Pistor Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-21
Principal: Elizabeth Rivera - Russell
Silverbell Region 1, Regional Superintendent: Brian Lambert

I.   SCHOOL PROFILE

Vision and Mission: We at Pistor Middle School strive to build relationships with community and stakeholders as we focus on preparing our students for college and career readiness. We aim to inspire and empower students to excel academically and socially, including the ability to be productive citizens and future leaders.

Core Values:

- Through our GATE, AVID, TWDL programs we strive to provide a nurturing and safe environment that fosters rigorous academic and technological curriculum for life-long learners
- Use data to drive and refine instruction
- Analysis of student work
- Generate interest in Career Pathways and college prep
- Ex Ed, and ELL supports
- Positive student and team achievements
- SMART Goal setting including: Common Assessments, interim assessments, AZMerit,
- Behavioral issues and prevention strategies (Restorative Practices)
- Attendance issues and interventions (Drop-out Prevention, MTSS)
- Parent contact and planning of intervention meetings (MTSS)
- Follow through with feedback from Administration/Counseling on referrals
- School to Community Relationships.

Impact of COVID on instruction

According to Tai et al., (2021), 'the coronavirus disease 2019 (COVID-19) pandemic has disproportionately affected racial and ethnic minority groups, with high rates of death in African American, Native American, and LatinX communities…Minority groups are disproportionately affected by chronic medical conditions and lower access to healthcare that may portend worse COVID-19 outcomes. Furthermore, minority communities are more likely to experience living and working conditions that predispose them to worse outcomes. Underpinning these disparities are long-standing structural and societal factors that the COVID-19 pandemic has exposed.'

From March 2021 to March 2021, TUSD provided instruction remotely during the height of the COVID-19 outbreak. Although almost all students experienced learning loss, families in economic hardship with fewer available resources such as childcare and/or adult supervision, a quiet place to study at home, connectivity issues, shared devices, etc. were even more negatively affected academically by remote instruction.

Impact of COVID-19 and Learning Loss: TUSD Students in Grades 3 – 8 Percent Proficient on State Testing Broken by USP Ethnicity							
	ELA				Math		
	2018-19	2020-21	ELA Loss		2018-19	2020-21	Math Loss
African Am.	28%	17%	-11%		24%	9%	-15%
Hispanic	30%	20%	-10%		27%	10%	-17%
White	48%	39%	-9%		46%	27%	-19%

Estimated Time to Reach a C Letter Grade

The current ADE school grade is a D. The state has initiated a new state test and has also adjusted the state accountability model. The impact of these changes is unknown and consequently, the estimated time to improve the state letter grade determination may need some flexibility. The academic goals for subgroups and for the entire school are both realistic and rigorous. With these state considerations in mind, the estimated time for Pistor to

increase its letter grade from a D to a C could be one year or two years depending on changes to the test and the letter grade model.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
50	16	748	68	11	6	899
English Language Learners	**Exceptional Education Students**					
90	112					

Limitations of 2020-21 AzM2 data as a comparison to other years

When reviewing the findings from state testing during remote instruction and COVID-19, please note that participation rates among students taking the state assessment were so low, especially in high school, that caution is needed when drawing conclusions about student performance at the district level and statewide. It is recommended against making a simple comparison to prior years' performance data because of the instructional challenges caused by COVID-19, low student educational engagement/participation rates, and family trauma. Both at the district and the state level, learning loss is evident, especially among our youngest grades. TUSD had only a 57% participation rate for state testing and so the data may or may not be representative of the district as a whole.

AzMERIT Difference in ELA Percent Passing Comparison of TUSD and the State by Grade and Subject						
	ELA 2019		ELA 2021		ELA Loss	
Grade	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	38%	46%	21%	35%	-17%	-11%
4	40%	51%	29%	44%	-11%	-7%
5	43%	52%	32%	45%	-11%	-7%
6	27%	42%	19%	35%	-8%	-7%
7	26%	41%	19%	38%	-7%	-3%
8	24%	38%	17%	35%	-7%	-3%
9						
10			19%	32%		
11						

AzMERIT Difference in MATH Percent Passing Comparison of TUSD and the State by Grade and Subject					
	MATH 2019		MATH 2021		Math Loss

Grade	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing		TUSD	State
3	42%	51%	18%	36%		-24%	-15%
4	36%	48%	16%	34%		-20%	-14%
5	36%	46%	16%	31%		-20%	-15%
6	23%	41%	8%	29%		-15%	-12%
7	22%	38%	12%	30%		-10%	-8%
8	18%	32%	9%	26%		-9%	-6%
Alg I							
Geom			13%	26%			
Alg II							

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade

	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	34%	29%	43%	36%	31%	41%	38%	32%
District Avg	21%	20%	13%	24%	20%	21%	23%	22%	18%
Pistor	13%	19%	1%	14%	10%	16%	14%	15%	10%

3 Years of AzMERIT ELA Percent Proficiency by Grade

	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	44%	34%	39%	45%	39%	42%	41%	38%
District Avg	26%	30%	21%	23%	31%	24%	27%	26%	24%
Pistor	22%	27%	17%	15%	27%	23%	18%	23%	20%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	23%	18%
African Am.	0%	16%
Hispanic	12%	20%
Native Am.	10%	17%
Asian-PI	NA	NA
Multi-Racial	22%	33%
All	**13%**	**20%**

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Pistor Middle School has identified the following gaps in areas of student outcomes. For each, Pistor Middle School provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

Achievement Gap is heavily influenced by SES

The persistence of the achievement gap between White students compared to African American and Latino students has been an ongoing and perplexing issue in school improvement. Studies such as Reardon & Portilla (2016) and von

Hippel et al., (2018) have demonstrated that academic achievement gaps are established at kindergarten entry, are heavily influenced by SES, and remain stable across schooling.

Since the 1970's, schools have shown little or no progress in closing the academic gap in test score performance. (Stiefel et al., 2006) The continuing focus on this issue undermines our faith in public education to provide all students with an equitable and quality education. Confounding this issue is the assumption that academic advancement is based primarily on individual ability or achievement. This assumption appears to confirm implicitly that the capability and motivation of students of color, especially African American students, is somehow lacking. To the extent that people assume that the achievement gap is evidence of the limited academic capabilities and outcomes among students of color feeds implicit (and explicit) racism that permeates American society and schooling today. (Hawley &Freitas 2020, unpublished paper.) Many studies over the last two decades have argued that poverty continues to be the primary catalyst for the achievement gap and confirm Sean Reardon's recent statement (2019) that the racial "achievement gap" in standardized-test scores shouldn't be considered a racial gap at all...Instead, it's more accurate to call it a "poverty gap."'

1. **ELA Benchmark Assessments Grades 6-8**

Data Source: TUSD web Data

Current Reality: Our average score in grades 6-8 is at 45.5%, and our Native American Population is at 24% which is the lowest performing sub-group by ethnicity. Our Hispanic Population of students is the second lowest scoring group at 36.8% but they are our largest student population by ethnicity on campus.

Desired State:
- For all students to score 65% or higher on their ELA Benchmarks.
- Pistor wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: Total Gaps by Ethnicity
- African American 3.3%
- Asian 26.5%
- Hispanic 28.2%
- Multi-Racial 28.3%
- Native American 40.6%
- White/ Anglo 16.2%

2. **Math Benchmark Assessments Grades 6-8**
   Data Source: TUSD web Data

Current Reality: Asian students scored lowest in math at 25% passing rate, and second lowest performing in math is our Native American 30.4% Student, and third Hispanic 37%

Desired State:
- For all students to score 65% or higher on their Math Benchmarks.
- Pistor wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap:

- AA - 19.5 %
- Asian 40 %
- Hispanic 27.8 %
- Multi 16.5 %
- NA 34.6 %

B. SMART Improvement Goals

Based on gaps identified in section A, above, Pistor Middle School developed SMART improvement goals designed to move Pistor MS students from the current reality to the desired state.

1. ELA Improvement Goal:

To increase the percentage of students who are proficient in ELA benchmark and AZ merit performance for all subgroups by 5% in the 21-22 school year.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Need assessments (formative and summative) that provide the school with differentiated data.	Short Cycle Assessments by grade level and content (ELA)
Diagnostics, and standard assessments will provide baseline data to set goals with students and establish plans for academic improvement	Short Cycle Assessment Benchmarks IXL Diagnostics
Training on how to use the data to understand learner levels and how to apply the information to planning for instruction	SMART Goal Sheets for each ELA Teacher, and by Grade Level PLC to support ELA in all contents quarterly.

2. Writing Improvement Goal:

To increase the percentage of ELA students on the AzMerit writing scores (areas calculated for the ELA portion of AzMerit) by 1 rubric point in each category from the previous school year. (Rubric of 1-4 is used in 5 different writing rubric categories).

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
	Students rubrics, and writing portfolios established by Sept 2021, all students grade 6-8 take writing benchmark in October 2021 and scores will be used to write SMART goals by content teams.

All teachers will focus in the specific area of writing with students using a ACE or RACE model to answer, cite, explain or expand their statements and essays.	

3. Math Improvement Goal:

To increase the percentage of students who are proficient in Math benchmarks and AZ merit performance for all subgroups by 5% in the 21-22 school year.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Need assessments (formative and summative) that provide the school with differentiated data.	Short Cycle Assessments by grade level and content (ELA/ Math)
Diagnostics, and standard assessments will provide baseline data to set goals with students and establish plans for academic improvement	Short Cycle Benchmarks IXL Diagnostics
Training on how to use the data to understand learner levels and how to apply the information to planning for instruction	SMART Goal Sheets for each Math Teacher, and by Grade Level PLC to support Math in all contents quarterly.

4. Achievement Gap Reduction Goal:

By 2024-25, the achievement gap between White, Hispanic, and African American students will be reduced by 3% in ELA as measured on the state assessment (AASA)

By 2024-25, the achievement gap between White and Hispanic students will be reduced by 8% in Math and the achievement gap between White and African American students will be reduced by 15% in Math as measured on the state assessment. (AASA)

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, [School] reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. *ELA Improvement Goal:*
   Strategy 1a:
   - During PLCs, teachers analyze data, review ELA and results, commit to an agreement and develop a smart goal around specific strategies: formative assessment.
   - Response to Interventions (RTI) daily for minimally proficient students (Tier 2)
   - ELA Curriculum Support Provider (CSP) provides coaching to teachers to support strategies that teachers have articulated. They also monitor lesson plans.

   Strategy 1b:
   - Written AVID site plan with Writing goals across contents to improve overall ELA AzMerit scores.
   - Writing Rubrics and guides for teaching writing, Title I funds, AZMerit Writing Rubrics & Sample essays.

2. *Math Improvement Goal:*

Strategy 2a:

- Need assessments (formative and summative) that provide the school with differentiated data. (Assessments used to write SMART goals by class and all teachers)

Strategy 2b:

- CSP dedicated to Math Teachers.

3. ***Subgroup Achievement (African American, Hispanic, ELL and Ex.Ed. students) Improvement Goal:***
   Tier 3 support will be provided through RTI for both ELA and Math. RTI teachers will use Math Pathways and Pitfalls and MTSS data to support subgroup achievement. Synergy and referrals including frequent checks with students and families will also be used to determine Tier 3 support.

- Math Pathways and Pitfall Implementation-Teachers, Curriculum Service Providers and other support staff will participate in professional development on the use of West Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons in order to enhance the instruction of all students. WestEd coaching and conferences will provide support for teacher leaders, interventionists, and CSPs, along with book studies and site or regional facilitators.
- Middle School RTI/Intervention classes provided to students.
- MTSS process that analyzes student data and progress to provide targeted student support.

D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

1. ***ELA Improvement Goal:***
   Strategy 1a: Improvement Goal: <u>SMART Goal Sheets for each ELA Teacher, and by Grade Level PLC to support ELA and writing in all contents (quarterly)</u>.

Strategy: Need assessments (formative and summative) that provide the school with differentiated data.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional Development for ELA Teachers in Short Cycle Assessments that can be used weekly as a formative.	Daniel Sanchez, District Coordinator for SC.	Aug 2021 Oct 2021 Jan 2022	Wednesday time scheduled during PD Computer to view training.
PLC meeting to go over data	Teacher PLC Groups	Sept 2021 Oct 2021 Jan 2022	Administrative Expectation and CSP Coaching.
Writing Expectations across all content areas.	All Teachers	Sept 2021 Oct 2021 Jan 2022	Administration, and CSPs.
2.4 FTE RTI Teachers teach RTI classes to support students with Tier II interventions in ELA and Math. Based on data analysis student learning plans are designed to target Tier II and Tier III interventions and promote student success.	RTI Teachers	Aug 2021	Personnel hired
Observation Feedback Loop-To promote higher level of academic achievement and enhance its level of equitable and meaningful communication and deliberate support of our teachers, administration will	LEA, Principal, CSPs	Aug 2021	None

continue to administration-to-teacher contacts using the evaluation coaching model during throughout the year. These will include but are not limited to the following types of contacts: - Formal Observations from Administration - Informational Observations/ Walkthroughs - Focused Observations - Feedback Dialogues - Data Dialogues - Professional Growth Dialogues Student Survey feedback from Administration			

2. **Math Improvement Goal:**

  Strategy 1a: Improvement Goal: <u>SMART Goal Sheets for each Math Teacher, and by Grade Level PLC to support Math in all contents (quarterly)</u>.

Strategy: Need assessments (formative and summative) that provides the school with differentiated data.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional Development for Math Teachers in Short Cycle Assessments that can be used weekly as a formative.	Daniel Sanchez, District Coordinator for SC.	Aug 2021 Oct 2021 Jan 2022	Wednesday time scheduled during PD Computer to view training.
PLC meeting to go over data	Teacher PLC Groups	Sept 2021 Oct 2021 Jan 2022	Administrative Expectation and CSP Coaching.

2.4 FTE RTI Teachers teach RTI classes to support students with Tier II interventions in ELA and Math. Based on data analysis student learning plans are designed to target Tier II and Tier III interventions and promote student success.			

3. Subgroup Achievement (African American, Hispanic, ELL and Ex.Ed. students) Improvement Goal:

Tier 3 support will be provided through RTI for both ELA and Math. RTI teachers will use Math Pathways and Pitfalls and MTSS data to support subgroup achievement. Synergy and referrals including frequent checks with students and families will also be used to determine Tier 3 support.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Math Pathway and Pitfalls training, Teachers Guides and Manipulatives as a RTI within the math classes.	All Math Teachers Shayla Samuels, TLS Coordinator, Dan Nicolette, CSP	Aug 2021 Oct 2021 Dec 2021	Math CSP and District TLS Staff to organize PD.

2.4 FTE RTI Teachers teach RTI classes to support students with Tier II interventions in ELA and Math. Based on data analysis student learning plans are designed to target Tier II and Tier III interventions and promote student success.	ELA and Math teachers	August 2021 – May 2022	MPP materials, IXL
MTSS process with teachers, parents, and staff; Referral with MTSS request for help process from teachers and communicate with PLCs on a student plan documented in Synergy/MTSS; Weekly MTSS meetings including Administration; Use of PRIM (Pre Referral Intervention Manual) for interventions both behavioral and academic; Frequent check in and communication with student and families as needed; Reevaluate after 6 to 8 weeks;	MTSS Facilitator	Aug 2021 – May 2022	Personnel Hired

Tier 3 is determining with School psychologist.			

4. Other Support Services Improvement Goal:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Communicate MTSS process with teachers, parents, and staff; Referral with MTSS request for help process from teachers and communicate with PLCs on a student plan documented in Synergy/MTSS; Weekly MTSS meetings including Administration; Use of PRIM (Pre Referral Intervention Manual) for interventions both behavioral and academic; Frequent check in and communication with student and families as needed;	MTSS Facilitator	Aug 2021	Personnel Hired

Reevaluate after 6 to 8 weeks; Tier 3 is determining with School psychologist.			
Implement Positive Behavioral Interventions and Support (PBIS) with Fidelity-Teachers will establish PLC routines that recognize a student of the week and student of the month. PLCs will discuss PBIS strategies, keep track of team rewards and establish plans for specific students in need of behavior or social emotional support. We use positive reinforcement and restorative practices to improve academics, increase proactive behavior and develop interdependent relationships. Each PLC will establish a PBIS plan for their team with a calendar and expected outcomes based on the plan. Our leadership team will provide all teachers and staff	Teachers	Aug 2021	None

opportunities to collaborate with PBIS committee to address site needs and incorporate PBIS principles into classroom procedures and lessons through PLC structure. In addition to the PLCs and PBIS, the Pistor staff will implement the MTSS framework with fidelity. The MTSS will provide a framework to ensure that Pistor students have access to interventions at levels one, two, and three. These interventions will be determined on an as needed basis for each individual student and will be based on their individual student needs, whether they be academic or behavioral. The MTSS committee will meet no fewer than twice per month and will work with the school psychologist and Exceptional Education department as appropriate.			

5. Progress Monitoring

During the 2021-2022 School Year, TUSD is strategically utilizing short cycle assessments from the following curricular adoptions: *Benchmark Advance, Eureka,* and *IXL*. These assessments are expected to be implemented at designated sites.

Short cycle assessments are designed to provide teachers with immediate feedback on students' performance towards standards mastery during the instructional cycle. By having set timeframes for providing short cycle assessments, teachers can engage in meaningful dialogue using actionable data during PLC/CTTs regarding students' growth and performance over time, and plan instruction to ensure students are on target to meet grade level standards. The schedule below shows the points at which the short cycle assessments take place.

2nd Grade Benchmark Advanced:	3rd Grade Benchmark Advanced:	4th Grade Benchmark Advanced:	5th Grade Benchmark Advanced:
Unit 1 : by Sept. 24th	Unit 1 : by Sept. 10th	Unit 1 : by Sept. 10th	Unit 1 : by Sept. 10th
Unit 2: by Oct. 7th	Unit 2: by Oct. 1st	Unit 2: by Oct. 1st	Unit 2: by Oct. 1st
Unit 3: by Oct. 29th	Unit 3: by Oct. 29th	Unit 3: by Oct. 29th	Unit 3: by Oct. 29th
Unit 4: by Nov. 19th	Unit 4: by Nov. 19th	Unit 4: by Nov. 19th	Unit 4: by Nov. 19th
Unit 5: by Dec. 10th	Unit 5: by Dec. 10th	Unit 5: by Dec. 10th	Unit 5: by Dec. 10th
Unit 6: by Jan. 14th	Unit 6: by Jan. 14th	Unit 6: by Jan. 14th	Unit 6: by Jan. 14th
Unit 7: by Feb. 4th	Unit 7: by Feb. 4th	Unit 7: by Feb. 4th	Unit 7: by Feb. 4th
Unit 8: by March 4th	Unit 8: by March 4th	Unit 8: by March 4th	Unit 8: by March 4th
	Unit 9: by April 1st (optional)	Unit 9: by April 1st (optional)	Unit 9: by April 1st (optional)
Unit 9: by April 1st (optional)	Unit 10: by May 13th	Unit 10: by May 13th	Unit 10: by May 13th
Unit 10: by May 13th			
2nd Grade Eureka Math:	**3rd Grade Eureka Math:**	**4th Grade Eureka Math:**	**5th Grade Eureka Math:**
Module 1 : by Aug. 18th	Module 1 : by Aug. 27th	Module 1 : by Aug. 27th	Module 1 : by Aug. 20th

Module 2: by Aug. 27th Module 3: by Sept. 24th Module 4: by Nov. 19th Module 5: by Jan. 21st Module 6: by Feb. 18th Module 7: by April 14th (optional) Module 8: by May 13th	Module 2: by Sept. 21st Module 3: by Nov.12th Module 4: by Jan. 7th Module 5: by Feb. 11th Module 6: by April 1st (optional) Module 7: by May 7th	Module 2: by Sept. 17th Module 3: by Oct. 22nd Module 5: by Jan 21st Module 6: by March 10th Module 4: by April 22nd (optional) Module 7: by May 20th	Module 2: by Oct. 1st Module 3: by Nov. 19th Module 4: by Jan. 14th Module 5: by March 10th Module 6: by April 22nd (optional)

6-11 IXL Continuous Diagnostic Assessments:
Window #1: Aug.16 – 27
Window #2: Sept. 13 – 24
Window #3: Oct. 25 – Nov. 5
Window #4: Dec. 1 – 14
Window #5: Jan. 18 – 28
Window #6: Feb. 28 – Mar. 10
Window #7: May 2 – 13

Next Steps

Project Elevate and TUSD Goals for Short Cycle Assessment

Project Elevate is a two-year program of structured support to improve teaching and learning which results in significant student academic gains. The support is focused in three areas: (1) Talent Management: to develop a comprehensive system to support an environment or effective recruitment, on-going support, and retention; (2) Culture: to cultivate a strong culture where high expectations for all learners are evident and embraced by school; and (3) Instructional Infrastructure: to implement high quality curriculum and instruction, including an observation

and feedback system and a cohesive assessment system focused on data driven decision making and data driven instruction.

This program is sponsored by the Arizona Department of Education and will provide ongoing mentoring for the principal, professional learning for the site's leadership team, and collaboration with district leadership. The Short-term goals are:

- Develop equitable instructional infrastructure that includes high-quality curriculum and instruction, observation and feedback, and a cohesive assessment system focused on data driven instruction

- Improve culture of equity, learning and high expectations for all

- Establish effective talent management systems

The long-term goals are:

- Improve equity-focused leadership competencies

- Improve teacher practices

- Achieve significant gains in student achievement

- Reduce achievement gaps between student subgroups

- Sustain highly effective equitable LEA and school systems

TUSD's D and F rated schools will participate in Project Elevate, beginning in SY 2021-22. Concurrently, these 18 schools have shifted their assessment protocol to administer short cycle assessments to be more responsive to 'in the moment' instructional practices. This shift away from deficit-oriented strategies such as benchmark testing toward authentic, formative assessments will improve student learning.   TUSD's goals in collaboration with Project Elevate are:
- To transform assessments districtwide to an ongoing formative cycle that teachers are in control of

- To utilize assessments as a strategy for learning rather than of learning.
- To shift current assessment and instructional practices for Project Elevate schools to a formative assessment model.
- To utilize short-cycle assessments with Project Elevate

Review & Approval

This plan has been reviewed and approved by the following.

Title	Signature	Date
Assistant Superintendent	*Brian Lambert*	12/10/21
Principal	*Elizabeth Rivera-Russell* (electronic Signature)	12/10/21