**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: Froebel Literacy Academy**

**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):**   * **LEA** * **School** | **Name of LEA:**  **Name of School: Froebel Literacy Academy**  **School Code: 466** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:** June 11, 2021 |  | |
| **Purpose:** To develop a plan for improving the top 3 needs identified in the needs assessment. | | |
| **School Mission:** To inspire students to achieve and take ownership for their learning and behavior; embracing the belief that “All children can learn.” | | |
| **School Vision:** Students will be engaged in critical thinking, reading, and writing across the curriculum | | |
| **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 | Jim Triplett |  | Jim.Triplett@slps.org |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | Anne Thomas |  | Anne.Thomas@slps.org |
| Family Community Specialist | Von Smith |  | Von.Smith@slps.org |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) |  |  |  |
| ISS/PBIS Staff (if applicable) |  |  |  |
| Teacher | Elizabeth Greifzu |  | Elizabeth.Greifzu@slps.org |
| Teacher | Audrey Larkin |  | Audrey.Larkin@slps.org |
| Parent | Kate Klimut |  | 480-246-2254 |
| Parent | Emma Roller |  | 314-532-3636 |
| Support Staff | Vickie As-Siyeed |  | Vickie.As-Siyeed@slps.org |
| Community Member/Faith Based Partner | David Godbout |  | David@novationchurch.com |
| Network Superintendent | Dr. Isaac Pollack |  | Issac.Pollack@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** | 178 | Enrollment fluctuates because of our transient rate. |
| **Grade Level Breakdown** | PK – 19  KG – 26  1st – 27  2nd – 24  3rd – 27  4th – 30  5th – 25 | Our classroom allocations are as follows:   * 2 - Preschool * 1 - KG classroom * 1 - 1st grade (in-person) * 1 - 1st/2nd grade (virtual) * 1 – 2nd grade * 1 - 3rd grade * 1 - 4th grade * 1 - 5th grade * 1 – Cross Cat. |
| **Ethnicity** | African – American: 88.9%  Caucasian: 4.8%  Asian: 3%  Hispanic: 2.4%  Indian: 2.9% | Our ethnicity reflects the neighborhood, which we serve. |
| **Attendance** | 90/90: 42% (as of March 1) |  |
| **Mobility** | 86.9% |  |
| **Socioeconomic status** | 100% free/ reduced lunch | Our students qualify for additional programs due to the socioeconomic levels. Many students have experienced significant trauma, which impacts how they’re able to engage in learning. |
| **Discipline** | 2 – OSS; 0 - ISS | * 2 – Type 1 infractions occurred * Both OSS and ISS decreased drastically from previous year |
| **Limited English Proficiency** | 1% LEP | * Limited ELL population (Pre-K-KG) * The ELL students are progressing successfully in the general classroom. |
| **Special Education** | 9.6% | We have 1 self-contained cross- categorical classrooms that provide the least restrictive environment for our students. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * We made it through an entire academic year of providing hybrid instruction to students during a global pandemic. | * Virtual attendance rate * Low overall student enrollment | * Full time counselor * Full time Family Community Specialist |

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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** | **19-20 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** |  |  |  |  |
| **Reading** | 27% of students are reading on grade level according to STAR; 43% SGP | STAR   * 51% of students in grades 2-5 have a 1.0 – 2.0 increase in G.E. by EOY | STAR   * BOY: 2.6 G.E. * MOY: 2.5 G.E. * EOY: 2.3 G.E. * Growth: -0.023 G.E. * 12.2% of students are reading on/above grade level | The entire school year took place during the COVID-19 global pandemic. This had a negative impact on student achievement. At the BOY, all students took assessments at home. This was not the ideal testing environment for all. Some students took the test independently, while other received assistance from an older sibling or adult. At the MOY and EOY, some students took the test in-person and others remained at home and took the assessment there. |
| **Math** | 40% of students are performing math on grade level according to STAR; 43% SGP | STAR   * 51% of students in grades 2-5 have a 1.0 – 2.0 increase in G.E. by EOY | STAR   * BOY: 2.5 G.E. * MOY: 2.6 G.E. * EOY: 2.6 G.E. * Growth: 0.1 G.E. * 24.2% of students are doing math on/above grade level | The entire school year took place during the COVID-19 global pandemic. This had a negative impact on student achievement. At the BOY, all students took assessments at home. This was not the ideal testing environment for all. Some students took the test independently, while other received assistance from an older sibling or adult. At the MOY and EOY, some students took the test in-person and others remained at home and took the assessment there. |
| **Science** |  |  |  |  |
| **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** |
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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** | Literacy blocks; current and posted lesson plans; reteach plans, student work samples, data trackers, anchor charts, student work collection template, bulletin boards with current student work with descriptive feedback. Teachers have a set guided reading block and intervention block. | This year the literacy block looked different due to COVID-19 distancing guidelines and hybrid instruction. |
| **Instructional Programs** | Balanced Literacy | The delivery of instruction looked different due to COVID-19 distancing guidelines and hybrid instruction. |
| **Instructional Materials** | Leveled bookroom, textbooks, custom libraries, anchor charts, online resources | The leveled bookroom was used often by teachers to select reading materials for guided reading instruction. Observations show use of online resources for re-teaching skill mastery and access to texts. |
| **Technology** | Smartboards, Promethean Boards, projectors, computers, computer lab, iPads | The addition to iPads for the second graders helped improve student engagement and access to materials.  There are Smartboards/Promethean Boards in every classroom.  There are iPads in grades 2-5 and ECE (preschool).  Computer lab was utilized for testing. Prior to COVID-19 a 2nd computer lab was in the process of being added to the building. |
| **Support personnel** | AIC, Counselor, FCIS, faith-based and community partners | AIC is effective in coaching teachers and data team meetings per Frontline observations. FCIS is a valuable resource in increasing parental involvement and community partnerships. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Hybrid instruction * Technology use | * Virtual student attendance * Student mobility rate | * Updated technology (Promethean Boards) |

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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** | Staff participates in staff development 2 times per month during our Staff PLE; Our staff participates in 6 District wide professional development days per year; Teachers attend WDM each week. Observation Feedback cycles are conducted at a minimum of once a month per teacher. | The SLT is instrumental in identifying instructional needs and using current research- based approaches during PD.  This year we focused on providing hybrid instruction to students during the COVID-19 global pandemic. |
| **Staff Certification** | 100% of the staff is highly qualified | Our plan is to maintain 100% highly qualified staff. |
| **Staff Specialist and other support staff** | * AIC * 0.75 Librarian * 2 Pre-Kindergarten Teacher’s Assistants * 2 Instructional Care Aides * FCS * 0.40 Social Worker * .60 Counselor | Staff continues to feel the absence of an additional building substitute teacher and a full time counselor. |
| **Staff Demographics** | Race   * White 11 (44%) * Black 14 (56%)   Gender   * Male 9 (36%) * Female 16 (64%) | Staff demographics does not reflect the school population. Two additional male staff members were added to the staff roster this school year. |
| **School Administrators** | * 1 Principal * 1 AIC | The SLT is a strong team that is data driven to improve student achievement and school culture as noted in Frontline Observations. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Staff participates in staff development 2 times per month during our Staff PLE * Our staff participates in total of 6 District wide professional development days per year * Teachers attend WDM each week. * Coaching cycles assist with improving instruction. * 100% of the staff is highly qualified | * Staff demographics does not reflect the student demographics | * Additional Building Substitute Teacher. * Maintain a highly qualified staff by providing and encouraging additional certification. * An increase in the number of male staff members overall; to mirror the demographics of students being served. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| **ELA/Reading:**  Increase the number of students reading on grade level. Increase the number of students reaching proficiency on the MAP assessment in ELA. |
| **Mathematics**: Teachers need to strengthen instructional practices and align those practices toward the state assessment. |
| **School Culture/Climate**: Support staff and student social-emotional learning (SEL) needs through the implementation of the Conscious Discipline program, and the use of Restorative Circles. |

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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: | **ELA/Reading:**  Increase the number of students reading on grade level. Increase the number of students reaching proficiency on the MAP assessment in ELA. |
| Why? | Hybrid instruction had a negative impact on the delivery of effective ELA/Reading instruction. |
| Why? | Most students have not been in school to receive ELA/Reading instruction since March 2020, due to the COVID-19 global pandemic. |
| Why? | Teachers do not understand how to implement the gradual release model using curriculum materials provided and how to implement guided reading with fidelity. |
| Why? | Teachers struggle to release control to the class and to determine the most rigorous parts of the lesson to implement with fidelity |
| Why? |  |
| **Root Cause** | In addition to the COVID-19 global pandemic, teachers need an adopted ELA/Reading curriculum. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | **Mathematics**: Teachers need to strengthen instructional practices and align those practices toward the state assessment. |
| Why? | Most students have not been in school to receive Math instruction since March 2020, due to the COVID-19 global pandemic. |
| Why? | Hybrid instruction had a negative impact on the delivery of effective Math instruction. |
| Why? | Teachers struggle to implement and internalize district-provided curriculum and appropriately engage students with rigorous materials. |
| Why? | Teachers display knowledge gaps in Mathematics, learning standards, and alignment to state assessments. Teachers lack an understanding on implementing power standards, which will lead to higher achievement on the state assessment and district assessments. |
| Why? | Accountability is necessary with teachers with low performing students. Teachers must teach at grade appropriate levels. |
| **Root Cause** | Teachers lack the knowledge and use of resources to achieve deep understanding of learning standards to teach students how to achieve on the state assessments. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | **School Culture/Climate**: Support staff and student social-emotional learning (SEL) needs through the implementation of the Conscious Discipline program, and the use of Restorative Circles. |
| Why? | Students and staff have been impacted by the COVID-19 global pandemic. |
| Why? | Students have emotional outburst and/or elope from the classroom when upset or frustrated |
| Why? | Students need to be equipped with strategies for managing their emotions towards peers and staff members |
| Why? | Staff members need to be equipped with strategies for managing their emotions towards students |
| Why? | Student and staff relationships need to be strengthened to minimize exclusionary discipline |
| **Root Cause** | Faculty and staff are not trained well enough to work with students dealing with high level of trauma stemming from socioeconomic status, homelessness, neglect and physical/emotional/ verbal abuse. We need supports in place to meet our students’ needs in place and allow teachers and leadership to be able to focus on instruction. Additionally, students need to be equipped with strategies that help them deal with the trauma they experience at home, and at school. |

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? |
| Our Title I Team hosts a Bi-Annual Title 1 meeting for the parents of Title 1 programs. We will share all Title 1 mandates including: Parents Right to Know and District Improvement Plan. Members of Froebel Title 1 Team are introduced at these meetings. Parents provide input and make recommendations for revisions. |
| What are the strengths of family and community engagement? |
| Froebel now has an active presence on all social media platforms (Facebook, Instagram, and Twitter). We also added Class Dojo as another way to engage families. Our active community partnerships involvement i.e. Trailnet, Ducthtown South, and Assistance League. |
| What are the weaknesses of family and community engagement? |
| A weakness for Froebel is consistent lack of parents in attendance to school-wide activities. We also need more families to follow our social media and Class Dojo pages to get updates about events to help with engagement. Because of this, our capacity to reach out to all the parents we are missing the benefit of having them receive the helpful information. |
| What are the needs identified pertaining to family and community engagement? |
| Consistent connections with community resources for parents to assist with housing, utilities, education, child care, summer activities, healthcare, i.e. Operation Foodbank |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Froebel hosts a meeting to get specific input from the parents on the School-wide plan. The purpose of the meeting is to provide opportunity for input and identify needs that can be addressed by the school. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Our Title 1 Team provides parents with the opportunity to participate in evaluating, revising, and/or amending the school parent and family engagement policy end of each school year. |
| How is timely information about the Title I.A program provided to parents and families? |
| Our Title I Team hosts a Bi-Annual Title 1 meeting for the parents of Title 1 programs. We will share all Title 1 mandates including: Parents Right to Know and District Improvement Plan. Members of Froebel Title 1 Team are introduced at these meetings. Froebel will support monthly Outstanding Parent Group meetings to inform parents of school needs. Froebel also does robo calls, fliers and a newsletter. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Froebel will support monthly Outstanding Parent Group meetings to inform parents of school needs and information. The monthly meeting will provide parents with opportunities to collaborate, communicate, and volunteer to assist in academic achievement and school improvement. Staff members attend an annual OPG meeting to provide an overview and explanation of curriculum, assessments and MAP achievement levels. |

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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 support his/her child’s academic achievement in the following ways:   * + Make sure his/her child attends school on time every day possible.   + Check his/her child’s backpack daily. Review and discuss homework assigned daily.   + Monitor the amount of television, computer, and games daily, and monitor child’s reading at least 30 minutes each day.   + Communicate with his/her child’s teacher on a regular basis.   + Attend Parent Teacher Conferences |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Froebel Literacy Academy staff will: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the Missouri Learning Standards as follows:   1. Retain a highly qualified principal and staff. 2. Provide instruction, materials and provide Professional Development for all staff. 3. Provide resources for teachers. 4. Incorporating reading, thinking and writing across all content areas daily.   Provide parents with frequent reports on student’s progress as follows:   1. Mid-quarter reports sent home from teacher. 2. Quarterly grade cards/reports sent home by school. 3. Parent Teacher conferences held in the Fall and in the Spring |
| 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 |
| Sign in sheets and meeting agendas are utilized and available. |

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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 |
| There are monthly Outstanding Parent Group Meetings where information is provided and explained. Information is also shared during Parent Teacher Conferences. Parents are provided with targeted workshops presented by staff and guest speakers. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| * 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. |
| 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? |
| The FCS meets with staff to discuss the importance of parents as equal partners. Professional development is provided along with guest speakers and presenters. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Froebel will support monthly Outstanding Parent Group meetings to inform parents of school needs. The monthly meeting will provide parents with opportunities to collaborate, communicate, and volunteer to assist in academic achievement and school improvement. Documentation regarding the Missouri Learning Standards, Missouri Assessment Program, Local Assessments, and strategies for monitoring his/her child’s progress and how to improve his/her child’s academic achievement will be supplied to parents upon request. Annual recognition of parents (Moms, Dads and Grandparents) |
| 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. |
| Froebel Literacy Academy parents will discuss the classroom activities daily. Parents will monitor their student’s progress by communicating with the teacher, attending Parent-Teacher Conferences and Open House and by participating at Outstanding Parent Group Meetings. Parents will receive incentives for attending functions. The FCS has resources available for the parents. There are computers available for parental use. |
| **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 |
| The school and district provides translators for parents and family members, as needed. |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| **Strengths**:  We have a strong involvement from the faith- based partners and community partners.  **Weaknesses**:  We were not able to maintain an OPG president. Parental Involvement is challenging due to different circumstances. (ie. Parents working 2 jobs, children in different schools) |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| **Strengths**:  Froebel is a neighborhood school that allows for strong rapport and relationships with parents/families.  Strong staff retention speaks to the issue of a positive work environment and promotes trust and positive relationships with families.  **Weaknesses**:  Due to COVID-19 global pandemic, virtual attendance for students suffered, which had a negative impact on their academic outcomes. |

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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.*  The COVID-19 global pandemic had a negative impact on student achievement, student attendance, and the mental/social well-being of students and staff. The staff members fully embraced the sudden transition to hybrid instruction that occurred because of COVID-19. For students who were in-person for instruction, we have decreased interruptions in the school day; therefore, ensuring that learning is taking place.  We have identified some key areas for growth in the 2021-2022 school year. First, we have identified gaps in teachers’ content knowledge and understanding of the standards in the curriculum. Another gap is that teachers are in the process of learning how to identify the rigorous parts of the curriculum and make decisions about instruction based on their data. Secondly, our staff needs support in a wide range of content areas, teaching skills, and instructional planning skill. Having time to provide differentiated support to our teachers has been a challenge. Our priority is to offer professional development that supports the teachers in those areas. Thirdly, we need to take on work that will improve the overall culture and climate of the school, through the implementation of SEL strategies and the use of restorative circles, for students and staff.  Finally, we will focus on ensuring that we are prepared for the upcoming changes to the learning environment that will be necessary because of COVID-19. As we prepare to return to 100% in-person instruction, we will continue to follow the recommended social distancing and health guidelines so students, staff, and families remain safe. |

**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:** | | | | |
| * **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 Leadership will train 100% of staff on the implementation of the Conscious Discipline program to support SEL for students, and improve the culture and climate of the school.   2. School Leadership will train 100% of staff on the implementation of Restorative Circles to support students, and improve the culture and climate of the school. | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*   * Providing high-quality professional development to teachers * Supporting first year teachers * Creating systems to establish a clear focus on attaining student achievement goals * Creating a collaborative and data-driven culture through PLCs * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Implement a social-emotional learning (SEL) program to support the needs of staff and students. 2. Implement the use of restorative circles to build a school-wide restorative school community. | | | | |
| **Funding source(s):** N/A | | | | |

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| **Priority # 1** | Implement a social-emotional learning (SEL) program to support the needs of staff and students. |
| **Evidence-based strategy** | * Provide staff with professional development to effectively implement and use the Conscious Discipline SEL program to improve student behavior and academic outcomes. * Provide staff with ongoing support and feedback with the Conscious Discipline SEL program. * Use Conscious Discipline text by Dr. Becky A. Bailey to support implementation. |
| **Cost to support implementation of strategy:** | n/a |

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| **Priority # 2** | | Implement the use of restorative circles to build a school-wide restorative school community. | | |
| **Evidence-based strategy** | | * Provide staff with professional development to effectively plan, facilitate, and implement the use of Restorative Circles into the everyday life of the school community. * Use the *Circle Forward* resource guide by Carolyn Boyes-Watson & Kay Pranis to support implementation. | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | n/a | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * 100% of students will be introduced to the concepts of Conscious Discipline. * 100% of students will be introduced to the concepts of participating in Restorative Circles to build a school-wide restorative school community. | * 50% of students will effectively use the concepts of Conscious Discipline to help with SEL. * 50% of students will actively participate in Restorative Circles to build a school-wide restorative school community. | * 75% of students will effectively use the concepts of Conscious Discipline to help with SEL. * 75% of students will actively participate in Restorative Circles to build a school-wide restorative school community. | * 100% of students will effectively use the concepts of Conscious Discipline to help with SEL. * 100% of students will actively participate in Restorative Circles to build a school-wide restorative school community. |
| **Teachers** | * 100% of staff will be trained on the use of Conscious Discipline during Back-to-School PD. * 100% of staff will be trained on the use of Restorative Circles during Back-to-School PD. | * 50% of staff will effectively use the concepts of Conscious Discipline to help with SEL. * 50% of staff will actively participate in Restorative Circles to build a school-wide restorative school community. | * 75% of staff will effectively use the concepts of Conscious Discipline to help with SEL. * 75% of staff will actively participate in Restorative Circles to build a school-wide restorative school community. | * 100% of staff will effectively use the concepts of Conscious Discipline to help with SEL. * 100% of staff will actively participate in Restorative Circles to build a school-wide restorative school community. |

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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** | | | | |
| EOY STAR Reading will show that 51% of students in grades 2-5 have a 1.0 – 2.0 increase in their Grade Level Equivalence (GLE or GE). MOY STAR Reading will show an increase from BOY STAR Reading that indicates a trajectory of growth to meet this goal. | | | | |
| **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. Build teacher capacity by improving implementation of curriculum and ELA best practices.  2. Deepen staff knowledge of reading instructional practices, phonics instruction and best practices in guided reading through PD. | | | | |
| **Funding Source(s):** n/a | | | | |

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| **Priority # 1** | Build teacher capacity by improving implementation of curriculum and ELA best practices. |
| **Evidence-based strategy** | * Provide teachers with regular and ongoing classroom observations, and feedback that is aligned to the Management Trajectory or the Rigor Trajectory of the Get Better Faster Scope and Sequence’s Action Steps. * Provide teachers with PD on Lesson Plan Internalization * Ensure teachers are using the Instructional Planning Reports (Class and Student) from STAR to differentiate reading instruction for individual students and groups. |
| **Cost to support implementation of strategy:** | n/a |

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| **Priority # 2** | | | | Deepen staff knowledge of reading instructional practices, phonics instruction and best practices in guided reading instruction. | | | | | |
| **Evidence-based strategy** | | | | * Provide teachers with ongoing PD on Beginning, Middle, and End of implementing Guided Reading. * Ensure teachers are using the Instructional Planning Reports (Class) from STAR to create Guided Reading groups, using the focus skills that have been identified. * Provide teachers with PD on the newly adopted ELA/Reading curriculum. | | | | | |
| **Cost to support implementation of strategy:** | | | | n/a | | | | | |
| **Indicators of Success** | | | | | | | | | |
|  | | **August** | | **December** | | **February/March** | | **May** | |
| **Students** | | * 100% of students complete STAR Reading and SIPPS initial assessments. | | * On STAR reading in grades 2-5, 35% of students will be reading at or above grade level. All students reading below grade level will perform minimally at 50 SGP on Mid-Year Screening. | | * On Quarter 3 STAR reading in grades 2-5, 45% of students will be reading at or above grade level. All students reading below grade level will perform minimally at 55 SGP on Mid-Year Screening. | | * EOY STAR reading in grades 2-5, 51% of students will be reading at or above grade level. All students reading below grade level will perform minimally at 60 SGP on EOY Screening. | |
| **Teachers** | | * 100% of staff participate in beginning of year professional development; * Lesson Plan Internalization meetings are scheduled at regular times across first semester. * Reading teacher provides instruction to 3rd – 5th grade students. | | * Lesson Plan Internalization meetings have occurred with 90% fidelity across the semester; in observation 80% of teachers are on pace with district and building level pacing guidance. * Reading teacher provides instruction to 3rd – 5th grade students. | | * Lesson Plan Internalization meetings have occurred with 90% fidelity during Quarter 3; in observation 100% of teachers are on pace with district and building level pacing guidance. * Reading teacher provides instruction to 3rd – 5th grade students. | | * Lesson Plan Internalization meetings have occurred with 90% fidelity across second semester; in observation 100% of teachers are on pace with district and building level pacing guidance. * Reading teacher provides instruction to 3rd – 5th grade students. | |

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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** | | | | |
| * EOY STAR Math will report 80% of our students in grades 2-5 have a 1.0 – 2.0 increase in their Grade Level Equivalence (GLE or GE). * MOY STAR Math will show an increase from BOY STAR Math that indicates a trajectory of growth to meet this goal. | | | | |
| **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. Lesson Internalization using Envision.  2. Use STAR Math results to inform instruction. | | | | |
| **Funding Source(s):** n/a | | | | |

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| **Priority # 1** | Lesson Internalization using EnVision 2.0 |
| **Evidence-based strategy** | * Weekly Data Team Meetings to break apart math standards, identify student misconceptions, and come up with a re-teaching model when necessary to ensure students master concept. * Relay Protocols—Weekly Data Meetings, Observation Feedback, Lesson Plan Internalization * EnVision 2.0 curriculum/Explicit, systematic instruction |
| **Cost to support implementation of strategy:** | n/a |

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| **Priority # 2** | | Use STAR Math results to inform instruction. | | |
| **Evidence-based strategy** | | * Provide teachers with regular and ongoing classroom observations, and feedback that is aligned to the Management Trajectory or the Rigor Trajectory of the Get Better Faster Scope and Sequence’s Action Steps. * Provide teachers with PD on Lesson Plan Internalization * Ensure teachers are using the Instructional Planning Reports (Class and Student) from STAR to differentiate reading instruction for individual students and groups. * Students are having discourse using the appropriate academic vocabulary. | | |
| **Cost to support implementation of strategy:** | | n/a | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * 100% of students complete Scantron Math initial assessment. * 100% of students complete exit slips with 80% proficiency. | * 100% of students complete Scantron Math initial assessment. * 100% of students complete exit slips with 80% proficiency. | * 100% of students complete Scantron Math initial assessment. * 100% of students complete exit slips with 80% proficiency. | * 100% of students complete Scantron Math initial assessment. * 100% of students complete exit slips with 80% proficiency. |
| **Teachers** | * 100% of staff participate in beginning of the year professional development; * Lesson plan internalization meetings are scheduled at regular times across the first semester. | * Lesson plan internalization meetings have occurred with 90% fidelity across the semester; * In observation, 80% of teachers are on place with district and building level pacing guidance. | * Lesson plan internalization meetings have occurred with 90% fidelity during Quarter 3; * in observation, 100% of teachers are on place with district and building level pacing guidance. | * Lesson plan internalization meetings have occurred with 90% fidelity across second semester; * in observation, 100% of teachers are on place with district and building level pacing guidance. |

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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**