**SLPS Accountability Plan Template 2021-2022**



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

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

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

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

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

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

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

**School Name: Patrick Henry**

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

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA** * **School** | **Name of LEA: Deborah Rogers**  **Name of School: Patrick Henry**  **School Code: 488** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:** | **6.11.2021** | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission:**  To equip all students with the academic skills, scholarly habits, and character traits necessary to be successful in college or the career of their choice. | | |
| **School Vision:**  Patrick Henry Downtown Academy is committed to developing world-class teachers who will inspire and instill a joy for learning in their students, while teaching perseverance and the determination needed to overcome adversity.  In addition, our students will have access to opportunities and experiences that they need to be successful in college or the career of their choice. | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**   * **Title I.A School Improvement** * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

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

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Deborah Rogers |  | [Deborah.rogers@slps.org](mailto:Deborah.rogers@slps.org) |
| Assistant Principal | N/A |  | N/A |
| Academic Instructional Coach | Amber Smith |  | [Amber.smith@slps.org](mailto:Amber.smith@slps.org) |
| Family Community Specialist | Shanice Webb |  | [Shanice.webb@slps.org](mailto:Shanice.webb@slps.org) |
| ESOL Staff (if applicable) | N/A |  | N/A |
| SPED Staff (if applicable) | Katherine Baumann |  | [Katherine.baumann@slps.org](mailto:Katherine.baumann@slps.org) |
| ISS/PBIS Staff (if applicable) | Derron Cason |  | [Derron.cason@slps.org](mailto:Derron.cason@slps.org) |
| Teacher | Jami Fales |  | [Jami.fales@slps.org](mailto:Jami.fales@slps.org) |
| Teacher | Karen Evans |  | [Karen.evans@slps.org](mailto:Karen.evans@slps.org) |
| Parent | Georgette Browder |  | N/A |
| Parent | Paris Morgan |  | N/A |
| Support Staff | Saquorria Harris |  | [Saquorria.harris@slps.org](mailto:Saquorria.harris@slps.org) |
| Community Member/Faith Based Partner | Colin Dale |  | [cdale@gmail.com](mailto:cdale@gmail.com) |
| Network Superintendent | Isaac Pollack |  | [Isaac.pollack@slps.org](mailto:Isaac.pollack@slps.org) |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 230 students enrolled | Our largest loss came from preschool after we had our first fully virtual quarter from August-October. Our families did not feel like it was a feasible option for their children, and the vast majority of them ended the year in full-time daycare, rather than at home on an iPad for virtual instruction. |
| **Grade Level Breakdown** | P3: 3 students  P4: 21 students  KG: 45 students  1st: 32 students  2nd: 34 students  3rd: 38 students  4th: 33 students  5th: 22 students | Preschool enrollment fell significantly with the virtual setup, which was an unintentional side effect of the pandemic. Preschool students were unable to sit in front of an iPad without an adult supervising them at all times, so most parents opted to take them to a full-time daycare because they still needed to work and were unable to sit with their children all day every day for virtual instruction. We are actively recruiting our families to return to our program and we are rebuilding for the 2021-2022 stchool year.  All other grade levels saw a slight decline from the previous school year, or remained steady from cohort to cohort. |
| **Ethnicity** | Black: 228/230 (99.1%)  White: 1/230 (0.004%)  Hispanic: 0/230 (0%)  Asian: 1/230 (0.004%) | This reflects the demographics of the neighborhood that feeds into Patrick Henry Downtown Academy. |
| **Attendance** | 90/90 attendance rate as of 3/1/2021: | Attendance was a severe struggle this year during the pandemic. We lost many families, but they never enrolled in another school, so we had to keep them on our attendance rosters throughout the year. There were many families that missed an entire quarter of the school year due to pandemic shifts in their families, and many students had no ability to log in or participate in school when we were fully virtual. Attendance in the coming year will focus entirely on finding all of our families who remain on our rosters, and pushing families to attend school at least 90% of the time. |
| **Mobility** | Estimated 40% of student turnover throughout this year (estimated because of Covid, see reflections) | We are unsure if families have truly moved away or switched districts because of the Covid mobility in our community. Our families were logging in from Atlanta, but maintaining a St. Louis address. Our families were missing months of school at a time, but no schools requested their records to indicate they had found a new school home. We are estimating that our average of 40% mobility still rings true this year. |
| **Socioeconomic status** | 100% of students receive free and reduced lunch | Community partnerships have been established to meet some of the socioeconomic needs of students receiving free/reduced lunch as well as students in transition. |
| **Discipline** | Out of School Suspensions: 1 | One student received a Type I suspension and was removed from Patrick Henry as a result. |
| **Limited English Proficiency** | # of Students: 2  % of Students: 0.008% | Two students are identified as English as a Second Language students and receive services from an ESOL teacher who meets with them on a weekly basis. The ESOL staff member also provided resources during distance learning and will continue to work with the students throughout the 2021-2022 school year. |
| **Special Education** | # of Students: 28  % of Students: 12.17% | Two SPED teachers split the caseload and utilize our ICAs to serve those children of highest needs. |

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| **Strengths** | **Weaknesses** | **Needs** |
| ***Our community partners provide invaluable services to meet the needs of our students when we as a school cannot meet all of their socioeconomic needs.***  ***School discipline was at a an all-time low this year because we were in small classes with strict regulations in place from Covid protocols. Those regulations will remain in place for the 2021-2022 school year.*** | Attendance was a source of great stress and worry this year as we could not find many of our families, but they had not enrolled in a new school. We are still unsure as to where some of our students are, or if they will return to us in the fall. All of our measures failed for some of our families in terms of attendance.  Our preschool enrollment is normally one of our most consistent ages, and this year the preschool population dropped so significantly that we lost a teaching allocation, and we are in danger of losing another. | 1. Recruit our existing preschool families to return to our in-person learning next school year to rebuild our preschool program and ensure our neighborhood children have access to a high quality program based on academic growth and social-emotional opportunities 2. Continue to work with our community partners to broaden the scope of what we can provide to our families on site to ensure the physical and mental well-being of our students 3. Research and revamp our attendance team as needed (specifically as Covid shifts occur) |

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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | **% of Students reading at or above grade level:**  5th: 5%  4th: 11%  3rd: 10%  2nd: 19% | Increase students reading at or above grade level in each grade. Must show growth in average reading level for all students. | Current growth shows a negative overall growth for 2020-2021 school year | Students were able to take the test at home during Fall, 2020, and often had parents assisting. When they took the test again in the winter or at the end of the year, most students were taking the test on their own and showed negative growth. We also had some extreme outliers in our initial STAR reading test that significantly skewed our data. |
| **Reading** | **% of Students reading at or above grade level on Star:**  5th: 5%  4th: 11%  3rd: 10%  2nd: 19% | Address individual reading growth plans during guided reading and show growth in average reading level for all students | Current growth shows a negative overall growth for 2020-2021 school year | Guided reading was not an area of strength during the 2020-2021 school year due to significant scheduling challenges and the transition to an all virtual world. Those teachers who excelled in the technology of the Covid era also succeeded in establishing guided reading groups, even in the virtual classroom. Those teachers who struggled with the technology also struggled to establish groups that had meaningful work. Our goal next year is to reestablish the expectations for guided reading so that every child has an individualized reading plan to encourage their growth in average reading level. |
| **Math** | **% of Students at or above grade level in Math on Star:**  5th: 5%  4th: 6%  3rd: 5%  2nd: 9% | Show growth in average math level for all students | Current growth shows a negative overall growth for 2020-2021 school year | Students were able to take the test at home during Fall, 2020, and often had parents assisting. When they took the test again in the winter or at the end of the year, most students were taking the test on their own and showed negative growth. We also had some extreme outliers in our initial STAR math test that significantly skewed our data. |
| **Science** | N/A | N/A | N/A | N/A |
| **Social Studies** | N/A | N/A | N/A | N/A |
| **CCR** | N/A | N/A | N/A | N/A |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| ***Through a community partnership, we were able to establish a buddy reading program with volunteers who dedicated a consistent and frequent amount of time weekly to addressing individual students as they read. All students who were involved in the reading buddy program demonstrated growth on their reading test.***  ***2nd Grade also showed significant growth throughout the year in nearly every student. Those teachers were the same teachers who were most committed to the guided reading model, and they were able to implement best practices, whether we were virtual or in-person.*** | Those teachers who were unable to establish guided reading structures in their classrooms did not demonstrate individual student growth. The whole-group method of teaching did not impact reading growth and demonstrated a severe need for individual reading plans. | Students experienced a significant loss of learning during this global pandemic. For the upcoming school year, we need to personalize their academic and instructional plans as much as possible. Strong assessments should indicate their highest needs at the beginning of the year, and then instituting (or reinstituting) the expectations for a guided reading structure in ELA along with a new ELA curriculum should address the reading growth concerns. |

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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 are expected to provide strong Tier I instruction across all content areas. This year they are expected to participate actively in professional development with the new ELA curriculum and institute it with fidelity on a weekly basis. Professional Learning Communities will be utilized to plan ahead for the following week’s lesson plans to ensure all teachers understand the new resources.  Teachers will also collaborate with colleagues to ensure consistent teaching across grade levels and content areas. Students will exhibit 80% mastery of a standard prior to a teacher moving forward. Teachers will aggressively monitor students during a lesson and will be able to pull intervention groups in real-time in order to address student misconceptions. Teachers will participate in professional learning communities to analyze student work and address student misconceptions as displayed in exit tickets and other forms of assessments. Teachers will collaboratively plan re-teaches as necessary for all skills until students reach 80% mastery or beyond. | Teachers are in need of professional development around the new ELA curriculum, and PLCs will be utilized to have ongoing, job-embedded PD throughout the school year and with the assistance of the Academic Instructional Coach and Principal.  Teachers also need clear guidelines surrounding guided reading implementation, including a timeline of implementation and assessment. |
| **Instructional Programs** | Math: Pearson Envision  ELA: SIPPS, Guided reading, and Saavas Realize  Science: National Geographic science curriculum, MySci Kits | Guided reading was our weakest instructional program of the 2020-2021 school year, particularly in light of the Covid restrictions and the virtual quarter. We will need to reestablish the guided reading expectations in 2021-2022. We are in need of a stronger phonics program in our lower grade levels, as well as staff allocations that could provide Tier II interventions across all subject areas but specifically in reading and math. |
| **Instructional Materials** | All curricular and instructional materials are provided to the teacher at the beginning of the school year. Staff receive Pearson Envision math books and teacher sets, SIPPS kits, guided reading books and planning books, and National Geographic books and teacher sets. | Equipping teachers with resources as they need them allowed the teacher to take one thing off their “planning plates”. This gave them more time to focus on internalizing the lesson plan, delivering the lesson, analyzing student work, and planning for re-teaches. |
| **Technology** | We became a 1:1 school with student technology and distributed it with an orientation for parents to understand how to use it from home. All classrooms were equipped with a Smart Board or a Promethan Board. All teachers were able to request technology extras such as webcams, voice amplifiers, document cameras, and anything else deemed necessary for virtual learning and hybrid learning. | Remaining 1:1 with technology is the highest priority of the pandemic at this juncture, particularly as we do not know what the future holds with Covid restrictions. We must be prepared at all times to return to a virtual classroom. |
| **Support personnel** | Support personnel includes a counselor, social worker, reading interventionist, library aide, family and community specialist, ISS monitor, and ICA. | The supports put into place last year greatly reduced behavior management issues that threatened the time spent on instruction. These support allocations are vital to Patrick Henry’s relentless focus on instruction. These allocations were also used in order to reduce classroom sizes during the pandemic, and creates much smaller groups, which affords the student more personalized reading instruction and RTI Tier II interventions. They allowed the students to be placed into highly differentiated groups in order to meet their specific needs.  We specifically need more Special Education Instructional Care Aides in order to meet the needs of our students with paraprofessional minutes written into their IEPs. |

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| **Strengths** | **Weaknesses** | **Needs** |
| ***Becoming a 1:1 school with student devices was essential to connecting with our students and families during the Covid-19 pandemic. Watching staff pivot to an all-virtual classroom was awe-inspiring, and also showed how creative and flexible teachers can be when challenged to meet the extreme needs of our students.*** | Our guided reading structure was not an area of strength this year, though it has been in years past. Our ELA instruction suffered in general, and we are very excited to welcome a new curriculum into next year’s ELA instruction. | Our current staffing allocations do not meet the needs of our students with IEPs that specify paraprofessional minutes. We require more Instructional Care Aides. |

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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** | PD days built into the district calendar  Bi-monthly staff meetings  Professional learning communities led by the Academic Instructional Coach across all grade levels | The current schedule provides common planning periods for all grade levels so as to allow for Professional Learning Communities and strong intellectual preparation for upcoming lessons. Collaboration is key at Patrick Henry. |
| **Staff Certification** | In years past, we have had 100% of our teaching staff fully certified. However, due to Covid-19, we lost several staff members and we did not have a fully certified 5th grade teacher, and we did not have a music teacher at all. All other staff were fully certified. | Covid-19 took its toll on our staff, and we are still recovering from our losses. It was a struggle at times to keep our students fully socially distanced and in front of a highly qualified teacher, but we were able to achieve that. Our students suffered greatly from not having a music teacher for the entire school year, and we are already excited to welcome our new staff member over the summer. |
| **Staff Specialist and other support staff** | Reading Interventionist | Ms. Evans was utilized this year to provide highly differentiated reading instruction to small groups in grades 2-5. Her role was vital addressing those students experiencing such severe learning loss due to Covid-19. Ms. Evans will continue to be utilized in this role in the future. |
| **Staff Demographics** | **Certified Staff:**  Black – 7  White – 10  Hispanic – 1  **Non-certified Staff:**  Black – 5  White – 4  **School Leadership:**  Black – 3  White – 2 | Currently, the demographics of the teaching staff does not reflect the student demographics. This is an area of growth for the administration to consider in the new hires that must take place for the 2021-2022 school year. From January-June, 2020, Principal Deborah Rogers interviewed candidates for vacancies with the following demographics:  **Certified Staff:**  Black – 8 candidates screened and/or interviewed, 2 candidates hired  White – 52 candidates screened and/or interviewed, 2 candidates hired  Hispanic – 1 candidate screened and/or interviewed, 1 candidate hired  Asian – 0 candidates screened and/or interviewed, 0 candidates hired  **Non-certified Staff:**  Black – 40 candidates screened and/or interviewed, 2 candidates hired  White – 33 candidates screened and/or interviewed, 0 candidates hired  Hispanic – 0 candidates screened and/or interviewed, 0 candidates hired  Asian – 2 candidates screened and/or interviewed, 0 candidates hired  **School Leadership:**  Black – 2 candidates screened and/or interviewed, 1 candidate hired  White – 0 candidates screened and/or interviewed, 0 candidates hired  Hispanic - 0 candidates screened and/or interviewed, 0 candidates hired  Asian – 0 candidates screened and/or interviewed, 0 candidates hired |
| **School Administrators** | Dr. Deborah Rogers, certified in English Language Arts and school administration. 7 years experience in the classroom teaching reading, 4 years experience as a school leader. She recently obtained her career certification as an administrator and holds a doctorate in Educational Leadership from St. Louis University | Dr. Rogers is a third-year principal with middle school and elementary experience. Her focus this school year will be on assessing the needs of the students, families, and staff and providing safe regulations of the school and instructional program given the guidelines of Covid-19. |

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| **Strengths** | **Weaknesses** | **Needs** |
| ***Staff is highly qualified and includes many veteran teachers who have spent the majority of their teaching years not only in the same district but at the same school. Patrick Henry boasts a low teacher mobility rate, and we are proud of the family feel of our staff. Students benefit from the consistency of staff, and from always learning from a highly qualified teacher. Covid-19 put us in an unusual position of losing teachers mid-year. It was a challenge to replace them, and we are now finalizing our selections for the upcoming year.***  ***The reading interventionist position has been vital in providing RTI Tier II intervention opportunities for teachers.*** | An area of development for staffing is to increase the diversity of the teaching staff to better match the demographics of our students. We are continuing this goal into the new year because we had such an unusually high number of positions to hire for and diversity in hiring must be at the forefront of our practices as we fill our positions. | 5 staff openings need to be filled by June 30th, 2021: 1 Special Education Teacher, 2 Building Substitutes, and at least 1 if not 2 Special Education Instructional Care Aides. Vacancies must be carefully considered, and the new staff must be not only the right fit for the overall high standards of the teaching staff, but they must also be the right fit for our students.  The reading interventionist allocation must stay with Patrick Henry in order to continue providing RTI Tier II interventions. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| Increase number of students reading on grade level and/or showing significant growth. |
| 90% of Henry students need to be in attendance 90% of the time. |
| Increase star math average growth |

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

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| **Root Cause Analysis #1** | |
| Need #1- Please describe the need: | Increase the number of students reading on grade level and/or showing significant growth. |
| Why? | Tier I classroom instruction is not enough to create significant reading growth opportunities for students. |
| Why? | Tier I classroom instruction is geared towards “the middle” and does not address individual reading levels or needs. |
| Why? | Support staff allocations were lost and reading interventions fell to the classroom teacher to provide. |
| Why? | Reading interventionist could only provide interventions to so many students throughout the day and classroom teachers did not establish effective guided reading groups during the virtual first quarter of the year. |
| **Root Cause** | Tier I instruction could not address individual needs, and guided reading was not fully established/implemented in all classes to address individual needs |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | 90% of Henry students need to be in attendance 90% of the time. |
| Why? | The same students who struggled in previous years to attend school 90% of the time struggled even more during the Covid-19 pandemic, and even families who previously had excellent attendance now had barriers to excellent attendance. |
| Why? | More families than ever were in transition (either officially or unofficially) and their home contexts were constantly shifting. |
| Why? | The Covid-19 pandemic resulted in a loss of jobs as well as an immediate and new need for childcare for students who previously had been in the school buildings. |
| Why? | Our virtual first quarter required the vast majority of our families to keep their students at home, and then we switched to an in-person quarter but we still did not find all of our families. |
| **Root Cause** | The Covid-19 pandemic fundamentally shifted how we do school, how families live, and what their childcare needs were. The 2021-2022 school year will be a recovery year in terms of reestablishing attendance expectations and support systems. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Increase star math average growth |
| Why? | Tier I classroom instruction is not enough to create significant growth opportunities for students in math. |
| Why? | Tier I classroom instruction is geared towards “the middle” and does not address individual math levels or needs. |
| Why? | Teachers are not utilizing aggressive monitoring in Tier I instruction in order to create Tier II groups in real time |
| Why? | Professional development on Tier II aggressive monitoring has been lacking |
| **Root Cause** | Tier I instruction could not address individual needs, and Tier II aggressive monitoring strategies were not fully established/implemented in all classes to address individual needs |

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? |
| All students’ families are invited to attend PTO meetings, during which time participants are able to give feedback on the parent and family engagement policy. |
| What are the strengths of family and community engagement? |
| Patrick Henry has a strong home visit program through the HomeWorks! partnership. Teachers and support staff visit students at home in order to form an early connection with families. |
| What are the weaknesses of family and community engagement? |
| Not all families feel involved in Patrick Henry events. Some families do not feel comfortable sharing their thoughts on what occurs at Patrick Henry. The Title I Parent Meeting had extremely low attendance during the virtual meeting last year. |
| What are the needs identified pertaining to family and community engagement? |
| Patrick Henry needs to continue working to ensure that all families feel comfortable sharing their thoughts, concerns, and feedback on matters. Patrick Henry needs to increase the level at which families are aware of available resources through the school and the larger community.  Patrick Henry needs to create a Parent Engagement and Resource Room within the school site that provides parents with computer access, printer/fax access (parent requested), and resources on parenting |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Parents who are especially active in the PTO are involved in the schoolwide plan. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Parents who are active in the PTO are involved in the school parents and family engagement policy. |
| How is timely information about the Title I.A program provided to parents and families? |
| Timely information about the Title I.A program is shared with families during PTO meetings and relevant school events. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Patrick Henry staff share academic information with families during semester conferences and during home visits as part of the HomeWorks! program. |

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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 attending teacher conferences each semester. Parents are encouraged to participate in the HomeWorks! program to regularly communicate with their child’s teacher. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Patrick Henry is responsible for providing high-quality instruction to all students through differentiated, rigorous, and culturally responsive curriculum. All students must be supported in regards to their physical and emotional needs by teachers and other staff members. Patrick Henry staff members are responsible for reflecting on instructional practices to make effective changes to the learning environment. |
| 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 |
| All teachers hold conferences once a semester. Families receive progress reports and report cards in accordance with the district calendar, as well as feedback on student progress through work samples. Families are able to volunteer in their student’s classroom or in the school at large, and can schedule times with teachers to come and observe the classroom. Communication between staff and families is frequent, often occurring more than once a week and always in a language that all parties understand. Dr. Rogers will be holding regular office hours for parents to meet with the principal. |

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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 |
| Patrick Henry staff meet with families to explain learning standards and assessments during conferences. Local assessments are shared with families in a timely fashion. Patrick Henry staff discuss how to monitor student progress and how to partner for academic achievement during the beginning of the year open house, conferences, home visits, and other meetings. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| Patrick Henry participates in the HomeWorks! home visit program, which provides materials for families regarding their student’s development and progress in academic and social areas. |
| 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? |
| Partnerships with organizations like HomeWorks! assists in educating school staff on the importance of family involvement and partnership. The family and community specialist also encourages staff to communicate with families frequently to build relationships. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| The family and community specialist, dean of school culture, and other school staff implement and coordinate parent programs. Ties between parents and the school are built through events such as Muffins for Moms and family dinners with HomeWorks! |
| 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. |
| Dr. Rogers plans on holding virtual office hours during the 2021-2022 school year to provide parents access to school leadership. This will serve as a chance to meet the principal, voice concerns, ask questions, and pose ideas. Dr. Rogers along with the Family Community Specialist and the school leadership team will help coordinate the programs that already exist as well as seek opportunities for more partnerships. The main coordination and integration of these programs will be the responsibility of the Family Community Specialist. Patrick Henry will also open the Parent Resource Room as soon as Covid-19 restrictions on parent access to the building are lifted. |
| **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 |
| Coordination of these efforts will be the responsibility of the Family Community Specialist and the SPED team. Supports from the district ESOL office for any necessary translation can also be provided. |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Patrick Henry has a strong partnership with several key organizations that fully support the social, emotional, physical, and academic well-being of our students. This is a point of pride for the school because the organizations involved in Patrick Henry genuinely contribute to keeping our students and families happy, healthy, and connected, and also allow teachers to focus the majority of their energies on instruction.  An area of weakness is that there is a group of parents who do not feel comfortable as of yet communicating with the school, whether to voice their concerns or ask questions. This is a point of growth for the 2021-2022 school year, and a concentrated effort will be made to provide different types of access to the school in order to reach more families and engage them in the school, their child’s classroom, and the staff as a whole. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Patrick Henry has worked diligently and creatively over the past several years to use staffing allocations to have the greatest impact on student culture and student academic achievement. Great success has been achieved in increasing reading interventions, and student data shows growth in the number of students reading on grade level and in the STAR SGP reports. Students are making academic gains because of the schedule put into place to provide RTI Tier II interventions and the passionate pursuit of the staff for greater professional development opportunities. |

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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2020-21 school year.*  Areas of growth for the 2021-2022 school year include increasing reading levels by providing uninterrupted English Language Arts blocks to all grade levels, which includes a time for guided reading and strong interventions for students at their specific reading level. This will be achieved by continuing the master schedule changes that were enacted just prior to the distance learning of Spring, 2020. We will also add the Parent Resource Room to the school site and open this space to parents once Covid-19 restrictions are lifted. |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
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| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| 1. School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2020-2021 to 2021-2022. 2. School leaders will retain at least 90% of first- year teachers | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*  X Providing high-quality professional development to teachers  X Supporting first year teachers   * Creating systems to establish a clear focus on attaining student achievement goals   X Creating a collaborative and data-driven culture through PLCs   * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Support new staff and first year teachers through an effective orientation with back to school PD 2. Utilize PLCs to provide job-embedded, ongoing professional development for all classroom teachers in the new ELA curriculum, and provide key community partnerships to every Related Arts teacher (PE: Alliance for a Healthy Generation, Art: COCA, Music: St. Louis Symphony) | | | | |
| **Funding source(s):**   1. Back to school PD costs will be less than $500 from school budget to provide binders with all orientation materials 2. PLCs have no cost associated, and Community Partnerships will have no cost associated, and each partnership is actually bringing a funding source to the teacher | | | | |

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| **Priority # 1** | Support new staff and first-year teachers through an effective orientation with back to school PD |
| **Evidence-based strategy** | 1. Provide every staff member with the Patrick Henry Binder of All Answers and provide professional development to bring staff members into a strong understanding of the logistics of the school year as well as the fundamental principles and philosophies which govern our school and school culture 2. Bring all staff together for day 1 of PD week at Filament, a professional development space where the staff can not only build a sense of team and family, but also prioritize their goals for the school year and come together in solidarity |
| **Cost to support implementation of strategy:** | Approximately $400 for binders and materials during PD sessions.  Approximately $2,000 for the PD event space at Filament |

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| **Priority # 2** | | Utilize PLCs to provide job-embedded, ongoing professional development for all classroom teachers in the new ELA curriculum, and provide key community partnerships to every Related Arts teacher (PE: Alliance for a Healthy Generation, Art: COCA, Music: St. Louis Symphony) | | |
| **Evidence-based strategy** | | For all general education teachers: meet weekly with the Academic Instructional Coach to review the following week’s ELA lesson plans in the new curriculum.  For all Related Arts teachers: meet monthly with Dr. Rogers and Shanice Webb (Family Community Specialist) to review partnerships’ successes and challenges | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | No cost anticipated | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** |  |  |  |  |
| **Teachers** |  |  |  |  |

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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** | | | | |
| Patrick Henry students will show a minimum of 1 year growth on STAR Reading assessment. | | | | |
| **Reading Plan** | | | | |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. Improving implementation of curriculum and ELA instructional best practices, building teacher capacity  2. Deepen staff knowledge of reading instructional practices, phonics instruction, and best practices in guided reading instruction | | | | |
| **Funding Source(s): N/A** | | | | |

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| **Priority # 1** | **Implementation of new ELA curriculum** |
| **Evidence-based strategy** | Professional development at district and building level  PLCs focused entirely on ELA curriculum adoption for the next week’s lesson plans  Weekly walkthrough for whole-group instruction throughout Quarter 1 |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | | Deepen staff knowledge of reading instructional practices, phonics instruction, and best practices in guided reading instruction | | |
| **Evidence-based strategy** | | Guided reading calendar for PD, roll-out, and implementation of guided reading in all general education classrooms  Weekly walkthrough with Guided Reading checklist by leadership team  Coaching sessions with leadership team on action step to improve guided reading instruction  PD with leadership team to improve guided reading instruction | | |
| **Cost to support implementation of strategy:** | | **N/A** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | All students will take STAR reading assessment to gain baseline | All students show at least 5 months growth at mid-year STAR reading assessment | Students continue to show growth in progress monitoring | All students show at least 1 year growth on end of year STAR assessment |
| **Teachers** | All classroom teachers and special education teachers will receive guided reading PD and curriculum PD from the district and school site  Leaders create walkthrough calendar and roll-out calendar for staff and distribute  All teachers test their own students in STAR reading | Leaders continue classroom walkthroughs for guided reading and curriculum  PLCs are conducted weekly for ELA curriculum adoption  Teachers conduct monthly STAR reading progress monitoring  Teachers analyze data and plan for guided reading group changes | Leaders continue classroom walkthroughs for guided reading and curriculum  PLCs are conducted weekly for ELA curriculum adoption  Teachers conduct monthly STAR reading progress monitoring  Teachers analyze data and plan for guided reading group changes | Teachers and leaders work together to analyze data and create plan for summer school students as well as reading interventions for students in 2022-2023 school year |

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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** | | | | |
| Patrick Henry students will show a minimum of 1 year growth on STAR Math assessment. | | | | |
| **Mathematics Plan:** | | | | |
| Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. Teacher PD on aggressive monitoring  2. Effective implementation of the current math curriculum with interventions added | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | **Teacher PD on aggressive monitoring** |
| **Evidence-based strategy** | **Provide job-embedded, ongoing PD on aggressive monitoring in mathematics using the current curriculum** |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | | Effectively implement the current math curriculum with interventions added | | |
| **Evidence-based strategy** | | **Provide job-embedded, ongoing PD on how to add interventions once aggressive monitoring has occurred** | | |
| **Cost to support implementation of strategy:** | | **N/A** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** |  |  |  |  |
| **Teachers** |  |  |  |  |

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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**