

ICA Blewett Accountability Plan Template

ICA BLEWETT ACCOUNTABILITY PLAN



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: 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



24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 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	
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		*April 30, 2024
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by *May 17, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: School Code:	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A
Date:	4/29/2024	
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: ICA Blewett strives to empower all students with respect and integrity. Our goal is to educate and transform our scholars to become productive members of the community.		
School Vision: To transition students back to their traditional school environment with little to no recidivism so they can become productive members of the community.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

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	Altonio Irons		Altonio.iron@slps.org
Assistant Principal (if applicable)	N/A		
Academic Instructional Coach	Kimberly Scales (Counselor)		Kimberly.scales@slps.org
Family Community Specialist (if applicable)	Angela Jones		Angela.jones@slps.org
ESOL Staff (if applicable)	N/A		
SPED Staff (if applicable)	Nafeesah Lester		Nafeesah.lester@slps.org
ISS/PBIS Staff (if applicable)	Levi Stockard		Levi.stockard2@slps.org
Teacher	Liza Wynn		Liza.wynn@slps.org
Teacher	Juliann Nipper		Juliann.nipper@slps.org
Parent			
Parent			
Support Staff	Nichole Brackett		Nichole.brackett@slps.org
Community Member/Faith Based Partner	Jolene Dixon		Jolene.dixon@slps.org
Network Superintendent	Dr. Shelia Sherman		Shelia.sherman@slps.org
<i>Other</i>	Thomethia Thrist		Thomethia.thrist@slps.org

(What date did you and your School Planning Committee complete Section 1? _____)

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	31	Blewett is a transient school.
Grade Level Breakdown	7 th - 0 8 th - 9 9 th - 5 10 th - 10 11 th - 7 12 th - 0	Blewett is a transient location that services students who have received a Type 1 discipline infraction. These students range from grades 7 th through 12 th .
Ethnicity	Black (30) White (1)	Blewett services students that have committed Type 1 behavior infractions. This school year the population is 97% African American.
Attendance	73 Students/ 53.42%	Attendance remains a concern due to transportation and academic concerns.
Mobility	High Mobility Rate	Students attend Blewett for different periods of time depending on behavior infractions.
Socioeconomic status	100% FRL	Blewett students come from low-income socioeconomic backgrounds.
Discipline	10 (April)	We had 10 OSS during the month of April, which was incredibly low.
English Language Learners/LEP	0	N/A
Special Education	4	13% of the population at Blewett receives special education services.

Strengths	Weaknesses	Needs
Blewett has a high retention rate amongst staff. Staff continues to use best practices in an attempt to curve behaviors.	Blewett has a high population of students who have committed behavior infractions. Attendance also tends to fluctuate.	Community partnerships that can provide support to parents. These partnerships are also needed to provide resources to address trauma, behaviors, and mentorship.

Student Achievement- State Assessments				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA				MPI
Math				MPI
Science				MPI

Social Studies				MPI (Secondary Only)
CCR				MPI (Secondary Only)
WIDA ACCESS (Progress Indicator)				<i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)</i> (ELL OFFICE WILL PROVIDE)
WIDA ACCESS (Proficiency Indicator)				<i>For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)</i> (ELL OFFICE WILL PROVIDE)

Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
STAR Reading	N/A	N/A	1.36	1.36		BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year
STAR Math	N/A	N/A	N/A	N/A		BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year
Science (CFA/CSA)						We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4
Social Studies (CFA/CSA)						We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4
DRDP (PreK)						Early Childhood Office will provide
ELL Benchmark Assessment- Speaking *EL students only						(ELL OFFICE WILL PROVIDE)
ELL Benchmark Assessment- Writing *EL students only						(ELL OFFICE WILL PROVIDE)

BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

Strengths	Weaknesses	Needs
The students at Blewett are willing to engage and want to improve and learn.	Due to the transient nature of the school students tend to enter the school with low scores. Brief instruction based on the time frame and attendance.	Blewett needs a reading specialist. Specific curriculum focused on reading. These skills include basic phonics, sight words, spelling, comprehension, and critical thinking.

Curriculum and Instruction <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>		
Data Type	Current Information	Reflections
Learning Expectations	There is an expectation that all students at Blewett will receive a quality education.	Student class sizes tend to be smaller than the traditional classroom environment.
Instructional Programs	Freckle Math, Star Reading	Students utilize Freckle and Star
Instructional Materials	Staff utilizes district approved instructional materials to appropriately and properly service students.	Blewett has access to one to one technology.
Technology	All high and middle school students have one to one technology.	Blewett has access to laptops and charging carts with allows students to engage in Schools PLP if needed.
Support personnel	Two part time therapists, a part-time social worker, and a full-time counselor	Blewett needs full time support personnel to address the social-emotional needs of students.

Strengths	Weaknesses	Needs
The staff does a great job building connections with students and parents. The staff also does a good job providing one to one instruction, void of behavioral issues.	Lack of adequate staffing, innovative instruction, that includes life applications and relatability.	Blewett needs an AIC to provide additional academic and instructional support. Also, additional staffing and more elective options are needed to help students transition into and out of Blewett.

High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>		
Data Type	Current Information	Reflections
Staff Preparation	All students are taught by certified teachers in the core content areas. Staff is required to attend both district and site based professional developments.	Staff is required to participate in staff meetings and professional developments. ILA's are utilized in elective courses and should continue to have training to ensure instruction is efficient.
Staff Certification	64% of the teachers at Blewett are certified.	All core content areas are taught by certified teachers.
Staff Specialist and other support staff	2 full-time therapists 1 full-time counselor 1 part-time social worker 1 FCS 1 ISS/Behavioral Interventionist	Blewett need more staffing in this area as students need full-time social-emotional support.
Staff Demographics	4- White; 1- Asian; 16- Black	Blewett has a majority African American staff but has some diversity.
School Administrators	Altonio Irons	Blewett has one Program Director.

Strengths	Weaknesses	Needs
The staff's ability to form relationships with students is high. Staff's attendance tends to be high.	Staff has difficulties addressing the different personalities and behaviors of the students that attend.	Blewett staff needs additional professional development that is centered around the demographics of the students that we serve.

24-25 Focus Areas/ Priorities Prioritized areas of <i>Need</i> for 24-25 based on needs assessment/data analysis
More qualified and competent staffing regarding student demographic.
Additional and adequate social and emotional support and resources.

Specific professional developments that focus on student demographic.

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:	More qualified staffing and competency to service the demographic we serve.
Why?	Blewett needs meet the students' academic needs.
Why?	Blewett needs innovative teaching strategies that focus on relevancy and life applications.
Why?	To prepare students for transitional success.
Why?	To prepare students for post-secondary success.
Why?	Incorporate classroom aides for the variety of behaviors.
Root Cause	Students at Blewett have behavioral issues that are difficult to address due to a multitude of reasons.

Root Cause Analysis #2

Need #2 - Please describe the need:	Adequate social and emotional support.
Why?	To reduce suspensions.
Why?	To reduce behavior infractions both in and out of school.
Why?	To learn conflict resolution skills.
Why?	To learn how to cope with stress and effectively de-escalate.
Why?	Holistic family resources.
Root Cause	Students at Blewett have current and past traumas that have not been addressed.

Root Cause Analysis #3

Need #1- Please describe the need:	Specific professional developments that target the demographic at Blewett.
Why?	To address classroom management and behaviors.
Why?	To address concerns regarding students with previous conflicts with other students in the building.

Why?	To implement de-escalation strategies.
Why?	To address the needs of SpED students.
Why?	To create and reinforce trauma informed classrooms.
Root Cause	Lack of ongoing and modernized educational trends that focus on the various behaviors.

24-25 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?

Blewett actively creating opportunities for parents to collaborate with educators for the benefit of our students. At enrollment we meet with parents and provide them with knowledge of the resources that are available.

What are the strengths of family and community engagement?

Family and community engagement works with families and schools to foster a positive working relationship that ensures that student cognitive, social, and emotional development occurs.

What are the weaknesses of family and community engagement?

Due to the transient nature of Blewett, it is difficult to get full engagement and participation from parents. Blewett is viewed as a temporary program and engagement tends to be inconsistent. Also, parents tend to ask for resources that may not be offered.

What are the needs identified pertaining to family and community engagement?

There needs to be more collaboration and support from parents to build strong and effective partnerships. We need more partnerships that support the different behaviors we are seeing at the alternative school. There also needs to be a focus centered around conflict resolution and trauma.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
During enrollment we review school expectations, policies, and our plan with the parents and students. We offer them an opportunity to collaborate and ask them what supports they need to ensure that their child is successful at Blewett.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Expectations are provided at enrollment. Family and parent buy-in is requested, and utilized during the course of enrollment.
How is timely information about the Title I.A program provided to parents and families?
We are not a Title I school.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Teachers communicate with parents during PTC. Also, teachers call, email and send information home regarding student's progress.

24-25 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?
<p>SLPS Parents will support of academic achievement includes but may not be limited to the following.</p> <ul style="list-style-type: none"> · Make sure my child is in school every day possible and on time; · Check that homework is completed including reading for 30 minutes per night; · Monitor and limit screen time; · Volunteer in my child's classroom/school when possible; · Be aware of my child's extra-curricular time and activities; · Stay informed about my child's education by reading all communications from the school and responding appropriately; · Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and

- Notify school of all absences as they occur.

Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

We will hold annual parent-teacher conferences in the fall and spring to:

- Discuss the child's progress/grades during the first quarter (Fall Conference)
- Discuss this compact as it relates to the child's achievement
- Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

Provide parents with frequent reports on their child's progress as follows:

- Frequent communication from the teacher;
- Mid quarter progress reports and quarterly grade reports; and
- MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

Be accessible to parents and offer them opportunities to provide input through:

- Email, phone calls or person-to-person meetings;
- Scheduled consultation before, during, or after school and
- Scheduled school or home visits, as necessary.

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Listen to children read;
- Have an opportunity to become a room parent;
- Present a program on their culture, a different country, a special skill or career, etc.;
- Assist with programs or parties, educational trips,

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.

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

How does your school provide materials and trainings to help parents work with their children to improve achievement?

Currently we use mediation and intervention strategies to improve student achievement and behaviors.

How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?

We have an open-door policy for parents. Staff is required to engage in site based professional developments that discuss building relationships and partnerships with parents.

How does your school implement and coordinate parent programs, and build ties between parents and the school?

Our FCS stays connected with parents and displays meaningful information that is beneficial to families. We also communicate via phone, email and written correspondence.
Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
We plan to continue to build positive relationships with the families that need support. Blewett has had partnerships in the past that have provided wrap-around services to students and their families. We intend on reaching out to some of those partners to restore those 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: <ul style="list-style-type: none"> ✓ 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
Blewett plans on making sure that all families feel supported.

Summary Statements

Summary of the strengths and weaknesses relative to Family and Community Engagement.
Strength- Families want to be involved and staff wants to support. Communication with parents is high.
Weaknesses- Families require support that cannot be offered as constructed. There are economic factors that make complete wrap-around support difficult.

Summary of the strengths and weaknesses relative to the school context and organization.
Strengths- There is a high level of retention amongst staff. Support staff goes above and beyond to support the overall needs of students.
Weaknesses- High mobility rate of students makes it difficult to efficiently build relationships and provide instruction that progressively builds. Attendance tends to fluctuate due to transportation and economic concerns.

Summary of Needs Assessment and Priorities for 24-25

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 24-25 school year.

Blewett continues to build relationships with students and families. As the district’s only alternative school that addresses behaviors, Blewett has to find ways to build partnerships that address many of the issues that enter school from the community. Additional therapists, counselors and social workers are needed to fully address past and present traumas that students encounter daily. Teachers need instructional support and strategies that assist in successfully navigating the different demographics.

(What date did you and your School Planning Committee complete Section 2? 4/30/2024