

**2021-22**

**SLPS Accountability Plan Template**

**2021-22 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

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| **Improvement/Accountability Plan**  |
| **Focus of Plan (check the appropriate box):*** **LEA**
* **School**
 | **Name of LEA:****Name of School: Roosevelt High School** **School Code: 263020** | **Check if appropriate*** **Comprehensive School \*\*\*Requires a Regional School Improvement Team**
* **Targeted School**
* **Title I.A**
* **Autonomous**
 |
| **Date:** | **June 11, 2021** |
| **Purpose:** To develop a plan for improving the top 3 needs identified in the needs assessment. |
| **School Mission:*** Each day we will:
	+ Inspire, nurture, encourage and empower those within our reach
	+ Recognize and celebrate our potential, talents and gifts
	+ Facilitate holistic instruction and provide resources to fulfill the needs of those who need support
	+ Cherish and celebrate our diversity
	+ Create and maintain clear and high expectations for ourselves and others
	+ Build trusting relationships
 |
| **School Vision:** Roosevelt High School has a culture of care, support and high expectations that builds achievement from potential. |
| **One plan may meet the needs of a number of different programs. Please check all that apply.*** **Title I.A School Improvement**
* **Title I.C Education of Migratory Children**
* **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
* **Title II.A Language Instruction for English Learners and Immigrant Children**
* **Title IV 21st Century Schools**
* **Title V Flexibility and Accountability**
* **Individuals with Disability Education Act**
* **Rehabilitation Act of 1973**
* **Carl D. Perkins Career and Technical Education Act**
* **Workforce Innovation and Opportunities Act**
* **Head Start Act**
* **McKinney Vento Homeless Assistance Act**
* **Adult Education and Family Literacy Act**
* **MSIP**
* **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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**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 | Enna Dancy |  | Enna.Dancy@slps.org  |
| Academic Instructional Coach | Debbie Jones-Fowler  |  | Debbie.Jones-Fowler@slps.org  |
| Academic Instructional Coach | Victoria Turner  |  | Victoria.Turner@slps.org  |
| Family Community Specialist | Tony Perkins |  | Antony.Perkins@slps.org  |
| SPED Staff (if applicable) | Colin Isreal |  | Colin.Isreal@slps.org  |
| ISS/PBIS Staff (if applicable) | Shawn Pollard |  | Shawn.Pollard@slps.org  |
| Teacher | Asia Caffey  |  | Asia.Caffey@slps.org  |
| Parent | Dwight Pittman  |  | pittman78@gmail.com  |
| Parent | Latonya Gill |  | latashagill6@gmail.com  |
| Support Staff | Jason Williams  |  | Jason.Williams@slps.org  |
| Community Member Partner | Norah Ryan |  | Norah@norahryan.com  |
| Network Superintendent | Dr. Crystal Gale |  | Crystal.Gale@slps.org  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| **Student Demographic**  |
| **Data Type** | **Current Information**  | **Reflections** |
| **Student Enrollment as of 6/1/2021**  |  388 | Our enrollment has remained steady for the last 2 years; however, for the 2021-22 school year we are projected to have an increase in student enrollment.  |
| **Grade Level Breakdown** | 9th-116; 10th- 82; 11th - 113; 12th - 77 |  |
| **Ethnicity** | B: 74.75%; W: 10.81%; H – 12.25%; A -1.68%; I - 0.002% MR-0.002 |  |
| **Attendance** | 90/90 - 11.8%; ADA – 62% | Attendance is a challenge area and has an impact on overall student outcomes. During the pandemic attendance drastically reduced from previous years and has widened the learning gap and deficit. The attendance team ramped up its efforts to get students to attend school in-person and virtually. The attendance team conducted 2 to 3 home visits per week in addition to emails, phone calls, and letters home. |
| **Mobility** | 68.7% | The high mobility rate has a negative impact on overall student outcomes. |
| **Socioeconomic status** | 100% |  |
| **Discipline** | OSS - .59% ISS – 0%  | Our behavior rates for disciplinary actions drastically reduced from previous years. We have less than 1% disciplinary rate for the school year. |
| **Limited English Proficiency** | 25% | Our ESOL population increased 20% the previous year to 25%. We are challenged with the need for instructional tools and resources to have a positive impact on students’ academic growth.  |
| **Special Education** | 16% | Our population of students receiving special education services h decreased from18% to 16%.  |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Diversity of cultures within our student body and staff members at Roosevelt
* Enrollment has remained at sustainable levels and the school is projected to have a large boost in enrollment numbers.
 | * Skill levels of students
* High mobility rate- 68.7%
* Learning loss due to pandemic
 | * Literacy interventions
* ESOL training for all staff members
* More programming offerings to attract students.
* Culturally responsive training for all staff members
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| **Student Achievement*****(Please analyze your achievement data for 2021-2022 and provide an explanation for the current performance data.)*** |
| **Goal Areas** | **19 –20** **performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA**  | 2667 (Below Basic Quartile) | 160 MPI | 140 MPI | 90% of students who entered Roosevelt were 2 to 3 grade-levels below high school ELA standards. In concert with grade-level concerns, low numbers of students attended school in-person and a great deal of students attending virtually were disengaged with sporadic attendance which frustrated the learning process. Roosevelt’s mobility rate is also 68.7% which is a challenge in relation to ELA instruction. Roosevelt has also welcomed an influx of English Language Learners this year who also struggle with demonstrating proficiency with ELA standards.  |
| **Reading**  | 2667 (Below Basic Quartile) | 160 MPI | 140 MPI | 90% of students who entered Roosevelt this year read substantially below high school entrance grade level as evidenced by STAR reading data. In concert with grade-level concerns, low numbers of students attended school in-person and a great deal of students attending virtually were disengaged with sporadic attendance which frustrated the learning process. Roosevelt’s mobility rate is also 68.7% which is a challenge in relation to reading instruction and Lexile growth. Roosevelt has also welcomed an influx of English Language Learners this year who also struggle with demonstrating proficiency with ELA standards. |
| **Math** | 5322 (Basic Quartile) | 185 MPI | 160 MPI | 41% of 9th through 12th grade students were performing below high school entrance grade level in math in September, as measured by the STAR Math assessment fall of 2020. Students' scores and attendance were affected by the COVID-19 pandemic.  |
| **Science** | See MPI | 180 MPI | 153 MPI | Science outcomes impacted by the low performing rates of our incoming students and current students who are attending virtually. Data only reflects participation of students who were engaged which makes up about 35% of student enrollment at the time of assessing.  |
| **Social Studies** | See MPI | 185 MPI | 159 MPI | The majority of students were performing below grade level in reading in August, as measured by the STAR Reading Assessment. This affected the daily instruction in Social Studies. In addition to this, low student attendance rates were a serious concern in relation to demonstrating mastery of concepts taught in Social Studies classes. A high mobility rate is also a concern in these classes. |
| **CCR** |  | 24/30 | Unavailable | To date within the current school year, 5 students scored an 18-21 on the ACT. 73 students scored 17 or lower on the ACT. Three students scored within the 66-86 on the ASVAB, 22 students scored within the 30-63 range. Forty-three students received an A or B in AP with 2 scoring a 3 or above. |

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

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| School | Less than Proficient | Proficient | Star Reading Participation |
| BB | Basic | Proficient | Advanced | Tested | Not Tested |
| **Roosevelt H.S.** | Total | % | Total | % | Total | % | Total | % | Total | % | Total | % |
| 9th | 26 | 51% | 20 | 39% | 3 | 6% | 2 | 4% | 51 | 43% | 67 | 57% |
| 10th | 21 | 66% | 9 | 28% | 2 | 6% | 0 | - | 32 | 37% | 55 | 63% |
| 11th | 4 | 66% | 1 | 17% | 1 | 17% | 0 | - | 6 | 5% | 111 | 95% |
| 12th | 2 | 33% | 2 | 33% | 1 | 17% | 1 | 17% | 6 | 7% | 82 | 93% |
| Total | 53 | 56% | 32 | 34% | 7 | 7% | 3 | 3% | 95 | 23% | 315 | 77% |

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| --- | --- | --- | --- |
| School | Less than Proficient | Proficient | Star Math Participation |
| BB | Basic | Proficient | Advanced | Tested | Not Tested |
| **Roosevelt H.S.** | Total | % | Total | % | Total | % | Total | % | Total | % | Total | % |
| 9th | 21 | 36% | 15 | 25% | 13 | 22% | 10 | 17% | 59 | 50% | 59 | 50% |
| 10th | 13 | 42% | 6 | 19% | 9 | 29% | 3 | 10% | 31 | 36% | 56 | 64% |
| 11th | 16 | 53% | 7 | 23% | 4 | 14% | 3 | 10% | 30 | 26% | 87 | 74% |
| 12th | 3 | 38% | 2 | 24% | 3 | 38% | 0 | - | 8 | 9% | 80 | 91% |
| Total | 53 | 41% | 30 | 23% | 29 | 23% | 16 | 13% | 128 | 31% | 282 | 69% |

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| School  | **STAR GLE Data**  |
| **Roosevelt H. S.** | **Reading**  | **Math**  |
| 3rd –5th Grade Levels  | 52%  | 65%  |
| 6th - 8th Grade Levels  | 37% | 20%  |
| 9th Plus Grade Levels  | 11% | 15% |

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| **Strengths** | **Weaknesses** | **Needs** |
| * We have reduced our OSS and ISS rates to 0%
* We increased technology integration.
* We increased our student to technology rate to 1 to 1
 | * The majority of students entering Roosevelt are performing below grade level in ELA, reading, and math standards
	+ Reading→ 63% of students performing below grade level
	+ Math→ 81% of students performing below grade
* We continue to have high mobility and are challenged with our ADA, although we saw increases this year
* Loss of student learning due to the pandemic with low in-person attendance numbers and rates and sporadic virtual attendance
 | * Additional support for students below grade level in ELA, reading, & math standards
* Skill-based instruction and intervention provided by Reading and Math Specialists
* Professional development for teachers in the areas of literacy integration, discrete reading instruction, learning acceleration, data planning, technology integration, & social/emotional learning
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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 implement data driven instruction and participate in weekly departmental data team collaborations to discuss student progress and necessary interventions. Formative data is tracked on a bi-weekly basis aligned with SMART goals on lesson plans. | While growth is seen within most formative data submitted, the types of assessments used to obtain this data are sometimes inconsistent. |
| **Instructional Programs** | SLPS ELA Curriculum Plan Pearson Realize and Khan AcademyScantron Performance and Achievement Series Standards Based Grading and Learning  | Teachers are incorporating the district provided curriculum; however, due to the level of remediation needed for some of our students in core areas, pacing or covering the curriculum in its entirety is often a challenge specifically in the core areas. Additionally, reading instruction is not typically a part of high school course work, but the need is great as students cannot attain content standards without the basic reading skills.  |
| **Instructional Materials** | ELA curriculum with linked supporting resourcesDistrict issued curriculum maps and pacing guidesSupporting textbooks, novels, non-fiction texts, and consumable workbooks.  | Both the math and the ELA curriculum are first or second year of adoption. Teachers are working to adapt instruction to follow the curriculum as well as remediate as needed for students which is often a challenge. |
| **Technology** | Promethean and SMART boards in 32/35 teacher classrooms, 9 laptop carts and iPad carts, 4 desktop computer labs, & laptops for students  | Technology equipment and integration greatly increased due to the pandemic. However, teacher will need ongoing PD to fully understand and utilize tech to increase student engagement and recovery learning loss.  |
| **Support Personnel** | Roosevelt has a variety of support staff members that include 2 Academic Counselors, 1 Social Worker, 1 Family & Community Specialist, 1 Graduation Coach, 1 Positive Behavior IS, and 1 Dropout Preventionist.  | Many students enter RHS with extensive trauma histories, mental health concerns, and other socio-emotional issues. We need mental health staff dedicated to the full-time service of mental health stability and growth of our students.  |
| **Strengths** | **Weaknesses** | **Needs** |
| * RHS has established a culture of data collection
* Technology equipment, integration, & utilization has increased
 | * Inconsistent grading practices and policies from classroom to classroom.
* Inconsistent use of data to drive instruction across all areas.
* Lack of staff and knowledge to respond to student needs both academic and socio-emotional.
 | Ongoing professional development related to data, standards-based grading, trauma and restorative, designing lesson plan practices. Quarterly data presentations scheduled with school administration to hold teachers accountable to the data they have collected and the interventions and action steps enacted based on their analysis of formative data in which teachers receive feedback and coaching related to their work. More support staff to address the academic, social, and emotional needs of students.  |

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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** | * 6 District Professional Development Days
* 19 Bi-Weekly Staff Workshops
* 18 Bi-Weekly Instructional Leadership Team meetings
* Weekly Content-Area PLCs
 | Due to the stress of the pandemic and the need to reengage staff, we will carve out time this year to in our PLCs, Staff Workshops, & Site-Based PD days provide space for staff to get to know each other better, self-care, and high interest selection options. This will be in concert with best-practice strategies in literacy, engagement, technology integration, and cooperative learning strategies.  |
| **Staff Certification** | * 38 Certified Staff Members
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| **Staff Specialist and other support staff** | * 1 Math Specialist
* 17 Support Staff Members
 |  |
| **Staff Demographics** | * Female 28
* Male 28
* Afr. American 30
* Non-Hispanic 1
* White 23
* Lat. American 2
 | There seems to be a reasonable balance related to the staff demographics currently though we will continue to welcome staff members that mirror our diverse student populations. |
| **School Administrators**  | * Enna Dancy, Principal
* Reginald Stocking, Dean of Students
 |  |
| **Strengths** | **Weaknesses** | **Needs** |
| * Diverse staff population
* Dedication to continued growth and learning through professional development
 | * One math instructor in a core area who is not certified but working towards full certification
* A number of teaching staff in core areas are novice instructors and need a greater amount of support
 | * Certified staff in all content areas
* Reading Interventionist/Instructor/Specialist
* Full time Behavioral Therapist and or mental health professionals
* Full time Receptionist to assist with the call volume
* An additional social worker or counselor
* Teacher Assistants in core areas to support teaching and learning
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|  **21-22 Priorities** **Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis.**  |
| **Leadership:** Effective systems in place to recover students’ learning lost during the pandemic and accelerate students' learning and achievement.  |
| **ELA/Reading:** Interventions and supports for students who arrive at Roosevelt several grade-levels below their expected reading levels and lack mastery of ELA standards |
| **Math:** Interventions and supports for students who lack foundational math skills |

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| **Root Causes*****Determine the Root Causes of the needs listed above using the 5 Whys:*** |
| **Root Cause Analysis #1 - Leadership**  |
| Need #1- Please describe the need: | Effective systems in place to recover students’ learning lost during the pandemic and accelerate students' learning and achievement. |
| Why?  | To increase skill attainment and mastery  |
| Why?  | So students can obtain the skills needed for post-secondary education, training and opportunities  |
| Why?  | So that they can become productive, responsible citizens in their communities  |
| Why?  | So that they can have a good quality of life  |
| **Root Cause**  | Due to the pandemic and insufficient mastery of concepts of skills prior to entering RHS  |

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| **Root Cause Analysis #2 – ELA**  |
| Need #2 - Please describe the need: | A great majority of students arrive at Roosevelt several grade-levels below their expected reading levels and lack mastery of ELA standards  |
| Why?  | A variety of reasons including transient population, attendance, social promotion, ill prepared to enter high school, and home-life challenges.  |
| Why? | Students are not motivated or invested in their literary or academic development, partly due to external issues and the pandemic challenges faced this school year. |
| Why?  | Students are not able to read at or perform tasks at grade level. |
| Why?  | Students have not been supported through appropriate interventions or intervention programs due to low attendance, high mobility rates, and home-life challenges. |
| **Root Cause** | Teachers do not have the appropriate training to support students with the strategic reading instruction required to make reading gains, nor do they have adequate time to teach reading in addition to ELA standards required curriculum. |

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| **Root Cause Analysis #3 - Math**  |
| Need #1- Please describe the need: | A great majority of students arrive at Roosevelt without foundational basic math, pre-Algebra 1, and Algebra skills. |
| Why? | A variety of reasons including transient population, attendance, social promotion, ill prepared to enter high school, and home-life challenges. |
| Why? | Students are not motivated or invested in their math skills development, partly due to external issues and the pandemic challenges faced this school year. |
| Why? | Students are not able to perform tasks at grade level. |
| Why? | Students have not been supported through appropriate interventions or intervention programs due to low attendance, high mobility rates, and home-life challenges. |
| **Root Causes** | 65% of incoming Freshmen are performing at a 5th grade level or below in math however, this data is skewed because of the lack of virtual participation. Our ESOL population is plagued with limited to interrupted schooling, lack of language acquisition and prerequisite skills, teacher skills and computer skills.  |
| See page 11of DESE’s LEA/School Improvement guide for sample info: https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf |

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| **School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy?  |
| We provide parents with the written copy of the Teacher-Parent-Student Compact and Parent Involvement Plan along with the Parent/Student handbook and parent right to know at the beginning of the year and throughout the year during parent meetings and conferences. Parents can give feedback using parent evaluation forms which are completed after meetings or any other parent communication.  |
| What are the strengths of family and community engagement?  |
| The family and community specialist is in constant contact with parents to discuss student attendance, grades and any other concerns with student achievement. Family and community specialist work closely with social worker and community partners to provide resources and services on an as needed basis, also addressing parent concerns when they arise. |
| What are the weaknesses of family and community engagement?  |
|  Parental Involvement, getting parents to respond to meetings and other activities given by the family and community specialist. |
| What are the needs identified pertaining to family and community engagement?  |
| We need ways to encourage parents to be active participants in their children's lives at the high school level. We also need more ways to communicate and connect school events/activities with parents and community members.  |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the School wide plan?  |
| Parents are involved in an Annual Evaluation Meeting and are a part of the planning of the school-wide plan. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?  |
| Parents are invited to monthly meetings to plan, review and adjust the plan as needed for the school.  |
| How is timely information about the Title I.A program provided to parents and families?  |
| Information about Title 1 program is shared with parents through monthly meetings, emails, flyers, calls home and the newsletter.  |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?  |
| During parent meetings and conferences, at least 4 times a year, school data is shared with parents regarding overall student achievement progress.  |

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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?  |
| Parents are responsible for their child’s attendance to school, communicating the value of education to their children, connecting with teachers regarding their child’s progress and holding their children accountable.  |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.  |
| We are responsible for maintaining high expectations for all students, providing robust and quality learning experiences, connect students to extra supports/resources when needed, connect with parents to understanding curriculum and school expectations.  |
| 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
 |
| We promote parent attendance to parent-teacher conferences in the fall and spring and monthly meetings to ensure that parents have access to information regarding their child’s progress in school. We have an open door policy that has also been communicated to parents. We encourage and invite parents to visit our classrooms, meet with teachers, and join us for lunch and to be a part of our school community. |

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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
 |
| We utilize the parent portal, the district and school’s web pages, newsletters and face-to-face meeting to share information regarding state standards, assessments and achievement with parents.  |
| How does your school provide materials and trainings to help parents work with their children to improve achievement?  |
| We offer monthly meetings, newsletter, and calls home to share information and trainings to parents to improve their child’s achievement.  |
| 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?  |
| We share our goal of building parent connections with the full staff in our Staff Workshops, newsletters, and individual conversations.  |
| How does your school implement and coordinate parent programs, and build ties between parents and the school?  |
| We meet to discuss the needs of the school and identify strategies that will increase parental involvement and more positive interactions between school and parents.  |
| 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.  |
| We include families as participants in school decisions. Our plan is to start a PTO for the school. |
| **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
 |
| We utilize district resources and services to connect with our ESOL families. Mailings, phone calls, and face-to-face meetings are translated for access. We have an on-site Special Education Chair that works with our special education and general education departments to inform, train, and update on best-practices for students and families with disabilities.  |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Our strengths are that we are a team with a shared vision and mission. Our focus has been on connections-bridging families, community members and staff together in the service of our children. The weakness is the lack of involvement and engagement from parents. Although, the school continues to reach out parents, it is largely unreciprocated.  |
| **Summary of Needs Assessment and Priorities for 2021-2022** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2020-21 school year.* We have a reliable, determined person in place as the FCS and we have begun the work of routinely sharing information with families in multiple ways. Our priorities for the school year are: * Increase parent attendance and engagement to monthly meetings and parent-teacher conferences.
* Increase the number of correct contact information such as phone numbers, email addresses, and residential addresses for parents.
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***SECTION 3***

**The Goals and the Plan**

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| **The Goals and the Plan** **\***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)  |
| **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. |
| School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2020-21 to 2021-22 school year.School leaders will retain at least 90% of first-year teachers. |
| **Leadership Development Plan** |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal.* Providing high-quality professional development to teachers
* Establishing a positive culture and climate
 |
| **Priorities:** 1. Leaders will create and maintain a healthy school climate for staff and students through a culture of high expectations, support, recognition, and collaboration.
2. School leadership team will provide high-quality professional development and coaching on research-based instructional strategies.
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| **Funding source(s): Comprehensive Funds**  |

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| **Priority # 1**  | Leaders will create and maintain a healthy school climate for staff and students through a culture of high expectations, support, recognition, and collaboration. |
| **Evidence-based strategy**  | 1. **Engage in targeted and highly effective teacher and leadership development to improve cultural responsiveness.**
	1. Leadership Development Training: MLDS and SLPS
	2. Cultural Responsiveness leadership and staff training
	3. Effective implementation of PBIS and Restorative Practices
2. **Engage in grade-level team and character-building experiences for students**
	1. Sherwood Forest attendance for 9th and 10th grader cohorts
	2. Develop a Student Advisory Council
	3. Create system to Improve student attendance and incidents of positive behavior
 |
| **Cost to support implementation of strategy:** | * **School Improvement and best-practice books for leadership team – 4,000**
* **Cultural Responsiveness training – 10,000**
* **Stipend for Student Advisory Council Coordinators – 5000**
* **Attendance Monitor - 44,000**
* **Positive Behavior Monitor - 56,000**
* **Sherwood Forest Camp – 25,000**
* **Student and Staff incentives – 15,000**
 |
| **Priority # 2**  | **School leadership team will provide high-quality professional development and coaching on research-based instructional strategies.** |
| **Evidence-based strategy**  | 1. **Provide high-quality professional development and follow-up to support to teachers with using effective research-based instructional strategies.**
	1. Teacher Like a Champion
	2. Giving Effective Feedback – See It, Name It, Do It
	3. Collaborate on engagement and research-based strategies (Marzano)
	4. Professional Development Institutes: Understanding by Design and Data Team PD (ED Plus)
2. **Create a culture of continuous learning and support**
	1. Provide mentor for teachers with 5 years and less teaching experience
	2. Close reading: *Leverage Leadership 2.0*: *Part 2 Culture -* to implement strategies that celebrate staff, encourage collaboration and build trust among staff to improve student outcomes
	3. Team meetings for teachers, café with the principal sessions, and celebratory sessions
 |
| **Cost to support implementation of strategy:** | * **Stipend for teacher mentors stipend – 10,000**
* **Professional development – 20,000**
 |
| **Teacher Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| * Develop systems that address to individual needs of staff and students and establishing a community in which all members can thrive
* Communicate the importance of school improvement and high expectations for staff and student support and growth
* Use end of year professional development survey, teacher referrals, OSS, ISS, attendance and behavior data points to create a school-wide professional development mapping for the year
* Articulate the school wide professional development plan with staff including clear expectations, goals, evidence of implementation, evaluation, access and opportunities for growth etc
* Ensure that learning experiences and resources are aligned and differentiated to address each faculty identified needs and resources reflects a commitment
* Identify and communicate with external experts to help build the knowledge and skills of leaders and other staff
 | * Allocation of time for leaders and teachers to engage in new learning and implementation of strategies
* Team representatives of the school community providing job embedded professional development linked to school goals and challenges, individual needs
* Active engagement and collaborative conversations
* Ongoing support through modeling and coaching
* Implementation of trained skills and/concepts
* Shift in teacher and student perception data
* Positive shift in OSS & ISS (decrease), referrals attendance (decrease)

  | * Allocation of time for leaders and teachers to engage in new learning and implementation of strategies
* Team representatives of the school community providing job embedded professional development linked to school goals and challenges, individual needs
* Active engagement and collaborative conversations
* Ongoing support through modeling and coaching
* Implementation of trained skills and/concepts
* Shift in teacher and student perception data
* Positive shift in OSS & ISS (decrease), referrals attendance (decrease)
 | * Improvement in academic and social behaviors
* Improvement in student comparison data
* Improvement in teacher satisfaction

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| **Student Indicators of Success** |
| * Students are engaged in their learning
* Increased student attendance
* Increased student mastery of skills
* Increased course passing rates
* Increase of appropriate behaviors
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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * **Pillar 1:**

**The District creates a system of excellent schools** | * **Pillar 2:**

**The District advances fairness and equity across its system** | * **Pillar 3:**

**The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**

**All students learn to read and succeed** | * **Pillar 5:**

**Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading & ELA**  |
| **By May 2022, the number of students scoring proficient in English II will increase by 10%, as demonstrated by pre-EOC data.**  |
| **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.  |
| **Priorities:**  |
| 1. Create a culture of high expectations through explicit instruction using best practices to improve reading comprehension and mastery of skills needed to score proficient on the DESE EOC
2. Provide academic interventions and extended learning opportunities through evidenced-based online programs and standards-based interventions
 |
| **Funding Source(s):** Comprehensive Dollars |

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| **Priority # 1**  | Create a culture of high expectations through explicit instruction using best practices to improve reading comprehension and mastery of skills needed to score proficient on the DESE EOC.   |
| **Evidence-based strategy**  | 1. **Effective implementation of the SLPS pacing guide and structured lesson plans to ensure instructional alignment to standards**
	1. Research-based strategy: Explicit instruction for improved comprehension of text
	2. Professional develop from Curriculum office on designing and delivering explicit instruction
	3. Weekly observations and coaching cycles to increase instructional effectiveness
2. **Effective implementation of reading comprehension training to improve reading**
	1. Research-based cross-content professional development on literacy strategies MRI
	2. Staff training on implementing guided reading (SLPS Curriculum office)
	3. Use of Scantron data and SLPS curriculum to create common assessments
 |
| **Cost to support implementation of strategy:** | **Missouri Reading Initiative 11,500****Supplemental Instruction Teacher – 70,000****Reading Specialist – 90,000** |
| **Priority # 2**  | **Provide academic interventions and extended learning opportunities through evidenced-based online programs and standards-based interventions.**  |
| **Evidence-based strategy**  | 1. **Create a 1:1 technology rich instructional environment to enhance the instructional model**
2. Effective implementation of computer-based interventions and small group instruction
	1. Provide academic interventions in EOC focus areas, such as News ELA and Reading Horizons, and Achieve 3000
3. **Effective implementation of targeted small group instruction in ELA utilizing the SLPS standards-based curriculum.**
	1. Create common assessments and use data to group students for targeted interventions
	2. Provide evidence-based strategies every two weeks for teachers to incorporate into lessons
	3. Implement a targeted tutoring plan to address skill gaps
	4. Pacing guides and structured lesson plans provided by the curriculum office
	5. Create double-dose classes for ELA students
	6. Provide time and space for teachers to collaborate and develop instructional plans
 |
| **Cost to support implementation of strategy:** | **Technology Equipment (Lap Tops, Carts, SMART Boards) - 75,000****Achieve 3000 ELA – 15,000** **Extra Service for Instructional Planning – 20,000****Extra Service for before and after-school tutoring – 50,000** |
| **Teacher Indicators of Success** |
| **August/September** | **December** | **February/March** | **May** |
| * Specialist, teachers and support staff hired
* ELA teachers trained in MRI & Reading Horizons
* Implementation of MRI & Reading Horizons
* Classroom and hallway libraries in place
* Classroom are arranged for station and small group interventions
* Teachers have pre-assessment data
* Plans developed for targeted instruction based on pre-assessment data
* Identified priority student needs based on formative data and prior assessments in data teams meeting.
* Each classroom has a laptop cart with 30 laptops
 | * Strategic skills-based workshop model implemented consistently in ELA classrooms.
* Proficient performance of MRI & Reading Horizons strategies
* Implementation of MRI & Reading Horizons
* Increase reading fluency and comprehension on common assessments, Scantron and Star
* Increase number of students passing course

. | * Strategic skills-based workshop model implemented consistently in ELA classrooms.
* Proficient performance of MRI & Reading Horizons strategies
* Implementation of MRI & Reading Horizons
* Increase reading fluency and comprehension on common assessments, Scantron & Practice EOC
* Increase number of students passing course
 | * Strategic skills-based workshop model implemented consistently in ELA classrooms.
* Proficient performance of MRI & Reading Horizons strategies
* Implementation of MRI & Reading Horizons
* Increase reading fluency and comprehension on common assessments, Scantron & Practice EOC
* Increase number of students passing course
 |
| **Student Indicators of Success** |
| * Students are pre-assessed in reading comprehension and fluency
* Students are scheduled in appropriate courses based on data
* Double dose – all grade levels
* Honors track
* Students received literacy instruction everyday
* Students utilizing classroom and hallway libraries
* Students have access to 1:1 technology
 | * Small group, differentiated instruction implemented 1-2 times per week
* Decrease in students earning Fs in ELA classes.
* Increase in master of literacy skills
* Students utilizing classroom and hallway libraries
* Growth within Scantron reading scores as well as Practice EOC
* Growth evidenced within targeted formative data points
* Increased student engagement
* Increased attendance
 | * Small group, differentiated instruction implemented 1-2 times per week
* Decrease in percent of targeted students receiving Fs in ELA classes
* Growth within Scantron reading scores as well as Practice EOC
* Growth evidenced within targeted formative data points
* Increased student engagement
* Increased attendance
 | * Small group, differentiated instruction implemented 1-2 times per week
* Decrease in percent of targeted students receiving F’s in ELA classes
* Growth within Scantron reading scores as well as Practice EOC
* Growth evidenced within targeted formative data points
* Review student outcomes and develop plan for upcoming school year based on data and teacher collaboration meetings.
* Increased student engagement
* Increased attendance
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| **Goal #3 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * **Pillar 1:**

**The District creates a system of excellent schools** | * **Pillar 2:**

**The District advances fairness and equity across its system** | * **Pillar 3:**

**The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**

**All students learn to read and succeed** | * **Pillar 5:**

**Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** |
| **By May 2022, the number of students scoring proficient or advanced will increase by 10%, as demonstrated by pre-EOC data.**  |
| **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. |
| **Priorities:**  |
| 1. **Establish a system to improve and monitor students’ progress while addressing barriers to individual student success.**
2. **Establish a culture of high expectations to increase teacher capacity and growth by providing high quality professional development.**
 |
| **Funding Source(s): Comprehensive Dollars** |

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| **Priority # 1**  | **Establish a system to improve and monitor students’ progress while addressing barriers to individual student success.** |
| **Evidence-based strategy**  | 1. **Implement a tiered system of academic and behavioral interventions through evidence-based strategies**
	1. Utilize evidence-based online program for Tier 2 academic interventions using programs like Achieve 3000 in EOC tested courses
	2. Utilize standards-based learning activities for Tier 3 academic interventions through provide pull out instruction
	3. Support students with social emotional barriers impeding academic success by create culturally responsive interventions
	4. Utilize student-friendly trackers created to monitor progress and encourage self-efficacy
2. **Effective implementation of targeted small group instruction in mathematics utilizing the SLPS standards-based curriculum.**
	1. Provide evidence-based strategies every two weeks for teachers to incorporate into lessons
	2. Implement a targeted tutoring plan during daily intervention period
	3. Utilize an Academic Intervention Coordinator to collaborate with classroom teachers to arrange student interventions and track progress
	4. Create double dose classes for skills-based math instruction
 |
| **Cost to support implementation of strategy:**  | **Supplemental Instruction Teacher - 70,000****Achieve 3000 Math – 15,000** **Instructional Support Facilitator – 85,000****Extra Service for Instructional Planning - 20,000****Extra Service for before and after-school tutoring – 25,000** |
| **Priority # 2**  | **STEAM**  |
| **Evidence-based strategy**  |  |
| **Cost to support implementation of strategy:** |  |
| **Teacher Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| * Specialist, teacher & support staff are hired
* Math teachers trained in Data Team, AP & Math Strategies
* Implementation of Data Team, AP & Math Strategies
* Teachers have pre-assessment data
* Identify priority student needs based on formative data and prior assessments in data teams meeting.
* Plans developed for targeted instruction based on pre-assessment data
* Students placed in appropriate math class according to new course structure
 | * Data Team & Math Strategies methods are implemented consistently in math classrooms
* Proficient performance of Data Team & Math Strategies
* Increase math computation, skills and comprehension on common assessments, Scantron and Star
* Increase number of students passing math courses

. | * Data Team & Math Strategies methods are implemented consistently in math classrooms
* Proficient performance of Data Team & Math Strategies
* Increase math computation, skills and comprehension on common assessments, Scantron and Practice EOC
* Increase number of students passing math courses
 | * Data Team & Math Strategies methods are implemented consistently in math classrooms
* Proficient performance of Data Team & Math Strategies
* Increase math computation, skills and comprehension on common assessments, Scantron and Practice EOC
* Increase number of students passing math courses
 |
| **Student Indicators of Success** |
| * Students are pre-assessed in Algebra skills
* Students are scheduled in appropriate courses based on data
* Extended-Paced AB & CD courses
* Double dose – all grade levels
* Honors track
* Students received math instruction everyday
* Students have access to 1:1 technology
 | * Small group, differentiated instruction implemented 1-2 times per week
* Decrease in students earning Fs in Algebra classes.
* Increase in master of Algebra skills
* Higher attendance rates in Algebra classes
* Growth on Common assessments, Star and Scantron
* Increased student engagement
 | * Small group, differentiated instruction implemented 1-2 times per week
* Decrease in students earning Fs in Algebra classes.
* Increase in master of Algebra skills
* Higher attendance rates in Algebra classes
* Growth on Common assessments, Scantron and Practice EOC
* Increased student engagement
 | * Small group, differentiated instruction implemented 1-2 times per week
* Decrease in students earning Fs in Algebra classes.
* Increase in master of Algebra skills
* Higher attendance rates in Algebra classes
* Growth on Common assessments, Scantron and Practice EOC
* Increased student engagement
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**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**