**SLPS Accountability Plan 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: George Washington Carver Elementary**

**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: St. Louis Public Schools**  **Name of School: George Washington Carver Elementary**  **School Code: 499** | **Check if appropriate**  **X Comprehensive School  \*\*\*Requires a Regional School Improvement Team**   * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission:** Our scholars excel, and they are prepared for success in middle school, high school, college, and beyond. Carver sparks inspiration in a public, urban school district by drastically exceeding the expectations placed on it. | | |
| **School Vision:** We create an environment where scholars empower themselves and each other to be their absolute best selves. | | |
| **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 | Brandon Cay |  | [Brandon.Clay@slps.org](mailto:Brandon.Clay@slps.org) |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | David Bassett |  | [David.Bassett@slps.org](mailto:David.Bassett@slps.org) |
| Family Community Specialist | Erica Blount |  | [Erica.Blount@slps.org](mailto:Erica.Blount@slps.org) |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) | TBD |  |  |
| ISS/PBIS Staff (if applicable) | Terrance Johnson |  | [Terrance.Johnson@slps.org](mailto:Terrance.Johnson@slps.org) |
| Teacher | Elizabeth Cummings-Fenton |  | [Elizabeth.cummings-fenton@slps.org](mailto:Elizabeth.cummings-fenton@slps.org) |
| Teacher | Morgan Siebenman |  | Morgan.Siebenman@slps.org |
| Parent | Emmett Burns |  |  |
| Parent | Precious Loving |  |  |
| Support Staff | Kathleen Wright |  | Kathleen.Wright@slps.org |
| Community Member/Faith Based Partner | Aaron Turner |  | [Christismyexample@gmail.com](mailto:Christismyexample@gmail.com) |
| Network Superintendent | Jeanine Zitta |  | [Jeanine.zitta@slps.org](mailto:Jeanine.zitta@slps.org) |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 138 | Enrollment has decreased by 36 students since the end of the 2019-2020 school year |
| **Grade Level Breakdown** | PreK-11 KG-21 1st-16 2nd-24 3rd-20  4th-26 5th-20 | Carver struggled to retain students from the 19-20 school year; we promoted a very large 5th grade class to middle school, and also saw enrollment drops in several grade levels due to the pandemic. |
| **Ethnicity** | B – 99%; H – 1% | Carver serves a predominantly African American student body |
| **Attendance** | 90/90 – 55.2%  ADA 83.9% | Attendance was affected due to COVID-19 pandemic. |
| **Mobility** | 29.60% (2019-2020) | Carver has a high level of student mobility during the school year; due to poverty and other factors, our students frequently experience housing instability and many change schools throughout the school year, at times necessitating enrollment in new schools. |
| **Socioeconomic status** | 100% qualify for Free or Reduced Lunch | Our students qualify for additional programs due to their socioeconomic status. Due to high levels of need, our scholars bring additional needs to school daily; many have housing and food instability, resulting in attendance and transportation challenges.  Many have experienced significant trauma, which impacts how they’re able to engage in learning. |
| **Discipline** | OSS - 0 | Discipline data was affected due to COVID-19 pandemic |
| **Limited English Proficiency** | 0% | Carver currently have 0 ELL students |
| **Special Education** | 7 | Carver currently has 7 students out of 138 with an IEP. |

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| **Strengths** | **Weaknesses** | **Needs** |
| As an unintended benefit of the pandemic, Carver greatly increased its communication with all stakeholders connected to the school (students, parents/guardians, community organizations, faith-based partners). | Because of enrollment drops in recent years, we have been unable to maintain two classes in several grade levels; this has posed challenges for instructional planning and enabling teachers to support one another.  We’ve also struggled to consistently meet attendance goals; high levels of instability in our students’ lives can interfere with consistent attendance. | Carver’s enrollment strategy and the zone from which we should be enrolling students remain undefined.  Because we don’t have an enrollment zone, we will continue to need to fight to enroll the building; we need support defining a strategy that can enable us to enroll the building at the levels needed and provide the services (i.e. counseling, social work, and nursing care) that they need. We also need support in better addressing attendance and mobility issues that our students face; students can’t learn if they aren’t in school. |

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| **Student Achievement**  ***(Please analyze your achievement data for ‘20-’21 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** | Scantron BOY  2142  STAR BOY  2.9 | 180MPI | Scantron EOY  2071  STAR EOY  2.5 | We did MAP test this year but haven’t received the results.  Carver’s Scantron and STAR appear to be invalid and unreliable.  Our tier 1 instruction has strengthened but the validity and reliability of these standardized assessments remain unclear as many students took them either at home or in a hybrid setting with many scoring far away from their previous trajectories. |
| **Reading** | Scantron BOY  2239  STAR BOY  2.9 | 180MPI | Scantron EOY  2161  STAR EOY  2.5 | We did MAP test this year but haven’t received the results.  Carver’s Scantron and STAR appear to be invalid and unreliable.  Our tier 1 instruction has strengthened but the validity and reliability of these standardized assessments remain unclear as many students took them either at home or in a hybrid setting with many scoring far away from their previous trajectories. Weekly lesson plan internalization protocol in ELA with teachers was a positive addition. |
| **Math** | Scantron BOY  2190  STAR BOY  3.3 | 195MPI | Scantron EOY  2167  STAR EOY  3.1 | We did MAP test this year but haven’t received the results.  Carver’s Scantron and STAR appear to be invalid and unreliable.  Our tier 1 instruction has strengthened but the validity and reliability of these standardized assessments remain unclear as many students took them either at home or in a hybrid setting with many scoring far away from their previous trajectories.  Weekly lesson plan internalization protocol in math with teachers was another positive addition. |
| **Science** | Scantron  2106 (2018-19) | 180MPI | Scantron  2106 (2018-19) | Science achievement scores on Scantron are from the 2018-19 school year as we did not test last year or this year. The 2018-19 year’s scores were below basic.  Adding a new curriculum (Mystery Science) without much district training proved to confuse staff on proper implementation.  Also, given the urgency of reading and math challenges at Carver, Science has taken a back seat in the past few years. |
| **Social Studies** |  |  |  |  |
| **CCR** |  |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Carver steadily climbed in terms of academic achievement, especially in math, throughout this school year regardless of the pandemic.  Lesson plan internalization work in ELA and math has significantly improved teachers’ subject pedagogy. Staff buy-in has improved as academic meetings have focused on internalizing lessons and preparing for various real-time scenarios. | Covid-19 required us to change schooling structures multiple times. We went from virtual to hybrid while issuing new technology and new educational platforms. Accessibility to all students was difficult and attendance was sparse at times in both the in-person and virtual settings. Standardized testing was most likely unreliable and invalid due to the testing environment. | We’ll need support in building staff capacity in our new ELA curriculum for the next school year.  Our teachers need additional support in order to be able to internalize end of year outcomes, analyze curricular pathways to mastery, and lead students toward goals daily. |

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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 implement strong, rigorous Tier 1 ELA instruction aligned to the outcomes and learning pathways outlined in their curricular materials in all content areas. In addition, teachers are charged with teaching at least 3 separate 20-minute long guided reading lessons daily across Kindergarten through 5th grades. | Due to virtual and hybrid settings, we couldn’t intervene or use guided reading to lead our students out of the challenges we’re currently facing and have redoubled our work to develop our teachers to better implement tier 1 instruction.  Using LPIP’s for both ELA and Math have greatly increased our teachers understanding of the content and their ability to implement instruction in the classroom. |
| **Instructional Programs** | PreK-5 ELA: myView Literacy (SAVVAS)  K-5 Math: EnVision Math 2.0 (SAVVAS)  K-5 Science: Exploring Science (National Geographic / Mystery Science  K-5 Social Studies: Nystrom  Reading Intervention: SIPPS and LLI | Our internalization of Envision math lessons (LPIP) with our network leaders has strengthened our understanding and implementation of mathematics.  We took advantage of the pandemic by placing a focus on teachers' knowledge of the curriculum due to lack of in-person behavioral management. We continued our work in foundational skills using the CKLA/Engage curriculum for our K-2 classrooms. This has significantly improved pacing, engagement, and phonics instruction. Additionally, we have begun implementing Thinking Jobs in Reading for K-2 classrooms which were used within of the Tier 1 CKLA block. This has supported students in accessing grade-level texts. |
| **Instructional Materials** | K-5 ELA: student workbooks and leveled readers as well as online resources and assessments.  K-5 Math: student workbooks and manipulatives to support math instruction; NatGeo science books; supporting kits of social studies materials (ex. Globes, maps, etc.)  All grade levels: classroom libraries, updated regularly, with high quality, relevant, and diverse texts selected to increase student engagement in literacy; leveled bookroom, with high quality texts and novels available at levels A-Z and updated with new titles annually. | In general, we have quality curriculum available to support students’ learning, as well as resources to help support interaction with the material.  A brand-new system of literacy development from SAVVAS to pair with our math curriculum creates a single destination for curriculum resources. |
| **Technology** | 1:1 iPad in all grades; additional  2 computer labs able to serve up to 28 students at a time.  SmartBoard and brand-new Promethean boards in every classroom and 2 of 3 ancillaries  Document cameras in use across Kg- 5th grade classrooms | The move to Microsoft Teams during virtual learning provided many opportunities to strengthen our team in technological abilities and will be a great benefit when we return to 100% in-person setting. Teachers are much more proficient using technology and our students developed practical skills that will support their access and manipulation of online content. |
| **Support personnel** | Counselor - .5 FTE  Social Worker - .6 FTE  Nurse - .5 FTE  Secretary – 1.0 FTE  Building Substitutes – 2  ICA – 1.0 FTE  PreK TAs – 2.0 FTE  Family and Community Specialist – .5 FTE | Carver lost significant support staff in the 2019-2020 school year.  We lost our PBIS role (1.0 FTE), and our Counselor, Social Worker, and Nurse all dropped to part time status.  This dramatically impacts our ability to provide essential services to our student body, 100% of whom live in poverty; our students experience extreme trauma, have significant health concerns, and cannot reliably get the socio-emotional and health support that they need in order to be able to focus on learning.  Losing 2.4 staff positions in the past year has not decreased our students’ needs, nor does it support our ability to live out the commitment we make to all of our students. |

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| **Strengths** | **Weaknesses** | **Needs** |
| We have strong curriculum and supporting materials available, especially in the area of 3-5 ELA.  Technology is available in the building and is a strength for student learning in several areas.  The addition of a supplemental instructional teacher in ELA has improved tier 1 instruction as so have weekly math LPIP meetings. | Staffing skews heavily toward academic staff, leaving staff and students unsupported on socioemotional needs.  We also don’t have the capacity to staff significant interventions in the area of academics. | We need the support staff to be able to address the needs of our students and to allow instructional staff and leadership to be able to focus on instruction. |

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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** | Non-traditional teacher pipelines:  SLTR Current Members: 3  TFA Current Corps Members – 0  TFA Alumni – 1 | We have a very young and relatively inexperienced teaching staff.  Of the 15 teachers at Carver, 8 have 5 years or less teaching in the classroom. |
| **Staff Certification** | 15 certified Teachers; 1 (certified) long term substitute; 2 tenured  1 certified Counselor (1)  1 certified Social Worker (.7) | All classroom teachers are certified in their content area. |
| **Staff Specialist and other support staff** | 1 Reading Teacher | Carver hired 1 teacher from within to serve as reading teacher for SY 2021-2022 |
| **Staff Demographics** | Total – 25; B – 9; W – 16 | Our school has 15 teaching staff; 11 of these 15 staff members identify as white.  Our school is 99% African American and is served by a predominantly young, white, female teaching staff means that we need to be doing explicit work around racial identity development and crossing lines of difference with staff. |
| **School Administrators** | Principal – 1  Academic Instructional Coach - 1 | Mr. Clay is in his 4th year as a Principal; Mr. Bassett is in his 3rd year as Academic Instructional Coach |

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| **Strengths** | **Weaknesses** | **Needs** |
| Our team is dedicated, energetic, and determined to help students attain academic and socio-emotional growth.  Recent work to support staff in breaking down and internalizing tier 1 ELA instruction has demonstrably improved the quality of student learning in our 3-5 classrooms. | One challenge we face is that the demographics of our staff don’t mirror the demographics of our students; this poses challenges when unconscious bias and lowered expectations lead us to expect less of our students.  Secondly, with a very young teaching staff, we need more opportunities to provide intensive support, development, and coaching to ensure our teachers thrive and endure | Carver needs to be able to provide teachers with additional support, coaching, and development so that they’re better able to take on the challenging work of leading students toward ambitious goals.  We also need to build teacher capacity and perseverance long-term; helping teachers feel successful in their work by improving their skills could help slow the speed of teacher turnover. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| Leadership: Leadership needs to increase teaching capacity in order to positively affect student outcomes. |
| Reading: Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA. |
| Mathematics: Increase the number of students demonstrating mastery of math standards and grade level proficiency on the MAP assessment in mathematics. |

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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: | Leadership: Leadership needs to increase teaching capacity in order to positively affect student outcomes. |
| Why? | Carver has a young staff with limited teaching experience. |
| Why? | Carver has experienced significant staff turnover over the past 5 years. |
| Why? | The challenges of teaching in a community with high levels of poverty requires that we provide teachers with additional training, support, and development. |
| Why? | Increasing number of students experiencing trauma in the classroom. |
| Why? | Decreasing allocations of support staff trained to with students experiencing trauma. |
| **Root Cause** |  |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Reading: Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA. |
| Why? | Staff are mostly very new to teaching and don’t have a clear sense for what “the bar” is for ELA and reading instruction. |
| Why? | Staff have not developed a deep understanding of standards, curriculum, and rigor in ELA; knowledge of how we build excellent readers is limited. |
| Why? | Leadership has to make “tradeoffs” in teacher development – either lesson internalization or data meetings or coaching – when all three are acutely needed to build teacher knowledge and skill. |
| Why? | Limited planning time in teacher schedules coupled with minimal time for building-led professional development during the school year. |
| Why? | Not enough professional development time is built in to the school year calendar in order to provide adequate development to teachers; reading expertise still needs to be developed further so we have capacity to support struggling readers. |
| **Root Cause** | Carver needs additional time and expertise to create and facilitate targeted teacher professional development in the area of reading, as well as in standards-aligned instruction and best practice implementing our high-quality curriculum materials. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Mathematics: Increase the number of students demonstrating mastery of math standards and grade level proficiency on the MAP assessment in mathematics. |
| Why? | Teachers don’t have a clear grasp on the bar for proficiency in mathematics instruction, lowering rigor and focusing on processes and computation instead of higher order thinking and conceptual understanding. |
| Why? | Lack of knowledge of the curriculum and standards set by the state, coupled with lack of understanding of conceptual vs. procedural instruction. |
| Why? | Staff (teachers and leaders) rely on their own prior knowledge and educational experiences when leading math instruction, falling back on older, more rote approaches to math instruction. |
| Why? | Absence of targeted professional development aligned to gaps in teacher knowledge and practice, as well as time to facilitate professional development. |
| Why? | Need for additional leader level professional development on best practices in math instruction and intervention and support in designing aligned professional development for staff. |
| **Root Cause** | Leaders and teachers do not have the content area expertise and skills needed to lead toward deep, conceptual understandings in mathematics.  As a result, we need to provide leaders and teachers with high quality professional development, time for this development, and support in deepening understanding of conceptual instruction in mathematics. |

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? |
| Carver Elementary uses various methods to obtain agreements.  They include;   * Flyers * robo calls * PTO meetings and by issuing hard copy for reading * Microsoft TEAMS |
| What are the strengths of family and community engagement? |
| FCS offered multiple meetings, resources, vendors, and community partners to enhance the lives of the parents we serve. |
| What are the weaknesses of family and community engagement? |
| Parental leadership voice strong opinions when they feel needs are not being met. Lines of communication between leadership and parents are open to address concerns.  Another factor that hinders community engagement rest with recruitment of students.  Carver is neither a neighborhood school, or a magnet school, making it difficult to recruit and retain students and families. |
| What are the needs identified pertaining to family and community engagement? |
| Identified needs include;   * A parent resource room * computers for parental needs * washer and dryer for parents |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Parents are invited to meetings and activities for involvement. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Parents are invited to meetings, given surveys for input and evaluations. |
| How is timely information about the Title I.A program provided to parents and families? |
| Flyers, robo calls, newsletters, face to face contact, Microsoft TEAMS |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Printed brochure information is dispersed on subject matter. |

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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? |
| Bring student to school, homework help, school supplies, adequate rest and proper hygiene. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| * Maintain highly qualified principals, teachers and full-time staff members. * Have high expectations for all students and demand excellence. * Encourage students to be on their best at all times. * Inform parents about students’ progress. * Provide a positive communication line between home and school. * Provide appropriate homework assignments and assistances to parents if needed or requested. * Provide Report Cards four times a year to showcase students’ progress. * Hold scheduled Parent/ Teacher Conferences. * Provide parent’s opportunities to volunteer and to participate in their child’s education. |
| 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 |
| * Parent teacher conferences occur districtwide twice over the course of the school year * Monthly newsletters are sent home to parents * Parents are encouraged to volunteer in the school through PTO meetings * Parents and teachers exchange contact information at the beginning of the year |

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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 |
| * Flyers * Progress reports * social worker * Counselor * Family Community Specialist |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| In addition to parent meetings there will be workshops offered as need to give parents support and training. Parents are also encouraged to meet teachers during their planning time if they need additional support, to introduce parents to current technology so that they are equipped to perform and understand what the students are experiencing, and proving them with college and career readiness skills. |
| 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? |
| Professional Development |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| SLPS has scheduled Professional Development days, which are designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents and families. The district also offers off-site training and professional development opportunities. |
| 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. |
| Soliciting community partners, speakers, and agencies that disperse information, parent workshops, and literature to bring information to parents. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Due to low numbers, Carver Elementary did not have a full time FCS during the 2020-2021 school year. As a result, many of the responsibilities of the FCS were transferred to classroom teachers and school support staff. As a result of this shift, parent communication did improve. However, it did add more responsibility to the classroom teacher. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths   * Student Support Team and Attendance Team meet weekly to address academic, behavior, and attendance concerns * Parents and families have been receptive to the changes made in the school and have been supportive with getting students to school and online * Overall community perception of the school is strong   Weaknesses   * Due to the COVID-19 pandemic, limited events have been possible for parent family participation * Parents and families need additional support with understanding the academic expectations and rigor at each grade level |

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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.*   1. *Establish new PTO president w/principal* 2. *Develop events with PTO and school community 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.*   * Providing high-quality professional development to teachers   X Supporting first year teachers   * Creating systems to establish a clear focus on attaining student achievement goals * Creating a collaborative and data-driven culture through PLCs   X Establishing a positive culture and climate   * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Developing a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration. 2. All staff understanding and support of trauma informed practices and being a culturally responsive school. | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | Developing a professional culture of high expectations, staff support recognition of outstanding work, and collaboration. |
| **Evidence-based strategy** | Weekly Newsletter highlighting staff accomplishments  Missouri Leadership Development Series  Relay School for Education protocols  Weekly Data Meetings  Observation/Feedback Cycles  Lesson Planning and Internalization |
| **Cost to support implementation of strategy:** |  |

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| **Priority # 2** | | All staff understanding and support of trauma informed practices and being a culturally responsive school. | | |
| **Evidence-based strategy** | | 2nd Step SEL Curriculum  Missouri Leadership Development Series  Alive and Well STL training on a quarterly basis  Ron Clark House System | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | ISS Monitor – $31,000 (salary + benefits)  Ron Clark House System -- $1,800  Second Step Materials -- $1,500 | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | Panorama Survey on School Climate (56% 2019SY) and Safety (41% 2019SY)    Average 70% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations | 61% of students/staff perceive overall social and learning climate is positive  46% of students/staff perceive physical and psychological  is positive  Average 80% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations | 65% of students/staff perceive overall social and learning climate is positive  50% of students/staff perceive physical and psychological  is positive  Average 90% of students meet achievement criteria to participate in weekly/ monthly school-wide celebrations | 70% of students/staff perceive overall social and learning climate is positive  56% of students/staff perceive physical and psychological  is positive  Average 95% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations |
| **Teachers** | 100% of teachers receive training on WDM, O/F Cycles, Lesson Plan Internalization  Weekly classroom walkthroughs result in 90% action steps from Management Trajectory (RELAY protocols)  Create Minute by Minute Schoolwide routines and procedures with 100% of staff in preparation of upcoming school year  Establish achievement criteria and activities for  monthly school-wide celebrations | Observes teachers implementing RELAY protocols 2 times per month and maintains 50- 90% of observations in observation tracker  Weekly classroom walkthroughs result in 50% action steps from  Management Trajectory and 50% from Rigor Trajectory (RELAY protocols)  100% of certified staff participate in school-wide practice of targeted operational procedures | Observes teachers implementing RELAY protocols 3 times per month and maintains 90% of observations in observation tracker  Weekly classroom walkthroughs result in 20% actions steps from Management Trajectory and 80% from Rigor Trajectory (RELAY protocols)    100% of certified staff participate in school-wide practice of targeted operational procedures | Observes teachers implementing RELAY protocols every week and maintains 90% of observations in observation tracker    Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols)  Review and revise schoolwide routines and procedures for the next school year with 100% of all school staff |

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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** | | | | |
| EOY Standardized STAR assessments will show that 50% of students grades 2-5 are reading at/above grade level.  MOY standardized STAR assessments will show an increase from BOY STAR assessments that indicates a trajectory of growth to meet this goal (growth of 50% of deficit from BOY to MOY). | | | | |
| **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. Administer tier 2, pull-out reading intervention utilizing K-12 reading specialist | | | | |
| **Funding Source(s):**Comprehensive Schools funding | | | | |

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| **Priority # 1** | Improving implementation of curriculum and ELA instructional best practices, building teacher capacity |
| **Evidence-based strategy** | 1. RELAY protocols – Weekly Data Meetings, Observation Feedback, Lesson Plan Internalization 2. MyView ELA curriculum 3. Standards-based instruction |
| **Cost to support implementation of strategy:** | ELA Lead Teacher - $70,163.49,000 (salary + benefits)  Weekly LPIP/WDM – $9,000 extra service pay per semester  Additional planning, resources, and professional development time outside of the traditional school day - $12,700  UnboundEd Standards Institute - $18,000 (3 people at $6,000 a person) |

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| **Priority # 2** | | Administer tier 2, pull-out reading intervention utilizing K-12 reading specialist | | |
| **Evidence-based strategy** | | 1. SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) 2. Research-based foundational skills program proven to help both new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading | | |
| **Cost to support implementation of strategy:** | | N/A | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | 100% of students complete STAR Reading and SIPPS placement assessments. | On STAR reading in grades 2-5, 35% of student body will be reading at or above grade level (assuming 20% on GL at BOY).  All students reading below grade level will perform minimally at 51st SGP on Mid-Year screening. | On Q3 STAR reading in grades 2-5, 42% of student body will be reading at or above grade level (assuming 20% on GL at BOY).  All students reading below grade level will perform minimally at the 55th SGP on Quarter 3 screening. | EOY STAR will show that 50% of students grades 2-5 are reading at/above grade level. All students reading below grade level will perform minimally at the 60th SGP on EOY screening. |
| **Teachers** | 100% of staff participate in beginning of year professional development; Lesson Plan Internalization meetings are scheduled at regular times across first semester.  50% of staff will transition from LPIP to WDM’s with a focus on closing the mastery gap and addressing unfinished learning  Reading specialist (with help from AIC) will assess 95% of k-5 students using SIPPS placement assessments and determine students to enroll in tier 2 intervention. | Lesson Plan Internalization meetings have occurred with 90% fidelity across the semester; in observation, 80% of teachers are on pace with district and building level pacing guidance.  70% of staff will transition from Engage LPIP to WDM’s with a focus on closing the mastery gap and addressing unfinished learning  Reading specialist will graduate 25% of students out of tier 2 intervention after interpreting formative and summative SIPPS data. Reading specialist will replace those graduates with students whose needs were identified BOY | Lesson Plan Internalization meetings have occurred with 90% fidelity during Quarter 3; in observation, 100% of teachers are on pace with district and building level pacing guidance.  80% of staff will transition from Engage LPIP to WDM’s with a focus on closing the mastery gap and addressing unfinished learning  Reading specialist will graduate 25% of students out of tier 2 intervention after interpreting formative and summative SIPPS data. Reading specialist will replace those graduates with students whose needs were identified BOY | Lesson Plan Internalization meetings have occurred with 90% fidelity across second semester; in observation, 100% of teachers are on pace with district and building level pacing guidance.  90% of staff will transition from Engage LPIP to WDM’s with a focus on closing the mastery gap and addressing unfinished learning  Reading specialist will graduate 25% of students out of tier 2 intervention after interpreting formative and summative SIPPS data. |

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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** | | | | |
| EOY standardized STAR math assessments will show that 60% of students grades 2-5 are at/above grade level.  MOY standardized STAR assessments will show an increase from BOY STAR that indicates a trajectory of growth to meet this goal (growth of 50% of deficit from BOY to MOY). | | | | |
| **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. Lesson Internalization using Tier 1 (EnVision 2.0)  2. Leader and teacher development on teaching math concepts | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | Lesson Internalization using Tier 1 (EnVision 2.0) |
| **Evidence-based strategy** | 1. RELAY protocols – Weekly Data Meetings, Observation Feedback, Lesson Plan Internalization 2. EnVision 2.0 curriculum / Explicit, systematic instruction |
| **Cost to support implementation of strategy:** | $ 5,000 for lesson plan internalization preparation |

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| **Priority # 2** | | Leader and teacher development on teaching math concepts | | |
| **Evidence-based strategy** | | 1. **Effective implementation of gradual release in mathematics instruction utilizing EnVision curriculum**  * Minimum of 90 minutes of regular classroom instruction in mathematics including: direct instruction, independent practice, and small-group intervention * Lesson plan internalization: co-planning and lesson plan feedback provided by AIC/Principal  1. **Unbound Ed Standards Institute** | | |
| **Cost to support implementation of strategy:** | | UnboundEd Standards Institute - $18,000 (3 people at $6,000 a person)  $12,700 for external facilitator pay and extra service pay for staff to attend math PD | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | 100% of students complete STAR Math initial assessment. | On STAR Math, 47.5% of student body will be performing math at or above grade level (assuming 35% on GL at BOY – consistent with numbers when we had STAR Math in 17-18). All students performing math below grade level will perform minimally at 51st SGP on Mid-Year screening. | On Q3 STAR Math Progress Monitoring, 53% of student body will be performing math at or above grade level (assuming 35% on GL at BOY – consistent with numbers when we had STAR Math in 17-18). All students reading below grade level will perform minimally at the 55th SGP on Quarter 3 screening. | EOY STAR Math will show that 60% of students grades 2-5 are performing math at/above grade level. All students reading below grade level will perform minimally at the 60th SGP on EOY screening. |
| **Teachers** | 100% of staff participate in beginning of year professional development; Lesson Plan Internalization meetings are scheduled at regular times across first semester. | Lesson Plan Internalization meetings have occurred with 90% fidelity across the semester; in observation, 80% of teachers are on pace with district and building level pacing guidance.  70% of staff will transition from Envision LPIP to WDM’s with a focus on closing the mastery gap and addressing unfinished learning | Lesson Plan Internalization meetings have occurred with 90% fidelity during Quarter 3; in observation, 100% of teachers are on pace with district and building level pacing guidance.  80% of staff will transition from Envision LPIP to WDM’s with a focus on closing the mastery gap and addressing unfinished learning | Lesson Plan Internalization meetings have occurred with 90% fidelity across second semester; in observation, 100% of teachers are on pace with district and building level pacing guidance.     90% of staff will transition from Envision LPIP to WDM’s with a focus on closing the mastery gap and addressing unfinished learning |

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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**