SLPS Accountability Plan Template

Humboldt Academy of Higher Learning
2516 S. 9th St.
St. Louis, MO 63104

2022-2023

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

Creating the Profile

Setting the Goals

Planning to Improve

Implementing the Plan

SAINT LOUIS PUBLIC SCHOOLS

2022-2023 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents
1	School Profile, Mission, Vision, School Improvement Planning Committee
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2019-2020 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan

SECTION 1
School Profile

Accountability Plan Template
([DESE's Consolidated Application](#) and [DESE's LEA/School Improvement Guide](#))

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ LEA ☐ <mark>School</mark>	**Name of LEA: Belinda Quimby** **Name of School: Humboldt Academy of Higher Learning** **School Code: 0496**	**Check if appropriate** ☐ **Comprehensive School** *****Requires a Regional School Improvement Team** ☐ **Targeted School** ☐ <mark>**Title I.A**</mark> ☐ **Autonomous**
Date:	**06/09/22**	
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: Guided by the 11 Principles of Character Education, 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. ☐ <mark>**Title I.A School Improvement**</mark> ☐ **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.

School Planning Committee			
Position/Role	**Name**	**Signature**	**Email/Phone Contact**
Principal	Belinda Quimby		Belinda.Quimby@slps.org
Assistant Principal	NA		
Academic Instructional Coach	LaKeisha Redding		LaKeisha.Redding@slps.org
Family Community Specialist	Rebecca Price-Jones		Rebecca.PriceJones@slps.org
ESOL Staff (if applicable)	Cheryl Boesch		Cheryl.Boesch@slps.org
SPED Staff (if applicable)	Karen Shirley		Karen.Shirley@slps.org
ISS/PBIS Staff (if applicable)	NA		
Teacher	Mackenzie Amos		Mackenzie.Amos@slps.org
Teacher	Kimberly White-Mengis		Kimberly.White-Mengis@slps.org
Parent	Sierra Moore-Blackmon		Sierra.Moore@slps.org
Parent			
Support Staff	Sarah Pursell		Sarah.Pursell@slps.org
Community Member/Faith Based Partner	Kim Dann-Messier/Trinity Church Pam Braasch/The Little Bit Foundation		Kimdannmessier@trinitiystlouis.com Pam.braasch@thelittlebitfoundation.org
Network Superintendent	Angela Glass		Angela.Glass@slps.org
Other			

SECTION 2
Comprehensive Needs Assessment

Comprehensive Needs Assessment

*[DESE's Consolidated Application](#)

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 5/31/2022	175 BOY 156 EOY	We lost many projected students at the beginning of the year to schools out of district, families moving, and charter schools.
Grade Level Breakdown	3rd: 54 4th: 55 5th: 47	We seek to increase enrollment in all grade levels.
Ethnicity	92.60% Black 6.30% White	We have a homogenous population of students and would like to increase diversity.
Attendance	58% 90/90 89.17% ADA	Pandemic heavily influenced attendance this year, with many students being required to quarantine for extended periods of time.
Mobility	<1%	Projected enrollment for this year was over 200, but we began the year with 175 and ended the year with 156 students.
Socioeconomic status	100% FRL	We will continue to provide supports for students and families through The Little Bit Market.
Discipline	TYPE I: 0 OSS: 6 ISS: 48	We did not have to issue any 10-day suspensions for Type I offenses. OSS for six students were all for fighting. ISS had repeat offenders. We need a multi-tiered system of support for discipline.
Limited English Proficiency	8 5%	We have a small ESOL population and would like it to increase.
Special Education	34 22%	We have two Cross-Categorical classrooms, one focused on students with Autism, and the other with a variety of student needs.

Strengths	Weaknesses	Needs
• High ADA despite pandemic • Majority of students that began the school year with us remained. • Low mobility	• Lack of diversity • Low attendance due to pandemic • High ISS	• Increase diversity in student body through recruitment efforts with feeder schools • Improve attendance post-pandemic • Multi-tiered supports for discipline issues

Student Achievement
(Please analyze your achievement data for 21-22 and provide an explanation for the current performance data.)

Goal Areas	20-21 performance	22-23 Goal	Current Performance										Explanation/Rationale for Current Performance

ELA

MAP 2021

	BB	B	P	A
3	63	23	9	5
4	34	55	11	0
5	58	39	3	0

	BB	B	P	A
F	53	36	8	3
M	52	40	7	1

	BB	B	P	A
B	56	36	7	1
W	0	70	10	20

	BB	B	P	A
NO IEP	52	36	10	2
IEP	55	43	0	2

22-23 Goal (ELA): Decrease number of students at Basic and Below Basic to reach bell curve in MAP scores.

Current Performance (ELA):

SAVVAS:

	CFA2	CSA2	CHANGE	CFA3	CSA3	CHANGE	CFA4	CSA4	CHANGE
3	26%	28	+2%	32	43	+9%	38	41	+3%
4	28	49	+21%	43	62	+19%	51	45	-14%
5	41	46	+5%	33	42	+9%	36	77	+41%
ALL	32	41	+9%	36	49	+13%	42	54	+12%

Explanation/Rationale (ELA): Pandemic growth gap evident in MAP scores, with high percentange scoring Basic and Below Basic.

Based on SAVVAS testing in ELA, we saw mostly gains, with some loss in pre to post tests, with average gains of 9%, 13% and 12% on tests 2-4.

Noted achievement gap between White and Black students. 30% of White students scored P/A, compared to 8% Black students.

Reading

22-23 Goal (Reading): EOY STAR scores should reflect +1.0 or more growth in grade-level equivalency for all students.

Current Performance (Reading):

STAR:

	FALL	WINTER	SPRING	CHANGE
3	2.2	2.7	3.3	+1.1
4	3.4	3.8	3.8	+0.4
5	3.2	3.8	3.9	+0.7
ALL	3.0	3.4	3.7	+0.7

Explanation/Rationale (Reading): Based on STAR testing, our 3rd grade team exceeded the goal of +1.0 in reading growth, but overall, we did not meet our goal for +1.0 growth in reading for the year. We did achieve higher than the district average with an overall growth of +0.7.

Math

MAP 2021:

	BB	B	P	A
3 (57)	63	26	7	4
4 (47)	79	19	0	2
5 (59)	90	9	2	0

22-23 Goal (Math): EOY STAR scores should reflect +1.0 or more growth in grade-level

Current Performance (Math):

STAR:

	FALL	WINTER	SPRING	CHANGE
3	2.2	2.8	3.2	+1.0
4	3.0	3.5	3.8	+0.8
5	3.5	3.7	4.0	+0.5
ALL	2.8	3.4	3.8	+1.0

Explanation/Rationale (Math): Based on STAR testing, we met the goal of +1.0 growth in mathematics overall, with 3rd grade team leading the way again with most growth at +1.0.

	BB	B	P	A
F (73)	81	14	3	3
M (90)	74	21	3	1

	BB	B	P	A
B (151)	81	15	3	1
W (10)	30	50	0	20

	BB	B	P	A
NO IEP (121)	78	17	2	2
IEP (42)	76	19	5	0

equivalency for all students.

SCANTRON:

	CFA2	CSA2	CHANGE	CFA3	CSA3	CHANGE	CFA4	CSA4	CHANGE
3	27	40	+13	24	24	0	33	27	-6
4	34	31	-3	35	47	+12	24	27	+3
5	30	34	+4	25	29	+4	21	44	+23

Based on Scantron CFA/CSA testing, we saw mostly gains and some losses from pre to post tests, with the highest gain on CFA/CSA 4 in 5th grade.

Science

MAP 2021:

	BB	B	P	A
5	75	20	5	0

	BB	B	P	A
F (25)	76	24	0	0
M (34)	74	18	9	0

	BB	B	P	A
B (57)	75	19	5	0
W (2)	50	50	0	0

	BB	B	P	A
NO IEP (42)	76	19	5	0
IEP (17)	71	24	6	0

Improve implementation of science lessons to better prepare students for success on assessments.

SCANTRON:

	CFA2	CSA2	CHANGE	CFA3	CSA3	CHANGE	CFA4	CSA4	CHANGE
3	42	31	-11	47	30	-17	31	29	-2
4	34	32	-2	24	38	+14	33	44	+11
5	37	42	+5	25	40	+15	18	40	+22

Based on Scantron testing, we saw a balanced amount of gains and losses, mostly losses in 3rd grade and gains in 5th grade. Overall, we saw an increase in learning from pre to post tests of 5%, 15% and 22% respectively of tests 2-4.

Social Studies			Improve implementation of social studies lessons to better prepare students for success on assessments.	SCANTRON:									Based on Scantron testing, we saw a balance of losses and gains from pre to post tests. Highest gain in 5th grade at 27% increase on test 4.

SCANTRON table:

	CFA2	CSA2	CHANGE	CFA3	CSA3	CHANGE	CFA4	CSA4	CHANGE
3	19	37	+18	22	18	-4	35	34	-1
4	26	34	+8	43	41	-2	26	34	+8
5	37	30	-7	34	39	+5	23	50	+27

CCR	NA	NA	NA	NA

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

Strengths	Weaknesses	Needs
- STAR Reading overall growth above district average - STAR Math overall growth above district average and met goal of +1.0 growth	- Majority test Below Basic and Basic on MAP - Several examples of losses from pre- to post- test on Scantron CFA/CSA's	- Every teacher a reading teacher: professional development on highest impact strategies for teaching reading in the content areas including vocabulary instruction, phonics and decoding supports, SIOP strategies for ELs, and reading comprehension strategies - Reading specialist applying targeted intervention supports for small groups and individuals - Decrease the achievement gaps between White and Black students in Reading and Mathematics

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: Learning Targets for core subjects, Do Now Morning/Afternoon, Homework - Focus on Key 3: Data-driven lesson planning and instruction, Depth of Knowledge questioning levels,	- Weekly observations with feedback and coaching cycles - Professional Learning Community weekly meetings to enhance instructional preparation and planning

	Checking for Understanding using Total Participation techniques	
Instructional Programs	ELA & Reading: MyView Literacy by SAVVAS Mathematics: Envision 2.0 Science: MySci Academic software for intervention: IXL and Savvas Success Maker Targeted intervention 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 MyView Literacy by SAVVAS, online and hard copies of student workbooks MySci Kits	• Use DEAR time for increasing student use of leveled books
Technology	*Hardware*: All classes are equipped with a SMART board and one-to-one iPads for all students. School's library has SMART board and SMART television. School has two computer labs with desktop computers. Laptops for all classroom teachers and iPads for support staff. *Software*: IXL Success Maker Moby Max Mosa Mack Science	• All students with iPads allows for greater access to personalized intervention using software during guided reading group time • Adding new softward subscription for Science: Mosa Mack Science
Support personnel	Counselor Family Community Specialist Social Worker Nurse Instructional Care Aides Library Aide Building Substitutes Gifted Teacher Reading Specialist	• Student Support Team offers wrap-around supports, set up parent meetings, and contact parents regularly about attendance

Strengths	Weaknesses	Needs
• Weekly PLC's focused on planning and preparation (PBTE) and the three Keys (data-driven, DOK, CFU) • Enrichment/Accelerated 4th/5th Constructivist Classroom Opened 2019/2020 School Year • Technology for all with software intervention for skill-building in reading and mathematics	• New ELA curriculum, teachers learning to implement with fidelity • Limited use of leveled books and libraries	• Ongoing PD for implementing SAVVAS ELA MyView • PD for constructivist approach to teaching and learning • PD for guided reading using leveled books

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	- District Cohort PD & Building Site PD in Trauma-Informed Practices, Character Education, Constructivist approach, and Guided Reading - Observation & Feedback coaching cycles with follow-up - Monthly staff meetings with PD focus area development in the Key 3 (data-driven, DOK, CFU) - Monthly data team meetings using various formative and summative assessments - Weekly PLC's with focus on planning and preparation for high quality instruction	- District PD cohorts greatly support teacher growth plans - Plan for teacher IPDP goals with mid-year check-in and end of year assessment
Staff Certification	100% Teachers with regular certificates - Teachers' average years of experience: 8.6 30.2% Teachers' with advanced degrees	- All teachers are certified - We seek to assist support staff wishing to become teachers through district offerings
Staff Specialist and other support staff	Instructional Care Aides and other support staff trained and/or licensed in their field Full-time Counselor Part-time Social Worker Full-time FCS	Counselor classroom lessons needed monthly
Staff Demographics	Women: 89% Men: 11% Black: 44% White: 56%	Seeking greater diversity in staff, especially regarding gender identity
School Administrators	Principal – nine years experience with SLPS (3 as administrator, 6 as teacher), certificates in TESOL, SIOP, and Leadership Academy in Character Education Academic Instructional Coach – Over 20 years of educational experience with the SLPS district	Leaders consistently engage in professional learning opportunities afforded throughout the year

Strengths	Weaknesses	Needs
• Trauma-Informed Training for staff • 100% Highly Qualified Teaching Staff • Character Plus Way Partnership	• Limited diversity • Vacant positions at end of year for Nurse, ICA, SPED Cross-Categorical teacher.	• Plan for teacher IPDP goal setting and follow up during monthly faculty meetings • Fill vacant positions

22-23 Priorities Prioritized areas of _Need_ for 22-23 based on needs assessment/data analysis
Character Education and Social-Emotional Development: Increase student sense of belonging and school climate based on Panorama survey data.
Reading: Increase average growth on grade level reading proficiency on the STAR test.
Mathematics: Increase average growth on grade level mathematics proficiency on the STAR test.

Root Causes _Determine the Root Causes of the needs listed above using the 5 Whys:_

Root Cause Analysis #1	
Need #1- Please describe the need:	**Character Education and Social-Emotional Development:** Increase student sense of belonging and school climate based on Panorama survey data.
Why?	Students rated sense of belonging as 61% which is above district average but we would like to see it reach 80%. Students rated school climate at 55%, above district average only by 3% and we would like to see it reach 75%.
Why?	We want all students to feel like they belong at our school and be able to learn in a positive climate
Why?	When students belong, they are more likely to care about one another and reach their full learning potential

Why?	When students are not distracted by a lot of disruptive or inappropriate behavior, they can instead concentrate on learning
Why?	Students must learn and grow personally and academically to be successful in school and ready for life
Root Cause	Lack of strong relationships between adults and students, and student to student due to pandemic social distancing requirements.

Root Cause Analysis #2	
Need #2 - Please describe the need:	**Reading:** Increase average growth on grade level reading proficiency on the STAR test.
Why?	When students are growing at a good rate, they feel continue success and are motivated to keep learning
Why?	When students are motivated to learn, they put more effort into learning
Why?	When students combine confidence and motivation with concentrated effort, their scores will improve
Why?	As scores improve, students learn that reading to learn is worthwhile
Why?	Reading to learn is worthwhile because it allows for success in all content areas
Root Cause	Lack of a reading culture and training needed for teachers on scaffolding to bridge learning gaps

Root Cause Analysis #3	
Need #1- Please describe the need:	**Math:** Increase average growth on grade level mathematics proficiency on the STAR test.
Why?	Mathematics skills are progressive and build upon one another as students matriculate from grade to grade
Why?	To prepare students for the next grade level, they need to grow at a consistent rate towards and beyond proficiency
Why?	When students are proficient in mathematics, their skills allow them to succeed in science and engineering
Why?	When mathematics skills are strong, students are successful in other areas
Why?	When teachers provide high quality mathematics instruction, students will grow and reach proficiency
Root Cause	Teacher training needed on scaffolding to bridge learning gaps

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

School Parent and Family Engagement Policy
*DESE's Consolidated Application

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 and expected to come to our Title 1 meetings that are held once each semester to obtain the agreement, and also at our Spring Review and Revision where they 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. During our fall Title meeting, parents are given the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy. Packets are sent home for parents who do not attend.

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 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.

What are the weaknesses of family and community engagement?

Humboldt is a magnet school with close to fifteen buses that transport our students from all over the St. Louis city area. For many parents, transportation to and from Humboldt is challenging.
Teacher support for evening events is a challenge. This initiative shows that all are engaged and consistent in keeping the momentum of working together, between the school, home and community.

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 the communication piece is effective so that they can be confident in knowing that all needs will be heard and handled accordingly.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?

We will invite parents at the beginning of the year to review the School Accountability Plan to get their input. 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 school wide plan. Although the review and revision meeting is the time of the year when the plan is changed for the upcoming school year, we still allow parents to be involved in school planning all year round.

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 school wide plan. Although the review and revision meeting is the time of the year when the plan is changed for the upcoming school year, we still allow parents to be involved in school planning all year round. However if a parent sees the need for improvement for whatever reason, we always take that into consideration. The family community specialist receives this information from the parents and then brings it to the principal for review.

How is timely information about the Title I.A program provided to parents and families?

Humboldt Academy provides a school wide monthly newsletter. We also have a school website, www.slps.org/humboldt, School Reach phone calls for reminders, along with flyers for every event. Also in the beginning of the school year, a calendar is given to our parents with dates of all events.

What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?

We have parent/family meetings bimonthly or quarterly that are curriculum based. It includes an informational piece, discussion and activity. 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.

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?

Parent Responsibilities:

◊ Make sure that the child is at school on time ready to learn.
◊ Check for homework, provide a space for student to complete it, and make sure it is completed.
◊ Support the school in developing positive character traits.
◊ Stay informed about child's education by reading all communications from the school
◊ Communicate frequently with child's teachers
◊ Encourage child to read at home for a minimum of 30 minutes daily
◊ Phone the school office for any absences

Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

School Responsibilities:

◊ Provide high-quality curriculum and instruction to help students meet the Missouri Learning Standards.
◊ Cultivate a supportive learning environment so students feel like they belong
◊ Communicate regularly with families
◊ Hold bi-annual parent teacher conferences.
◊ Provide parents with quarterly reports on their child's progress
◊ Be accessible to parents through phone calls, meetings, and scheduled school visits

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

✓ PTCs: fall and spring
✓ Progress reports and report cards each quarter
✓ Ongoing progress tracked in SIS
✓ Teacher communication via emails, Class Dojo, website, and newsletters
✓ Language translations for phone calls and documents provided as needed
✓ Parents may call the office to set up time to meet with teachers

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?
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.
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.
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.
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

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, robo calls, monthly school newsletter, teacher weekly trackers, SIS, PTO events, and school and district handbooks.
● Community Engagement
● Active community partners that provide opportunities and programs for the students and families:
  - CharacterPlus Way
  - Zulu St. Louis / Washington University SLAM
  - Kids In The Middle
  - Trinity Church
  - Humboldt After School Program
  - The Little Bit Foundation
  - Biking 4 Books
  - Gene Slay's Boys & Girls Club
  - Circa STL
  - Girls in the Know
  - Girls on the Run
  - Girl Scouts
 	
Weaknesses:
    ● PTO Attendance

- 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)
- Limited events due to pandemic

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 for families as well as being 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. We are seeking to grow participation in the PTO by offering bimonthly meetings, with a virtual option for families that lack transportation.

Summary of Needs Assessment
*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 2022-23 school year.*
Student Achievement: Assessments show we are making progress to address achievement and opportunity gaps, but we can improve our results with targeted intervention and supports.
Curriculum and Instruction: Teachers need ongoing training and support to implement curricula with fidelity and aligned with pacing guides. We will structure PLCs to focus on data-driven instruction and support teachers in their implementation of curricula.
High Quality Professional Staff: We will support district cohort PD and provide site-based PD that continues to strengthen teaching pedagogy and school climate.
Family and Community Engagement: We will maintain and sustain current partnerships and strengthen our PTO.
Priorities for 2022-2023

1. **Character Education:** Weekly assemblies will serve as a community building space to empower students to take charge of their learning for personal growth and academic achievement. We will celebrate one another, learn about and discuss character traits and core values, and provide opportunities for students to model positive behaviors and academic success.
2. **Collaborative PLCs:** Weekly PLCs will drive improvement in student achievement through data-driven discussions and planning.

SECTION 3
The Goals and the Plan

The Goals and the Plan
[DESE's LEA/School Improvement Guide](#)

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.

Create a collaborative and data-driven culture through weekly PLCs and monthly data team meetings to improve teacher practice and student outcomes.

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.*
- ❑ Providing high-quality professional development to teachers
- ❑ 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. To ensure collaboration and collegiality during weekly PLC's, cultivate data-driven conversations using formative and summative data.
2. Collaborate with AIC to outline and implement a plan for PLC's focused on building teachers' capacity for lesson planning and the three keys (data-driven, DOK, CFU).

Funding source(s): NA

Priority # 1	To ensure collaboration and collegiality during weekly PLC's, cultivate data-driven conversations using formative and summative data.
Evidence-based strategy	Using DuFour et al. (2016) *Learning by Doing* as a guide, we will cultivate a collaborative collegial culture in PLCs focused on data-driven decisions to increase student engagement and achievement.
Cost to support implementation of strategy:	NA

Indicators of Success			
August	**December**	**February/March**	**May**
During BOY PD, teachers will review PBTE tool to clarify and identify expectations of proficiency. Teachers will self-assess current abilities.

Teachers will outline their professional goals on the IPDP for increasing their knowledge, skills, and implementation related to pedagogy and student learning.

Through data collection and analysis, PLC teams will begin to track student mastery of priority standards. | At least 70% of teachers will demonstrate proficiency on Planning and Preparation and Classroom Environment criteria outlined on the PBTE tool.

Teachers will review their IPDP goals and document a minimum of 50 % progress.

Through data collection and analysis, PLC teams will document a minimum of 50 % student proficiency on priority standards. | At least 90% of teachers will demonstrate proficiency on Planning and Preparation and Classroom Environment criteria outlined on the PBTE tool.

Teachers will review their IPDP goals and document a minimum of 70 % progress.

Through data collection and analysis, PLC teams will document a minimum of 70 % student proficiency on priority standards. | Evaluations with the PBTE tool will reveal 100% of teachers demonstrating proficiency on Planning and Preparation and Classroom Environment.

Teachers will review their IPDP goals and document a minimum of 90% progress.

Through data collection and analysis, PLC teams will document a minimum of 90% student proficiency on priority standards. |

Priority # 2	Collaborate with AIC to outline and implement a plan for PLC's focused on building teachers' capacity for lesson planning and the three keys (data-driven, DOK, CFU)

Evidence-based strategy	Build capacity in teachers to use high impact strategies to improve student outcomes, focusing on data-driven planning, Webb's Depth of Knowledge levels, and Checks for Understanding using Total Participation Techniques.
Cost to support implementation of strategy:	NA

Indicators of Success			
August	**December**	**February/March**	**May**
During BOY PD, all teachers will participate in workshops for data-driven planning and instruction, DOK levels, and CFUs using TPTs. Through data collection and analysis, PLCs will begin to track student engagement, DOK samples in all content areas, and CFU practices.	Through data collection and analysis, in PLCs, teachers will document improvements in student engagement, DOK samples in all content areas, and CFU practices. At least 70% of teachers will use CFUs to guide planning and instruction during weekly observations. At least 70% of teachers will have 100% student engagement during weekly observations. At least 70% of teachers will employ a variety of DOK levels during weekly observations.	Through data collection and analysis, in PLCs, teachers will document improvements in student engagement, DOK samples in all content areas, and CFU practices. At least 90% of teachers will use CFUs to guide planning and instruction during weekly observations. At least 90% of teachers will have 100% student engagement during weekly observations. At least 90% of teachers will employ a variety of DOK levels during weekly observations.	Through data collection and analysis, in PLCs, teachers will assess year-long record of student engagement, DOK samples in all content areas, and CFU practices. 100% of teachers will use CFUs to guide planning and instruction during weekly observations. 100% of teachers will have 100% student engagement during weekly observations. 100% of teachers will employ a variety of DOK levels during weekly observations.

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
EOY STAR Reading assessment will show minimum 1-year's growth in grade-level equivalency for all students.

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.* ❑ <mark>Providing high-quality professional development to teachers</mark> ❑ 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 ❑ <mark>Becoming an effective instructional leader</mark>

Priorities:
1. Build teacher capacity to implement with fidelity the SAVVAS MyView Literacy curriculum using standards-based assessments, grading, and lesson planning. 2. Strengthen staff knowledge and practice of effective reading instruction for decoding, phonics, vocabulary development, and guided reading.

Funding Source(s): NA

Priority # 1	Build teacher capacity to implement with fidelity the SAVVAS MyView Literacy curriculum using standards-based assessments, grading, and lesson planning.

Evidence-based strategy	During weekly PLCs, track, review, and evaluate lesson plan checkpoints to ensure alignment with curriculum pacing guides and assessment schedule.
Cost to support implementation of strategy:	NA

Indicators of Success			
August	**December**	**February/March**	**May**
During BOY PD, teachers engage in workshop to understand all components of lesson plan template and map out units for first semester according to pacing guides. AIC will begin tracking lesson plans for curriculum and assessment pacing alignment.	Lesson plan tracker will reveal at least 70% of teachers aligned with curriculum and assessment pacing guides.	Lesson plan tracker will reveal at least 90% of teachers aligned with curriculum and assessment pacing guides.	Lesson plan tracker will reveal 100% of teachers aligned with curriculum and assessment pacing guides.

Priority # 2	Strengthen staff knowledge and practice of effective reading instruction for decoding, phonics, vocabulary development, and guided reading.
Evidence-based strategy	Using Boushey and Moser's *The Daily 5* for the literacy block during Guided Reading time to develop student stamina and independence in reading and writing, while teacher works with guided reading groups on a rotation schedule.
Cost to support implementation of strategy:	NA

Indicators of Success			
August	**December**	**February/March**	**May**
During BOY PD, teachers learn The Daily 5 literacy routines to implement during guided reading.	At least 70% of teachers are implementing The Daily 5 during Guided Reading, as tracked during weekly observations.	At least 90% of teachers are implementing The Daily 5 during Guided Reading, as tracked during weekly observations.	100% of teachers are implementing The Daily 5 during Guided Reading, as tracked during weekly observations.

All students take the STAR reading test to assess baseline and set individual reading goals.	All students track and assess progress towards individual reading goals on visible charts in classroom. At least 90% of students meet growth goal for December.	All students track and assess progress towards individual reading goals on visible charts in classroom. At least 90% of students meet growth goal for March.	All students track and assess progress towards individual reading goals on visible charts in classroom. 100% of students meet growth goal for May/EOY.

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

EOY STAR Mathematics assessment will show minimum 1-year's growth in grade-level equivalency for all students.

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.*

- ☐ ==Providing high-quality professional development to teachers==
- ☐ 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. Effective implementation of standards-based instruction and gradual release model in mathematics
2. Using data from Scantron Achievement Series and STAR Mathematics assessments to drive targeted intervention and enrichment

Funding Source(s): NA

Priority # 1	Effective implementation of standards-based instruction and gradual release model in mathematics
Evidence-based strategy	Using Boushey and Moser's *The Math Daily 3* for the mathematics block to develop student stamina and independence in mathematics procedures, skills, and concepts, while teacher works with small groups on a rotation schedule.
Cost to support implementation of strategy:	NA

Indicators of Success			
August	**December**	**February/March**	**May**
During BOY PD, teachers learn The Math Daily 3 routines to implement during mathematics instruction. All students take the STAR mathematics test to assess baseline and set individual mathematics goals.	At least 70% of teachers are implementing The Math Daily 3 during mathematics, as tracked during weekly observations. All students track and assess progress towards individual mathematics goals on visible charts in classroom. At least 90% of students meet growth goal for December.	At least 90% of teachers are implementing The Math Daily 3 during mathematics as tracked during weekly observations. All students track and assess progress towards individual mathematics goals on visible charts in classroom. At least 90% of students meet growth goal for March.	100% of teachers are implementing The Math Daily 3 during mathematics, as tracked during weekly observations. All students track and assess progress towards individual mathematics goals on visible charts in classroom. 100% of students meet growth goal for May/EOY.

Priority # 2	Using data from Scantron Achievement Series and STAR Mathematics assessments to drive targeted intervention and enrichment
Evidence-based strategy	During weekly PLCs, track, review, and monitor student progress on mathematics assessments for priority standards (Scantron) and overall mathematics computation skills (STAR).
Cost to support implementation of strategy:	NA

Indicators of Success			
August	**December**	**February/March**	**May**
All students take the STAR mathematics test to assess baseline and set individual mathematics goals.	Through data collection and analysis, in PLCs, teachers will document progress in student achievement on common formative assessments. At least 50% of students will achieve proficiency on priority standards.	Through data collection and analysis, in PLCs, teachers will document progress in student achievement on common formative assessments. At least 70% of students will achieve proficiency on priority standards.	Through data collection and analysis, in PLCs, teachers will document progress in student achievement on common formative assessments. At least 90% of students will achieve proficiency on priority standards.

_____   _____

Principal   **Date**

_____   _____

Network Superintendent   **Date**

_____   _____

Superintendent   **Date**

_____   _____

29

State Supervisor, School Improvement   **Date**