**SLPS Accountability Plan Template 2021-2022**



**The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.**

**We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This Accountability Plan Template has as its foundation the following five pillars of the SLPS Transformation 3.0 Plan, which support the Continuous Improvement Theory of Action:**

**Pillar 1: The District creates a system of excellent schools**

**Pillar 2: The District advances fairness and equity across its system**

**Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments**

**Pillar 4: All students learn to read and succeed**

**Pillar 5: Community partnerships and resources support the District’s Transformation 3.0 Plan**

**School Name:**

**2021-2022 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

**(**[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) **and** [**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)**)**

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA** * **School** | **Name of LEA:**  **Name of School:Shaw VPA Elementary**  **School Code:578** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team**   **XTargeted School**   * **Title I.A** * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission: At Shaw VPA, we are dedicated to excellence and innovative collaboration of the Arts and academics in a nurturing community.** | | |
| **School Vision: Shaw VPA is a safe, caring, respectful and challenging educational community where collaboration is used to expand innovative learning experiences.** | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**   * **Title I.A School Improvement** * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

**Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.**

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Lori Craig |  | [Lori.Craig@slps.org](mailto:Lori.Craig@slps.org) |
| Assistant Principal | Angela Durbin |  | Angela.Durbin@slps.org |
| Academic Instructional Coach | Deborah D’Andrea |  | Deborah.Dandrea@slps.org |
| Family Community Specialist | Donald Douglas |  | Donald.Douglas@slps.org |
| ESOL Staff (if applicable) | N/A |  |  |
| SPED Staff (if applicable) |  |  |  |
| ISS/PBIS Staff (if applicable) | Carol Adams |  | Carol.Lockhart@slps.org |
| Teacher | Angela Sanders |  | Angela.Stewart@slps.org |
| Teacher | Laurel Baxter |  | Laurel.Baxter@slps.org |
| Parent | Michelle George |  | Michelle.George@slps.org |
| Parent | Jennifer Hake |  | Jennifer.Hake@slps.org |
| Support Staff | Angela McCann |  | Angela.McCann@slps.org |
| Community Member/Faith Based Partner | Joan Saracino |  |  |
| Network Superintendent | Jeanine Zitta |  | Jeanine.Zitta@slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 5/17** | 339 | Our enrollment has decreased this year due to the pandemic. |
| **Grade Level Breakdown** | Pre K- 21  KG- 32  1st - 47  2nd - 43  3rd - 64  4th - 63  5th – 69 | This is the fifth year we have departmentalized in grades 3-5. |
| **Ethnicity** | B-89.8%  W-9%  H-0.3%  M-0.9% | Our ethnicity reflects a variety of neighborhoods. Our students come from a variety of neighborhoods within the city limits |
| **Attendance** | 90/90 Attendance-79.7%  ADA Attendance- | Attendance goal was not met, we are continuing to implementing strategies to reach our goal. |
| **Mobility** | 7.6% | Our mobility rate is not a challenge for us. Most of our mobility rate is due to students moving out of the district. |
| **Socioeconomic status** | 100% free/reduced lunch | Our students qualify for additional programs due to socioeconomic levels. |
| **Discipline** | 3 | Due to having PBIS, students were able to remain in school most of the time. We use a check in system. |
| **Limited English Proficiency** | 1.3% |  |
| **Special Education** | 11.5% | We are working to provide the least restrictive environment for all our SPED students. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * % attendance rate * Low suspension rate | Students who are identified with an IEP struggle to meet grade level standards despite interventions. | Incentives to continue to encourage students to attend school to maintain attendance rate; PBIS position; curriculum specifically designed to meet the needs of IEP students |

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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 253.7 (18-19) | 320 |  | Based on MAP 2018 our MPI in ELA was 253.7. We are currently implementing strategies to meet our target for 2021-22. |
| **Reading** |  |  |  | Based on our STAR data, 23% of students are reading on grade level in April 2020. Reading level has declined significantly from beginning of the year to the middle of the year. However, our GLE increased by .15, leaving a gap of less than one year (.89). |
| **Math** | 188.8 (18-19) | 270 |  | Based on MAP 2018, our MPI was 188.8. We are currently implementing strategies to meet our target goal for 2021-22. |
| **Science** |  | 320 |  | Based on MAP 2017, our MPI was 293.9. We are currently implementing strategies to meet our target goal for 2021-22. |
| **Social Studies** |  | N/A |  |  |
| **CCR** |  | N/A |  |  |

\**Please include any data tables, charts, graphs, etc. to support your current performance below\**

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| **Strengths** | **Weaknesses** | **Needs** |
| * Weekly Data Meetings * LPIPS | * Math is a weakness for us | * Time for teachers to plan, practice and prepare the rigorous parts of the lesson. |

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| **Curriculum and Instruction**  ***(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Learning Expectations** | Using data from benchmark assessments (curriculum, Scantron, STAR, SIPPS for Pre-K-2, Envision Unit Assessments), classroom instruction will be tailored to meet students where they are and scaffold to achieve aggressive growth goals. | Meeting students at their instructional level does not equate reducing rigor. Staff are adept at analyzing data and determining student needs, but lack the skills and resources to plan and deliver rigorous, scaffolded instruction |
| **Instructional Programs** | Guided Reading  Balanced Literacy  Phonics (Pre-K-2)  Guided Math  Science  Social Studies  Physical Education  Music  Art  Dance  Drama  Instrumental Music  Gifted  Special Education (multiple models: resource, inclusion, self-contained cross categorical,) | Shaw students are provided with robust instructional programming. Despite the offerings, instructional programs are not cohesive. Connecting programs through the broader cognitive/higher order thinking skills would increase likelihood of deeper student understanding and transferring knowledge across content areas. |
| **Instructional Materials** | Leveled book room  MyView  SIPPS  EnVision Math  MYSci and Nat Geo Science  Missouri Learning Standards | Lack of instructional materials for SPED students provided  Network-wide effort at analyzing and effectively implementing existing curriculum materials (MyView, EnVision) introduced too late in the academic year. |
| **Technology** | iPads for Pre-K-5th  3-6 Desktop computers in each classroom  2 computer labs  Promethean boards and/or projectors | Teachers utilize websites and apps that are engaging without being rigorous.  Technology is equitably distributed. |
| **Support personnel** | AIC  Dance, Drama, and Instrumental Music Teacher  1.0 Librarian  0.8 Gifted Teacher  4 Instructional Care Aides  FCS  1.0 Social Worker  Counselor  PBIS Behavior Interventionist | Shaw has a large staff due to the high volume of arts provided for students. Fully investing support staff in professional development around instructional programming remains a challenge due to schedules, salary, union/district-level barriers. |

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| **Strengths** | **Weaknesses** | **Needs** |
|  | Striking a balance between realistically defining success across all instructional programs (general education and special education) while also unifying the entire school community around aggressive growth goals remains a challenge. | More materials and support for our special education students is a high priority need.  Additional technology and instructional resources at 2nd grade to improve preparedness for MAP testing. |

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| **High Quality Professional Staff**  ***(How are you ensuring that all students are taught by a high-quality teacher?)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** |  |  |
| **Staff Certification** | All teachers certified | Staff vary in experience in the field, and pre-service teacher preparation varies widely across time, regions, and post-secondary pathways. |
| **Staff Specialist and other support staff** | Three arts Magnet school teachers, AIC, PBIS |  |
| **Staff Demographics** | B-47%  W-53% |  |
| **School Administrators** | Principal and AP certified | Leadership team participates in professional development opportunities and is actively continuing education. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Shaw boasts a large diverse staff roster. Staff support one another in addressing the many needs of students. |  | We are grateful for the support of Alive and Well and district-led training in culturally responsive leadership practices. Continued support and focus is necessary. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| Leaders lack resources, tools, and practice at coaching through a lens of culturally responsiveness in classrooms. |
| Teachers need to strengthen instructional practice, backwards planning, strategically utilizing curriculum and resources, and pacing in alignment with state assessment. |
| Teacher capacity in ELA, Reading and Math instruction need to be stronger and sustainable. |

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| **Root Causes**  ***Determine the Root Causes of the needs listed above using the 5 Whys:*** |

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| **Root Cause Analysis #1** | |
| Need #1- Please describe the need: | Leaders lack resources, tools, and practice at coaching through a lens of cultural responsiveness in classrooms. |
| Why? | Leaders do their best to recruit and retain staff who are culturally responsive. At the same time, many job candidates do not reflect the community served, and neither do veteran staff and school leadership. Additionally, district operations around human resources and labor unions add to the challenge of securing a culturally responsive staff. |
| Why? | Leaders do not have access to efficient or systematic methods to “onboard” staff around a common vision for culturally responsive practices. |
| Why? | Leaders struggle to draw a connection between the concept of cultural responsiveness and school-based student support. All staff often operate with a mindset rooted in discipline and with a diminished emphasis on teaching and support. |
| Why? | Staff grapple with a feeling of hopelessness due to lack of identifiable and systematic supports to address student needs. Staff exert a tremendous amount of energy to support students, minus the appropriate training or culturally responsive framework. |
| Why? | Leaders lack the time and resources to effectively coach staff around instruction and academic achievement as well as culturally responsive practices. The necessary difficult and deep conversations are often deprioritized due to limited time. |
| **Root Cause** | Leaders require a strong vision, a systematic approach, and support from the district in order to lead staff towards culturally responsive practices that address students social and emotional needs and close gaps in academic achievement. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Teachers need to strengthen math instructional practice, backwards planning, strategically utilizing curriculum and resources, and pacing in alignment with state assessment |
| Why? | Teachers do not understand how deploy an instructional model of gradual release using curriculum materials provided. Teachers struggle to accurately determine which instructional pieces are rigorous and necessary for mastery. |
| Why? | Teachers demonstrate a content knowledge gap in math. As a result, instruction often centers on procedures and computational steps to solve problems rather than conceptual understanding. As a result, students often perform poorly on previously taught or out-of-context math topics. |
| Why? | Teacher planning does not factor in alignment between assessment and instruction, including a spiral review of skills beyond the current unit of instruction. |
| Why? | Planned math instruction rarely or superficially connects to real-world context or problems, decreasing student's engagement, understanding, and ability to transfer skills across units of instruction and other content areas. |
| Why? | Leaders mirror the same gap in mathematical content knowledge as teachers. |
| **Root Cause** | Teachers struggle to plan and execute rigorous, relevant instruction that achieves deep conceptual understanding of mathematical topics at a pace appropriate to close gaps in performance. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Teacher capacity in ELA and Reading instruction need to be stronger and more sustainable. |
| Why? | Teachers struggle to conceptualize district-provided curriculum and appropriately supplement with rigorous materials. |
| Why? | Teachers display knowledge gaps in ELA content, learning standards, and alignment to state assessments. Specifically, teachers lack in understanding the connection between standards and assessments, and how content is the vehicle between the two. |
| Why? | A limited skill set around ELA best practices makes for difficulty in adapting and strengthening lessons as needed. As a result, differentiation is weak, and rigor remains low. |
| Why? | The mindset of teachers is that students are not able to perform at high levels, and teachers have not been held accountable for producing results. Over time, this has resulted in a warped perspective of what grade-level appropriate instruction looks like as well as the most effective methods for achieving growth. |
| Why? | Making meaningful use of student data is a challenge, especially when operating alongside unclear and misunderstood expectations for performance. Misaligned or inappropriately modified instructional materials do not produce useful student data. |
| **Root Cause** | Teachers lack the time and resources to achieve deep understanding of ELA learning standards, curriculum, and state assessments while also maintaining the necessary pace of growth in order to close gaps in performance. |

See page 11of DESE’s LEA/School Improvement guide for sample info: <https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf>

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| **School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy? |
| Upon registration, parents and caretakers receive the Shaw VPA Parent and Student Handbook. In this document, expectations and opportunities for parent involvement are outlined. With that, parent/guardian signature is required on the signature page which agrees to the terms and conditions outlined in the Shaw VPA Parent Student Handbook as well as the guidance provided by St. Louis Public Schools for conduct. Furthermore, it is the expectation that up-to-date contact information is kept on file in the Shaw VPA school office for ease of communication. |
| What are the strengths of family and community engagement? |
| Shaw VPA has been successful in collaborating with community to gain more resources for our families. Our parent participation at any/all events has increased. Shaw VPA has cultivated strong relationships with the following community partners:   Oasis   PHL Elementary School Volleyball, Basketball, Football, and Soccer   Gateway Greening   Missouri Botanical Garden   Remedy Church   Good Shepard Church   National Council of Jewish Women   Assistance League of St Louis  Our partnerships have proven fruitful in that community members and families have donated time, clothes, food, and attend every event at Shaw VPA. Shaw VPA works hard to promote community engagement among our students as well. In the 2018-2019 school year, we have conducted the following fundraisers for local and national charities:   COCA   Operation Food Search   Girl Scouts  In addition, Shaw VPA makes every effort to support the health and wellbeing of our families. Partnerships with Kid’s Vision for Life, Healthy Kids Express, and Springboard, Kids in the Middle allow students to receive regular screenings for vision, hearing, and dental health along with mental health support. |
| What are the weaknesses of family and community engagement? |
| A barrier to strengthening family and community relationships is proximity and transportation. Shaw VPA is a magnet school with over thirty buses that transport our students from all over the St. Louis city area. For many parents, transportation to and from Shaw VPA is challenging. For some surrounding community business and stakeholders, cultivating a reciprocal relationship with Shaw VPA versus a neighborhood school is a difficult sell. |
| What are the needs identified pertaining to family and community engagement? |
| Shaw VPA would like to foster additional partnerships with nonprofits and agencies positioned to provide social and emotional support to students and families. Parent workshops are a frequent request. Furthermore, Shaw VPA would like to boost our online footprint in order to build a stronger brand and open more channels for communication and engagement. Currently, Shaw VPA supports a St. Louis Public Schools webpage as well as a Facebook page. Strategic planning to grow those platforms is an identified need. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Each year, Shaw VPA holds an annual parent meeting to invite our parents to be a part of the next school year planning of Shaw VPA Title I Parent Involvement plan. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Parents are welcomed and invited to all monthly and annual meetings. Parents are encouraged to give feedback to help improve each school year. |
| How is timely information about the Title I.A program provided to parents and families? |
| Notification to families are given out multiple ways:   Newsletter (monthly)   Robo calls (weekly)   Flyers  School website/ facebook page |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Classroom teachers send home monthly newsletters outlining current curricular focus. Monthly newsletters also provide parents with updates on district and state assessments: STAR, Scantron, and MAP. Alongside learning topics and dates for testing, newsletters often feature tips for productive test-taking (emphasis on importance of attendance, plenty of rest, “brain food,” etc.). Each semester parents and caretakers are invited to Parent-Teacher Conferences where individual student progress towards assessment goals are shared. Shaw VPA coordinates with parents unable to attend district-scheduled conferences in order to set up meetings on other dates or over the phone. Outside of district-scheduled Parent-Teacher Conferences, teachers are available to discuss student progress before and after school as well as their plan time. Many parents also communicate regularly with Shaw VPA teachers via phone/email and Class DOJO. |

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| **Shared Responsibility for Student Achievement-School Parent Compact** |
| ***Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*** |
| What are the ways in which all parents will be responsible for supporting their children’s learning? |
| * Make sure that my child is on time, in school uniform, and strives for 100 percent attendance. . * Establish a time and place for homework and work with my child to get it handed in the next day. * Attend parent conferences, student support meetings, family activity nights, and school activities. * Participate, as appropriate, in decisions relating to my child’s education. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| * Actively plan and prepare lessons for every student’s individual needs. * Cultivate a positive classroom environment for students. * Ensure that the instruction communicated clearly and accurately and engages students in learning. * Communicate consistently with parents and/or guardians about the social and academic progress of students. * Provide opportunities for parents to participate in decisions about the education of their child. |
| Please provide assurance that the school is:   * Conducting parent-teacher conferences at least annually, during which the compact shall be discussed * Issuing frequent reports to parents on their children’s progress * Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities * Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand |
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| **School Capacity for Involvement** |
| How does the school provide assistance to parents in understanding the following items?   * Missouri Learning Standards * Missouri Assessment Program * Local Assessments * How to monitor a child’s progress * How to work with educators to improve the achievement of their children |
| Bi-annual Title I meetings are held to provide parents with current performance data. In addition, parents are provided information regarding assessments, strategies to improve academic growth and their child’s progress every 4 weeks through progress reports, report cards; monthly class newsletters, and Bi-Annual Parent Conferences. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| We offer a back to school night to assist families in having all the available information regarding the school year. At our Fall Open House Night, families are invited to visit students’ classrooms to gain hands-on experiences in their child’s learning environment and hear strategies for partnering at home. |
| How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners? |
| Staff will be educated and trained in regular PD and staff meetings in best practices in engaging and communicating with parents in efforts to support students at school. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parents receive classroom newsletters that explain what students will be learning and doing each week. Parents are also invited to monthly family events, which build relationships between school, teacher and family. |
| Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children. |
| Resources for parents are located in the FCS office, as well as in the main office. Monthly PTO meetings are held to engage and encourage parental involvement, and families are encouraged to participate in a variety of school activities through information given in the school newsletter, webpage and facebook page. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Parent communication via phone calls, conferences, PTO events, newsletters, school and district handbooks, and social media such as Facebook and Class Dojo is a growing strength for Shaw VPA. Shaw VPA has done well with developing strong relationships within the community. There are several strong community partnerships adequately providing support for our students and families. Family attendance during special events and conferences continues to be one area for improvement. Since our families live in all areas of the city, transportation to and from Shaw VPA to attend school events continues to be a barrier to our parental attendance. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Shaw VPA is a diverse school with a large population of students with individual education plans. Our magnet school status provides one weaknesses of our school, parental involvement. Our families come from all areas of the city of St. Louis. Due to this, transportation to and from the school interferes with some families attending events or appearing at school. |

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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2020-21 school year.*  While we have made growth with our community partnerships, we would like to foster additional partnerships with nonprofits and agencies positioned to provide social and emotional support to students and families. Providing parent workshops with transportation is an area for growth for our school. Furthermore, Shaw VPA our online footprint could be improved in order to build a stronger brand and open more channels for communication and engagement. |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
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| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| 1. School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2020-2022 to 2021-2022. 2. School leaders will retain at least 90% of first- year teachers | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*  X Providing high-quality professional development to teachers  X Supporting first year teachers   * Creating systems to establish a clear focus on attaining student achievement goals * Creating a collaborative and data-driven culture through PLCs * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Developing a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration.   Teachers receive training on standards based grading practices to best meet the needs of students | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | Developing a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration. |
| **Evidence-based strategy** | Relay coaching protocols (Weekly Data Meeting, Observation and Feedback, Lesson Plan Internalization)  Functional Behavior Assessment-based Interventions |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | | Teachers receive training on standards based grading practices to best meet the needs of students. | | |
| **Evidence-based strategy** | | 1) Provide high-quality professional development and book study on A Teacher’s Guide to Standards-Based Learning and Grading for Equity | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | **Purchase book “Grading for Equity”** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * Understand proficiency scales and recognize they are working towards mastery of grade level skill. | * Set goals, meet with teacher to reach mastery. | * Continue to meet with teacher to revise goals in order to reach mastery. | * Meeting with teacher should reflect mastery of standards and goals that were set in previous meetings. |
| **Teachers** | * 100% of certified and non-certified staff trained to construct strong classroom management plans aligned with culturally responsive practices * 100% of certified and non-certified staff participate in school-wide practice of operational procedures * Establish   achievement criteria and activities for monthly school-wide PBIS celebrations   * Understand grade level standards, proficiency scales and prioritize them. * Exemplars of what mastery looks like. | * 100% of certified staff self-assess and revise classroom management plans * 100% of certified staff participate in school-wide practice of targeted operational procedures * Average 70% of students meet achievement criteria to participate in monthly school-wide PBIS celebrations * Set goals with students to progress towards mastery. * Review proficiency scales with students. * Prioritize grade level standards. | * 100% of certified staff self-assess and revise classroom management plans * 100% of certified staff participate in school-wide practice of targeted operational procedures * Average 75% of students meet achievement criteria to participate in monthly school-wide PBIS celebrations * Revise goals with students to increase mastery of grade level standards. * Review proficiency scales with students. * Prioritize grade level standards. | * 100% of certified staff self-assess classroom management plans * 100% of certified staff participate in school-wide practice of targeted operational procedures * Average 80% of students meet achievement criteria to participate in monthly school-wide PBIS celebrations * Goals of mastery should be attained |

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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| BOY STAR will show 90 % of students at/above grade level will grow1year  BOY STAR will show 50% of students below grade level will grow 1.5 year | | | | |
| **Reading Plan** | | | | |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. Explicit decoding instruction for all K-2 and all below level in 3-5, small group instruction  2. Effective implementation of MyView via PD, observation rooted in real-time feedback with action steps with follow observation, LPIP, data meetings. | | | | |
| **Funding Source(s):N/A** | | | | |

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| **Priority # 1** | Small group/Intervention provided a minimum of 2-3 times a week for students below grade level and literature circles provided for students at or above grade level. |
| **Evidence-based strategy** | Relay coaching protocols (Weekly Data Meeting, Observation and Feedback, Lesson Plan Internalization) |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | | Observations and coaching cycles rooted in Real time feedback with rigorous action steps. | | |
| **Evidence-based strategy** | | Relay coaching protocols (Weekly Data Meeting, Observation and Feedback, Lesson Plan Internalization) | | |
| **Cost to support implementation of strategy:** | | **N/A** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * 100% of general education students and 100% of special education students complete STAR as baseline reading assessment. | * Monthly STAR Reading assessments indicate a 90% of general education student and 50% of special education students are on track to meet goal. (+.25 & +0.375) | * Monthly STAR Reading assessments indicate 90% of general education students and 50% of special education students are on track to meet goal. (+0.5 & +0.75) | * EOY STAR Reading assessments indicate goal for general education and special education growth achieved. (+1.0 & + 1.5) |
| **Teachers** | * 100% certified staff trained on Small Group/Intervention (instructional and environmental) and corresponding checklist for classroom walkthroughs * Teachers conduct STAR Reading assessment monthly and reconfigure Small groups/Intervention according to data. Teacher and student collaboratively establish individual growth goal. * Leaders calendar 6 small group/intervention professional development sessions for 2020-2021 staff meetings and district-wide professional development days. | * Leaders conduct classroom walkthroughs with Small Group/Intervention checklist in 100% of general education classrooms and 40% of special education classrooms * Teachers conduct STAR Reading assessment monthly and reconfigure Small groups/Intervention according to data. Teacher and student monitor progress toward individual growth goal. * Leaders facilitate 3 Small group/Intervention professional development sessions based on trends from weekly observations and coaching cycles | * Leaders conduct classroom walkthroughs with Small Group/Intervention checklist in 100% of general education classrooms and 40% of special education classrooms * Teachers conduct STAR Reading assessment monthly and reconfigure Intervention groups according to data. Teacher and student monitor progress toward individual growth goal. * Leaders facilitate 3 Small group/Intervention professional development sessions based on trends from weekly observations and coaching cycles | * Leaders conduct classroom walkthroughs with Small Group/Intervention checklist in 100% of general education classrooms and 40% of special education classrooms * Teachers and student analyze STAR Reading assessments and determine achievement of individual growth goal * Leaders analyze observation and coaching cycle data as well as Intervention professional development feedback surveys to quantify Intervention growth and celebrate with staff |

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| **Goal #3 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** | | | | |
| Each grade level from Kg – 5th grade will show that 80% of students score 80% of mastery of standards or higher on each EnVision Unit Assessment.  Each grade level from Kg - 5th grade will show 50% of special education students score 80% of mastery of standards of higher on each EnVision Unit Assessment. | | | | |
| **Mathematics Plan:** | | | | |
| Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1.Implementation of daily spiral/mixed review  2.Daily implementation of number sense/fluency routine | | | | |
| **Funding Source(s): Purchase Number Talks Books** | | | | |

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| **Priority # 1** | Implementation of daily spiral/mixed review |
| **Evidence-based strategy** | EnVision Math  Relay coaching protocols (Weekly Data Meeting, Observation and Feedback, Lesson Plan Internalization) |
| **Cost to support implementation of strategy:** |  |

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| **Priority # 2** | | Daily implementation of number sense/fluency routine | | |
| **Evidence-based strategy** | | EnVision Math  Relay coaching protocols (Weekly Data Meeting, Observation and Feedback, Lesson Plan Internalization) | | |
| **Cost to support implementation of strategy:** | |  | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * 100% of general education students and 100% of special education students complete STAR as baseline reading assessment. | * Monthly STAR MATH assessments indicate a 60% of general education student and 20% of special education students are on track to meet goal. (+.25) | * Monthly STAR MATH assessments indicate 80% of general education students and 30% of special education students are on track to meet goal. (+0.5) | * EOY STAR MATH assessments indicate goal for general education and special education growth achieved. (+1.0 / +1.5) |
| **Teachers** | * 100% certified staff trained on Intervention Math expectations (instructional and environmental) and corresponding checklist for classroom walkthroughs * Leaders calendar 4 Intervention Math professional development sessions for 2021-2022 staff meetings and district-wide professional development days * Leaders guide teachers to calendar all EnVision Unit Assessments for 20-21SY. * Weekly Data Meetings establish tool to track student growth towards stated goal for EnVision Unit Assessments as well as mastery of prioritizes math learning standards through spiraled re-teaching cycles | * Leaders conduct classroom walkthroughs with Intervention Math checklist in 80% of general education classrooms and 50% of special education classrooms * Leaders facilitate 2 Intervention Math professional development sessions based on trends from weekly observations and coaching cycles * Teachers submit Math lesson plans and revise EnVision calendars to AIC weekly for regular check on pacing * Tracking tool indicates 70% of students are on track to meet goal (80% or higher on each EnVision Unit Assessment for general education and 40% for special education) | * Leaders conduct classroom walkthroughs with Intervention Math checklist in 80% of general education classrooms and 50% of special education classrooms * Leaders facilitate 2 Intervention Math professional development sessions based on trends from weekly observations and coaching cycles * Teachers submit Math lesson plans and revised EnVision calendars to AIC weekly for regular check on pacing * Tracking tool indicates 75% of students are on track to meet goal (80% or higher on each EnVision Unit Assessment for general education and 40% for special education) | * Leaders conduct classroom walkthroughs with Guided Math checklist in 100% of general education classrooms and 40% of special education classrooms * Leaders analyze observation and coaching cycle data as well as Guided Math professional development feedback surveys to quantify Math growth and celebrate with staff * Teachers submit Math lesson plans and revised EnVision calendars to AIC weekly for regular check on pacing * Tracking tool indicates 80% of students are on track to meet goal (80% or higher on each EnVision Unit Assessment for general education and 40% for special education) |

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**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**