**SLPS Accountability Plan Template 2021-2022**

 

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

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

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

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

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

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

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

**School Name: Stix ECC**

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

|  |  |
| --- | --- |
| **Section** | **Contents** |
| **1** | School Profile, Mission, Vision, School Improvement Planning Committee |
| **2** | Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2021-2022 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements |
| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan |

**SECTION 1**

**School Profile**

**Accountability Plan Template**

**(**[**DESE’s Consolidated Application**](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)**)**

|  |
| --- |
| **Improvement/Accountability Plan**  |
| **Focus of Plan (check the appropriate box):*** **LEA**

**X School**  | **Name of LEA:****Name of School: Stix ECC****School Code: 5930** | **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: The staff at Stix ECC will accept, nurture, and celebrate each child’s individuality in a safe, caring and diverse environment while stimulating their growth academically, socially, morally, emotionally, and physcially.** |
| **School Vision: In partnership with families and community members, we will foster each child’s academic success to help them become life-long learners, responsible citizens, and caring leader.** |
| **One plan may meet the needs of a number of different programs. Please check all that apply.****X 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.**

|  |
| --- |
| **School Planning Committee** |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Diane Dymond |  | Diane.Dymond@slps.org |
| Assistant Principal | Rebecca Henderson |  | Rebecca.Henderson@slps.org |
| Academic Instructional Coach | Sandra Castaldi |  | Sandra.Castaldi@slps.org |
| Family Community Specialist | Patricia Costello |  | Patricia.Costello@slps.org |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) | Michelle Lee |  | Michelle.Lee@slps.org |
| ISS/PBIS Staff (if applicable) |  |  |  |
| Teacher | Kristen Scott |  | Kristen.Scott@slps.org |
| Teacher | Roxanna Stanton |  | Roxanna.Stanton@slps.org |
| Parent | Candace Barry |  | Candace.Barry@slps.org |
| Parent | Traci Jones |  | Traci.Jones@slps.org |
| Support Staff | Aisha Davis |  | Aisha.Davis@slps.org |
| Community Member/Faith Based Partner | Harold Bailey |  | hlbjr1@prodigy.net |
| Network Superintendent | Karen Jones |  | Karen.Jones6@slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

|  |
| --- |
| **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**  | 490 | Loss of some students/families due to hybrid and A/B schedule |
| **Grade Level Breakdown** | PK – 159K – 1201st - 1122nd - 99 | Trend continues for losing students after PK year |
| **Ethnicity** | Hispanic – 17Black – 393White – 63Asian – 16Native American – 1Multi-racial - 4 |  |
| **Attendance** | ADA – 88.16%90/90 - 89.9% |  |
| **Mobility** | Minimal | Families who leave during the school year are often moving out of the area or state. |
| **Socioeconomic status** | 100% Free and Reduced Lunch |  |
| **Discipline** | Minimal | Most incidents involve the social / emotional needs of students. |
| **Limited English Proficiency** | 16 | ELL teacher one day a week |
| **Special Education** | 54 |  |

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Needs** |
| ***Early childhood environment provides a nurturing and caring culture. Variety of services provided including ELL, special education and gifted.*** | Limited diversity in student population. Limited resources to support specific social/emotional/counseling needs of some students. | Community outreach to diverse populations in the city. Additional supports for social/emotional needs of students. |

|  |
| --- |
| **Student Achievement*****(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** |
| **Goal Areas** | **20-21 Performance**  | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA**  | 60% | 65% | 53% | Virtual instruction challenging for some students. Fall tests may have had parental influence. |
| **Reading**  |  |  |  |  |
| **Math** |  |  |  |  |
| **Science** |  |  |  |  |
| **Social Studies** |  |  |  |  |
| **CCR** |  |  |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Needs** |
| ***PLCs highlighted best practices for virtual and in-person students.*** | Not all teachers strong in virtual delivery. | Continued work in PLCS using data to analyze students’ reteaching needs. |

|  |
| --- |
| **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 utilize engaging virtual options for lessons. | Comfort levels increased but application not consistent. |
| **Instructional Programs** | Fountas & Pinnell Guided Reading, Leveled literacy intervention. | Fidelity is closely monitored by Admin. |
| **Instructional Materials** | Envisions 2.0Making Meaning and Being a Writer | Pacing monitored by Admin. |
| **Technology** | SMART Boards in all K – 2 classrooms, one-on-one technology for all students. | Ensure teachers are using to strengthen lessons. |
| **Support personnel** | Full-time School Counselor, Part-time Social Worker, Librarian utilized as a part-time reading teacher. | Unable to use librarian as reading pull-out as she had to cover a classroom for a teacher on FMLA. |

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Needs** |
| ***Weekly PLC/Data meetings******Academic Instructional Coach******Classroom data trackers******Grade level collaboration*** | Need cross-grade level collaboration to ensure students are ready for following grades. | Teachers need continuous trainings to ensure best, researched practices are followed. |

|  |
| --- |
| **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 staff receive school-based PD that focuses on ELA strategies and ways to address the social emotional needs of students. | Continue to provide ways for children to self-regulate and how staff can support them. |
| **Staff Certification** | 100%  | Encourage teachers to continue their formal education. |
| **Staff Specialist and other support staff** | 100%  | Encourage teachers to attend trainings in their focus area to ensure they can implement best practices. |
| **Staff Demographics** | Male – 5 Female – 61Black – 30White - 36 |  |
| **School Administrators**  | 1 Principal1 Assistant Principal |  |

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Needs** |
| ***All teachers are highly qualified and classroom teachers participate in weekly PLCs.*** | Teaching staff is not reflective of our racial majority of students. | Culturally responsive lessons and practices need to be implemented by all staff members. |

|  |
| --- |
| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis**  |
| 1. **School leaders will continue to retain at least 80% of teachers rated proficient or distinguished on the PBTE.**
 |
| 1. Improved instruction in literacy achievement to include reading, writing and language skills.
 |
| 1. Students are not demonstrating mastery of math standards and grade level proficiency on post assessments.
 |

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

|  |
| --- |
| **Root Cause Analysis #1**  |
| Need #1- Please describe the need: | Teachers are leaving before their 5-year anniversary. |
| Why?  | Teaching staff achieve master's degree and leave for other positions. |
| Why?  | Teachers become frustrated with student behaviors and trauma. |
| Why?  | Number of students who have experienced trauma has increased. |
| Why?  | Stress of pandemic on families. |
| Why?  | Stress of teaching virtually / hybrid model |
| **Root Cause**  | Teachers need continuous support and professional development to effectively manage children’s academic and social needs. |

|  |
| --- |
| **Root Cause Analysis #2** |
| Need #2 - Please describe the need: | Students are not reading on grade level at the end of 2nd grade. |
| Why?  | Teachers lack the strategies and knowledge to differentiate instruction through guided reading and practices that address students’ comprehension ability. |
| Why?  | Teachers lack a vision of what rigorous instruction looks like that prepares students to read at/above grade level. |
| Why?  | Teachers are unfamiliar with how to create unit plans through backwards design that start with assessments, exemplars and rubrics to drive daily planning. |
| Why?  | Many teachers are inexperienced and lack training/background in backwards design. |
| Why?  | There is not an emphasis on backwards planning in professional development for early childhood grades (KG-2nd) at the district or school level. |
| **Root Cause**  | **Teachers do not receive sufficient professional learning and ongoing accountability of effective unit planning. Teachers need to receive support in the building and collaborative time to plan for rigorous instruction using district curriculum materials and assessment data. Data teams should include an emphasis on standards-based unit planning.** |

|  |
| --- |
| **Root Cause Analysis #3**  |
| Need #1- Please describe the need: | Students are not demonstrating mastery of math standards and grade level proficiency on post assessments. |
| Why?  | Teachers lack strategies and knowledge on best practices for differentiating lessons |
| Why?  | Teachers are unfamiliar with how to backwards design to determine individual’s needed skills |
| Why?  | Teachers lack of understanding for a cohesive instructional cycle for teaching mathematic. |
| Why?  | Teachers do not aggressively monitor within the lesson cycle. |
| Why?  | Teachers need support to provide effective interventions. |
| **Root Cause**  | **Teachers have not received sufficient professional development to successfully implement the math program with fidelity and utilize backwards design for lesson development** |

See page 11of DESE’s LEA/School Improvement guide for sample info: <https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf>

|  |
| --- |
| **School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy?  |
| We have annual parent meetings in the fall and spring each school year. During these meetings, parents are provided with copies of the engagement policy and asked to review, revise and edit. Final copies are posted on the school’s web page. |
| What are the strengths of family and community engagement?  |
| * High parent participation in conferences
* High parent participation in school activities: Meet the Teacher, Curriculum Night
* Community agencies provide programs and support to students and parents: Bailey Youth Enrichment Foundation, Incredible Years
 |
| What are the weaknesses of family and community engagement?  |
| * Need to get parents, who generally do not participate in after school activities, more involved.
* Need additional community partners from Cortex involved at the school.
 |
| What are the needs identified pertaining to family and community engagement?  |
| * Additional support needed to help supervise arrivals and dismissals
* Additional support needed to help maintain the school garden and raised beds
 |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan?  |
| Parents (usually 2) help design the School Wide Improvement Plan. The plan is then shared with the PTO executive committee for their input and feedback. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?  |
| Parents are given the opportunity to express and address concerns verbally, and in writing, in hopes of improving our school and help us reach our mission. |
| How is timely information about the Title I.A program provided to parents and families?  |
| Parents are made aware of Title 1.A information via notices, compacts, flyers, emails, surveys, meetings and other requested means of communication. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?  |
| Grade level curriculum and assessments are shared with parents during our annual Curriculum Night in September of each school year. Data concerning our district assessments are posted in the building and reviewed at a PTO meeting in the spring. |

|  |
| --- |
| **Shared Responsibility for Student Achievement-School Parent Compact** |
| ***Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*** |
| What are the ways in which all parents will be responsible for supporting their children’s learning?  |
| Parents have agreed to:1. Ensure PK and K children sleep a minimum of 10 hours and 1st and 2nd grade children sleep a minimum of 8 hours,2. Have their child(ren) attend school every day possible,3. Check for homework completion4. Monitor screen time per developmentally appropriate guidelines,5. Volunteer in child's classroom/school,6. Be aware of child's extracurricular time and activities,7. Stay informed about child's education by reading all communications from the school and responding appropriately.8. Attend at least 3 PTO meetings and/or school activities/events. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.  |
| STIX ECC and Its staff will: • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows -1. Retain highly qualified principals and teachers, 2. Provide instruction, materials and high quality professional development which incorporates the latest research and 3. Maintain a safe and positive school climate. • Hold annual parent-teacher conferences to -1. Discuss the child's progress/grades during the first quarter, 2. Discuss this compact as it relates to the child's achievement and 3. Examine the child's achievement and any pending options at the end of the third quarter. • Provide parents with frequent reports on their child's progress as follows -1. Communicate using notes and/or phone calls home. 2. Send quarterly grade cards/reports home by the school. • Be accessible to parents through -1. Phone calls or person-to-person meetings, 2. Scheduled consultation before or after school, 3. Scheduled school visits4. Involvement in literacy, math and science night activities. • Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows -1. Listen to children read and review sight words2. Help with classroom decorations, art projects, etc., 3. Present a program on your culture, a different country, etc. 4. Assist with holiday programs or parties, educational trips, etc. |
| 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
 |
| See information above |

|  |
| --- |
| **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
 |
| During the “Meet the Teacher Night”, School Curriculum Night, in addition to PTO meetings, Title Meetings, parent conferences, and Care Team meetings. Teachers, and administrators, also schedule individual parent meetings to target children’s specific progress and needs. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement?  |
| Stix ECC Parent Empowerment presentations have been held at Stix ECC to support parents and families informing them of opportunities and what they can do to support student education at school and at home. Stix ECC staff also educate parents through the Home Works program. |
| 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 for staff that includes:* Meaningful, specific progress report and report card comments
* Effective ways to communicate with caregivers
* How to maintain parent logs
* Home Works! Home visit program
 |
| How does your school implement and coordinate parent programs, and build ties between parents and the school?  |
| Stix ECC implements and coordinate parent programs with the parent in mind. We understand that not every family is the same and their needs differ. Therefore, we strive to make programs with differentiated instruction and resources available to our parents and families through home visits, PTO, Incredible Years Parent Program, and volunteer 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.  |
| Stix ECC implements the Joyce Epstein Model and understands the importance of collaborating in the community. For that reason, we seek opportunities to collaborate with businesses and organizations that provide resources and services that benefit the families we serve. Collaborations with businesses and programs like Operation Food Search, College Kids, Toys for Tots, DuPont, Home Works!, Places for People, Bailey Youth Enrichment Foundation, the Missouri Botanical Garden and others agencies have provided more opportunities for parents to participate as volunteers, brought our parents, school and community closer together and created lasting relationships. |
| **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
 |
| Stix ECC families benefit from the SLPS ESOL/Bilingual/Migrant program. It provides services to English language learners (ELLs) and their families so that ELL students can achieve academically to their highest ability. Program teachers provide English language and academic content instruction to our ELL students in kindergarten through second grade. |

**Summary Statements**

|  |
| --- |
| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Strengths:* Large percentage of parents attend Meet the Teacher, Curriculum Night, PTO meetings, and family fun activities.
* 89% of parents attend conferences.
* Parents volunteer for classroom activities and field trips
* Active community partners

Weaknesses:* Over 10% of parents are not attending conferences.
* Teachers not utilizing parent portal for communication.
* Need to increase community partners for diverse support to our school.
 |

|  |
| --- |
| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| School Year 2018/2019 showed students having the greatest reading growth in the past 3 years. This can be attributed to PLCs and data meetings that help teachers learn (and practice) different ways to reteach skills. In addition, the last 3 years the staff has been trained in restorative practices, character education and trauma informed. All of these contribute to children being ready/able to learn and retain important grade level information. However, due to the pandemic and virtual learning the growth did not show to be consistent for the 2019/2020 or the 2020/2021 school years. |

|  |
| --- |
| **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.* We will continue to focus on PLCS and data meetings that support teachers in learning and implementing reteaching strategies. Our two areas of priority will be Guided Reading with fidelity and SIPPS integration with ELA and guided reading lessons. |

**SECTION 3**

**The Goals and the Plan**

|  |
| --- |
| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)   |
|  |
| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * **Pillar 1:**

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

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

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

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

**Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership** Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. |
| 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
* Supporting first year teachers
* Creating systems to establish a clear focus on attaining student achievement goals
* Creating a collaborative and data-driven culture through PLCs
* Establishing a positive culture and climate
* Becoming an effective instructional leader
 |
| **Priorities:** 1. Teachers attend school based PD and outside workshops and conferences that support literacy skills.
2. Teachers share in the PLC process to identify needed skills, assessments, and reteaching strategies.
 |
| **Funding source(s):** |

|  |  |
| --- | --- |
| **Priority # 1**  | Teachers attend school-based PD and outside workshops and conferences that support literacy skills. |
| **Evidence-based strategy**  | PD that provides interaction, engagement, and establishing a personal goal. Classroom visits as follow-up to PD, ensure support as teacher implement new strategies. |
| **Cost to support implementation of strategy:** | Minimal - $100 per PD session (4 times a year) |

|  |  |
| --- | --- |
| **Priority # 2**  | Teachers share in the PLC process to identify needed skills, assessments, and reteaching strategies |
| **Evidence-based strategy**  | Professional Learning Communities/Weekly Data Meetings |
| **Cost to support implementation of strategy (Optional if schools funds are available) :**  | **None** |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | Assessments to determine baseline of knowledge | Mid-year assessment indicates trajectory of growth. If no growth shown, small group interventions begin. | Students continue to receive small group instruction for needed skills. | End of year assessment shows mastery of grade level skills |
| **Teachers**  | School PD prior to school starting Review protocols for WDM | Weekly PLCs focus on grade level state standards. Teachers implement skills learned in outside workshops or conferences. | School based PD involves all staff learning the skills needed to ensure students are reading at grade level. | Data reviews to analyze growth |

|  |
| --- |
| **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** |
| 70% of students will grow 1-2 years in reading by May 2022 on the STAR Reading Assessment. |
| **Reading Plan**  |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.* |
| **Priorities:**  |
| 1. 1. Providing high quality professional development to teachers in guided reading
2. Creating a collaborative and data driven culture through PLCs & WDM
 |
| **Funding Source(s):** |

|  |  |
| --- | --- |
| **Priority # 1**  | Build PD opportunities that support guided reading instruction, SIPPS integration, and continued support & coaching for teachers’ effective implementation of ELA instruction in their classrooms. |
| **Evidence-based strategy**  | PD will be content focused, incorporate active learning, support collaboration, provide coaching and support. |
| **Cost to support implementation of strategy:** | **None** |

|  |  |
| --- | --- |
| **Priority # 2**  | Create system for teachers, and students, to use data from STAR assessment to develop learning goals for individual students. |
| **Evidence-based strategy**  | Student Goal Setting and data tracking / Fountas & Pinnell (F&P) Guided Reading and Leveled Literacy Intervention (LLI) |
| **Cost to support implementation of strategy:** | $4,500 to purchase an additional LLI program  |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | Assessment to determine Guided Reading level | Movement in guided reading level by a minimum of 3 levels | Movement of an additional 3 levels, minimum | 70% of students show growth of 1 year minimum in reading |
| **Teachers**  | Daily implementation of guided reading for the lowest reading group allows for student movement into higher levels | Daily implementation of guided reading for the lowest reading group allows for student movement into higher levels | Use of additional guided reading time for lowest performing students | Complete data tracker and analyze student growth. |

|  |
| --- |
| **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** |
| 60% of students will achieve 80% mastery in mathematics by May 2022 based on the STAR Math assessment. |
| **Mathematics Plan:**  |
| Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* |
| **Priorities:**  |
| 1. Build PD opportunities to promote math and support teachers in implementing district math program with fidelity.2. Create systems for teachers, and students, to use data from the STAR assessment to create individual learning goals. |
| **Funding Source(s): Stix GOB** |

|  |  |
| --- | --- |
| **Priority # 1**  | Build PD opportunities to promote math and support teachers in implementing district math program with fidelity. |
| **Evidence-based strategy**  | Effective PD that incorporates active learning, supports collaboration, uses models of effective practices and provides coaching and support. |
| **Cost to support implementation of strategy:**  | **None** |

|  |  |
| --- | --- |
| **Priority # 2**  | Create systems for teachers, and students, to use data from the STAR assessment to create individual learning goals.  |
| **Evidence-based strategy**  | Student goal setting and data tracking |
| **Cost to support implementation of strategy:** | **None** |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | STAR benchmark assessment completed. | Will receive small group instruction for skills not mastered. | Will receive small group instruction for skills not mastered. | STAR assessment completed. |
| **Teachers**  | Will assist all students in creating individual data portfolios to utilize throughout the school year. | Successful implementation of all components of the district math program and provide small group reteaching for students not mastering skills. | Continued successful implementation & small group instruction. | Complete classroom data tracker and analyze results. |

**Diane Dymond** **June 11, 2021**

**Principal Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Network Superintendent Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Superintendent Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**State Supervisor, School Improvement Date**