**2021**

**SLPS Accountability Plan Template**

 

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

**We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This 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**

**2021 ACCOUNTABILITY PLAN**

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

**(**[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) **and** [**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)**)**

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| **Improvement/Accountability Plan**  |
| **Focus of Plan (check the appropriate box):*** **LEA**
* **School**
 | **Name of LEA:****Name of School:****Gateway Middle School** **School Code:** **0323** | **Check if appropriate*** **Comprehensive School \*\*\*Requires a Regional School Improvement Team**
* **Targeted School**
* **Title I.A**
* **Autonomous**
 |
| **Date:** | **6/3/2020** |
| **Purpose: To develop a plan for improving the top 3 needs identified in the need assessments.** |
| **School Mission:** To inspire a dynamic learning community that fosters social and academic growth while focusing on student accountability, student achievement, and parent involvement. |
| **School Vision:** We aim to inspire and empower students to excel both academically and socially while preparing them to be productive citizens and future leaders.  |
| **One plan may meet the needs of a number of different programs. Please check all that apply.*** **Title I.A School Improvement**
* **Title I.C Education of Migratory Children**
* **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
* **Title II.A Language Instruction for English Learners and Immigrant Children**
* **Title IV 21st Century Schools**
* **Title V Flexibility and Accountability**
* **Individuals with Disability Education Act**
* **Rehabilitation Act of 1973**
* **Carl D. Perkins Career and Technical Education Act**
* **Workforce Innovation and Opportunities Act**
* **Head Start Act**
* **McKinney Vento Homeless Assistance Act**
* **Adult Education and Family Literacy Act**
* **MSIP**
* **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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**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 need assessment process.**

**SEE ATTACHE SIGNATURE PAGE.**

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| **School Planning Committee** |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Dr. A. Michael Shaw | Dr. A. Michael Shaw | Arthur.Shaw@slps.org |
| Assistant Principal | Ms. Angelique Brown |  | Angelique.Brown@slps.org |
| Academic Instructional Coach | Michael Jonagan  |  | Michael.Jonagan@slps.org |
| Family Community Specialist | Mecayla Kilgore |  | Mecayla.Kilgore@slps.org |
| ESOL Staff (if applicable) | Heather Bateman  |  | Heather.Bateman@slps.org |
| SPED Staff (if applicable) | Hanna Zinck  |  | Hanna.Zinck@slps.org |
| ISS/PBIS Staff (if applicable) | Dana Harris |  | Dana.Harris@slps.org |
| Teacher | Michael Herron  |  | Michael.Herron@slps.org |
| Teacher (ELA) | Tawana Moore |  | Tawana.moore@slps.org |
| Parent | Elizabeth Jackson |  | Jackson.elizabeth11@outlook.com |
| Parent |  |  | Robinfaulk89@gmail.com |
| Support Staff | Roshana Hamm |  | Roshana.Hamm@slps.org |
| Community Member/Faith Based Partner | Mr. Alandon Pitts, CEO Mentors N Motion  |  | Alandon.pitts@slsp.org |
| Network Superintendent | Dr. Jere Hochman |  | Jere.hochman@slps.org |
| *Dean of Students* | Valerie Carter Thomas |  | Valerie.Carter@Slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| **Student Demographic** |
| **Data Type** | **Current Information**  | **Reflections** |
| **Student Enrollment as of 3/1**  | 555 | Good increased enrollment from previous year.  |
| **Grade Level Breakdown** | Grade 6: 177Grade 7: 202Grade 8: 176 | Good consistent across grade level class sizes. |
| **Ethnicity** | B: 524W: 18H: 12A: 1I: 0 | Although we have a majority black student population, we must continue to make considerations for our diversifying student body. |
| **Attendance** | 90/90 55.3, ADA 82.0 (Prior to DESE Adjustments) | Our Improvements toward 90/90+ was impacted by COVID Pandemic.  |
| **Mobility** |  |  |
| **Socioeconomic status** | 100 % Free lunch | All students need wrap around support. Especially with our current national crisis around pandemics and social justice. |
| **Discipline** | 0 0SS0 ISS | We have had a continuous reduction in OSS our last three years. Due to Non-In-Person instruction the disciplinary issues were minimized. We have had an increased positive culture and climate for staff and students which is a major victory!  |
| **Limited English Proficiency** | 56 StudentsGrade 6: 15Grade 7: 21Grade 8: 20 | We had a great increase of ELL students attending Gateway. Ell parents and students have been feeling supported. We have good district support to communicate with parents and students. |
| **Special Education** | 107 StudentsGrade 6: 35Grade 7: 42Grade 8: 30 | We have a large growing SPED student group with an increase of 10 over last school year. We must make sure to reinforce all accommodations for student success. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Good teacher – student ratio and class size. Good support for our ELL students. | Class management to reduce classroom distractions.  | Continued Culturally Responsive Pedagogy Training. |

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| **Student Achievement*****(Please analyze your achievement data for 20-21 and provide an explanation for the current performance data.)*** |
| **Goal Areas** | **19-20 performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **Reading (STAR) SGP** | 30.6% | 50%  | 24.5% | Star Reading Student Growth Profile |
| **Math (STAR) SGP** | 22.2% | 55% | 22.3% | Star Math Student Growth Profile |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Teacher’s retention very good and instructional practices are becoming more proficient. We are showing a steady growth in all academic areas.  | Students are entering Middle School below grade level. Reading proficiency rates are very low. | Remediation through evidence-based differentiation in both Reading and Math. Increased instructional time for Reading/ELA.  |

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| **Curriculum and Instruction** ***(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)***  |
| **Data Type** | **Current Information** | **Reflections** |
| **Learning Expectations** | Emphasis on achieving Grade Level Expectations for all students. | Differentiated Instruction is required to enable the variety of students to learn from their particular Zones of Proximal Development (ZPD). Increased proficiency for online instruction. |
| **Instructional Programs** | LLI, SIPPS, Co-Teaching by Resource and Classroom teachers, PLC development of curriculum/lesson plans within departments. | Need Programs for Math and Sciences. Increased use of online resources. |
| **Instructional Materials** | High interest, varied grade level reading materials and books, Math textbooks, web-based tools and worksheets. | We have increased our numbers of high interest/varied level reading materials this year. Increased online resources. |
| **Technology** | Smart/Promethean Boards, 3 Computer labs, 2 Computer carts for each grade level and student IPADs. | High use of technology for instruction. Proficient high level use of TEAMS. |
| **Support personnel** | AIC, Counselor, Social Worker, FACS, Admin, Dean, Special Education personnel | Strong support team. |

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| **Strengths** | **Weaknesses** | **Needs** |
| We have GLEs, instructional programs and materials, support personnel and technological materials in place. 99 percent staff retention to build on best practices.  | Use of DI to improve the probability of all students from a variety of Zones of Proximal Development (ZPD) needs to be increased. Increased use of technology online instruction and activities. Need for intense classroom management training for new teachers who have only taught virtual or hybrid.  | Professional Development in DI and Online instruction on a regular basis.Ongoing training and coaching on In-Peron instruction for new teachers who have only taught virtual or hybrid.  |

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| **High Quality Professional Staff** ***(How are you ensuring that all students are taught by a high-quality teacher?)*** |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** | Monthly Professional Development, PLC’s | With the current state of affairs as a result of the pandemic, ongoing training in online instruction/Teams and other resources are needed and imperative.  |
| **Staff Certification** | 38 Certified staff members. | Quality certified staffing. |
| **Staff Specialist and other support staff** | AIC, FACS, 1.5 Counselors, Social Worker, PBIS | Very good support staff to cover all aspects of the student. |
| **Staff Demographics** | 65 Staff, 19 Male, 46 Females | A diverse staff with approximately 30% males. |
| **School Administrators**  | Principal, Assistant Principal, Dean  | Solid team of administrators. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Strong diverse staffing with adequate support staff. | With the new emphasis on online instructional training and school acclimation are essential.  | Continued professional development in online, computer-based instruction.  |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 are based on needs assessment/data analysis**  |
| Leadership 1. Creation and implementation for school wide remediation due to possible gaps created by Pandemic.
2. Providing high-quality professional development to teachers.
3. Focus on creating a collaborative and data-driven culture through PLCs
 |
| Reading1. Provide training for teachers on differentiated instruction to ensure instructional practices meet the needs of all students.
2. Implement high-quality reading interventions to target reading gaps to improve Super Subgroup Achievement )
 |
| Mathematics1. Provide training for teachers on differentiated instruction to ensure instructional practices meet the needs of all students or implement differentiated instructional model to meet the needs of all students.

2. Implement models for small group Mathematics interventions to improve Super Subgroup Achievement |

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

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| **Root Cause Analysis #1**  |
| Need #1- Please describe the need: | Continued effective instructional leadership.  |
| Why?  | To improve instructional practices. |
| Why?  | Because students are performing below grade level.  |
| Why?  | Students are lacking foundational skills to perform at grade level.  |
| Why?  | Teachers need training and leadership to identify student needs.  |
| Why?  | Differentiated instruction is needed for all students to learn.  |
| **Root Cause**  | The need for training teacher leaders to effectively instruct and move students of different performance levels to higher proficiency. |

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| **Root Cause Analysis #2** |
| Need #2 - Please describe the need: | Students are reading 3-4 grade levels behind according to district data. (Reading) |
| Why?  | Low opportunities to read outside school setting. |
| Why?  | Students are on multiple reading levels in the same class/grouping. |
| Why?  | Teachers need additional training and practice to provide more individualized instruction.  |
| Why?  | Teachers need instruction models and reading interventions. |
| Why?  | Teachers need time to implement and facilitate the instructional practices needed to improve reading levels. |
| **Root Cause**  | Lack of Differentiated Instructional Model, Reading Interventions and Opportunities |

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| **Root Cause Analysis #3**  |
| Need #1- Please describe the need: | Students are reading 3-4 grade levels behind according to district data. (Math) |
| Why?  | Low opportunities for students to practice concepts and develop conceptual math understanding.  |
| Why?  | Teachers lack strategies to differentiate instruction for struggling learners |
| Why?  | Teachers need additional training and practice to provide more individualized instruction. |
| Why?  | Teachers need instruction models and reading interventions. |
| Why?  | Teachers need time to implement and facilitate the instructional practices needed to improve math levels. |
| **Root Cause**  | Differentiated Instructional Model and Basic Math Interventions |

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

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|  **School Parent and Family Engagement Policy** **\***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy?  |
| * School seeks the signing of the document.
* Parents are then asked to sign a copy, that will be placed in their student’s file
 |
| What are the strengths of family and community engagement?  |
| * Our school is transparent and open with data and communication.
* Families feel we offer amazing opportunities for their children to participate in activities.
* Consistent PTO meetings
 |
| What are the weaknesses of family and community engagement?  |
| * Parents would like more effective communication/some students do not bring information home to parents.
* Parents want up-to-date parent portal information.
* Parents need training in the use of electronic access to portals and instructional tools for their students.
 |
| What are the needs identified pertaining to family and community engagement?  |
| * More activities that are not sports related for students.
* Increase of cultural activities (musicals, plays, family events).
 |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan?  |
| * Parents are given the chance to give input on the Schoolwide plan at the annual Review and Revision Meeting.
 |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?  |
| * Parents/families are invited to attend our Annual Review and Revision meetings held in the month of March. Families have the opportunity to give input and revise the school’s Family Engagement Policy.
 |
| How is timely information about the Title I.A program provided to parents and families?  |
| * Flyers at least two-weeks prior to event
* Robo Calls
* School Website
* Emails to parents (with parent portal access)
 |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?  |
| * School website
* Open House
* School Calendar
* PTO Meetings
* Parent/Teacher Conferences
 |

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| **Shared Responsibility for Student Achievement-School Parent Compact** |
| ***Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*** |
| What are the ways in which all parents will be responsible for supporting their children’s learning?  |
| * Ensure that their student attend school regularly and on-time.
* Ensure that student have access to online learning at home.
* Provide enough time and an environment at home that allows their student to complete schoolwork and/or study at home.
* Encourage student to do his/her best work.
* Attend conferences (academic and behavioral) to monitor their student progress throughout the school year.
* Providing accurate contact information such as phone numbers and email addresses to ensure that they are accessible to school personnel.
* Be active participants in the PTO (if applicable).
* Support and uphold the school’s academic and behavioral expectations to ensure that all students receive a good, equitable education.
 |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.  |
| * Retain highly qualified administrators and teachers (certified)
* Provide instruction, materials, and relevant professional development which incorporates the latest evidence-based research.
* Maintain a safe and positive school climate and culture.
* Assure that each student can access online instruction from home.
 |
| Please provide assurance that the school is:* Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
* Issuing frequent reports to parents on their children’s progress
* Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
* Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand
 |
| * Parent Teacher conferences held in October and March.
* Progress reports/report cards every 5 weeks.
* Families are able to meet with their student’s entire team of teachers by appointment during plan periods.
* Robo Calls, emails, school website, phone calls, as well as translated documents and interpreters for ELL families
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| **School Capacity for Involvement**  |
| How does the school provide assistance to parents in understanding the following items? * Missouri Learning Standards
* Missouri Assessment Program
* Local Assessments
* How to monitor a child’s progress
* How to work with educators to improve the achievement of their children
 |
| * Open house is conducted at the beginning of the school year to provide parents with essential information regarding curriculum, Missouri learning standards, and district assessments that their child will participate in.
* Parents access to sis to monitor and track their child’s grades. This allows parents to access their child's grades at any time.
* Ongoing communication with teachers and administrators allows parents to support their child’s achievement in conjunction with the school.
 |
| How does your school provide materials and trainings to help parents work with their children to improve achievement?  |
| * PTO Meetings
* Parent workshops
* Access to Parent Resource Room
 |
| 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?  |
| * District-Wide Professional Development
* Bi-weekly staff meetings
* PLC’s
* Team Meetings
* Mentors
* AIC and Administration – One on One Feedback and training.
 |
| How does your school implement and coordinate parent programs, and build ties between parents and the school?  |
| * Full time Family Specialist Coordinate Monthly Events
* PTO Meetings
* Parent workshops
* Access to Parent Resource Room
* 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.  |
| Parents will have access to the parent resource room daily by appointment to utilize computers to fill out applications, create resumes and/or receive additional assistance for the FCS. Parents can also explore resources that the school may have on hand that provides information about school events and resources such as counseling, medical referrals, etc. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: * Parents and family members who have limited English proficiency.
* Parents and family members with disabilities
* Parents and family members of migratory children
* Provides information and school reports in a format and language parents understand
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Strengths include the plethora and quality of teacher/parent engagement opportunities in place for PTO Meetings, Parent workshops, Access to Parent Resource Room, Volunteer opportunities are available. Twice a year, scheduled Parent/Teacher Conferences take place. Conferences are held, including Special Education IEP and IEP Review Meetings are held at parent request and as IEPs require.A weakness is that many parents do not take advantage of the opportunities to engage. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| The strengths if the organization in the context of school efficacy is reflected in the commitment to retain highly qualified administrators and teachers (certified); provide instruction, materials, and relevant professional development which incorporates the latest evidence-based research; and to maintain a safe and positive school climate and culture. A weakness may be that this is a relatively new group, as far as working with one another. However, as the current school year progresses and as the team holds together is subsequent years that weakness will dissipate. |

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| **Summary of Needs Assessment and Priorities for 2021-2022** |
| *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 2021-22 school year.* In 2020-2021, grade level performance in Reading, Math, attendance, and parental interaction have been challenged as a result on the pandemic and virtual learning. Weekly data meetings and PLCs are held. Increase in students reading and guided reading practices are somewhat stifled because of non-in-person learning. Since the pandemic, every staff member increased their proficiency in giving online instruction. These all remain as important goals for the 2021-2022 school year as well. One major need for growth is to provide opportunities for professional development for teachers in Differentiated Instruction (DI) and online instructional practices. DI is a major emphasis for 2021-2022 and will take place monthly. Use of DI will be monitored daily. In addition, interactive online instructional practices using TEAMS and other formats will be essential to instruction.  |

**SECTION 3**

**The Goals and the Plan**

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

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

**The District advances fairness and equity across its system** | * **X 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. |
| By May 2022, the principal, assistant principal, AIC, and academic team leaders will demonstrate culturally responsive pedagogy for maximum student engagement as observed in the teacher's instructional unit and lesson development, implementation of instructional strategies, and assessments of the learning objective/standard as evidenced by 80% of walkthrough feedback records and observation/feedback sessions.  |
| **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.*X Providing high-quality professional development to teachers.* Supporting first year teachers

X Creating systems to establish a clear focus on attaining student achievement goals in our current pandemic state.* Creating a collaborative and data-driven culture through PLCs
* Establishing a positive culture and climate
* Becoming an effective instructional leader
 |
| **Priorities:** 1. Providing high-quality professional development to teachers with a focus on DI and Online Instruction.
2. Creating systems to establish a clear focus on attaining student achievement goals in our current pandemic state.
 |
| **Funding source(s):** |

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| **Priority # 1**  | Providing high-quality professional development to teachers that leads to quality, high rigor instruction and teacher retention.  |
| **Evidence-based strategy**  | Monthly professional development in pedagogyof the Data-Driven Three-Tiered Instruction plans to meet the needs of diverse learners. Teacher workshops to improve collaboration and systemic support. |
| **Cost to support implementation of strategy:** | Monthly professional development opportunitiesand workshops**.** |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| * Principal and Leaders shall support staff with high level professional development which leads to 100% of teachers trained on providing three-tiered differentiated instructional plans.
* Learning objective is posted and verbalized by teacher and students.
* Teacher always uses strategies to include all students in the learning and activities. Teacher creates an environment where participation and engagement are expected from all students both in class and online.
* Delivery of lesson is structured to include a gradual release of responsibility to students.
 | * Principal and Leaders shall support staff with high level professional development which leads to 90% of teachers implementing three-tiered differentiated instructional plans based on previous years advancements.
* Teacher and students can connect the task to the larger scope of learning (relevance).
* Student responses especially during student-to-student discussion always use appropriate academic vocabulary, provide evidence and thoughtfulness, and make personal connections to their learning.
* Evidence of engaging activities and high-quality, appropriate materials (including appropriate integration of technology) that reinforce mastery of the standard and allows for differentiation as needed.
 | * Principal and Leaders shall support staff with high level professional development which leads to 100% of teachers are implementing three-tiered differentiated instructional plans.
* Learning objective and observed instruction aligns to the appropriate level of rigor/DOK for that specific standard.
* Teacher and students hold high expectations for themselves and others in the classroom, resulting in a safe, joyful, and respectful culture.
* Students and teachers engage in meaningful work 100% of the time both in class and online.
* Entire lesson utilizes engaging activities and high-quality, appropriate materials that reinforce mastery of the standard and allows for differentiation as needed
 | * Principal and Leaders shall support staff with high level professional development which leads to 100% of teachers are implementing three-tiered differentiated instructional plans.
* Teacher and students always work with a sense of “urgency” and strategically adjust the lesson to maximize the learning time both in class and online.
* Students assume responsibility for an orderly and routine environment, requiring no support from the teacher.
* Students require little or no teacher prompting for high-quality responses and engagement.
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| **Priority # 2**  | Creating systems to establish a clear focus on attaining student achievement goals in our current pandemic state. |
| **Evidence-based strategy**  | Differentiated Instruction (D.I.) a three-tiered pedagogical approach to educating all children while adhering to all federal, state, local and school district pandemic guidelines. All teachers shall be provided professional development on 1. Differentiated Instruction with an emphasis on Online Instruction and 2. Pandemic Guidelines and Procedures.  |
| **Cost to support implementation of strategy:** | Professional Development |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| * Principal and Admin team will identify.
* 100% of teachers will receive Professional Development on 1. Differentiated Instruction with an emphasis on Online Instruction and 2. Pandemic Guidelines and Procedures initially and monthly throughout the 2020-21 school year.
* Development of all procedures and building guidelines to adhere to pandemic policies that still foster a positive learning environment.
* PLCs will collaborate and consult on classroom management technique, pandemic procedures and guidelines for their departments.
* School website and all teacher webpages updated and relevant to student learning and success.
* Teacher Teams and online classes are relevant and aligned to pacing guides and at school instruction.
 | * Principal cites examples of knowing each teacher and staff member is adhering to pandemic guidelines while proving excellent instruction both in class and online in.
* 100% of teachers will receive Professional Development on 1. Differentiated Instruction with an emphasis on Online Instruction and 2. Pandemic Guidelines and Procedures initially and monthly throughout the 2020-21 school year.
* Increases in student achievement based upon pre and post assessment will measure success of PD in DI.
* Lesson developed through PLC planning always allows students to wrestle with challenging questions, scenarios, and problems that have multiple correct solutions or pathways to the solution both in class and online while adhering to all pandemic guidelines.
* PLC planning results in each teacher consistently pushing student thinking with rigorous questioning, complex reasoning, and extended thinking both in class and online.
 | * 100% of teachers will receive monthly PD in DI each month.
* Ongoing assessments of pandemic procedures and guidelines.
* Increases in student achievement based upon pre and post assessment will measure success of DI and online instruction. Zero evidence of students or staff having pandemic challenges from school.
* Teacher gathers data on individual student understanding throughout the lesson, allowing teacher to differentiate or reteach as needed and adjust class or online instruction.
* PLC collaboration on lesson planning results in teacher always providing precise directions that are specific, concrete, sequential, and measurable, resulting in 100% of students meeting expectations both in class and online.
* Student and staff surveys to determine overall perception of DI and online instruction and support as a guide for leadership.
 | * Increases in student achievement based upon pre and post assessment will measure success of PD in DI.
* Teacher gives high-quality, positive, constructive feedback to 100% of students.
* DOK scaffolds to a 3, where appropriate. Teacher circulates to assess the work of 100% of students.
* Classroom has a well-established management system in accordance with pandemic guidelines that allows the teacher to be minimally invasive with maximum engagement and maximize instructional time both in class and online.
* Student Survey and staff surveys on teacher expectation, membership, engagement, and culturally responsive school indicators (ex. Panoramic survey) 90% new teacher and staff retention.

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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * **Pillar 1:**

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

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

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

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

**Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** |
| Goal 2: Fifty Percent (50%) of students will grow 1.5 years in reading by May 2022 on the STAR Reading Test.  |
| **Reading Plan**  |
| Based on your need’s 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. Provide training for teachers on differentiated instruction to ensure instructional practices meet the needs of all students.
2. Implement high-quality reading interventions to target reading gaps to improve Super Subgroup Achievement)

  Responsible Implementation Monitors: Principal, Assistant Principal, Academic Instruction Coach, Sped Leader |
| **Funding Source(s):** |

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| **Priority # 1**  | **Provide training for teachers on differentiated instruction to ensure instructional practices meet the needs of all stude**nts. |
| * **Evidence-based strategy**
 | * In weekly data teams, teachers will use Engage NY and assessment to data to plan instruction that is three-tiered to meet the needs of all students. Teachers will receive professional development on differentiating reading instruction and will incorporate the professional development into their lesson plans.
 |
| * **Cost to support implementation of strategy:**
 | Cost for Professional Development* August (Back to School PD)
 |
| * **Indicators of Success**
 |
| * **August**
 | * **December**
 | * **February/March**
 | * **May**
 |
| 100% of teachers know student baseline data based in initial STAR reading assessment.100% of students know their reading levels and set individual growth goals.  | 75% of teachers are implementing three-tiered instructional plans.Common formative assessments (Pre/Post)50% students are on track to meet their individual growth goals. Student reading goals are updated based on second STAR assessment.  | 100% of teachers are implementing three-tiered instructional plans.50% students are on track to meet their individual growth goals.Student reading goals are updated based on second STAR assessment.  | 100% of teachers are implementing three-tiered instructional plans.50% students are on track to meet their individual growth goals.Students know their end of year score and can articulate their overall progress.  |

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| * **Priority # 2**
 | Implement high-quality reading interventions to target reading gaps to improve Super Subgroup Achievement · |
| * **Evidence-based strategy**
 | Based on assessment data, the data teams will group students who are reading below grade level and utilize SIPPS and small-group interventions to meet the needs of the tier 2 and 3 students.  |
| **Cost to support implementation of strategy:** | Cost for Professional Development and training will be allocated from the General Budget Fund. |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| 100% of teachers trained on providing three-tiered instructional plans.100% of teachers know student baseline data based in initial STAR reading assessment and data is aggregated based on individual subgroups.  | 75% of teachers are implementing three-tiered instructional plans.50% students are on track to meet their individual growth goals. Student reading goals are updated based on second STAR assessment.Data is aggregated based on individual subgroups.  | 100% of teachers are implementing three-tiered instructional plans.50% students are on track to meet their individual growth goals.Student reading goals are updated based on second STAR assessment.Data is aggregated based on individual subgroups.  | 100% of teachers are implementing three-tiered instructional plans.50% students are on track to meet their individual growth goals.Students know their end of year score and can articulate their overall progress.Data is aggregated based on individual subgroups.  |

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| **Goal #3 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * **Pillar 1:**

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

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

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

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

**Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** |
| Goal 3: Fifty Percent (50 %) of students will grow 1.5 years in mathematics by May 2022 based on Star assessments. |
| Mathematics Plan:  |
| Based on your need’s 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. Provide training for teachers on differentiated instruction to ensure instructional practices meet the needs of all students or implement differentiated instructional model to meet the needs of all students.

2. Implement models for small group Mathematics interventions to improve Super Subgroup Achievement  |
| **Funding Source(s):** |

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| **Priority # 1**  | Provide training for teachers on differentiated instruction to ensure instructional practices meet the needs of all students or implement differentiated instructional model to meet the needs of all students. |
| * **Evidence-based strategy**
 | Using the MLS and Big Ideas, math teachers will plan instruction that is three-tiered to meet the needs of all students. Teachers will receive professional development on differentiating mathematics instruction and will incorporate the professional development into their lesson plans. |
| **Cost to support implementation of strategy:**  | Cost for Professional Development and training will be allocated from the General Budget Fund. |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| 100% of teachers trained on providing three-tiered instructional plans. | 75% of teachers are implementing three-tiered instructional plans.Common formative assessments (Pre/Post)100% of teachers know student baseline data based in initial Scantron math assessment.100% of students know their math levels and set individual growth goals.  | 100% of teachers are implementing three-tiered instructional plans.50% students are on track to meet their individual growth goals. | Students know their end of year score and can articulate their overall progress.  |

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| **Priority # 2**  | A coordinated evidence-based strategy will be deployed to learning in mathematics for the Super Subgroup (includes IEP, FRL and African American Subgroups). |
| **Evidence-based strategy**  | Based on assessment data, the data teams will group students who are performing below grade level and implement specific and targeted interventions for students in Tier 2 and 3.  |
| **Cost to support implementation of strategy:** | Cost for Professional Development and training will be allocated from the General Budget Fund. |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| 100% of teachers trained on providing three-tiered instructional plans. | 75% of teachers are implementing three-tiered instructional plans.100% of teachers know student baseline data based in initial Scantron math assessment. 100% of students know their math levels and set individual growth goals. Data is aggregated based on individual subgroups.  | 100% of teachers are implementing three-tiered instructional plans.50% students are on track to meet their individual growth goals.Student math goals are updated based on second Scantron assessment. | Data is aggregated based on individual subgroups.  |

**\_\_\_\_ --\_\_\_\_\_ \_\_\_\_6/11/2021\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**