**SLPS Accountability Plan Template 2021-2022**



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

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

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

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

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

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

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

**School Name: Dewey International Studies**

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

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

**(**[**DESE’s Consolidated Application**](https://dese.mo.gov/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):**  **X LEA**  **X School** | **Name of LEA:Andrew Donovan**  **Name of School: Dewey International Studies School**  **School Code:0449** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date: 6/9/21** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission: Dewey International Studies Elementary School maximizes student potential through high academic expectations while developing a deeper understanding of diverse cultures and building interactions with our world.** | | |
| **School Vision: Dewey International Studies Elementary School students will become lifelong learners who positively contribute to a diverse and changing global community.** | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**   * **Title I.A School Improvement** * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

**Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.**

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Andrew Donovan |  | [Andrew.donovan@slps.org](mailto:Andrew.donovan@slps.org) |
| Assistant Principal | DeAdrienne Torrey |  | [Deadrienne.torrey@slps.org](mailto:Deadrienne.torrey@slps.org) |
| Academic Instructional Coach | Noelle Van Nortwick |  | [Dawn.VanNortwick@slps.org](mailto:Dawn.VanNortwick@slps.org) |
| Family Community Specialist | Joyce Spann |  | [Joyce.Spann@slps.org](mailto:Joyce.Spann@slps.org) |
| ESOL Staff (if applicable) | Julia McDonnell |  | [Julia.McDonnell@slps.org](mailto:Julia.McDonnell@slps.org) |
| SPED Staff (if applicable) | Joseph Clay |  | [Joseph.Clay@slps.org](mailto:Joseph.Clay@slps.org) |
| ISS/PBIS Staff (if applicable) | Jimele Palmer |  | [Jimele.Palmer@slps.org](mailto:Jimele.Palmer@slps.org) |
| Teacher | Gerresa McGraw |  | [Gerresa.McGraw@slps.org](mailto:Gerresa.McGraw@slps.org) |
| Teacher | Emily Gentemann |  | [Emily.Gentemann@slps.org](mailto:Emily.Gentemann@slps.org) |
| Parent | Candice Reed |  | misscandy05@yahoo.com |
| Parent | Lynesha Jackson |  | [bubblesdelight23@aol.com](mailto:bubblesdelight23@aol.com) |
| Support Staff | Doris Wille |  | [doris.wille@slps.org](mailto:doris.wille@slps.org) |
| Community Member/Faith Based Partner | Andrew Baumgartner |  | [office@stmarkselca.com](mailto:office@stmarkselca.com) |
| Network Superintendent | Karen Jones |  | [Karen.Jones6@slps.org](mailto:Karen.Jones6@slps.org) |
| *Other* |  |  |  |

**SECTION 2**

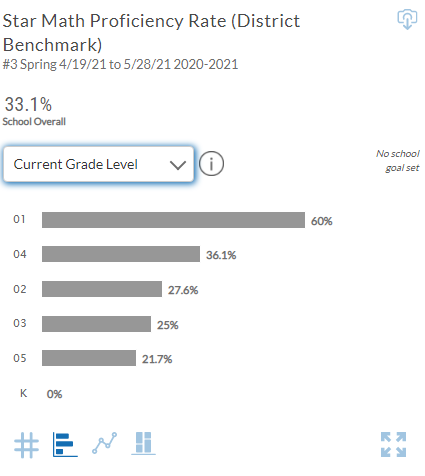
**Comprehensive Needs Assessment**

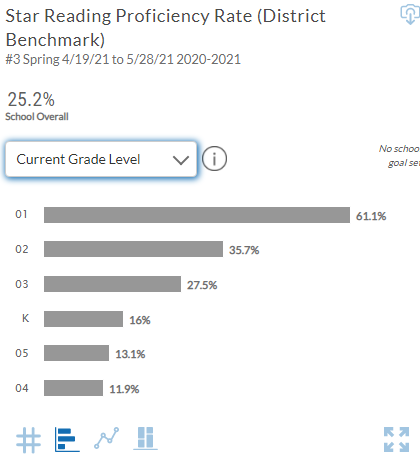
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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 388 | Enrollment has decreased compared to the last 3 years. |
| **Grade Level Breakdown** | P4 = 27  K = 57  1 = 49  2 = 60  3 = 60  4 = 68  5 = 67 | Preschool enrollment has diminished significantly. |
| **Ethnicity** | Black = 323 = 83%  Hispanic = 40 = 10%  White = 19 = 4%  Asian = 4 = 1%  Indian = 2 = >1% | Dewey has a diverse student body but a higher enrollment of African American students. |
| **Attendance** | 89.5% | Attendance has decreased mainly due to the pandemic. |
| **Mobility** | 9% |  |
| **Socioeconomic status** | 100% Free and reduced lunch |  |
| **Discipline** | ISS 0  OSS 0 | ISS and OSS were not utilized as discipline during the pandemic. |
| **Limited English Proficiency** | 43 students 11% |  |
| **Special Education** | 47 students 12% |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| Dewey’s continues to retain a diverse population of students. | Dewey’s enrollment goals are less than previous years. | Dewey needs to increase enrollment in preschool and continue to retain students transitioning from preschool to kindergarten. |

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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | According to STAR, 25.2% of students are reading on grade level and the SGP is 39.5% as of May. | Dewey school will have 35% of students reading on grade level by the conclusion of the 21/22 school year. Scantron nor MAP data is available. | According to STAR, 25.2% of students are reading on grade level and the SGP is 39.5% as of May | According to STAR, students reading on grade level at Dewey has decreased compared with 19/20 data. Due to in-person and virtual learning, not all students were assessed and some assessment data may not be accurate. |
| **Reading** | According to STAR, 25.2% of students are reading on grade level and the SGP is 39.5% as of May. | Dewey school will have 35% of students reading on grade level by the conclusion of the 21/22 school year. Scantron nor MAP data is available. | According to STAR, 25.2% of students are reading on grade level and the SGP is 39.5% as of May | According to STAR, students reading on grade level at Dewey has decreased compared to 19/20 data. Due to in-person and virtual learning, not all students were assessed and some assessment data may not be accurate. |
| **Math** | 33%, of students are on or above grade level according to the star assessment. The STAR Math SGP is 40.1%. | Dewey School will have 43% of the students taking the Math STAR assessment achieving at or above grade level at the conclusion of the 21/22 school year. | 33%, of students are on or above grade level according to the star assessment. The STAR Math SGP is 40.1%. | Dewey had a decrease of 7% of students scoring proficient or advance on the Math STAR assessment. Due to in-person and virtual learning, not all students were assessed and some assessment data may not be accurate. |
| **Science** | No additional data for 20/21. The mean comprehensive Science assessment from the 18/19 school year was 2377. | Dewey will increase 20/21 MAP scores by 5% by May of 21/22 school year. | No additional data for 20/21. The mean comprehensive Science assessment from the 18/19 school year was 2377. | According to the Scantron data, Dewey students achieved higher in physical Science. We will continue to focus on increasing the rigor in Life Science and Earth Science to increase the overall mean scale score. |
| **Social Studies** | N/A |  |  |  |
| **CCR** | N/A |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| More than 60% of students in 1st grade are achieving at or above grade level in Math and Reading. | All grade levels except 1st grade have less than 50% of students reading on or above grade level. | Dewey will continue to provide professional development and progress monitoring of our guided reading program and the implementation of a new reading program. Ongoing analysis of reading growth will guide instructional methods to increase reading proficiency. Dewey will continue to progress monitor the implementation of our Math resources. |

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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** | All students are expected to engage in Reading, Writing, Language Arts, Math and Science on a daily basis. Social Studies is integrated into other content areas. | With the inclusion of World Language classes as part of our school’s focus, the core content areas do not always encompass the fully allotted time. |
| **Instructional Programs** | District Provided:  Savvas MyView Literacy (K-5)  Savvas Envision 2.0 (K-5) | Guided reading is differentiated and implemented daily. Math online resources are also utilized to supplement our Math instruction. |
| **Instructional Materials** | -Leveled books  -Teacher resources to accompany all instructional programs (district purchased)  -Common Lit passages (free online)  -ReadWorks passages (free online) | The instructional materials that are district purchased, school purchased or free online are effective in implementing rigorous instruction from K-5. |
| **Technology** | All classrooms have a Smart Board or Promethean Board. All staff have a laptop. All students have iPads. | The use of 1:1 iPad for all students has been extremely beneficial especially for a school of our size during virtual learning, and district and state testing. |
| **Support personnel** | Full Time:  1 ELL teacher  1 Speech teacher  Part time:  1 Gifted Teacher  1 Library Assistant |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| All students Pk-5 have 1:1 technology for instructional purposes. | The need for supplementing instructional programs with other instructional materials. | -Available district materials needed for Sped Cross Cat teacher  -Full time gifted teacher |

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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** | Professional development is being planned for the 21/22 school year. All classroom teachers will be certified in their content areas. | Plan for professional development that will increase rigor and focus on progress monitoring, formative assessment, ELL strategies and classroom management. Professional development will also focus on trauma informed programming and restorative practices. |
| **Staff Certification** | 32 | All certified staff members have certification for their content area. |
| **Staff Specialist and other support staff** | 10 |  |
| **Staff Demographics** | Female 28  Male 4  Asian American. 1  Hispanic-American 2  African-American 10  Caucasian-American 29 |  |
| **School Administrators** | 2- Andrew Donovan (Principal)  Lisa Brown (Assistant Principal) |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| All teachers are highly qualified. | New teachers in the building need continual support to develop methods to increase rigorous instruction and management systems. | Dewey needs professional development, specifically for new hires, for the duration of the school year. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| Dewey needs to strategically plan professional development for the duration of the school year. |
| The team must proactively identify students that have had a history of lower attendance and work with the family to address any needs at the beginning of the school year. |
| Evidence of rigorous and differentiated instruction must increase. |

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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: | Leadership needs to increase teaching capacity to positively impact student achievement. |
| Why? | Teachers will increase the efficiency of their behavior management systems. |
| Why? | To incorporate restorative practices and calm and safe classrooms throughout the school. |
| Why? | Support trauma informed programming in the school. |
| Why? | Increase positive relationships with staff, students, and parents. |
| Why? | Productivity will increase throughout the building. |
| **Root Cause** | Leadership needs to increase teacher professional development to build behavior support systems and practices to increase productivity and student achievement in every classroom. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Teachers need to focus guided reading, differentiation, and rigorous instruction during reading lessons. |
| Why? | Meet every child at their level |
| Why? | Create independent learners |
| Why? | Increase reading levels |
| Why? | Increase comprehension skills |
| Why? | Increase fluency |
| **Root Cause** | Professional development and ongoing progress monitoring must take place to increase overall reading levels. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Teachers need to increase rigor and differentiation in Math activities and lessons |
| Why? | Students learn at different speeds |
| Why? | Students have a variety of needs |
| Why? | Students must have a greater depth of knowledge to apply what they have learned on state and local assessments. |
| Why? | Math requires prerequisites that are annually built upon |
| Why? | There are many different methods to mastering most Math skills |
| **Root Cause** | Professional development and additional support must be provided to increase rigor and differentiation techniques to develop a greater depth of knowledge in Math. |

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? |
| The parents are invited to attend an annual and bi-annual informational meeting. The FCS and the Principal present information at back to school night and opening events. |
| What are the strengths of family and community engagement? |
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| What are the weaknesses of family and community engagement? |
| Dewey families engage in a variety of activities throughout the year. In addition, the families volunteer for our major events and field trips. |
| What are the needs identified pertaining to family and community engagement? |
| A consistent, engaging, PTO cabinet will strengthen and engage with the community and school. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| The parents are invited to attend an annual and bi-annual informational meeting. The FCS and the Principal present information at PTO events and welcome feedback. In addition, parent representatives are invited to participate in the leadership meetings. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| The parents are invited to attend an annual and bi-annual informational meeting. The FCS and the Principal present information at PTO events and welcome feedback. |
| How is timely information about the Title I.A program provided to parents and families? |
| Information is provided through newsletters, phone blasts, fliers, calendars, e-mails, and personal contacts by phone. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| This information is provided through curriculum nights and 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? |
| Parents will meet with teachers, administration and others to discuss plans for improvement when requested. Parents will read newsletters and other important information that is sent home with the students. Parents will attend parent teacher conferences and ensure their student is completing assignments on time. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Students will be provided differentiated instruction to meet all their academic needs. Curriculum, materials, and other needed resources will be provided to students to complete their work at school and support students at 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 |
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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 |
| We will assist parents with understanding these specific areas by providing an open house, curriculum night, and multiple communications through newsletters, e-mails, calendars, progress reports and report cards. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| We will conduct 3 curriculum nights and provide parent workshops in all subject areas. During the 20/21 school year, these events will be available online. |
| 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 will provide extensive professional development to enrich our parent communications and maximize parent resources. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| The plan to increase the efficiencies of our parent programs will be done through enriching our communications with our community partners and other stakeholders. |
| 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 are encouraged to volunteer at the school and to become partners with their child’s teacher. We will continue to support our parents through curriculum nights and learning resources. |
| **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.** |
| Attendance is high at all major events and attendance is consistent with years past. The PTO has organized and is functioning independently in conjunction with school administration. The PTO has a newly organized executive team. Dewey holds an open house and 2 curriculum nights throughout the year and during the 20/21 school year online meetings and parent connection courses will be online. The attendance at these events could increase through additional advertising and online opportunities. All parents receive at least 2 conferences regarding academics during the school year; however, some of these conferences are needed to be over the phone or interpreted for our ELL students. Dewey will continue to work on providing multiple communications in different languages to engage all parents. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Dewey has focused on data driven Math and Reading instructions throughout the duration of the school year. Teachers, coaches, and administration meet weekly to analyze progress and plan for re-teaching and improvement. Through this process, Dewey has seen an increase in student achieving on teacher created, standard focused, assessments that were given on a bi-weekly bases. This practice has become embedded in our strategy to increase academic performance in targeted areas. |

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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| Dewey will continue to focus on increasing reading levels for all students utilizing the full implementation of district provided resources and guided reading. Dewey will prioritize professional development focused on rigorous instruction and the differentiation in Math and ELA. Dewey will also continue to focus on providing an excellent school culture by mentoring our new staff members and providing additional resources to strengthen their management systems and teaching methods. |

**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) | | | | |
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| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| **X Pillar 1:**  **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| 1. School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2021-2022 to 2022-2023. 2. School leaders will retain at least 90% of first- year teachers | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*   * Providing high-quality professional development to teachers   X Supporting first year teachers   * Creating systems to establish a clear focus on attaining student achievement goals * Creating a collaborative and data-driven culture through PLCs   X Establishing a positive culture and climate   * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Supporting first year teachers 2. Establishing a positive culture and climate | | | | |
| **Funding source(s): GOB** | | | | |

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| **Priority # 1** | Supporting first year teachers |  |
| **Evidence-based strategy** | Dewey will support teachers serving their first year at Dewey through additional professional development and a building mentor program. |  |
| **Cost to support implementation of strategy:** | Basic meeting supply cost, $1,000, will be needed for implementation. |  |

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| **Priority # 2** | | Establishing a positive culture and climate | | |
| **Evidence-based strategy** | | Dewey will continue to utilize and implement T.I.P.S., Trauma Informed Programing throughout the 21/22 school year. In addition, restorative practices and PBIS will continue to be implemented. | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | No additional funding will be needed for implementation. | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | Discipline data from SIS.  Less than 10 students will serve ISS. | Discipline data from SIS.  Less than 47 students (Total for the year) will serve ISS | Discipline data from SIS.  Less than 53 students (Total for the year) will serve ISS | Discipline data SIS.  Less than 72 students (Total for the year) will serve ISS  Less than 3 students will be suspended out of school. |
| **Teachers** | * 70% of PD survey feedback will be positive. | * 75% of PD survey feedback will be positive. | * 80% of PD survey feedback will be positive. | * 85% of PD survey feedback will be positive. * The number of teachers returning, contracts and intent to return forms, for the 21/22 school year |

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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** | **X 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** | | | | |
| 35% of students at Dewey will be on or above reading level by the conclusion of the 21/22 school year. | | | | |
| **Reading Plan** | | | | |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. Differentiated guided reading will be expected daily for students reading below grade level.  2. Rigorous comprehension strategies will be utilized in all classrooms. | | | | |
| **Funding Source(s):** **Title I** | | | | |

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| **Priority # 1** | 1. Differentiated guided reading will be expected daily for students performing below grade level. |  |
| **Evidence-based strategy** | * Guided reading schedule block * Differentiation * Progress monitoring |  |
| **Cost to support implementation of strategy:** | **There is no cost to support implementation as all materials are provided through Savvas MyView for guided reading and STAR for progress monitoring.** |  |

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| **Priority # 2** | | **Rigorous comprehension strategies will be utilized in all grade levels.** | | |
| **Evidence-based strategy** | | * **Professional Development** * **Learning walks** * **Data Team Meetings** | | |
| **Cost to support implementation of strategy:** | | **$500 for basic meeting expenses.** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * Baseline Data from STAR assessment | * 25% of students are reading at or above grade level | * 30% of students are reading at or above grade level. | * 35% of students are reading at or above grade level |
| **Teachers** | * Baseline Data from the Reading STAR assessment | * Teachers will increase their average scale score points by 50 | * Teachers will increase their average scale score points by 75 | * Teachers will increase their average scale score points by 100 |

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| **Goal #3 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| **X 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** | | | | |
| Classrooms will increase their average STAR Math scale score by at least 100 points in all grade levels by the conclusion of the 21/22 school year. | | | | |
| **Mathematics Plan:** | | | | |
| Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. Professional development and progress monitoring of rigorous Math instruction in every classroom.  2. Differentiation | | | | |
| **Funding Source(s): Title I** | | | | |

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| **Priority # 1** | Rigorous instruction and activities will be evident in every classroom. |  |
| **Evidence-based strategy** | * Professional development * Data team meetings * Ongoing observation and feedback * Supplemental materials to support the curriculum * Learning Walks |  |
| **Cost to support implementation of strategy:** | $ 500 is needed for general meeting supplies  $2800 Performance Coach for 3-5th grade. |  |

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| **Priority # 2** | | **Differentiation** | | |
| **Evidence-based strategy** | | **• Professional development**  **• Data team meetings**  **• Ongoing observation and feedback**  **• Supplemental materials to support the curriculum** | | |
| **Cost to support implementation of strategy:** | | **$500 is needed for general meeting supplies.** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | Baseline data from STAR Math. | * 25% of students are performing at or above grade level | 80% of students will increase their scale score points by at least 50. | 80% of students will increase their scale score points by at least 75. |
| **Teachers** | Baseline Data from STAR Math. | * Teachers will increase their average scale score points by 50 | Teachers will increase their average scale score by 75. | Teachers will increase their average scale score points by 100. |

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**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**