**Humboldt Academy Accountability Plan**

**2023-2024**



**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 improvement guidance document has as its foundation the following five pillars of the SLPS Transformation 4.0 Plan, which support the Continuous Improvement Theory of Action:**

**Pillar 1: Create a System of Excellent Schools**

**Pillar 2: Advance Equity and Fairness Across the System**

**Pillar 3: Cultivate Leaders Who Foster Culturally Responsive Learning Environments Pillar 4: Ensure Students Learn to Read and Succeed**

**Pillar 5: Grow Community Partners And Resources That Support The District’s Transformation Plan**



**2023-2024 ACCOUNTABILITY PLAN**

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

[**(DESE’s Consolidated Application**](https://dese.mo.gov/media/pdf/consolidated-federal-programs-plan) **and DESE’s LEA/School Improvement Guide)**

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**  **X LEA**   * **School** | **Name of LEA: Belinda Quimby**  **Name of School: Humboldt Academy of Higher Learning**  **School Code: 4960** | **Check if appropriate**  **X Comprehensive School  \*\*\*Requires a Regional School Improvement Team**   * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission:**  To develop life-long learners with strong character by fostering autonomy, facilitating a sense of belonging, and cultivating competence through a constructivist approach. | | |
| **School Vision:**  Humboldt Academy of Higher Learning serves as a model for urban excellence in student academic achievement and character development. | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  **X 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 | Belinda Quimby |  | Belinda.Quimby@slps.org |
| Assistant Principal | NA |  |  |
| Academic Instructional Coach | Stephanie Baker |  | Stephanie.Baker@slps.org |
| Family Community Specialist | Edward Schallert |  | Edward.Schallert@slps.org |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) | Kaitlynn Lowrie |  | Kaitlynn.Lowrie@slps.org |
| ISS/PBIS Staff (if applicable) | Shon Haynes |  | Shon.Haynes@slps.org |
| Teacher | Kimberly White-Mengis |  | Kimberly.WhiteMengis@slps.org |
| Teacher | Amy Merzweiler |  | Amy.Merzweiler@slps.org |
| Parent | Kara Cummins |  | Cummins.kara@gmail.com |
| Parent | Pam Braasch |  | [Pam.Braasch@thelittlebitfoundation.org](mailto:Pam.Braasch@thelittlebitfoundation.org) |
| Support Staff | Virginia Ford |  | Virginia.Ford@slps.org |
| Community Member/Faith Based Partner | Kim Dann-Messier/Trinity Church |  | Kimdannmessier@trinitystlouis.com |
| Network Superintendent | Dr. Isaac Pollack |  | Isaac.Pollack@slps.org |

**SECTION 2**

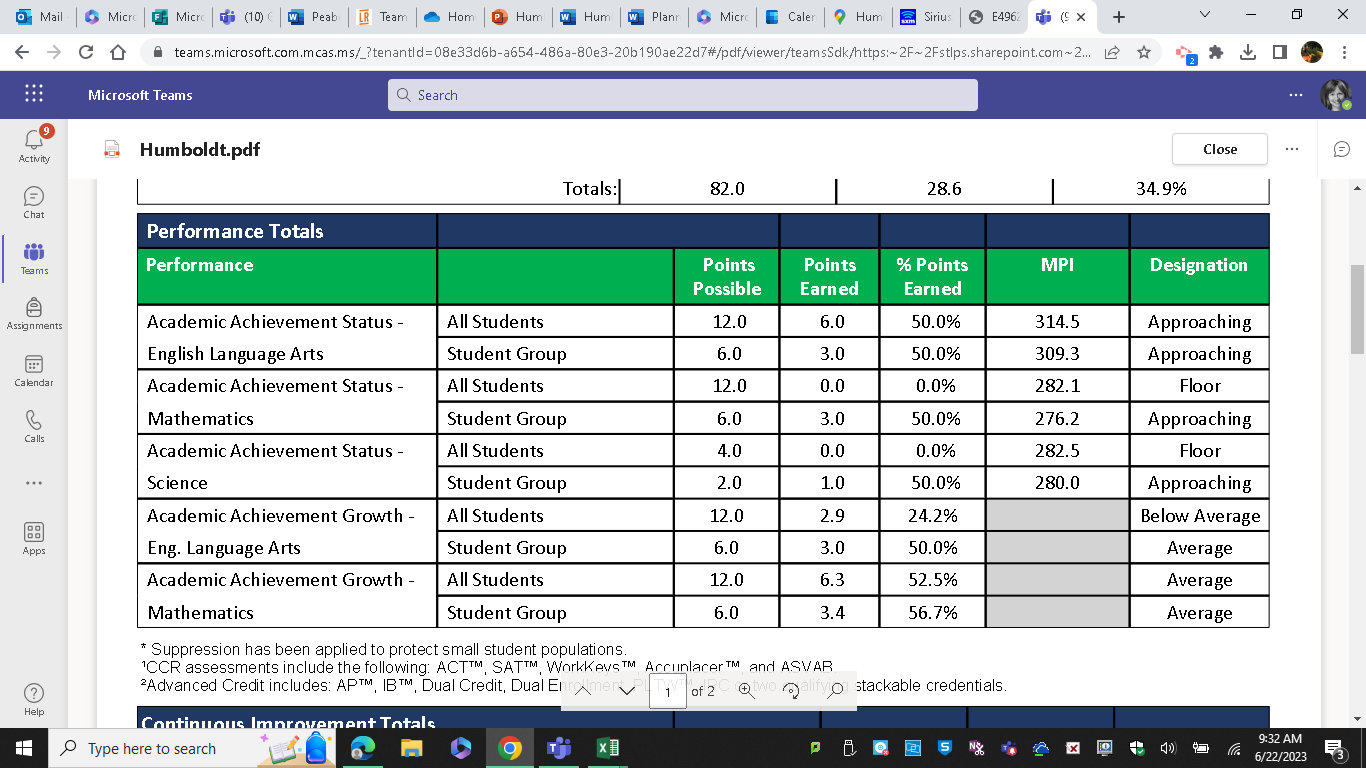
**Comprehensive Needs Assessment**

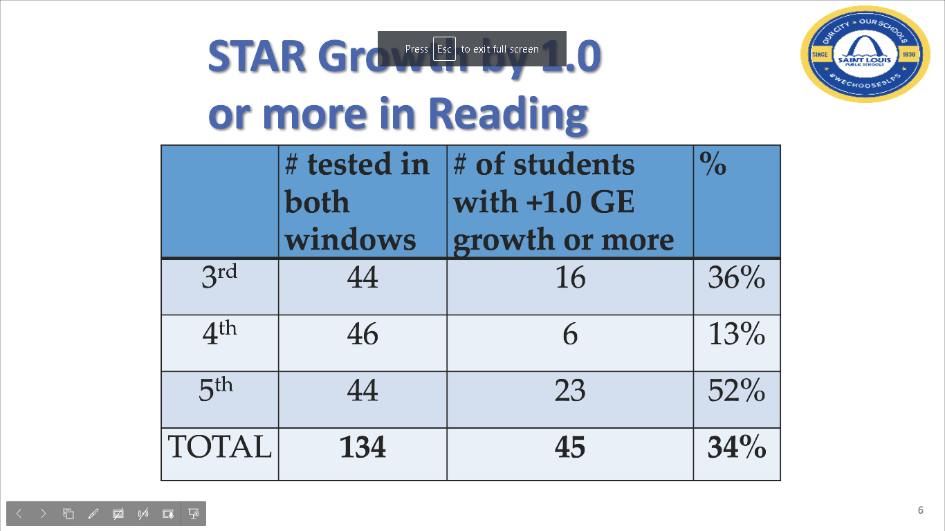
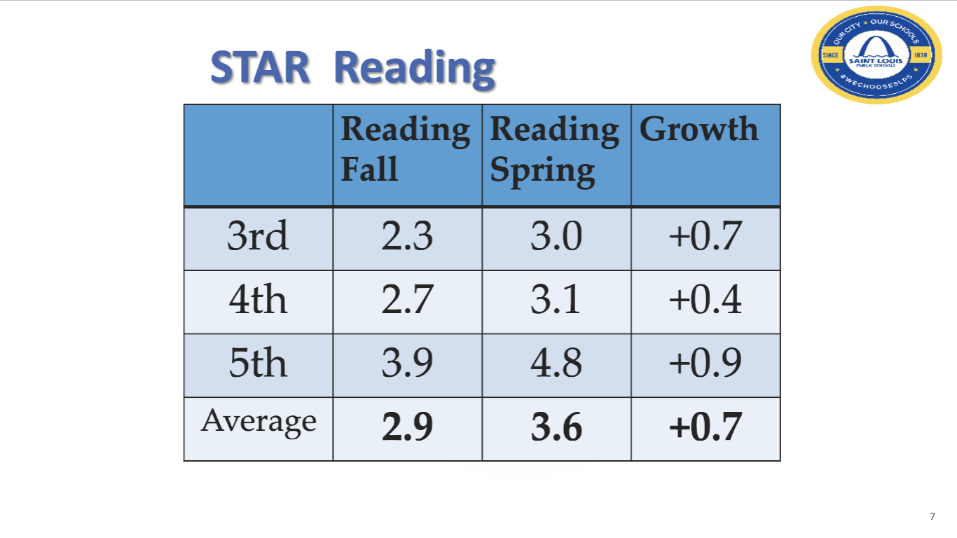
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| **Comprehensive Needs Assessment** | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 5/1** | 146 | Enrollment has been steadily declining and we are working with K-2 schools to engage more families |
| **Grade Level Breakdown** | 3rd-49  4th-48  5th-49 | Even through the grade levels which allowed us to have smaller class sizes for 3rd graders |
| **Ethnicity** | Asian: <1% (1)  Black: 86% (125)  Hispanic: 2% (3)  American Indian: 1% (2)  Multi-Racial: <1% (1)  White: 10% (14) | We are hoping to increase diversity of student body to reflect the larger culture |
| **Attendance** | ADA: 87.7%  90/90: 61.6% | We are planning supports and incentives to increase attendance. Bus driver shortages impacted attendance. |
| **Mobility** | 5.9% (9) | We will continue to support students and families in need and share resources as needed. Our mobility is far lower than the district average. |
| **Socioeconomic status** | 100% FRL | High poverty has negative impacts on student success |
| **Discipline** | ISS-67 incidents  5th-58% (39)  4th- 30% (20)  3rd- 12% (8)  OSS-17 incidents  5th- 71% (12)  4th- 12% (2)  3rd- 18% (3)  TYPE I- 3 total | Most OSS were outgoing 5th grade students  2 Type I events involved Special Education students  We will focus on improving our Student Support Team and comprehensive schoolwide discipline practices infused with trauma-sensitivity training, restorative practices, and character education. |
| **Limited English Proficiency** | 5% (8) | We have a low ELL population and would like to increase |
| **Special Education** | 23% (33) | We have a high percentage of students with IEPs and that impacts our STAR Reading and Mathematics growth scores |

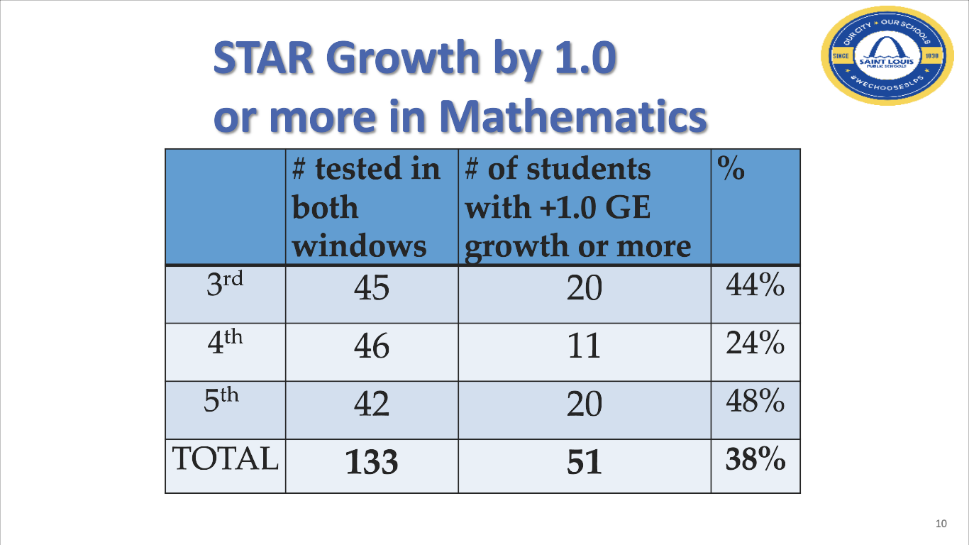
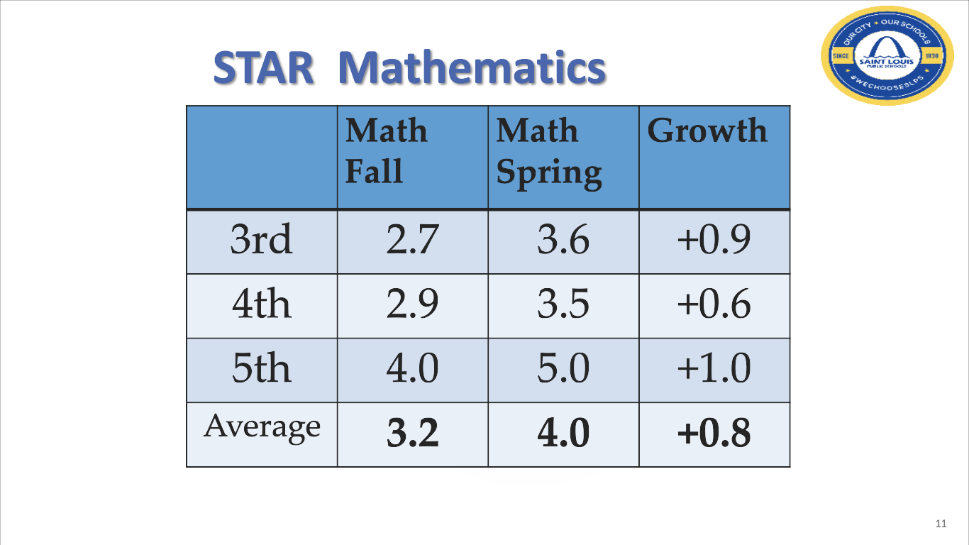
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| **Strengths** | **Weaknesses** | **Needs** |
| * Low mobility * High quality staff * Enrollment remained steady * Attendance incentives started mid-year improved attendance | * Low attendance * Low diversity * Bus issues impacting attendance | * Increase diversity in student body through recruitment efforts with K-2 schools * Multi-tiered supports for comprehensive discipline plan * Will begin year with attendance incentives |

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| **Student Achievement**  ***(Please analyze your achievement data for 22-23 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **22-23 performance** | **23-24 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 21-22 MAP MPI=314.5 / Approaching | MAP MPI: 381 |  | * Majority of students reading below grade level |
| **Reading** | +0.7 GE growth  34% with +1.0 or more  41% with SGP at or above 50 | Growth: By the end of May 2024, at least 50% of all students will increase their STAR benchmark scores by an average of 1 year (10-month academic school year).  Growth: 50% of students reading 1 or more grade-levels below or more AND receiving intervention support will grow by a minimum of 2 years (grade equivalence) as evidenced by STAR. |  | * Teachers still adjusting to new ELA curriculum in 2nd year of implementation * Inconsistencies in implementing high-quality Tier 1 instruction * Inconsistent use of small group instruction to target interventions * Ineffective use of benchmark assessment data for planning tiered instruction * Increased daily use of SuccessMaker to personalize learning resulted in gains |
| **Math** | +0.8 GE growth  38% with +1.0 growth or more  41% with SGP at or above 50  21-22 MAP MPI=282.1 / Floor | Growth: By the end of May 2024, at least 50% of all students will increase their STAR benchmark scores by an average of 1 year (10-month academic school year).  MAP MPI goal: 370 |  | * Inconsistencies in implementing high-quality Tier 1 instruction and gradual release model * Continuing to build teacher capacity to respond to data within lesson using checks for understanding * Benchmark assessment data not utilized consistently to analyze data in order to drive instructional decisions |
| **Science** | 21-22 MAP MPI=282.5 / Floor | MAP MPI goal: 325 |  | * Reading ability impacts Science scores and majority of students are reading below grade level |
| **Social Studies** | Mean score growth CFA to CSA:  3rd - -3.48%  4th- -2.15%  5th- +5.19% | Mean score growth CFA to CSA will increase understanding by 10% |  | * Lack of cohesive curriculum materials * Inconsistent quantity and quality of lessons * New curriculum will support more cohesive lessons |

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







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| **Strengths** | **Weaknesses** | **Needs** |
| * All classes showed growth in STAR Reading and Mathematics this year * AIC and Reading Specialist trained in LETRS | * Most teachers not trained in Science of Reading, impacting all subjects | * 3 teachers signed up for LETRS training 23-24 * Reading specialist applying targeted intervention supports for small groups and individuals * Pedagogy PD in Science needed |

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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** | * Teachers plan and implement instruction based on district’s curriculum and pacing guides. * Bulletin Board Configuration: Clear and communicated learning targets for all lessons * Goal of Success Criteria for all assessments * Focus on Key 3: Data-driven lesson planning and instruction, Depth of Knowledge questioning levels, Checking for Understanding using Total Participation techniques | * Weekly observations with real-time feedback * Monthly coaching cycles * Professional Learning Community meetings focused on student outcomes and high-impact teaching strategies |
| **Instructional Programs** | ELA & Reading: MyView Literacy by SAVVAS  Mathematics: Envision 2.0  Science: MySci  Social Studies: MyWorld Interactive  Targeted interventions by Reading Specialist  Enrichment for gifted students by Gifted Teacher | * PD to support implementation of district’s curriculum with a constructivist approach. * Schedule daily intervention time for personalized instruction and skill practice with software programs |
| **Instructional Materials** | Leveled Bookroom  Leveled classroom libraries  Pacing Guides  Proficiency Scales  MyView Literacy by SAVVAS, digital and hard copies of student workbooks  MySci Kits | * Implement DEAR time for increasing student use of leveled books and classroom library * Ensure all teachers receive new SS materials |
| **Technology** | Generation Genius  IXL  Savvas Success Maker  STAR Freckle | * Need accountability for implementation |
| **Support personnel** | Counselor, full-time  Family Community Specialist, full-time  Social Worker, part-time  Nurse, full-time  Library Aide, full-time  Building Substitutes, full-time  NEW ISS Monitor, full-time | * Developing comprehensive support plan with Student Support Team |

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| **Strengths** | **Weaknesses** | **Needs** |
| * PLC’s focus on the three Keys (data-driven, DOK, CFU) * iPads for all students with keyboards * Software for skills practice in ELA, Math, Science, and Social Studies | * New Social Studies curriculum, teachers learning to implement with fidelity * Limited use of leveled books and libraries * Inconsistent with clear learning targets * Inconsistent clarity on how students show learning | * Weekly PLC’s using Research Based Teaching (RBT) protocols and framework * Ongoing PD for implementing SAVVAS ELA MyView * PD for implementing SAVVAS MyWorld SS curriculum * PD for constructivist approach to teaching and learning/project-based learning * FAR Cycle in PLCs |

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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** | LETRS training – AIC, Reading Specialist (2022-2024)  TACE – 3rd grade teacher (2023) | 3 teachers signed up for next cohort of LETRS  1 teacher signed up for TACE |
| **Staff Certification** | * 14/16 teachers fully certificated * 2 ILAs * Teachers’ average years of experience: 8.6 * 30.2% Teachers’ with advanced degrees | Developing peer mentor capacity |
| **Staff Specialist and other support staff** | Part-time Gifted & Talented Teacher  Part-time ESOL Teacher  Full-time Reading Specialist  Half-time Special Education teacher  Full-time Counselor  Part-time Social Worker  Full-time FCS  5 full-time ICAs (2 vacant)  Full-time Library Aide  2 custodians | Counselor lessons need to be scheduled outside of core instruction time  Need to fill:  2 ICAs  1 Library Aide  0.5 Art Teacher  0.5 Music Teacher |
| **Staff Demographics** | Women: 19  Men: 5  Black: 9  White: 15 | Seeking greater diversity in staff |
| **School Administrators** | *Principal* – 10 years with SLPS (4 as administrator, 6 as teacher), certificates in TESOL, SIOP, Leadership Academy in Character Education, MLDS Leadership Foundations, Cognitive Coaching, RBT  *Academic Instructional Coach* – More than 20 years with SLPS, LETRS, Cognitive Coaching, RBT | Leaders consistently engage in professional learning opportunities |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Administrators and teachers engaged in professional learning opportunities * Character Plus Way Partnership | * Limited diversity * ILAs not yet certified * Vacant positions | * Implement FAR Cycle for PLCs * Fill vacant positions |

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| **23-24 Priorities**  **Prioritized areas of *Need* for 23-24 based on needs assessment/data analysis** |
| 1. Need collective efficacy in PLCs |
| 2. Need improved student outcomes for English Language Arts and Mathematics |
| 3. Need increased attendance |

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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: | Need collective efficacy in PLCs |
| Why? | We need collective efficacy in PLCs because teachers need to feel confident in their ability to impact learning. |
| Why? | We need teachers to feel confident in their ability to impact learning because research shows it has meaningful impact on improving student outcomes |
| Why? | Increased efficacy leads to improved student outcomes because teachers use formative assessment to evaluate learning |
| Why? | Teachers using formative assessments adjust instruction to current learning needs which helps more students be successful |
| Why? | Formative assessment data allows teachers to use real-time data to assess and reteach and therefore improve student outcomes |
| **Root Cause** | Inconsistent use of formative assessment data to adjust instructional practice |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Need improved student outcomes for English Language Arts and Mathematics |
| Why? | Students are struggling to meet rigorous standards-based learning and are failing benchmark tests |
| Why? | Students cannot show proficiency because a majority of students read below grade level |
| Why? | A majority of students read below grade level because of gaps in learning due to pandemic and other factors |
| Why? | Gaps in learning due to pandemic reflected inconsistent instruction and low standards |
| Why? | Instruction was inconsistent and did not reflect high standards or rigor because teachers were not well prepared for pivoting to virtual teaching |
| **Root Cause** | Teachers lack capacity to adapt instruction based on individual needs while maintaining high standards and rigor |

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| **Root Cause Analysis #3** | |
| Need #3- Please describe the need: | Need to increase attendance |
| Why? | Students miss instruction when they are absent |
| Why? | When students miss instruction, learning gaps widen |
| Why? | When learning gaps widen, students fall further behind |
| Why? | When students fall further behind, teachers have to increase intervention and remediation |
| Why? | Increasing interventions and remediation are necessary to close learning gaps |
| **Root Cause** | Teachers are obliged to follow curriculum pacing guides which do not allow enough time to close learning gaps for students |

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| **School Parent and Family Engagement Policy** |
| ***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? |
| We provide our parents with this information at the beginning of the school year during registration. Parents are also invited to attend our Title 1 meetings that are held once each semester: The Title 1 Annual Informational Meeting and our Annual Spring Evaluation for Review and Revision meeting. In the spring evaluation meeting, parents have the opportunity to voice concerns and present any changes or suggestions.  Parent/guardian signature is required on the signature page which agrees to terms and conditions outlined in the Parent/Student Handbook. We include the policy in the front of the Student/Family Handbook. |
| What are the strengths of family and community engagement? |
| Family and Community engagement is important to us at our school. Our Family Community Specialist conducts monthly meetings alongside our Principal. Each meeting has a PTO involvement piece, which then follows one of the 6 keys from Joyce Epstein to incorporate what is learned at school at home. Our parents are provided with monthly newsletters, social media updates, and information on our school website. Each month we look forward to an increase in parental involvement with our different events. This is important because it shows how effective we are with our parents. We also have dedicated community partners who are diligent in doing their part to bridge the gap between the community and school. Our community school-based partners include Trinity Church, Little Bit Foundation, Price-Waterhouse Coopers, Anheuser Busch, Zulu St. Louis, Girl Scouts, and BWorks. Some of our families also utilize Gene Slay’s Boys & Girls Club for after-school care, and join sports team leagues at the YMCA. |
| What are the weaknesses of family and community engagement? |
| Humboldt is a magnet school students from all over the St. Louis city area. For many parents, transportation to and from Humboldt is challenging when joining us for events.  In addition, many of our parents need before care and we have not been able to provide due to staffing. We need staff and families to be consistent in keeping the momentum of working together, between the school, home and community, by showing up to most events. |
| What are the needs identified pertaining to family and community engagement? |
| Humboldt Academy has an open door policy. We encourage our parents to voice their needs and we ensure that communication effective so that they can be confident in knowing that all needs will be heard and handled accordingly. Many parents are utilizing our After School program, Monday-Friday from 4:30-6:30. Our families have expressed the needs for a Before Care program and transportation for the After School program. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| At the beginning of the year, we will review the school improvement plan and seek parent input. At all our PTO meetings, we solicit parents’ suggestions~~,~~ and concerns with the school wide plan and revise as needed. At the annual evaluation meeting, parents provide input to revise the policy and compact. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| We have our review and revision meeting every spring. This is the time for parents to be involved in voicing their suggestions, and concerns with the engagement policy. Although the review and revision meeting is the time of the year when the plan is changed for the upcoming school year, we still provide opportunities for parents to be involved in school planning all year long. The Family Community Specialist receives this information from the parent and then brings it to the principal for review. The counselor will lead a Parent Advisory Committee and select staff. |
| How is timely information about the Title I.A program provided to parents and families? |
| Humboldt Academy provides a monthly school wide newsletter, and some teachers provide classroom updates to their students’ families via email. We also have School Reach phone calls for reminders, along with flyers for every event. Also in the beginning of the school year, we provide a calendar to our parents with dates of school events and holidays. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| In the Fall semester, we will host an Open House and Curriculum Night. Before MAP we have a MAP preview night that shows our parents how testing is done, what it entails, student and parent expectations, test taking tips, and tips on ensuring that the student is prepared at home before coming to school to test. |

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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? |
| I, the parent/guardian, will share the responsibility to improve my child’s academic performance to meet proficiency on the Missouri Learning Standards and will:   * Make sure that the child is at school on time every day. * Check for homework and make sure it is completed. * Volunteer in child’s classroom/school upon approval with SLPS Volunteer Services office * Actively support child’s extracurricular time and activities. * Stay informed about child’s education by reading all communications from the school and responding appropriately. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Humboldt Academy staff will:   * Maintain a safe and positive school climate * Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards. * Hold bi-annual parent teacher conferences. * Provide parents with bi-quarterly reports on their child’s progress * Provide parents access to the SIS Parent Portal which allows them to see their child’s progress . * Be accessible to parents through phone calls, meetings, scheduled school or home visits. * Provide parents opportunities to volunteer and participate in their child’s class for planned meetings, events, presentations, or upon request (pending approval) |
| 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 |
| In order to provide assistance with helping parents to understand these state and local assessments, we will hold meetings, parent teacher conferences, and give out literature. Parents will be supplied with strategies and resources to help them implement what is needed to ensure the success of the child. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| Our AIC and FCS have various tools and materials to provide parents with what they need, and assist in coordinating with the classroom teachers. Using Title I funding, these materials can be purchased solely for our parents. |
| 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 meetings, professional development, and participation in parent meetings/events.  Educate staff on the benefits and emphasize the importance of parental involvement.  Ensure teaching staff is proactive in communicating with parents through multiple means. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Including our community partners, parents receive our help in encouraging them to support their children. We make sure that they know resources are available, and that they have access to obtaining the necessary tools to be a part of the programs and activities to aide in their child’s success. We often refer families in need to Behavioral Health Services for additional supports. The Little Bit Foundation provides us with a Market for free groceries for families, and a Boutique to supply students with needed clothing and hygiene items. |
| 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. |
| With the work of the Family Community Specialist, bridging the gap between the school, community and home is evident to our parents. Newsletters are sent home each month, and parents are encouraged to visit the website to be informed. We also use bulletin boards and a school calendar to share information. In addition, we hold bimonthly meetings/activities connecting parents, school and community partners. |
| **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 |
| * Utilize ESOL Office’s Translation services * We host events on the ground floor or utilize the disabled access entrance for events * We provide translations of important documents provided by the district or upon request |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| **Strengths:**   * **Parent communication** has grown a great deal at Humboldt. Parents are notified multiple ways, including personalized phone calls, mass emails, robo calls, monthly school newsletter, SIS Portal, PTO events, and school and district handbooks. * **Community Engagement** has involved many community partners adding to the success for our students. Some examples include Trinity Church that aids with supplies and events, The Little Bit Foundation that provides access to free groceries and clothing needs through the Market and Boutique, Pricewaterhouse Coopers helped us with numerous tidying and gardening support. Anheuser Busch is bringing back reading buddies to tutor students. * **Parent Involvement** increased and we had parents help to build new furniture from ESSER spending, assist with the Book Fair, Trunk or Treat, Carnival Day, Family Picnic, Career Day, and 5th Promotion * **List of Community Partners:** * - CharacterPlus Way * -Pricewaterhouse Coopers * -Zulu St. Louis / Washington University SLAM * - Trinity Church * - Humboldt After School Academy Program * - The Little Bit Foundation * - Biking 4 Books * - Gene Slay’s Boys & Girls Club * - Girls in the Know * - Girl Scouts     **Weaknesses:**   * **PTO Attendance** was better on Zoom during pandemic * **Attendance at after school events** for a group of families who struggle with transportation (Magnet school; therefore, students travel from all over the city of St. Louis) |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Our community partnerships have helped elevate the school as a place that provides families and a learning institution. We have been able to offer families free groceries, clothing, shoes, winter hats and coats, and hygiene items, thanks to our partners. Our families have, in turn, volunteered for various events throughout the school year.    We are working with a few parents to grow a PTO that meets monthly. |

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| **Summary of Needs Assessment and Priorities for 2023-2024** |
| *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 2023-2024 school year.*  While we have greatly improved family and community engagement for events and support, we are still in need of a PTO.  Priority 1: Monthly PTO meetings attended by at least three parents and one teacher  Priority 2: Engage in more frequent communication with parents through ClassDojo |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan** | | | | |
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| **Goal #1- Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| * **Pillar 1: Create 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:**   **Ensure Students Learn to Read and Succeed** | * **Pillar 5:**   **Grow Community Partners And Resources That Support The District’s Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership Development/Coaching**  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. | | | | |
| School Leadership will support and engage in weekly data team meetings with an explicit focus on Student Work, Content Standards, and Data Analysis to impact student outcomes as measured by a minimum of 10% growth from baseline to Spring Panorama Survey Data responses from school-based staff in the category of ‘Data Teams / PLC Work’.    School Leadership will meet or exceed the national percentile score on Panorama Survey Data responses by school-based staff in the category of ‘Feedback & Coaching’. | | | | |
| **Leadership Development/Coaching** | | | | |
| **Priorities:**   1. Support and engage in weekly data team meetings 2. Support teachers with real-time feedback on weekly basis | | | | |
| **Funding source(s):** District provided training | | | | |

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| **Priority # 1** | Support and engage in weekly data team meetings | | |
| **Evidence-based strategy** | * Provide weekly feedback to teachers through observations and PLCs * Frequent meetings for instructional leadership team, AIC and Principal, on coaching cycles | | |
| **Cost to support implementation of strategy:** | District provided training to Principal and AIC | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| * Work collaboratively with AIC to plan for weekly PLCs, establish schedule and data team tracker * Gather baseline data from Panorama in Data Teams/PLC Work and Feedback & Coaching | * AIC and Principal plan 80% of PLC meetings together * AIC and Principal track 80% of data team progress | * AIC and Principal plan 90% of PLC meetings together * AIC and Principal track 90% of data team progress | * AIC and Principal plan 100% of PLC meetings together * AIC and Principal track 100% of data team progress * Panorama reveals at least a 10% increase in the area of Data Teams/PLC Work * Panorama reveals that we met or exceeded the National Percentile score in the area of Feedback & Coaching |

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| **Priority # 2** | Support teachers with real-time feedback on weekly basis | | |
| **Evidence-based strategy** | * Real-time feedback using Mike Rutherford’s 30-second feedback focused on cause/effect impact * Weekly tracking log on feedback, and informal and formal observations * Collaborating with AIC to discuss teacher coaching points and plan action steps | | |
| **Cost to support implementation of strategy:** | No cost  Principal trained by MLDS on 30-second feedback | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| * Collaborate with AIC to coordinate observation schedules and collaborate on coaching needs * Establish observation tracker for real-time feedback | * AIC and principal discuss coaching cycles for 80% of teachers * Real-time feedback for 80% of teachers on a weekly basis | * AIC and principal discuss coaching cycles for 90% of teachers * Real-time feedback for 90% of teachers on a weekly basis | * AIC and principal discuss coaching cycles for 100% of teachers * Real-time feedback for 100% of teachers on a weekly basis |

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| **Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| * **Pillar 1: Create 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:**   **Ensure Students Learn to Read and Succeed** | * **Pillar 5:**   **Grow Community Partners And Resources That Support The District’s Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Student Achievement in the Core 4** | | | | |
| **Student Achievement in the Core 4 (ELA, Math, Social Studies, Science) using “The Key 3” as Evidenced-Based Instructional Strategies.** Key 3 = Data Informed / Data Driven Lesson Planning, Check for Understanding (CFU) formative assessment practices, Depth of Knowledge (DOK) Questioning / Cognitive Rigor   * **ELA 3-5 Growth:** By the end of May 2024, at least 50% of all students will increase their STAR benchmark scores by an average of 1 year (10-month academic school year). Additionally, 50% of students reading 1 or more grade-levels below or more AND receiving intervention support will grow by a minimum of 1.5 years (grade equivalence) as evidenced by STAR. * **Mathematics 3-5 Growth**: By the end of May 2024, at least 50% of all students will achieve an SGP at or above 50 on the STAR Mathematics assessment. * **Social Studies Growth:** Each quarter, at least 50% of students will increase their score from CFA to CSA by 10%. * **Science Growth:** Each quarter, at least 50% of students will increase their score from CFA to CSA by 10% | | | | |
| **Student Achievement in the Core 4 Priorities:** | | | | |
| 1. Use the FAR cycle for high-impact data team meetings  2. Target reading intervention support with push-in and pull-out by Reading Specialist | | | | |
| **Funding Source(s):** | | | | |

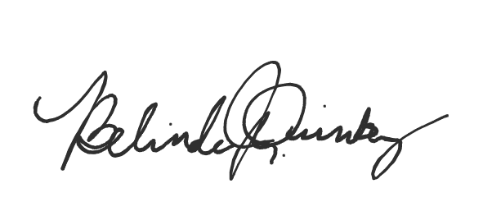
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| **Priority # 1** | Use the FAR cycle for high-impact data team meetings | | |
| **Evidence-based strategy** | * Review student work samples in meetings for data analysis * Clear learning targets posted and communicated to students * Clear criteria for success on assessments - visual and explained to students * Heggerty Phonics lessons * Words Their Way small group instruction | | |
| **Cost to support implementation of strategy:** | LETRS training for teachers, no cost to school  Words Their Way training by district curriculum director | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| * Introduce in BOY PD and PLCs the FAR cycle, clarifying the learning journey, and success criteria * Teachers set up and introduce SuccessMaker and Freckle platforms | * 80% of teachers engage in the FAR cycle * 80% have clear learning targets * 80% communicate learning targets to students * 80% use success criteria for assessments * 90% of teachers implement online platforms 2-3 times per week for 20 minutes | * 90% of teachers engage in the FAR cycle * 90% have clear learning targets * 90% communicate learning targets to students * 90% use success criteria for assessments * 90% of teachers implement online platforms daily for 20 minutes | * 100% of teachers engage in the FAR cycle * 100% have clear learning targets * 100% communicate learning targets to students * 100% use success criteria for assessments * 100% of teachers implement online platforms daily for 20 minutes |

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| **Priority # 2** | Targeted reading intervention support | | |
| **Evidence-based strategy** | * Use STAR data to determine skill gaps * Classroom teachers use online platform data to assess progress on a weekly basis * Classroom teachers use data to inform small group instruction * Reading Specialist collaborates with classroom teachers to support students * Reading Specialist pulls small groups to target Tier II interventions | | |
| **Cost to support implementation of strategy:** | No cost | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| * Acquire baseline data in STAR Reading and determine student groups for push-in and pull-out supports | * 50% of students receiving supports grow by 0.7 year | * 50% of students receiving supports grow by 1 years | * 50% of students receiving supports grow by 1.5 years |

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| **Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| * **Pillar 1: Create 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:**   **Ensure Students Learn to Read and Succeed** | * **Pillar 5:**   **Grow Community Partners And Resources That Support The District’s Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Site Specific Goal** | | | | |
| A) By the end of the 2023-2024 school year, proportional attendance data will show that the percentage of students attending school 90% of the time or more will increase by 10%compared to 2022-2023 end of year data.  B) School Leadership will meet or exceed the national percentile score on Panorama Survey Data responses by grades 3-5 students in the categories of ‘Belonging,’ ‘School Climate,’ and ‘School Safety.’ | | | | |
| **Key 3 Priorities: Instructional Strategies- Site Specific Goal** | | | | |
| 1. Implement Personalized Family Messaging  2. Implement weekly SEL lessons to increase students' sense of belonging, climate, and safety | | | | |
| **Funding Source(s):** GOB for Caring School Community principal & teacher toolkits  Comprehensive Funds for Extra Service Pay for home visits | | | | |

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| **Priority # 1** | Implement Personalized Family Messaging | | |
| **Evidence-based strategy** | * Family Community Specialist makes daily Care Calls to check-in with families about barriers to attendance * Monthly personalized calls and home visits are made to update parents on attendance patterns, and seek to provide needed resources or supports | | |
| **Cost to support implementation of strategy:** | Extra Service Pay for home visits by teachers $30/hr @ 1x per month x 12 certificated staff x 9 months = $3240 | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| Develop attendance caseloads and set quarterly goals with Student Support Team  Create attendance data tracker and shared call log | Attendance data is on track to meet/exceed attendance growth goal  Call log shows Care Calls are made 4 of 5 days to absent students’ parents  Personalized messaging via emails, texts, phone calls, or home visits are made at the end of each month for 80% of absent students | Attendance data is on track to meet/exceed attendance growth goal  Call log shows Care Calls are made 5 of 5 days to absent students’ parents  Personalized messaging via emails, texts, phone calls, or home visits are made at the end of each month for 90% of absent students | Attendance data is on track to meet/exceed attendance growth goal  Call log reflects consistent daily Care Calls for all absent students  Personalized messaging via emails, texts, phone calls, or home visits are made at the end of each month for 100% of absent students |

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| **Priority # 2** | Implement weekly SEL lessons to increase students' sense of belonging, climate, and safety | | |
| **Evidence-based strategy** | * Teachers implement weekly SEL lessons from Rethink Ed and Caring School Community * Principal and Counselor implement weekly SEL lessons during Morning Assembly * Implement Morning Circle Meetings and Cross-Age Buddies to build and maintain positive relationships | | |
| **Cost to support implementation of strategy:** | CSC principal and teacher toolkits: $200 + ($350 x 9) = $3,350 | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| All stakeholders take Panorama Climate & Culture Survey  During staff site PD, review resources and assessment tools for SEL lessons | Using Evidence of Classroom Implementation tool, 80% of teachers demonstrate some evidence of CSC/SEL weekly lessons  Using Elements of Strong Implementation tool, 80% of teachers implement daily Morning Circle meetings | Using Evidence of Classroom Implementation tool, 80% of teachers demonstrate ample evidence of CSC/SEL weekly lessons  Using Elements of Strong Implementation tool, 90% of teachers implement daily Morning Circle meetings | Using Evidence of Classroom Implementation tool, 100% of teachers demonstrate ample evidence of CSC/SEL weekly lessons  Using Elements of Strong Implementation tool, 100% of teachers implement daily Morning Circle meetings  Panorama reveals students reported that we met or exceeded national percentile score for belonging, climate, and safety |

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**Principal Date**

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**Superintendent Date**

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**State Supervisor, School Improvement** **Date**