

KIRKWOOD SCHOOL IMPROVEMENT PLAN

SCHOOL: Westchester Elementary

DATE: December 7 2017

PRINCIPAL: Dr. Robert Ricker & Dr. Stefanie Limpert

CORRELATIONS/CONNECTIONS TO KIRKWOOD STRATEGIC PLAN (check all that apply)

Vision

Working together, we will ensure all students are prepared for success – now and in their future.

Our students will:

- Feel supported through positive relationships, with knowledge that others care about them, their interests, and their success
- Be happy, healthy, and have equitable opportunities to succeed
- Discover, wonder about, and solve complex problems, independently and with others
- Effectively use critical and creative thinking strategies; tinker/play with newly formed ideas to test their validity
- Collaborate with others, in person and digitally, and communicate with a range of audiences for a variety of reasons
- Actively question, explore, and apply thinking through rigorous learning, within and across disciplines and in authentic situations

Development of Future Ready Skills: Students in KSD...



Wellness, Joy, & Hope

- Are physically and mentally healthy, prepared to live a lifestyle of wellness
- Possess the confidence and adaptive skills to take risks, work hard, and be resilient in the face of challenges
- Use visual and performing arts to inspire thinking, communicate ideas, and better understand the world around them



Connection & Collaboration

- Build and maintain healthy relationships, demonstrating kindness, respect, character, and integrity
- Serve as empathetic learners and leaders, with the ability to understand others' needs and the potential impact of their actions on those around them
- Are skilled at working with others – in person and via technology – to collaborate around ideas, accomplish tasks, and advance new learning



Flexible Thinking

- Think critically and creatively about ideas to find and solve problems across a wide range of situations
- Leverage technology flexibly to access information, collaborate, make/create, and communicate ideas
- Capitalize on mistakes and failures to advance thinking, learning, and understanding
- Use design thinking and iteration to explore complex issues
- Manage cognitive load to effectively process new information



Disciplinary Literacy & Application

- Read, write, and question to actively understand and discern ideas, within and across disciplines
- Apply knowledge from multiple disciplines to new and unpredictable situations
- Actively make use of media literacy and digital citizenship skills



Global Citizenship

- Serve as global citizens, with an appreciation for diverse cultures/ideas and a commitment to inclusion and equity
- Engage in efforts to improve one's community – locally and globally – through service, advocacy, and civic responsibility
- Serve as stewards of our environment, with a sense of connectedness to and responsibility for our planet

Priority Objectives

Objective 1: Foster an inclusive, collaborative culture committed to innovative thinking and a shared ownership in student success

- We will actively promote the development of positive relationships, within and across the district, to ensure students and staff members feel supported and know others care about them, their interests, and their success.
- We will exhibit shared leadership that is courageous, collaborative, and transformative.
- We will regularly collaborate around data – at the classroom, school, and district level – to make student-centered decisions and promote shared ownership in the success of every student.
- We will actively encourage and support risk-taking, collaboration and reflection at all levels, embracing and protecting new ideas and ways of thinking
- We will commit time, energy, and resources to professional learning experiences for all staff, with regular opportunities for observation and professional dialogue about pedagogy, data, management, equity, and social- emotional-behavioral (SEB) supports.

Objective 2: Ensure equitable opportunities and success for all students, regardless of race, abilities, gender, or socioeconomics

- We will actively seek opportunities to learn from others.
- We will ensure that our systems, practices, and policies are equitable.
- We will ensure that all employees actively support educational equity for our students and their families.

Objective 3: Actively address the varied mental health and wellness needs of our students

- We will actively promote conditions that ensure every child feels a sense of belonging in our schools and in the community.
- We will establish a community-wide task force to study and address the social-emotional, behavioral, and mental health needs of children within the Kirkwood School District boundaries.
- We will ensure fluid access to and use of guidance, health, and character education curriculum, instruction, and assessment data.
- We will commit dedicated time, energy, and resources to build instructional capacity – at the school, team, and department level – to truly meet the diverse social/emotional/behavioral needs of learners.

Objective 4: Design rigorous student learning to meet the current and future needs of diverse learners

- We will make student thinking the priority of classroom experiences, emphasizing meaningful application over possession of knowledge.
- We will exhibit instructional leadership that is courageous, collaborative, and transformative.
- We will commit time, energy, and resources to comprehensive high quality professional learning experiences for all staff, consistent with standards for adult learning and with particular focus on educational equity, effective pedagogy, future-ready skills, and the use of technology to enhance learning.
- We will teach into an inclusive curriculum that represents and respects diverse cultures and promotes rigorous and relevant instruction for all.

Objective 5: Develop flexible systems and structures to advance personalization, student learning, and application of ideas

- We will leverage technology equitably to advance personalization of student and adult learning.
- We will collaborate to create flexible learning options and positive permission structures that encourage creative thinking and innovative practices.
- We will establish a district-wide Research & Development Team to study obstacles to personalization, alternative schooling structures, and benefits of varied pathways for student learning.

Objective 6: Aggressively engage families and the broader community, including those beyond KSD, in partnerships that support growth, innovative practices, and a shared responsibility in the success of students

- We will be intentional and persistent in two-way communication, with families and the broader community, about our students and our schools.
- We will establish and promote a range of opportunities for all families to engage with schools and network with each other, particularly families of color and those with children who are most at risk (i.e. poverty, special education, gifted).
- We will actively develop and foster partnerships with area districts, businesses, service organizations, universities, churches, and private/parochial schools in our community.
- We will actively advocate for public schools and interests that impact our students, teachers, families, and the Kirkwood School District community.

Objective 7: Provide student-centered learning spaces and facilities that reflect a commitment to flexibility, creativity, inclusion, and sustainability

- We will provide flexible learning spaces that amplify learning and support the varied needs of students.
- We will utilize outdoor spaces to enhance the academic, physical, and social-emotional success of students.
- We will maintain high quality facilities, making improvements in accordance with master plans, sustainability opportunities, and school/community needs.

Objective 8: Secure financial stability for the district and broad-based trust within our community

- We will exhibit financial leadership that is courageous, collaborative, and transformative.
- We will actively seek opportunities to enhance efficiencies without compromising services to students and our community.
- We will actively engage the community in transparent communication about finances.

School Mission & Vision:

Westchester Elementary is a diverse learning community where stakeholders (students, staff, & parents) collaborate to become creative problem solvers who make responsible choices and persevere in a complex and dynamic world.

School Improvement Objective

Measureable Statement:

As a result of high quality instruction, Westchester students will be autonomous learners who meet or exceed academic performance criterion at the district, state, and national levels (FastBridge, MAP & NAEP).

Baseline Information

Data Sources Used	Data Findings						
	2017		Below Basic	Basic	Proficient	Advanced	
- MAP test data <ul style="list-style-type: none"> • AYP data from 2002 to 2011 on MAP • APR and achievement level data from 2012-16 on MAP - On-going assessments throughout the school year, including: <ul style="list-style-type: none"> • FastBridge Assessments • Pre and post assessments for math • Fountas & Pinnell's benchmarks for reading assessment • Word study assessments Kirkwood School District report card rubrics	3rd Grade	ELA	2	10	19	33	
		MATH	2	9	18	35	
	4th Grade	ELA	5	10	29	44	
		MATH	10	9	28	41	
	5th Grade	ELA	2	7	28	49	
		MATH	7	10	17	52	
		SCI	5	14	23	44	
	2016						
	3rd Grade	ELA	3	10	29	40	
		MATH	6	14	24	38	
	4th Grade	ELA	4	7	26	49	
		MATH	4	11	23	48	
	5th Grade	ELA	4	6	31	48	
		MATH	3	8	25	53	
		SCI	5	12	26	46	

Evaluation

Data Sources to be Used	Expected Student Outcomes
(student surveys, parent surveys, grades, checklists, rubrics, teacher surveys, test data, anecdotal records, work samples, etc.) <ul style="list-style-type: none"> • MAP data • FastBridge Assessments • Fountas & Pinnell's Assessments • Local assessments (district, classroom, anecdotal records) KSD Report card rubrics	Students' scores on state MAP assessment in grades 4 & 5 will increase

Planned Activities	Person(s) Responsible	Starting Date	Due Date
<p><i>Collaborate with colleagues to create high quality curriculum, instruction, and assessments based on district, state, and national standards.</i></p>			
<p>1. <u>Grade level Lesson Planning & Instructional Practices</u>: Collaborate with colleagues to ensure meaningful, engaging, & differentiated tasks are included in core instruction</p> <ul style="list-style-type: none"> • Teachers will utilize MO Learning Standards & KSD curriculum guide as framework for lesson design • Teachers will utilize the District grade level curriculum calendars with guidance from instructional coaches & facilitators • Teachers will continue to use differentiation strategies in Math and Reading to keep all students engaged and motivated to learn • Teachers will have high expectations for ALL students • Teachers will utilize our problem solving and tiered Intervention structures to provide focused instruction for students in need (ASSIST process, Tier 2 and Tier 3) • WE will continue to provide extended day learning opportunities (Winners Circle) for students who need additional time to learn grade level literacy and math content. 	<p>Teachers, Instructional Specialists, Facilitators, Principals</p>	<p>2016</p>	<p>On Going</p>
<p>2. <u>Instructional Practice</u>: Ensure quality instruction and student achievement by posting learning goals and providing specific feedback to students.</p> <ul style="list-style-type: none"> • Teachers will continue to post “kid-friendly” learning goals & provide specific feedback to students regarding their performance. 	<p>Teachers, Instructional Specialists, Facilitators, Principals</p>	<p>2016</p>	<p>On Going</p>
<p>3. <u>Instructional Practice</u>: Continue to utilize research-based instructional strategies for increasing student achievement</p> <ul style="list-style-type: none"> • Teachers will teach their students how to summarize and paraphrase text to deepen understanding and apply to new learning • Teachers will integrate technology (iPads) to increase engagement and autonomy • Teachers will utilize a mini-lesson structure to increase efficiency, and to provide students with the skills and strategies needed to engage in meaningful learning. • Teachers will confer with students individually and /or in small groups so as to meet the needs of the student(s) • Teachers will utilize the engineering design process and the scientific method to increase understanding and engagement. 	<p>Teachers, Instructional Specialists, Facilitators, Principals</p>	<p>2016</p>	<p>On Going</p>
<p>4. <u>Assessment Practice</u>: Analyze multiple and varied data to better understand needs of particular students & achievement gaps between those meeting proficiency standards and those who are not.</p> <ul style="list-style-type: none"> • Teachers will utilize Fountas and Pinnell, Student Learning Objectives, Fast Bridge, 	<p>Teachers, Instructional Specialists, Facilitators, Principals</p>	<p>2016</p>	<p>On Going</p>

<p>and district level common formative assessment data to determine areas of proficiency, improvement, and advanced understanding.</p> <ul style="list-style-type: none"> Grade-level teams will meet with the leadership team to analyze and interpret data. 			
<p>5. <u>Literacy Focus:</u></p> <p>1. Instruction: Teachers will utilize the District provided resource of Lucy Calkins Units of Study to increase consistency among grade levels as well as increase rigor.</p> <ul style="list-style-type: none"> Teachers will continue to incorporate small group instruction into their reading and writing blocks Teachers will have students engage in writing about their reading using evidence from text to support their thinking Teachers will incorporate content area literacy into their instruction to help students build knowledge about the world through text Teachers will engage their students in rich and rigorous evidence based conversations about text (i.e. Socratic Seminars) Teachers will use the Lucy Calkin’s Writing Units of Study to increase rigor and relevance <p>2. Assessment: Utilize assessments that guide instruction and provide critical information about students’ learning</p> <ul style="list-style-type: none"> Teachers will use Fountas & Pinnell’s Benchmark Assessment System to determine students’ reading needs Teachers will analyze reading assessments to identify specific learning goals for individual students and create guided groups to maximize instruction Teachers will use grade level writing rubrics & district rubrics to assess students’ writing Teachers will use word study assessments to determine students’ phonics/spelling needs 	<p>Teachers, Instructional Specialists, Principals</p>	<p>2016</p>	<p>On Going</p>
<p>A. <u>Math/“STEAM/STEM”:</u></p> <p>1. Instruction: Continue to focus on effective K-5 math & science instruction with emphasis on context for learning.</p> <ul style="list-style-type: none"> Teachers will create time and practice opportunities for students to develop fluency with simple calculations Teachers will help students gain a deeper understanding of math concepts so they can choose the appropriate concept for application Teachers will utilize the District provided resources of Project Lead the Way and Kirkwood created science units. Teachers will learn about STEAM/STEM (Science, Technology, Engineering, Arts, & Math) strategies Teachers will participate in job-embedded coaching and co-teaching with Project Lead the Way facilitator. Teachers will utilize the “design cycle” model for STEAM/STEM unit planning 	<p>Teachers, Students, Instructional Specialists, Facilitators, Principals</p>	<p>2016</p>	<p>On Going</p>

<ul style="list-style-type: none"> • Students will collaborate with one another to creatively solve problems • Provide families with an opportunity to engage in STEM/STEAM via a STEM Night. <p>2. Assessment: Utilize assessments that guide instruction and provide critical information about students' learning</p> <ul style="list-style-type: none"> • Teachers will use District provided unit pre and post-tests to inform instruction • Teachers will use MO Learning Standards where students have to provide evidence of their thinking and justify the strategies used to solve problem. 	<p>Teachers, Instructional Specialists, Facilitators, Principals</p>	<p>2016</p>	<p>On Going</p>
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Outcomes (to be completed after implementation)

Recommendations (to be completed after implementation)

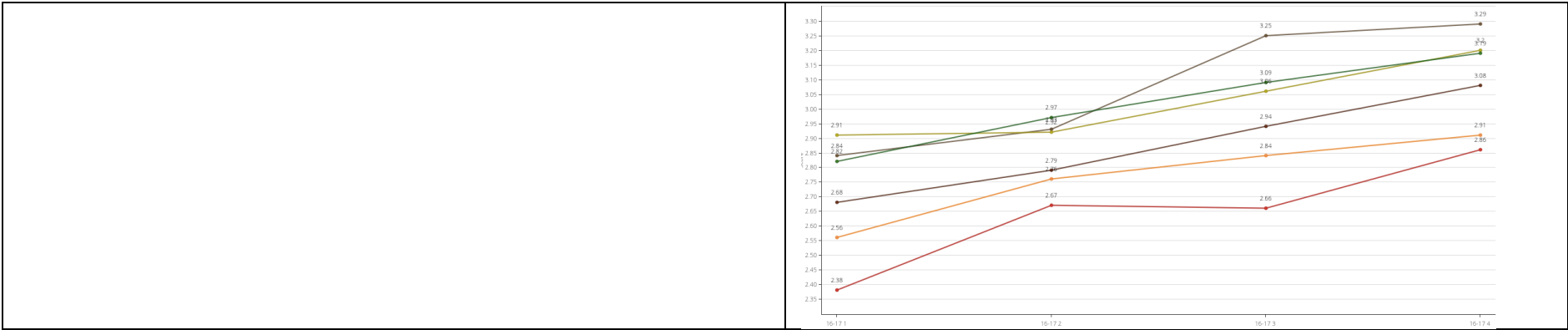
<p>WE principal and teachers focused building-level PD around effective instruction in the 21st Century.</p> <p>WE teachers learned about the seven structures of "best practice" and engaged in vertical conversations for shared understanding.</p> <p>WE teachers integrated digital citizenship into their core instruction to teach students how to use their iPads responsibly.</p> <p>All WE classroom teachers participated in job-embedded PD using iPads in the classroom.</p> <p>WE teachers continued to build knowledge of STEM/STEAM practices and incorporated into unit designs.</p> <p>WE teachers hosted the 3rd annual family STEM night – highly successful.</p>	<p>WE principal and teachers will focus building-level PD-Lucy Calkins' Units of Study, the mini lesson, and STEM-capable teaching.</p> <p>WE teachers will continue to share leadership among the staff with PD.</p> <p>WE teachers will continue to create their SLOs/TIPs based on student data.</p> <p>WE teachers will continue to integrate technology (iPads) into their instruction.</p> <p>WE teachers will integrate literacy instruction across the curriculum.</p> <p>WE teachers will incorporate instructional practices that increase creativity, critical thinking, and engagement.</p>
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School Improvement Objective

<p>Measurable Statement: All students and staff will work together to create a respectful and inclusive community that values global thinking and our impact on the world.</p>
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Baseline Information

<p>Data Sources Used</p> <ul style="list-style-type: none"> Pre-post perceptual data surveys of students and staff Previous culture audit results Report card data 	<p>Data Findings</p> <p>Behavior Standards Data</p>
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Evaluation

<p>Data Sources to be Used</p> <ul style="list-style-type: none"> Perceptual data surveys Office Discipline Referrals (ODR) Student Risk Screening Scale (SRSS) SAEBRS assessment data ASSIST Tier II & III progress monitoring data Olweus gr. 3-5 surveys 	<p>Expected Student Outcomes</p> <ul style="list-style-type: none"> Student ODR data will continue to decrease Students will feel part of a community within their classrooms and school Students will learn how to persevere, solve problems, and set personal goals for growth Students will recognize bullying-type behaviors and report them to an adult
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Planned Activities

Planned Activities	Person(s) Responsible	Starting Date	Due Date
<p>Service Learning & Global Responsibility</p> <ol style="list-style-type: none"> WE's "Beautification Committee" will work with Goal 2 to create a school environment that is visually appealing, sustainable, equitable, and reflects our WE community. Westchester staff will plan and participate in a day of community service 	Beautification Committee	2012	On Going
<p>Educational Equity & Inclusion</p> <ol style="list-style-type: none"> Conduct equity walks/audits in our building annually, with subsequent changes based on audit feedback. Ensure diverse literature, instructional resources, and learning resources are available and accessible in all classrooms Conduct comprehensive data analysis-disaggregated on many levels, to provide greater insight into strengths, needs and pragmatic deficiencies at the building level 	UNITE Committee	2016	On Going
<p>Community Engagement & Communications</p> <ol style="list-style-type: none"> Teachers will learn how to utilize "new technologies" to deliver pertinent information and develop interactive content to use with WE students and parents, including: <ul style="list-style-type: none"> "Infinite Campus" as an electronic grade book tool 	Teachers, Instructional Specialists, Facilitators, PTO &	2016	On Going

<ul style="list-style-type: none"> ○ "iPads" as personal learning devices for students ○ "Crisis Go" app for emergency situations ○ "eBackpack" will be used as a workflow tool ○ "EduClimber" for student data <p>2. WE & WE's PTO will continue to include more information on our WE/PTO "Facebook" page.</p> <p>3. WE's office staff will continue to provide weekly information to WE families regarding school events, etc.</p>	Principals		
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Outcomes (to be completed after implementation)

Recommendations (to be completed after implementation)

<p>All students & staff will demonstrate a deeper understanding of respect for others through service learning, character education, and educational equity activities.</p> <p>Students will make connections and learn with students who are not in their grade levels and who may not look like them.</p> <p>Teachers will communicate respect through their interactions with students, staff, & parents.</p> <p>Families will feel more included in school-wide activities</p> <p>Students continued to reflect on their service learning activities and gained a deeper understanding of the impact their actions had on others. As a result, we are seeing more students coming up with their own service learning projects</p>	<p>Our school culture will be more inclusive.</p> <p>Students' character development and self-esteem will increase.</p> <p>Students will develop confidence as leaders.</p> <p>Staff will further develop their knowledge of educational equity, cultural competencies, and issues that impact student learning.</p> <p>Students & staff will positively impact our school & community.</p> <p>Staff will increase their technological skills, and use iPads as personal learning devices with their students.</p> <p>WE building UNITE team will continue to provide PD for WE staff around educational equity and cultural competencies.</p>
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School Improvement Objective

Measurable Statement: Students and staff will have high expectations for personal growth and a renewed commitment to character development.

Baseline Information

<p>Data Sources Used</p> <p>Perceptual data surveys</p> <p>Olweus gr. 3-5 student surveys</p> <p>Office Discipline Referrals (ODR)</p> <p>SAEBRS</p> <p>ASSIST Tier II & III progress data</p>	<p>Data Findings</p> <p>Westchester Elementary continues to be a Gold Level award-winning model school for Positive Behavior Interventions and Supports (PBIS).</p> <p>Student discipline referrals have continued to decline since the implementation of PBIS in 2003.</p>
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Evaluation

<p>Data Sources to be Used Perceptual data surveys Office Discipline Referrals (ODR) SAEBRS ASSIST Tier II & III progress monitoring data Olweus gr. 3-5 surveys</p>	<p>Expected Student Outcomes Student ODR data will continue to decrease Students will feel part of a community within their classrooms and school Students will learn how to persevere, solve problems, and set personal goals for growth Students will recognize bullying-type behaviors and report them to an adult</p>
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Planned Activities

	Person(s) Responsible	Starting Date	Due Date
<p>Community Building</p> <ol style="list-style-type: none"> 1. WE staff will continue to use the following effective practices to promote consistency of school-wide 2. expectations: <ol style="list-style-type: none"> a. Reinforce our "4 Be's" – respectful, responsible, cooperative, and safe & "Big E" – effort b. All staff will use the universal "Give Me 5" signal to gain students' attention c. Utilize and reinforce voice levels (0-4) throughout all areas of our school. d. Utilize the "Boys Town" social skills posters & "Second Steps" to teach and reinforce social skills. e. Incorporate Tier I supports for unstructured areas (bus, playground, cafeteria, restrooms) f. Provide tiered supports to students who are not responding to school-wide expectations g. Use PBIS, Character Plus, and MO Model Guidance Curriculum as resources for lessons h. Create K-5 developmental system to acknowledge expected behavior with the ultimate goal being intrinsic motivation. 3. Teachers will analyze current classroom practices (homework, snack procedures, etc.) & develop consistency among grade levels (K-5). 4. Teachers will conduct morning meetings & develop a "team name" and motto to build community within their classrooms. 5. We will continue to implement the "Second Steps & Olweus" social skills lessons in to the classroom each week. 6. Goal 3 Team will create more explicit social skills lessons to be taught in K-5 classrooms. 7. Goal 3 Team will create a menu of safe activities for students to use during outdoor and indoor recess, as well as continue to embed motor activities into their daily routines. 	<p>Teachers, Students, Instructional Specialists, Facilitators, Principal</p>	<p>2012</p>	<p>On Going</p>

8. Goal 3 will continue to conduct ICEL walkthroughs to provide feedback to teachers.
9. Streamline PBIS/Character Ed/ Olweus visual around the school

Character Development & Growth

1. Teachers will embed character education into their curriculum planning.
2. Teachers will utilize the classroom meeting protocol to solve problems occurring within the classroom and unstructured areas. Staff refresher on how to do this.
3. Teachers will provide specific and immediate feedback to their students (without judgment) regarding their learning (both social & academic).
4. Goal 3 Team will provide professional development using the "Olweus Anti-Bullying Program" to WE staff, and include strategies to discourage the "mistreatment of others" (aka "bullying").
5. We continued to merge character education, PBIS, and Olweus to help show the connections for teachers and staff.
6. WE staff and 5th grade student leaders lead all-school assemblies to support our PBIS/Olweus school-wide program.
7. We are in year four of full implementation of the Olweus Anti-Bullying Program
8. We created a long-range plan for teachers to teach "Second Steps" and Olweus social skill lessons in the classroom.
9. We provided faculty and parent workshops to increase understanding of our Olweus bullying prevention program.
10. We created a character bulletin board where student exhibiting our character trait of the month are highlighted.
11. Goal 3 team created videos about manners for weekly announcements based on Ron Clark's "Essential 55".
12. Westchester principals host monthly "Rock Star" luncheons for kids who exhibit the "4 B's & Big E"
13. Staff participation in "Active Supervision" training to learn strategies to support kids on the playground and in the cafeteria.

Teachers, Students,
Instructional
Specialists,
Facilitators, Principal

2012

On Going

Outcomes (to be completed after implementation)

We continued to merge character education, PBIS, and "Olweus" to help show the connections for teachers and staff.

WE staff and 5th grade student leaders lead all-school assemblies to support our PBIS/Olweus school-wide program.

WE are in year two of full implementation of the "Olweus Anti-Bullying Program".

WE created a long-range plan for teachers to teach "Second Steps" and "Olweus" social skills lessons in the classroom.

WE staff provided faculty and parent workshops to increase understanding of our "Olweus" bullying prevention program.

WE Goal 3 leaders continued to conduct ICEL walk-throughs and provided feedback to teachers regarding the findings.

WE teachers embedded character education and social skills lessons into our daily instruction and curriculum.

WE created a character bulletin board where students exhibiting our character trait of the month are highlighted.

Goal 3 team created videos about "manners" for weekly announcements based on Ron Clark's "Essential 55".

Some WE teachers participated in a "mindfulness" pilot program and shared new learning with staff.

WE continued our work around mindset and encouraged teachers to work with students' tracking their effort and setting personal goals for improvement.

WE principal and administrative intern hosted monthly "Rock Star" luncheons for kids who exhibited the "4 B's & Big E".

WE support staff participated in "Active Supervision" training to learn strategies to support kids on the playground and in the cafeteria.

WE successfully provided fifth grade student mentors to younger students who needed encouragement and a buddy.

Goals 2 & 3 leaders worked to provide opportunities for staff wellness including: Workout Wednesdays, WE R Family events, and staff Walker's Club.

Recommendations (to be completed after implementation)

We will continue to merge PBIS, Olweus, and Character Education to create a clearer vision for students' social/emotional/physical development.

We will continue to have school-wide assemblies focusing on PBIS/Olweus programs.

We will continue to develop greater consistency of classroom practices throughout our grade levels.

We will continue to implement the "Second Steps" & "Olweus" social skills lessons into classroom instruction each week.

We will continue our ICEL walk-throughs and provide feedback to teachers regarding the findings.

We will continue to provide PD in the areas of character education, PBIS, Olweus, and the ASSIST process.

WE principal and administrative intern will continue to host Rock Star luncheons for students who exhibit positive character traits and our "4 B's & Big E".

WE staff will investigate the "restorative discipline" model to see how it connects to our PBIS/character ed. program.

Goal 3 team will continue to create videos for the weekly announcements, and maintain the character bulletin board.

We will continue to use tiered interventions to provide necessary SEB support to our students.

We will continue our "mindset" work and encourage goal setting with our students for personal improvement.

We will continue to promote physical, social, and emotional wellness.

We will continue to build relationships with our bus drivers to support our kids and promote safety.

We will continue to provide student mentors for younger kids who may benefit from a buddy.

We will assign staff mentors to students who are in need of an additional adult with whom to connect throughout the day.

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