

McKinley Classical Leadership Academy

MCKINLEY CLASSICAL LEADERSHIP ACADEMY



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

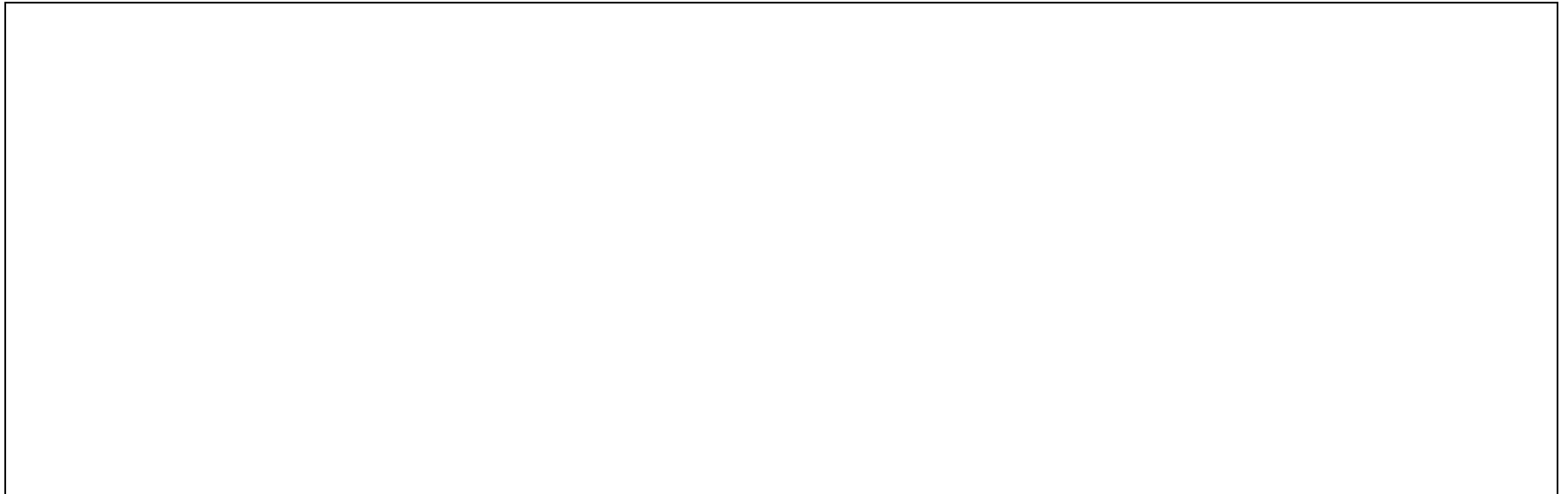
| Section | Contents | Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small> |
|---|---|--|
| 1 | School Profile, Mission, Vision, School Improvement Planning Committee | ? |
| 2 | Comprehensive Needs Assessment: Student Demographics; Student Achievement; 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

| 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: McKinley CLA School Code:0313/1570 | 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: April 30, 2024 | | |
| Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment. | | |
| School Mission: To develop students through rigorous educational and co-curricular programs into critical, reflective thinkers with the knowledge and skills to communicate effectively, to integrate technology for learning, and to contribute to an ever-changing, diverse community. | | |
| School Vision: Promote an environment that prepares students to be excellent leaders of character, culturally responsive, and embrace high expectations for learning and achievement. We are the change. | | |
| One plan may meet the needs of several different programs. Please check all that apply. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input checked="" 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 checked="" type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input checked="" 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 checked="" type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input checked="" type="checkbox"/> MSIP <input type="checkbox"/> 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 | LaRon Haymore | | LaRon.Haymore@SLPS.ORG |
| Assistant Principal (HS) | Julie Metzger | | Julie.Metzger@slps.org |
| Assistant Principal (MS) | Frederick Polkinghorne | | Frederick.Polkinghorne@SLPS.ORG |
| Acce. Learn. Insruction. Coach | Lisa Stortzum | | Lisa.Stortzum@slps.org |

| | | | |
|---|----------------------------------|--|--|
| Family Community Specialist (if applicable) | NA | | NA |
| ESOL Staff (if applicable) | NA | | NA |
| SPED Staff (if applicable) | Tanya Walsh | | Tanya.Walsh@slps.org |
| ISS/PBIS Staff (if applicable) | TBD | | TBD |
| Teacher | Emily Scott | | Emily.Scott@slps.org |
| Teacher | James Greenlee | | James.Greenlee@slps.org |
| Parent | Kellie Novel | | knovel@yahoo.com |
| Parent | Colette Edson | | Collete.Edson@slps.org |
| Support Staff | Relana Jones | | Relana.Jones@slps.org |
| Community Member/Faith Based Partner | Tiffany Jones, City of St. Louis | | Tiffany_jones4@baylor.edu |
| <i>Other: Network Superintendent</i> | Dr. Sheila L .Sherman | | Sheila.sherman@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 | Middle School-329 High School-246 | Significant increased 9 th grade enrollment for 23-24 School Year |
| Grade Level Breakdown | 6 th -134, 7 th -105, 8 th -90, 9 th -70, 10 th -65, 11 th -57, 12 th -54 | HS has the most ECA participants in SLPS |
| Ethnicity | MS; Asian=4%, Black=29%, Hispanic=4%, White =57%, Mixed Race=4% HS; Asian=2%, Black=50%, Hispanic=20%, White=23% | Diverse school population. HS is 70% Black and Brown, significantly flipped in comparison to MS minority makeup (What is MS? Middle School?) |
| Attendance | 94% (MS, 96% HS, 92%) | McKinley continues to meet attendance targets at both the middle and high-school levels. |
| Mobility | 1.4% | Our students typically transfer out of state/district with a small number of high-school students transferring within the district. |
| Socioeconomic status | FRE 100% | All students are eligible for free lunch, but we have a wide range of parents who are professionals. |
| Discipline | -Out of School Suspension (OSS) - 26 -In School Suspension (ISS) - 14 | Top ISS infractions include: MS horseplay in class and hallways, We need a new ISS instructor Inappropriate use of technology, Majority infractions are at the MS |
| Limited English Proficiency | MS-12; HS-34 | Students receive, if needed, additional support from classroom teachers. Would have liked additional support from ESOL office to support new students. |
| Special Education | 4.7%; MS-14; HS-8 | Students are able to work with their case manager to receive additional support in the classroom. |

| Strengths | Weaknesses | Needs |
|--|--|--|
| -increased enrollment at HS -diverse student population -parent involvement; PTO for both middle and high school | -staff demographics are not reflective of student population -growing in familiarity with DESE updated gifted school model | HS Branding needed to home in on our “Leadership” model - Support highlighting our high school to both our middle school and others district and community wide |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> -student academic engagement and attendance is above average (Panorama, SLPS Attendance Data) -Low OSS rate, High Attendance rate -increased teacher retention - strong support staff | <ul style="list-style-type: none"> -KEY 3 DOK expectations not consistent or scaffolded -Panorama data shows poor ratings in facilities -Low staff camaraderie | <ul style="list-style-type: none"> -Continued PD of Data Teams -New/Updated Restrooms -Interventionist to support reading and map gaps (– specifically at the beginning of each tier 6th and 9th grade) -Alignment with feeder gifted schools -Alignment with Math curriculum for gifted schools -Teacher collaboration opportunities |
|--|---|---|

| 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 | 455.9 | | 475.0 | | 455.9 | ? |
| Math | | | | | | ? |
| Science | 423.8 | | 450.0 | | 423.8 | ? |
| Social Studies | 417.5 | | 450.0 | | 417.5 | ? |
| CCR | | | | | | |
| WIDA ACCESS (Progress Indicator) | 19.6 | | 21.0 | | | ? |
| WIDA ACCESS (Proficiency Indicator) | | | | | | |

| High School 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 | 11% | 12% | 47% | 49% | | BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year |

| | | | | | | |
|---|-----|-----|-----|-----|--|--|
| STAR Math | 16% | 13% | 35% | 41% | | BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year |
| Science (CFA/CSA) | | | | | | <i>We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4</i> |
| Social Studies (CFA/CSA) | | | | | | <i>We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4</i> |
| DRDP (PreK) | | | | | | <i>Early Childhood Office will provide</i> |
| 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

| Middle School 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 | 52% | 51% | 88% | 88% | | BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year |
| STAR Math | 56% | 67% | 82% | 84% | | BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year |
| Science (CFA/CSA) | | | | | | <i>We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4</i> |
| Social Studies (CFA/CSA) | | | | | | <i>We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4</i> |
| DRDP (PreK) | | | | | | <i>Early Childhood Office will provide</i> |

| ELL Benchmark Assessment- Speaking *EL students only | | | | | | (ELL OFFICE WILL PROVIDE) |
|---|--|---|--|--|--|----------------------------------|
| ELL Benchmark Assessment- Writing *EL students only | | | | | | (ELL OFFICE WILL PROVIDE) |
| Strengths | | Weaknesses | | | Needs | |
| -Student and teacher incorporated technology -Community and Parent involvement | | -Classroom management (<i>teacher lack of redirection for student misbehavior</i>) -Student engagement (<i>moving students beyond "sit and get" to unprompted participation</i>) -Data-driven instruction (<i>teachers not know how to effectively collect, analyze, and then apply data</i>) | | | -PD centered on data-driven instruction and classroom culture/management - PD centered on classroom-differentiated instruction best practices -Consistent implementation of trauma informed and school culture programming -Supports for students and teachers still struggling with the transition to in person learning (instructional/emotional) | |

| 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 | Standards are identified based on district and statewide grade level assessments. The middle school is structured around gifted education. | McKinley uses priority standards identified by the district to track student achievement in data cycles. We also ensure other grade level standards are taught throughout the year based on the district pacing calendar. Standards will also be measured through data conversations led by school leaders. |
| Instructional Programs | McKinley is aligned with the recommended learning expectations from the district and state. The middle school is focused on gifted instruction and continued to use the Springboard AP prep curriculum this academic year. We extensively use | We will enhance and personalize our coaching cycles to ensure that teachers receive feedback more often (2x week). |

| | | |
|--------------------------------|---|--|
| | the SLPS Early College Academy program, as well as Advanced Placement courses | We are providing more rigor and engagement to students to address all learning styles. We are looking to better align middle school with high school to provide students with various paths of higher academic achievement and vertical alignment. |
| Instructional Materials | McKinley adopts the district's curriculum, instructional design, instructional resources, assessment practices and other instructional materials to guide and ensure teacher effectiveness and student success. However, the middle school uses an enriched curriculum in ELA and math | District curricular materials and supplemental materials identified by teachers that support lesson planning developed to improve student achievement. |
| Technology | McKinley has two functional computer labs in addition to a computer science lab and a business computer lab. We have multiple laptop carts, and the district has provided technology so that students are 1:1. All classrooms have a Promethean or SMART Board to assist in integrating technology in instruction. ESSER funds are in place to enhance technology resources | With 1:1 technology, our computer labs are obsolete. ESSER funds are being used to make our tech options more diverse. Our 8 th grade students use iPads which is not suitable when testing on the EOC, we are requesting district laptops for them. |
| Support personnel | McKinley currently has a middle and high school counselor, college admissions specialist, nurse, social worker and In-School Suspension monitor. | Additional support to assist with trauma informed behaviors would assist in the day to day needs of McKinley students at all grade levels. |

| Strengths | Weaknesses | Needs |
|---|--|--|
| <ul style="list-style-type: none"> -Most students consistently complete all academic tasks in a timely matter thus leaving time and space for reteaching or quicker scaffolding. -Curricular resources in most content areas -Teachers' mastery of content knowledge | <ul style="list-style-type: none"> -Academic rigor typically range at a DOK 1-3 -Student engagement is inauthentic and not differentiated -Problem-based learning approaches are not effectively used -Project-based learning approaches are not extended often as they should -Math placement needs to be better aligned with other gifted programs in SLPS - There could be more group-learning structure implemented at both the middle and high school level | <ul style="list-style-type: none"> -Consistent instructional support and specialized PD for teachers -Admin led data team meetings and application - Our 8th grade students use iPads which is not suitable when testing on the EOC, or when enrolled in upper-level math (where their HS classmates use laptops) we are requesting district laptops for them. |

| 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 | <ul style="list-style-type: none"> -Ongoing professional development around targeted areas -vertical alignment of middle and high school standards -mentoring program for new teachers -data focused professional learning communities (PLC) -AP Training for Advanced Placement Courses -district additional content area professional development | <p>Some staff members seek out content specific professional development outside of the district. Most staff have advanced degrees of study.</p> <p>Teachers are generally open to feedback and learning new things. School leadership will commit to deepening that commitment.</p> |
| Staff Certification | <p>All staff members are highly qualified by the State of Missouri for the content they teach.</p> <p>New staff (core subjects) at the MS will be required to take gifted certification courses. School leadership will support these candidates as they work towards completion.</p> | <p>McKinley with the assistance of our Human Resources department to acquire highly qualified staff. We also work with the academic department/Lindenwood University to offer courses in gifted education for middle school educators.</p> <p>We will also work with the gifted office to help support new teachers towards their certification.</p> <p><u>We are requesting that the district provide more frequent update and support for those needing to get gifted certified.</u></p> |
| Staff Specialist and other support staff | <p>Counselor, Social Worker, Library Aide, Nurse, Instructional Care Aides, In School Suspension Monitor, Building Substitutes, Academic Instructional Coach, Secretary, custodial, cafeteria staff</p> | <p>Staff and students are supported by an array of professionals to ensure students receive the best instructional program within a safe environment.</p> <p>We need the BLA's that we have because we function as both a middle and high school. Unfortunately, at times there are more teachers off than we have BLA's to support.</p> |

| | | |
|------------------------------|--|---|
| | | We have had some concerns around the support our HS students are receiving from their counselor. In addition to our local efforts, we would like to seek opportunities for him to become more familiar with his role and responsibility as the HS counselor. |
| Staff Demographics | White 36/ 65% Black 20/ 33% Other 2/ 2% | School leadership remains committed to enhancing the diversity within our staff as the staff demographics are not comparable to the student demographics |
| School Administrators | 1 Principal 2 Assistant Principals (1 middle/ 1 high school) 1 Instructional Coordinator | The building principal has been a part of the school community for .5 year with the high school administrator is completing their 6 th year, the middle school administrator has completed their fist 0.5 year and instructional coordinator has completed her 0.5 year. |

| Strengths | Weaknesses | Needs |
|--|--|---|
| <ul style="list-style-type: none"> • Staff members years of professional experience • Many staff have advanced degrees • Middle school gifted certification • Staff participate in weekly PLC meetings and GL. | <ul style="list-style-type: none"> • Classroom management • Assessing and using data to drive instruction • Some staff need more support applying educational principles to their instructional practice. • More practice implementing problem-based and continuing technology-based learning experiences • Rigor is lower level DOK in many classrooms. • Lack of collaboration and camaraderie amongst staff | <ul style="list-style-type: none"> • Professional Development around problem-based learning, data driven instruction and providing rigorous learning experiences • Continuous review of Trauma Informed Programing in Schools information • Also, appropriate and professional student engagement PD for all teachers, especially the new teachers. • Professional development around development and maintenance of collegial working relationships. |

24-25 Focus Areas/ Priorities
Prioritized areas of Need for 24-25 based on needs assessment/data analysis

| |
|---|
| Work in collaboration with teachers and school/Academic Office leaders to enhance (increased equity/rigor) McKinley’s math placement exam.* |
| Create and share a collaborative parent elevation/communication tree to help navigate and respond to calls and concerns. |
| Reestablish our school brand, mission/vision, and enhance our “leadership academy” school model |

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: | Our 6 th grade math placement test helps determine the best math class placement for incoming students. We want to work in collaboration with stakeholders to add more test equity (increase fairness, ability to highlight skills, reducing the weight of student test scores have on decision) and rigor that is aligned to gifted standards. This will create better opportunities for students to show their mastery and allow teachers to accurately meet students’ enrichment and/or acceleration needs. <i>*(The current placement test been recreated/updated/enhanced for the 23-24 school year on a temporary basis)</i> |
| Why? | The current placement test has not been redesigned in several years and is not updated |
| Why? | The current placement test could have attributed to the low representation of students of color in higher math courses |
| Why? | The current placement test score accounted for more than 75% towards a student’s placement decision |
| Why? | The current placement test was not created with input from current math teachers/admin |
| Why? | The current placement test was not created in collaboration with the academic/math office |
| Root Cause | The current placement test is due for upgrading and enhancements but has not been updated in several years. |

Root Cause Analysis #2

| | |
|-------------------------------------|--|
| Need #2 - Please describe the need: | The McKinley PTO and parent community are very engaged and active regarding communication with administration. School leaders have noticed that administrators spend a significant amount of time in the area of parent communications and concerns in an unstructured manner. This often leads to administrators not being able to be present in classrooms enough to complete their instructional round goals. A |
|-------------------------------------|--|

| | |
|-------------------|--|
| | parent/communication elevation tree will be created, in collaboration with stakeholders, and shared to encourage and promote a more structured time, system, and process for following up with parents regarding non-emergency concerns and calls. |
| Why? | Administrators currently operate on a “drop everything” and attend to call style of communicating with parents |
| Why? | Main office staff needs training on how to take and properly route parent concerns |
| Why? | Parent and guardians should be able to reference a tool that encourage them who to contact and the best way to do so based on their concern |
| Why? | Administrators’ day to day operations appear to be more parent facing than instructionally/student centered |
| Why? | Communication plans/trees help enhance the flow and efficiency of an organization. |
| Root Cause | Because there isn’t a current tool/protocol for parents, office staff, admin to reference in regard to parent concerns and calls, school leaders’ current communication modes are not time balanced or structured. |

| Root Cause Analysis #3 | |
|------------------------------------|---|
| Need #1- Please describe the need: | The high school program is not well branded in the community and amongst potential students. To rebrand our program, we need to update our current mission and vision, and build out/enhance our “leadership academy” school model which is our magnet school emphasis. |
| Why? | The high school enrollment is one of the lowest amongst the region’s high schools, branding and marketing help sustain growth and retention |
| Why? | Student pride and school spirit is low (panorama data) due to our school’s lack of branding |
| Why? | High school students are not given opportunities to grow and develop as leaders as our model/school’s name suggests. (McKinley Classical Leadership Academy) |
| Why? | School organizations should review and possibly redesign their mission and vision often. |
| Why? | Our current mission, vision, logo, brand has not been updated within the last several years and leadership teams. |
| Root Cause | McKinley leadership team/stakeholders has not reviewed or updated our current branding, mission/vision, or leadership development program in several years. |

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?

The parent and family engagement policy are made available and explained at enrollment, open house, meet the teacher, PTO meetings and/or sent home to be signed on the students first day of class. McKinley provides each family with the district's Parent Information Guide and Student Code of Conduct, as well as school policies presented in the handbook.

What are the strengths of family and community engagement?

Active PTO at both the middle and high school levels. Consistent parent communications via email, robocalls, website updates, and newsletters.

What are the weaknesses of family and community engagement?

Communication with parents from all staff including academic and social-emotional concerns/updates. Priority tree needs to be established in regard to receiving concerns from parents.

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

Proactive, relevant, communication and consistency

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?

Monthly PTO meetings to engage and inform parents of the school-wide plan.

How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?

Parents provide feedback through emails, meetings, and calls. A parent survey is conducted by the PTO to discuss concerns.

How is timely information about the Title I.A program provided to parents and families?

N/A

What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?

Methods to provide explanations of curriculum are as follows: parent meetings to address specific topics of their individual expertise and include identified topics in monthly newsletters to support and expose parents to necessary information.

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?

SLPS Parents will support of academic achievement includes but may not be limited to the following.

- 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.

McKinley's parent teacher conferences are twice a school year, and both report cards and progress reports are sent home. We collaborate with parents/guardians to complete monthly Parent Teacher Organization meetings. We host events such as open houses, meetings with the teacher, and orientation, and parents/teachers can request meetings throughout the academic year. The parent contact log is maintained in Tyler Student Information Systems (SIS). We communicate with parents regarding volunteer opportunities and approvals, and we work with SLPS Volunteer Services to onboard interested parents/guardians into volunteer roles.

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

Parent/teacher conferences, syllabi, parent portal (SIS), website and Microsoft Teams, Zoom

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

Teachers are expected to communicate with parents regarding achievement and student progress in learning. Teacher websites assist with additional resources available to students. Parent virtual and in-person meetings sessions were held and will continue to address parent concerns.

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?

In addition to new teacher training, (McK101) Education of school personnel is presented during PLCs (Professional Learning Communities) and staff meetings through hands-on training and procedures and/ or virtual training.

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

Very active PTO and leadership planning support the ties between parents and the school.

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.

Our school support staff provide resources to families to support the social, budgetary, and learning needs of our students.

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

Summary Statements

Summary of the strengths and weaknesses relative to Family and Community Engagement.

A strong PTO participation, a host of family events (parent/teacher conferences, open house, concerts, etc.) and community partnerships are excellent ways we engage our families. Leadership needs to develop an elevation tree to route parent concerns and calls so that instruction can become the priority and our school communication is student centered.

Summary of the strengths and weaknesses relative to the school context and organization.

Most teachers have advanced degrees, most middle school teachers hold gifted certification, professional development outside of the district mandates. Teacher still needs to grow in learning and adopting the “Portrait of a gifted learner” and operating at a Dok3+ level of teaching and learning. The school community needs to improve in branding, school spirit, and adult camaraderie.

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.

| |
|--|
| |
|--|

(What date did you and your School Planning Committee complete Section 2? _____)