**20xx**

**SLPS Accountability Plan Template**



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

**We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the SLPS Transformation 4.0 Plan, which support the Continuous Improvement Theory of Action:**

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

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

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

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



**2023 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/media/pdf/consolidated-federal-programs-plan) **and** [**DESE’s LEA/School Improvement Guide)**](https://dese.mo.gov/media/pdf/msip-6-comprehensive-guide)

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA** * **School** | **Name of LEA:**  **Name of School:**  **School Code:** | **Check if appropriate**   * **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:** | | |
| **School Vision:** | | |
| **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 | Lisa R. Small |  |  |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | - |  |  |
| Family Community Specialist | Suzanne Murphy |  |  |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) |  |  |  |
| ISS/PBIS Staff (if applicable) |  |  |  |
| Teacher | Dawn Johnson |  |  |
| Teacher |  |  |  |
| Parent | Jerricka Anderson |  |  |
| Parent | Kristen Miller |  |  |
| Support Staff | Rochelle Ford |  |  |
| Community Member/Faith Based Partner | Paster Perkins |  |  |
| Network Superintendent |  |  |  |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment** | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 270 | |  |  |  | | --- | --- | --- | |  | **Beginning of Year Enrollment** | **End of Year Enrollment** | | 2020-2021 | 296 | 280 | | 2021-2022 | 302 | 287 | | 2022-2023 | 285 | 270 | |
| **Grade Level Breakdown** | Preschool: 80  Kindergarten: 40  1st: 38  2nd: 24  3rd: 35  4th: 25  5th: 28 | Fewer students in 4th and 5th grade. |
| **Ethnicity** | Black: 97% (280)  White: 1% (3)  Multiracial: 1% (1)  Asian 1% (2) | Washington Montessori participates in the annual magnet school recruitment fair to promote the school and to expose the program to a diverse audience. Information cards are completed by interested families and the FCS follows up with families to offer a tour of the school. |
| **Attendance** | |  |  |  | | --- | --- | --- | |  | ADA | 90/90 | | As of 5/20/2021 | 82.9% | 52.3% | | As of 5/26/2022 | 85.78 | 52.8 | | As of 5/25/2023 | 88.0 | 59.5 | | Parents/family members reported reasons for absences as such: Bus/Rescue bus/cab not arriving, student missed bus (no one can bring student to school), parent transportation issues, student/parent/family sickness (COVID and non-COVID), deaths in the family, families traveling out of town, families affected by community violence, parents not wanting their student to stand at the bus corner because of unsafe neighborhood, parent work schedule conflict with school schedule and shared parental custody issues.  However, ADA and 90/90 have been trending upward since SY 2-21 |
| **Mobility** | 5.4% (15 students) | Families have been subjected to financial duress due to COVID-19 along with death of one or more parents of students, personal hardships among families, and reasons that are confidential. |
| **Socioeconomic status** | 100% Free and Reduced Lunch | -- |
| **Discipline** | 2 Out of School Suspension | Smaller classroom sizes, trauma PD, ISS program, and revision of discipline systems provides tools for students to remain in the classroom and at school. |
| **Limited English Proficiency** | 3 students  1% of student population | Number has not changed. Students are receiving services from ELL office. (one 5th grader and two third graders) |
| **Special Education** | 42 Students  29 K-5  13 ECSE  15% of total population | Increase in the number of ECSE students. |
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| **Strengths** | **Weaknesses** | **Needs** |
| The addition of the ISS program and the revision of systems to support student behavior in the classroom provided opportunities for students to receive instruction on site  Addition of a Special Education Teacher and a Cross Cat Classroom.  Expansion of the School Leadership team to include the School Social Worker, Counselor, Secretary, Building Steward, AIC, ISS monitor, FCS, and School Nurse  Increase in parent and community support and involvement | Student attendance and mobility due to the impact of COVID-19 | Resources to ensure that students are able to attend school  Continue to expand upon SEL practices to minimize classroom disruptions and dysregulated students.  Therapists/personnel and a continuation on trauma-informed PD with addition of SEL for current staff members.  Systems and programming to support and encourage families to ensure that students attend school. |

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| **Student Achievement**  ***(Please analyze your achievement data for 22-23 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **22-23 performance** | **23-24 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 1.0 | .8 | 1.0 | WM achieved our schoolwide goal of .8 months of growth in Star Reading. This was attributed to an increase in adherence to the established daily uniform guided reading block which encouraged student participation in daily guided reading sessions with use of reading protocols, fiction/non-fiction leveled texts, targeted specific learning needs and appropriate scaffolding. The addition of SAVVAS my view and its availability of resources also attributed to school-wide growth |
| **Reading** | 1.0 | .8 | 1.0 | WM achieved our schoolwide goal of .8 months of growth in Star Reading. This was attributed to an increase in adherence to the established daily uniform guided reading block which encouraged student participation in daily guided reading sessions with use of reading protocols, fiction/non-fiction leveled texts, targeted specific learning needs and appropriate scaffolding. The addition of SAVVA my view and its availability of resources also attributed to school-wide growth |
| **Math** | 1.1 | .8 | 1.1 | WM surpassed achieving our school wide goal of 1.1 months of growth in Star Math. This was attributed to frequent small groups and differentiated instruction with a reteach focus of select priority standards to address identified student misconceptions. Student engagement with hands-on activities, visual aids and real-world experiences were contributing factors as well. |
| **Science** | - | - | - | The percentage of students in the Far Below Basic range decreased on CFA/CSA #2 and #3. On **CFA #2,** there were 100% BB and FBB. On **CSA#2**, there were 17% BB and FBB, 29% Basic, 13% Proficient, and 4% Advanced. One **CFA #3** there were 100 BB. On **CSA #3**, there were 22% BB, 21% Proficient and 7% Advanced. |
| **Social Studies** | - | - | - |  |
| **CCR** |  |  |  |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| STAR Reading- Washington Montessori SURPASSED our annual reading goal with a schoolwide GE average of 1.0 for grades 1st to 5th.and a 1.1 GE schoolwide average in Math for grades 1st to 5th.  Fewer students in the 49% quartile and above range in STAR Reading and Math  Addition of online program, Exemplars.com  *Schoolwide participation in CFA’s, CSA’s, and Savvas Realize* | 89% of the student population scored below proficiency (80%) in reading and math.  Although more students have moved from B, BB, and FBB range in science, we will need to move more students to proficiency | Professional Development to address differentiation and small group instruction, in guided math to address the highest leverage of student misconceptions in mathematics  Continue to focus on Retention of Highly Qualified Staff to bring forth instruction that is consistent and rigorous  More focused on analyzing student work samples and standards-based instruction for the WDM. Continue to maintain a uniformed guided reading block aligned to Jan Richardson, A-Z reading protocols, and Savvas. Continue to implement differentiated and small group instruction in ELA and Math with fidelity. Focus on science instruction with more PD and clear expectations |

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| **STAR READING** | | | | | **STAR MATH** | | | | |
|  | FALL | WINTER | SPRING | GROWTH |  | FALL | WINTER | SPRING | GROWTH |
| 1ST | 1.7 | .3 | 2.3 | ,6 | 1ST | .8 | .8 | 1.6 | .8 |
| 1.22ND | 1.2 | 1.8 | 1.9 | .7 | 2ND | 1.2 | 1.8 | 2.3 | 1.1 |
| 3RD | 1.9 | 2.7 | 3.1 | 1.2 | 3RD | 2.1 | 3.0 | 3.5 | 1.4 |
| 4TH | 2.3 | 3.1 | 3.4 | 1.1 | 4TH | 2.6 | 3.5 | 4.0 | 1.4 |
| 5TH | 3.1 | 3.7 | 3.7 | .6 | 5TH | 3.2 | 3.8 | 3.7 | .5 |
|  | 2 | 2.3 | 3 | 1.0 |  | 2.0 | 2.6 | 3.0 | 1.0 |

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| **ELA** | **CFA #1** | **CSA #1** | **CFA#2** | **CSA#2** | **CFA#3** | **CSA #3** |
| KG | 51% | 66% | 44% | 66% | 65% | 73% |
| 1ST | 34% | 45% | 52% | 52% | 62% | 45% |
| 2ND | 37% | 48% | 62% | 57% | 56% | 62% |
| 3RD | 27% | 58% | 26% | 58% | 35% | 76% |
| 4TH | 24% | 40% | 38% | 50% | 30% | 63% |
| 5TH | 34% | 37% | 34% | 58% | 42% | 55% |
|  | 35% | 49% | 43% | 57% | 48% | 62% |

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| **MATH** | **CFA #1** | **CSA #1** | **CFA#2** | **CSA#2** | **CFA#3** | **CSA #3** |
| KG | 37​% | 67​% | 66​% | 54​% | 40​% | 59​% |
| 1ST | 26​ | 32​ | 31​ | 35​ | 43​ | 49​ |
| 2ND | 22​ | 42​ | 38​ | 82​ | 30​ | 58​ |
| 3RD | 28​ | 59​ | 18​ | 55​ | 32​ | 75​ |
| 4TH | 31​ | 32​ | 18​ | 37​ | 20​ | 40​ |
| 5TH | 24​ | 29​ | 21​ | 29​ | 24​ | 35​ |
|  | **37**​ | **45**​ | **34**​ | **44**​ | **32**​ | **53**​ |

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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** | Targeted and Priority standards are identified by the district pacing and are assessed via district CFA’s and CSA’s. | WM uses the priority standards and district pacing as a framework to guide standards-based instruction and data collection via pre and posttests, re-teaches, CFA’s and CSA’s. |
| **Instructional Programs** | Missouri Learning Standards  STAR/Renaissance Learning  Guided Reading/Balanced Literacy  Envision 2.0 (Pearson)  Science (National Geographic)  Social Studies (Nystrom)  Math Exemplars  Savvas Realize  Montessori work cycle for the Montessori certificated staff members | We will continue to focus on standards-based instruction with pre and posttests and re-teaches via weekly data meetings. We will also dive deeper into the data as a significant tool to drive instruction and grouping. Instructional Programs at Washington Montessori are supported by the use of pacing and curriculum guides, lesson planning, integration of the priority standards, accountability measures to differentiate instruction and aggressive monitoring tasks. |
| **Instructional Materials** | Savvas for 3rd-5th, Pearson Success Math Kg-5th, National Geographic- Exploring Science Kg-5th, Text and Norstrom Social Studies. Kg-5th  Exemplar.com for Math (supplemental)  Montessori work cycle and materials | Use of the instructional materials are guided by district pacing and curriculum guides for each content at each grade level. We will also integrate practices with the Scantron performance and Achievement series, guided reading, and instructional activities from the curriculum |
| **Technology** | CFA’s and CSA’s, iPads for preschool students, Smart/Promethean Boards, Renaissance Learning/STAR, Learning A-Z, Microsoft Teams, Freckle, and Success Maker. | Technology is supported by linking teachers and students to content, resources and systems to help improve instruction and to personalize learning. Promethean boards are installed in all classrooms from Kg to 5th grade and Related Arts. Students at Pk, 2nd - 5th grade are assigned iPads for instructional use throughout the school year. |
| **Support personnel** | Academic Instructional Coach (AIC)  Instructional Care Attendant for SPED (ICA)  Teacher Assistants (Pre-K and Montessori Classrooms)  .5 Social Worker  Family Community Specialist (FCS)  ISS Monitor | Our full time School Counselor, .5 Social Worker, and our full time Family Support person seek to acquire the necessary support and resources that students and families need to achieve academically beyond the classroom. In addition, the support personnel seek to link students and their families to additional special services as needed inside of the classroom and school wide.  ISS monitor provided opportunities for students with behavior concerns to remain on campus |

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| **Strengths** | **Weaknesses** | **Needs** |
| Teachers and students have access to technology and grade level instructional materials  Guided Reading format, groupings according to data and strategies and SIS gradebook  Weekly Data meetings  Freckle for Math  Success Maker for ELA  ***Math Exemplars integration*** | Maximizing instructional time  Use of technology for Mid Course corrections  Creating Custom teacher made assessments  Rigorously utilizing support personnel for small group instruction | Establishing Intervention groups with intentionality for students performing below grade level.  Some teachers require more training on dissecting data and identifying trends to inform instruction  Teacher training on how to navigate through Renaissance and creating Custom Made Assessments.  Fully Certificated Classroom Teachers  Fill staff vacancies with district support |

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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** | All certified and non-certified staff participate in SLPS District and School-Wide PD. All classrooms, with the exception of one Pre-k (ILA) classroom, were covered by HQTs. SPED resource teacher was an ILA | We began the school year fully staffed and with Highly Qualified Teachers in every classroom with the exception of 1 Prek Classroom (ILA). Improvement with teacher retention. and 1 resignation at the beginning of the school year. Currently 3 teachers have retired and 1 was non-retained. |
| **Staff Certification** | 3 Pre-K –All certified and Montessori trained with 4 non-cert TAs. 1 ILA  1 ECSE-Certified Teacher and 2 non-cert ICA  3 KG- Certified (1 Montessori trained)  1 1st/2nd/3rd year Montessori –Certified and 1 non-Cert TA, 1 ICA  1 split grade level classrooms (KG/1)  1 1st grade-Certified  1 2nd grade-Certified  2 4th grade-Certified  2 fifth grade-2 certified  Sped Resource-ILA  Sped Cross Cat-1 certificated  Related Arts- 3 Certified  Reading Specialist-Certified | WM began the school year with a fully certificated staff in all classrooms. |
| **Staff Specialist and other support staff** | 1 Academic Instructional Coach  1 full-time counselor vacancy  1 part-time social worker (.5 allocation)  1 full-time Family Community Specialist  1 ISS monitor  1 Reading Teacher  1 Sped Resource teacher  1 Full time nurse | Trauma-informed support staff needed for students with severe behaviors  Full-time social worker needed to address attendance concerns and the supports of families in transition and with various needs  Full time counselor needed to support students and the IEP process |
| **Staff Demographics** | 1% Male, 99% Female  54% African American, 46% Caucasian, | Desire is to have more diversity represented in Staff population |
| **School Administrators** | Lisa R. Small-Principal | Principal has completed 6 years |

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| **Strengths** | **Weaknesses** | **Needs** |
| All grade level classrooms were covered at the beginning of the year by certified staff with the exception of 1 pre-K classroom that was covered by an ILA  Related Arts Positions were filled in order to support the music, art and PE program and to provide teacher planning period  Staff is taking ownership of working together to provide feedback and re-author school-wide culture and climate | One first grade teacher resigned | Increase Staff retention for all HQTs.  Continued supports for first-year teachers that involve trauma-informed practices and classroom management strategies.  Utilize support staff more rigorously with small group instruction  Full time Social Worker  Full time trauma and behavior therapists/specialist  SEL PD  Full Time Counselor |

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| **23-24 Priorities Prioritized areas of *Need* for 23-24 based on needs assessment/data analysis** |
| Teacher Retention: The School Leader will continue to work more effectively on the recruitment and retention of certified teachers |
| Reading: Increase the growth rate and the number of students reading on grade level and demonstrating proficiency in ELA on the MAP Assessment |
| Mathematics: Increase the number of students demonstrating mastery of math standards and grade level proficiency in Math on the MAP Assessment |

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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: | Teacher retention |
| Why? | The school leader must seek and receive the appropriate support with finding interview candidates who are prepared or experienced to work with students facing trauma and high poverty. |
| Why? | New teachers lack the knowledge of classroom management and behavior strategies for students facing trauma and severe behavior issues |
| Why? | New teachers tend to become more focused on student behavior versus instruction and begin to feel overwhelmed. |
| Why? | There are limited site-based resources to support student behavior. |
| Why? | Continuous PD and work to understand student behavior and appropriate supports and resources are required |
| **Root Cause** | An overwhelming number of students with severe behavior concerns causes feelings of failure and frustration in teachers. As a result, new teachers feel unsupported and resign from the assignment. Schools require supports for students on site (ISS, therapeutic counselors, trauma informed PD, district policies regarding K-2 students) |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Increase the growth rate and the number of students reading on grade level and demonstrating proficiency in ELA on the MAP Assessment |
| Why? | Teachers require coaching on how to use academic data to frame the instructional approach in terms of large groups, small groups, and for individual students (differentiation). |
| Why? | Teachers lack the knowledge of unpacking the standards and making the connection to the curriculum |
| Why? | Although the district curriculum is the guide, teachers need support on how to conceptualize its parts in order to support the expansion and transfer of knowledge. |
| Why? | Teachers should be consistently prepared with student work to support the Weekly Data Meeting process. |
| Why? | Teachers require coaching to close the gaps in their own knowledge among ELA content and learning standards and how to align the two with district and state assessments |
| **Root Cause** | Teaching capacity in ELA and Reading requires more support in terms of using data to inform instruction and to triangulate curriculum, standards, and assessments to improve achievement. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Increase the number of students demonstrating mastery of math standards and grade level proficiency in Math on the MAP Assessment |
| Why? | Teachers require coaching on how to use academic data to frame the instructional approach in terms of large groups, small groups, and for individual students (differentiation). |
| Why? | Teachers growing in the knowledge of unpacking the standards and making the connection to the curriculum |
| Why? | Teacher growing in the ability to understand constructing the exemplar and its components to solving multi step math problems and how the exemplar aligns with the standards in order to name the gaps between the students’ work |
| Why? | Although teachers can name the misconceptions, they require supports with constructing the reteach structure and materials needed to support the understanding |
| Why? | Teachers require a clear action step for reteaching in terms of stamping the understanding. |
| **Root Cause** | Teachers require support at improving their instructional skillset in terms of fostering a deep conceptual understanding of mathematical concepts. |

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| **School Parent and Family Engagement Policy** |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy? |
| The School Parent and Family Engagement Policy will be sent home with every student for the parents to read and sign with their child. The agreement will contain simple and easy to read language so that every party understands his/her responsibility. For families that transfer late, the School Parent and Family Engagement Policy will be included in the enrollment package. In addition, families will receive the Washington Montessori Student Handbook along with the Parent and Student Code of Conduct, which requires the signatures of students and parents to ensure the understanding of policies**.** |
| What are the strengths of family and community engagement? |
| The strengths (Glows) of Washington Montessori are that all classrooms have certificated teachers. The school has provided a safe student arrival/dismissal (new PMK app). There has been an increase in virtual learning participation since January. There has been a reduction in student behavior incidents. Washington Montessori can provide safe and duty-free lunch for staff. Montessori offers virtual activities for students (field trips, GITK). In addition, there has been growth Parental Supports and Communication (Calls, Dojo, Teams; and that Montessori is becoming Data Driven. |
| What are the weaknesses of family and community engagement? |
| The weaknesses (Grows) of Montessori are parent responses to school communication. Our school Goal is 100%. Engaging approximately 50 families in virtual learning and assessments, student adjustment to “New Normal”, academic achievement, underperforming in Reading and Math, teachers adjusting to hybrid teaching, and student attendance. |
| What are the needs identified pertaining to family and community engagement? |
| Identifying the features that best support students, enhance staff understanding of family-community needs, and build a stronger school reputation. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Each year, Washington Montessori holds an annual review and revision meeting to plan for the next school year. In addition, parents are involved in an organized, ongoing and timely way to plan, review, and improve programs such as the school parent and family engagement policy and school- wide plan quarterly. They are given the opportunity to collaborate, contribute, and implement programs, activities, and procedures for the involvement and engagement of parents, teachers, family members, and community stakeholders. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Share policy and compact at Curriculum Night; Share policy on school website; Feedback/Comments box on the school’s Title I.A information tab; Parent surveys at the end of the year; In addition to agenda item at PTO meeting(s). Overall, parents are invited to all monthly annual meetings. Parents are encouraged to give feedback to help improve each school year. |
| How is timely information about the Title I.A program provided to parents and families? |
| All parents and families will be informed about Title 1 meetings via a flyer sent home with each student, our school website, email, phone calls, text messaging, parent conferences, parent information board, monthly calendar of events, and the marquee in front of the school. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| |  | | --- | | **Share information at Curriculum Night, Monthly or weekly Newsletters, Parent/Teacher Conferences – Fall/Spring – Teachers will share MAP Achievement data; School Website –The school website will have information about courses and curriculum. In addition, aiding parents, as appropriate, in understanding:**   1. **The Missouri Learning Standards.** 2. **How to monitor a child’s progress.** 3. **How to work with educators to improve the academic achievement of their children.** | |

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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? |
| * Monitor scholar’s attendance. * Communicate with my child daily; ask questions about assignments and projects given in each class. * Communicate with my scholar’s teacher regarding any questions or concerns about my scholar’s individual goals for learning and behavior. * Use the interactive homework assignments to review problems that my scholar was unable to complete and send feedback to the teacher in the space provided. * Attend as many as possible of my scholar’s school parent meetings, conferences, and activities. * Being an active, engaged parent in the decision-making process about my scholar and what might be the best educational practices for him/her * Encourage my scholar to follow the rules and regulations of the school. * Respond promptly to all calls, letters, and correspondence from the school.   Keep contact information and medical records current. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| * Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet Missouri standards. * Create a partnership with every family in my classroom by establishing open lines of communication with parents concerning their scholar’s school performance. * Provide parents with frequent reports on their scholar’s progress. Specifically, the school will provide the following reports: Progress reports, report cards, conferences, district e-mails, monthly calendars, school counselor meetings Notification of standardized test results. * Hold two formal district-wide Parent Conferences as well as have school-wide conferences to address academics. * Provide parents the opportunity to volunteer and participate in their scholar’s class and to observe class activities. * Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Report card conferences, district e-mails, other scheduled conferences, classroom Do-Jo, and phone calls.   Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. |
| 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. |
| The compact is shared with families at Registration in August, and Parent-Teacher conference are conducted once each semester as a district mandate  Quarterly progress reports AND report cards are provided  Staff are available to families via telephone call or e-mail and accessible by appointment during teacher planning times and parent teacher conferences.  Washington Montessori also uses Class Dojo as a communication tool. The district provides access to interpreters for ESOL families in their language |

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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 |
| Regularly Scheduled PTO meetings, parent teacher conferences, introduction at Title 1 Open House, Newsletters, Literacy Nights, Title 1 Review and Revision Meetings 0 |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| We offer an Open House/Title 1 informational night to provide families with resources and information regarding the school year. Included is information on how to partner at home. Parents are encouraged to meet with teachers, staff and administration in addition to PTO meetings |
| 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? |
| School personnel participate in district wide and site-based professional development days. In addition, there are staff meetings and weekly data meetings that provide opportunities for staff to be equipped to share information with parents. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parents are a significant part to the planning and the establishing of the school vision and mission as they are invited to certain sessions of Back-to-School PD. Parents are given a parental involvement interest/survey along with a sign in sheet for their specific interests including teacher hiring, retention, and appreciation. Parents are provided with volunteer opportunities that cover field, classroom, and school wide experiences. In addition, we examine the data of parent participation with past events to determine the interests and level of engagement. |
| 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. |
| The parent organization has recommitted to working with WM to engage more families. They have had several planning meetings for the upcoming school year and a social media page. There will be quarterly meetings with the principal and greater access to the site- based parent resource center. Families will be more visible throughout the school on a consistent basis. We will communicate via newsletter, phone-calls, Class Dojo, e-mail, and district school reach-calls, in order to ensure that we are reaching our 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 |
| WM works closely with the ESOL office of SLPS to support families with limited English proficiency. We will make sure that our LEP families are provided with District provided interpreters. We have access to 2 wheelchair lifts for families with physical disabilities and an elevator. We have a social worker, school counselor, and Family Community Specialist who work in tandem with each other and the SLPS Students in Transition Office. Lastly, WM has access to an ESOL specialist who services students to ensure that language is translated and communicated as necessary at all school based conferences and events |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Parent and community involvement is growing and becoming more rigorous at Washington Montessori. Families are eager to collaborate with stakeholders in order to effectively support students, teachers, and instructional programs at our school. They are also eager to support behavior and socialization among students. Family involvement became stronger at the end of the school year due to the support of a revitalized music program and collaboration with staff and leadership. Relationships are growing and parents are eager to partner. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Washington Montessori has made respectable gains in several areas over the past two years. We have embraced systems and structures to provide a framework for a safe and orderly learning environment such as, entry into the building, morning meeting, and protocols of PBIS, along with detailed classroom management plans and identifiable classroom and school-wide expectations. We have embraced a framework for weekly data meetings, which supported the ability of teachers to use data to frame instruction. Staff meetings have also embraced an academic focus in order to maximize the opportunity to build teacher capacity. Along with resetting our culture as necessary, teachers have worked together to re-author and take ownership of some school wide systems as part of the shared vision and to facilitate school wide professional development on pertinent topics.  Although parental involvement has increased exponentially, we will continue our work in cultivating and maintaining interpersonal parent relationships and increasing and strengthening community partnerships. In addition, we will continue to close the relationship gap among teachers, parents, and community partners so that we represent a cohesive unit that works together to enhance our school via strong attendance, teacher retention and appreciation, diminishing problematic behavior and improving academic achievement. We have successfully strengthened our relationships with families via volunteering and planning meetings for the upcoming school year.  *In terms of instruction, we are aware that teachers require on-going coaching in planning rigorous and engaging instruction. We will continue to focus on literacy and enhance the differentiation and small groups in math to our repertoire of strategies*  Lastly, we are looking to increase the number of Montessori Trained staff members. Currently, there are 4 fully operational Montessori classrooms. One classroom is a first and second grade splits (ages 6-9) and 3 pre-k classrooms (ages 3-6). |

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| **Summary of Needs Assessment and Priorities for 2023-2024** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2023-2024 school year.*  *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2023/24 school year.*  *We have experienced a shift in culture and climate as a result of summer planning with staff and the addition of an In School Suspension program. The ISS program presented opportunities to address student behavior on a building level and to effectively provide a variety of behavioral, social, and sensorial resources for students. More importantly, we were able to support students by preventing gaps in learning and providing coping skills in order to participate in classroom instruction. As a result, families were rarely interrupted from their personal progress during their child’s academic day.*  *The ISS program also provided the opportunity for teachers and staff to focus more on teaching and learning opportunities for students.*  *Attendance is also a barrier to academic progress. We will enter the 2023/24 school year with a school-wide streamlined focus on the possible supports to the caregivers of our families in order to improve student attendance.*  *We will continue to strengthen our partnerships with stakeholders in order to cultivate and maintain a learning environment that is safe and inviting to all.*  *As we continue to focus on the reading and literacy component, we are adding small group instruction, differentiation, and guided math Professional Development in order to close the gap in math achievement.* |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan** | | | | |
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| **Goal #1- Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| **Pillar 1: Create a System of Excellent Schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **Ensure Students Learn to Read and Succeed** | * **Pillar 5:**   **Grow Community Partners And Resources That Support The District’s Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership Development/Coaching**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| School Leadership will support and engage in weekly data team meetings with an explicit focus on Student Work, Content Standards, and Data Analysis to impact student outcomes as measured by a minimum of 10% growth from baseline to Spring Panorama Survey Data responses from school-based staff in the category of ‘Data Teams / PLC Work’.    School Leadership will meet or exceed the national percentile score on Panorama Survey Data responses by school-based staff in the category of ‘Feedback & Coaching’. | | | | |
| **Leadership Development/Coaching** | | | | |
| **Priorities:**   1. Collaborate with every classroom teacher to identify their developmental needs with at least one smallest bite-sized, highest leveraged action step related to that need with smart goals 2. Lock in frequent and consistent observations with feedback for every teacher | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | Collaborate with every classroom teacher to identify their developmental needs with at least one smallest bite-sized, highest leveraged action step related to that need with smart goals | | |
| **Evidence-based strategy** | **Teachers are aware of growth areas and instructional expectations.**  **Improvement reflected in Frontline observations with high quality feedback**  **Informal and non-evaluative feedback**  **Teacher will establish solid data driven instruction and student culture as evidenced by Panorama survey**  **High quality and differentiated professional development**  **Evaluation and Assessment** | | |
| **Cost to support implementation of strategy:** | **500 dollars** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| Initial meetings with all classroom teachers to establish smart goals based on developmental needs relating to Analysis of Student work, standards, and data | 5% growth in Baseline Panorama Data in the areas of PLC/WDM  50% of students will achieve 5 mos. GE qrowth on STAR Reading and Math | Proficiency on Standards 1-5 on the PBTE  Observations and feedback  10% increase on Student Culture survey as evidence on Panorama | 10% growth in the are of PLC/Data teams on Panorama  50% of students achieving 1.0 GE growth in STAR Reading and math as a result of Improved teacher performance school wide |

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| **Priority # 2** | Lock in frequent and consistent observations with feedback for every teacher | | |
| **Evidence-based strategy** | **10% increase from baseline in the area of Feedback and Coaching on the Panorama survey**  **Lock in instructional and cultural leadership** | | |
| **Cost to support implementation of strategy:** | **500-1,000** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| Determine leader to teacher ratio  Block out student culture times  Lock in items: PD, meetings, observations, work time  Establish a coaching team: Determine teacher/leaders and distribute among teachers (AIC, Gen Ed, Reading Teacher, Sped)  Determine coaching model | 5% minimal increase in baseline Panorama in the areas of coaching and feedback | 5% additional increase in the baseline Panorama in the areas of coaching and feedback | All teacher staff have been adequately coached to Proficiency  Increase in student academic achievement as indicated on STAR Reading and MATH |

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| **Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | | | | | | | | |
| **Pillar 1: Create a System of Excellent Schools** | | * **Pillar 2:**   **The District advances fairness and equity across its system** | | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | | **X Pillar 4:**  **Ensure Students Learn to Read and Succeed** | | | * **Pillar 5:**   **Grow Community Partners And Resources That Support The District’s Transformation Plan** | | |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Student Achievement in the Core 4** | | | | | | | | | | | |
| **Student Achievement in the Core 4 (ELA, Math, Social Studies, Science) using “The Key 3” as Evidenced-Based Instructional Strategies.**  Specific academic growth goals set by the C & I Department. Example for ELA:    ELA 2-5   * Growth | By the end of May 2024, at least 50% of all students will increase their STAR benchmark scores by an average of 1 year (.10 academic school year). 50% of students reading 1 or more grade-levels below or more AND receiving intervention supports, will grow by a minimum of 2 years (grade equivalence) as evidenced by STAR.   Key 3 = Data Informed / Data Driven Lesson Planning, Check for Understanding (CFU) formative assessment practices, Depth of Knowledge (DOK) Questioning / Cognitive Rigor | | | | | | | | | | | |
| **Student Achievement in the Core 4 Priorities:** | | | | | | | | | | | |
| 1. Building teacher capacity of Guided Reading instruction and best practices with fidelity  2. Effective alignment and deeper understanding of standards based instruction in ELA and curriculum | | | | | | | | | | | |
| **Funding Source(s):** | | | | | | | | | | | |
| **Priority # 1** | | | Building teacher capacity of Guided Reading instruction and best practices with fidelity | | | | | | | |
| **Evidence-based strategy** | | | **Teachers will implement 60 minutes of GR daily in daily schedule**  **Teacher led and facilitated PD**  **PD with Leadership team using Jan Richardson and SAVVA GR framework**  **Targeted Guided Reading observations and feedback**  **Coaching sessions and action steps with Leadership team (AIC and Principal)**  **Providing teacher feedback and coaching on every component in the guided reading sessions**  **Newly implementation of a coaching team to include Principal, AIC, Gen ed teacher leader, Sped Teacher and Montessori trained teacher**  **Weekly Data Meeting format to examine student work products, discover student misconceptions, develop scripts and reteaches via modeling or guided discourse**  **Teachers will reteach withing 24 and no longer than 48 hours**  **Observations by Principal/AIC** | | | | | | | |
| **Cost to support implementation of strategy:** | | | **2-3,000** | | | | | | | |
| **Indicators of Success** | | | | | | | | | | |
| **August** | | | **December** | | **February/March** | | **May** | | | |
| 100% of Students complete baseline STAR assessment  100% of students will know their growth goals as a result of goal setting conferences with their classroom teacher | | | 100% of Students will participate in MOY STAR assessment  50% of Students body will make at least 5 months of GE growth | | Students will be on target as evidence by additional/optional opportunities at progress monitoring via STAR  50% of Students body will achieve at least 6 months of GE growth | | EOY STAR will indicate that the goal of 1.0 GE growth was met by 50% of students | | | |
| 100% Teachers begin Guided reading PD or build upon prior skills.  Teachers begin placing students in Guided Reading Groups.  Teachers will identify students the percentage of students who are not on grade level. | | 100% of teachers implementing daily GR with fidelity as indicated by classroom walkthroughs by the principal and AIC  Teacher will re-configure STAR reading groups according to data. | | 100% of teachers implementing daily GR with fidelity as indicated by classroom walkthroughs by the SLT.  Teachers and students conduct mid-year progress and establish EOY goals.  Teacher will re-configure STAR reading groups according to data | | | Leaders conduct final walkthroughs and collaborate on teacher data.  Teachers analyze STAR data to reflect and drive instructional strategies for the upcoming school year | |

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| **Priority # 2** | | Effective alignment and deeper understanding of standards based instruction in ELA and curriculum | | | | |
| **Evidence-based strategy** | | **Teacher led and facilitated PD**  **Coaching sessions and action steps with Leadership team (AIC and Principal)**  **Providing teacher feedback and coaching on every component in the guided reading sessions**  **Newly implementation of a coaching team to include Principal, AIC, Gen ed teacher leader, Sped Teacher and Montessori trained teacher**  **Weekly Data Meeting format to examine student work products, discover student misconceptions, develop scripts and reteaches via modeling or guided discourse and implementation of KEY 3**  **Teachers will reteach withing 24 and no longer than 48 hours**  **Observations by Principal/AIC** | | | | |
| **Cost to support implementation of strategy:** | | **3,000 dollars** | | | | |
| **Indicators of Success** | | | | | | |
| **August** | | **December** | | **February/March** | **May** | |
| Back to School PD of Standards based learning  First PLC to address the WDM (Weekly Data Team Format) | | 100% of classroom teacher demonstrate proficiency in WDM meetings  Classroom teachers are able to unpack standards, name misconceptions, and create scripts with effective re-teaching strategies.  10% minimum increase in mastery on district-wide CSA | | 100% of classroom teacher demonstrate proficiency in WDM meetings  Classroom teachers are able to unpack standards, name misconceptions, and create scripts with effective re-teaching strategies.  10% minimum increase in mastery on district-wide CSA | EOY STAR will indicate that the goal of of 50% of students improving STAR reading by GE of 1.0 and students who are 1.0 GE below GL will improve by 2 years | |
|  | | . | . | | Leaders conduct final walkthroughs and collaborate on teacher data.  Teachers analyze STAR data to reflect and drive instructional strategies for the upcoming school year | |

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| **Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:** | | | | |
| **Pillar 1: Create a System of Excellent Schools** | **X Pillar 2:**  **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **Ensure Students Learn to Read and Succeed** | * **Pillar 5:**   **Grow Community Partners And Resources That Support The District’s Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Site Specific Goal** | | | | |
| Use school-based data to identify a site-specific goal area    By the Spring of 2024, the students of Washington Montessori will demonstrate behaviors that reflect our core values of C.L.I.M.B (Choose Safety, Lead by Example, Inspire Respect, Make positive choices, Be Responsible) as indicated by handwritten and SIS referrals and the Panorama survey section “School Climate”. The desire outcome is 85% Tier 1, 10% Tier 2, and 5% Tier 3 referrals and student suspensions | | | | |
| **Key 3 Priorities: Instructional Strategies- Site Specific Goal** | | | | |
| 1. Students will need to be taught the appropriate mindset and behaviors necessary to become successful and socially responsible  2. Cultivate a school setting that promotes safety of staff and students | | | | |
| **Funding Source(s): GOB** | | | | |

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| **Priority # 1** | **Students will need to be taught the appropriate mindset and behavior necessary to become successful and socially responsible** | | |
| **Evidence-based strategy** | **Students will learn the common language of C.L.I.M.B.**  **Students trained on school-wide and district policies**  **C.L.I.M.B team (discipline and data team)**  **Share resources with parents relating to positive discipline**  **Highlight and acknowledge students who are making positive choices**  **PBIS celebrations**  **Classroom Dojo to award points**  **CLIMB CAMP**  **Restorative practices with ISS monitor**  **Provide activities and opportunities for individualized and group social skills instruction**  **Increase in positive referrals**  **Decrease in discipline referrals**  **SEL learning via SAVVAS resources** | | |
| **Cost to support implementation of strategy:** | **3-5,000 dollars** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| Create specific, minute by minute school wide routines and procedures. All teachers in attendance will participate in a walk through practice.  Enhance the school-wide behavior matrix.  CLIMB Camp-Students will learn core values of C.L.I.M.B. and building expectations  Students trained on district and building policies including BULLYING  C.L.I.M.B. CAMP to assess knowledge of expectations  Establish C.L.I.M.B team  Chess Club  Girls in the Know  Girls on the Run | 50% of Teachers will share in decision making on the process of necessary culture and climate resets  Teachers will re-author/reset and roll out new systems, procedures, and components as needed  Teachers will normalize speaking the language of the school-wide positive behavior matrix  Low number of office referrals and OSS  High number of positive behavior referrals | 60% of Teachers will share in decision making on the process of necessary culture and climate resets  Teachers will re-author/reset and roll out new systems, procedures, and components as needed  Teachers will normalize speaking the language of the school-wide positive behavior matrix  Low number of office referrals and OSS  High number of positive behavior referrals | 70% of teachers share in decision making towards necessary school-wide culture resets.  100% of teachers master the language of the behavior matrix.  Teacher retention at 90% and above  Additional 30% of teachers are recognized for successful implementation of instructional strategies or highest leveraged action steps |

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| **Priority # 2** | **Cultivate a school setting that promotes safety for all students** | | |
| **Evidence-based strategy** | **Students will learn the common language of C.L.I.M.B.**  **Students will sign a bullying pledge to address social media and cyber bullying**  **Student council**  **Safety focus of the month**  **Activities/guest speakers during bullying prevention month**  **Rally to say “NO” to bullying**  **Increase in positive referrals**  **Decrease in discipline referrals** | | |
| **Cost to support implementation of strategy:** | **3-5,000** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| Create specific, minute by minute school wide routines and procedures. All teachers in attendance will participate in a walk through practice.  Enhance the school-wide behavior matrix.  CLIMB Camp-Students will learn core values of C.L.I.M.B. and building expectations  Students trained on district and building policies with emphasis on topics including BULLYING and social media  C.L.I.M.B. CAMP to assess knowledge of expectations  Establish C.L.I.M.B  Chess Club  Girls Scouts  Girls on the Run  Girls in the Know | Positive Student Interactions  Fewer to no incidents with bullying and unsafe usage of social media  Students working collaboratively and problem solving  Low number of office referrals and OSS  High number of positive behavior referrals  Observations of student behavior  Positive Behavior Celebrations | Increase in positive student interactions  Fewer to no incidents of bullying and unsafe usage of social media  Students working collaboratively and problem solving  Low number of office referrals and OSS  High number of positive behavior referrals  Observations of student behavior  Positive Behavior Celebrations | Strong and caring relationships among staff and students  Students feel physically and emotionally safe  Clear, consistent and fair disciplinary policies  Panorama Survey results |

Lisa R.Small June 23, 2023

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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**