>PHONOLOGICAL AWARENESS</b>            Heggerty            Kilpatrick's 1 minute Drills  <b>WRITTEN PRODUCTION</b>            Zaner Bloser Handwriting            Learning.Com - keyboarding</p>	<p><b>Comprehension, Vocabulary, Morphology, and Writing</b>            StudySync            The Writing Revolution            Read 180</p>	<p><b>Comprehension, Vocabulary, Morphology, and Writing</b>            My Perspectives            The Writing Revolution            Read 180</p>
Dyslexia Intervention Curriculum	Phonics First: Foundations	Phonics First: Structures	
SoR Professional Development	Implementing the Writing Revolution RISE for new hires or new to state Annual SoR training UP4ELs (SoR + support for ELs)	Implementing the Writing Revolution RISE for new hires or new to state Annual SoR training	
Ongoing PD Support	Literacy Facilitator in every building SoR Assessor in each building RPS Look For Documents		
Literacy Assessments	RPS Initial Screening iReady Reading Diagnostic ACT Aspire		

<b>Continuous Monitoring/Collaboration</b>			
September 7	November 2	January 5	March 28
Plan	Progress	Progress	Reflect

**Reviewed & Approved by: (Electronic Initial & Date)**

<b>Building Principal</b>	Mary Elmore 10/6/21	Mary Elmore 11/12/21	Mary Elmore April 4, 2022	
<b>Assistant Superintendent</b>	Jim Davis 10/6/21	Jim Davis 11/2/21	Jim Davis 4/13/22	

<b>Evaluation Date (Reviewed w/Stakeholders):</b>	Spring 2022
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