**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 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**   **X School** | **Name of LEA: Mr. Larry Robinson**  **Name of School: AESM**  **School Code: #0325** | **Check if appropriate**   * **Comprehensive School**  **\*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A**   **X Autonomous** |
| **Date:06/10/2021** |  | |
| **Purpose:**  To develop a plan for improving the top 3 needs identified in the need's assessment**.** | | |
| School Mission: The mission at Academy of Entrepreneurship Studies Middle School (AESM) is to help students improve their potential and advance society by developing an entrepreneurial and innovative mindset. We believe that in creating this environment where students receive a high quality, rigorous education that equips them with the skills needed to be academically successful. | | |
| School Vision: The vision of AESM Middle School (AESM) is to increase the academic achievements of all students. The educational program is designed to create a safe and nurturing environment where students become global leaders in entrepreneurship, innovation education, and research. | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  **X 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**   **X 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 needs assessment process.**

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| **Larry Robinson** | Principal |  | [Larry.Robinson@slps.org](mailto:Larry.Robinson@slps.org) |
| **Ashley Sell** | Counselor |  | [Ashley.Sell@slps.org](mailto:Ashley.Sell@slps.org) |
| **Angela Clark (Interim)** | Academic Instructional Coach |  | Angela.Clark@slps.org |
| **(Future Fll)** | Family Community Specialist |  |  |
| **Moreland, Mekessa** | Dean of Students |  | [Mekessa.Moreland@slps.org](mailto:Mekessa.Moreland@slps.org) |
| **Leachman, Theresa (Daisha Leachman)** | Parent |  | [Theresadeal53@yahoo.com](mailto:Theresadeal53@yahoo.com) |
| **Alford, Roshondra (Randal Bailey)** | Parent |  | [Roshondrea@yahoo.com](mailto:Roshondrea@yahoo.com) |
| **Ollie Stewart** | Community Member |  | [southwel@swbell.net](mailto:southwel@swbell.net) |
| **Dr. Hochman** | Network Superintendent |  | [Jere.Hochman@slps.org](mailto:Jere.Hochman@slps.org) |
| *Other* |  |  |  |

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**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** | 262 | Enrollment impacted directly due to COVID |
| **Grade Level Breakdown** | 6th - 51; 7th - 102; 8th - 109 | We have small 6th grade class which should be increased next year due to some of our schools being K-6 meaning we should get a boost in 7th next year. |
| **Ethnicity** | B - 95.8%; W - 1.4%; H - 1.4%; A - 1.1%; I - .4% | Students are predominantly African American |
| **Attendance** | 90/90 - | Overall attendance was impacted due to COVID |
| **Mobility** | 64.50% | Families tend to move several times during the year. Percentage has risen since the pandemic. |
| **Socioeconomic status** | 100% | All students receive free and reduced lunch |
| **Discipline** | OSS - 0 | No OSS due to Pandemic |
| **Limited English Proficiency** | 4.57% | There are a handful of ELL students at AESM |
| **Special Education** | 13.33% | Students are placed in resource and self-contained classrooms |

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| **Strengths** | **Weaknesses** | **Needs** |
| Increasing enrollment | 90/90 Attendance  Learning Loss due to Pandemic  Low 6th Grade Enrollment due to Pandemic | Teacher development and resources |

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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** | **18-19 performance** | **19-20 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 2421.133 | 295 MPI | 193 MPI | Students reading well below grade-level; and assessments and curriculum are not well aligned; however, this is our 2nd highest score. |
| **Reading** | 2625.773 | 295 MPI | 203 MPI | 80% of students are reading well below grade- level; however, this is our highest score |
| **Math** | 2503.787 | 230 MPI | 185 MPI | Students lack the fundamental skills for math proficiency and the district lacks a quality curriculum |
| **Science** | 2443.164 | 260 MPI | 190 MPI | Curriculum needs to be spiraled 6-8th grade and aligned to the state test |
| **Social Studies** | N/A | N/A | N/A | N/A |
| **CCR** | N/A | N/A | N/A | N/A |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Gains in Reading | Math and Science and Reading (in that order)  Learning Loss due to the Pandemic | Better, aligned curriculum and assessment |

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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** | Priority and GL Standards | Teachers will plan lesson around Priority Standards |
| **Instructional Programs** | Reading, Writing Workshops | These programs will help with student GL growth |
| **Instructional Materials** | Textbooks, curriculum guides | Needed for high quality instruction |
| **Technology** | Smartboards, Laptops, I-Pads | This is how students spend most of their time. Students now are 1-1 with technology due to the Pandemic. All students have access to technology and internet access. |
| **Support personnel** | AIC, FCS, PBIS | Critical personnel to quality instruction |

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| **Strengths** | **Weaknesses** | **Needs** |
| Reading writing workshop  Teachers know the standards and focus instruction of priority standards. Observation tools are used to ensure best practices are implemented at high levels and are aligned to school-wide priorities and maximizing instructional time. A focus on standards has allowed students to master objectives starting at the basic level and ending at the highest level of rigor. As a result, students are able to easily apply skills and standards to assessment questions. This has also allowed teachers to prioritize their instruction, pull small groups of students, and plan strategic lessons centered on student misunderstandings. We have adapted both the Engage NY curriculum and Everyday Math to include a focus on priority standards. Science does not have a concrete curriculum and has required teachers to plan based on priority standards. Students with the lowest STAR reading scores (30 students) receive SIPPs reading intervention 2-3 times a week. | Curriculum gaps in both alignment to the state test and our students.  Learning loss due to the pandemic. Some students have not had in-person instruction since March 2020. Some have not been in the school building since this date. | More high quality curriculum and assessment needed  More instructional development |

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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** | 3 teachers, 1 staff are in teacher/certification preparation programs. | We have 2 STLTR who will be teaching Reading and ELA. |
| **Staff Certification** | 25/27 Teachers/Staff are certified in their current teaching position. | 1 teacher is seeking certification, but others are certified in their content area. |
| **Staff Specialist and other support staff** | Family Community Specialist  Academic Instructional Coach | Working together to help parents |
| **Staff Demographics** | 10 Black; 13 White | Staff does not totally represent the population but is aware and culturally responsive and participate in trainings to bring awareness |
| **School Administrators** | Principal/Dean of Students/ AIC/Counselor/Social Worker | Our leadership team includes various support staff given our student needs |

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| **Strengths** | **Weaknesses** | **Needs** |
| Almost every staff member is certified and knowledgeable about their content area. Staff demographics are reflective of the student population. | Non-certified teachers are leading daily instruction. Our school administrator team consists of support staff given the lack of personnel needed. | Assistant principal or Dean of Discipline needed for next year to further support the admin team and ensure support staff can prioritize their current job responsibilities given we will have the alternative school at our school again next year. |

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| **20-21 Priorities Prioritized areas of *Need* for 20-21 based on needs assessment/data analysis** |
| 1. **Generally--** Keep teachers in the classroom by improving effectiveness and building relationships 2. Meet the needs of all students:  Given 80% of students are below grade-level in reading and math, provide targeted instruction to meet students’ needs. 3. Increase the Quality of Instruction: Develop teachers and use student data to drive instruction   Specifically,  **Teacher Retention:** By May 2021, school leadership will retain 90% of staff by developing and recognizing teachers. |
| **Reading:** 55% of 6th and 7th graders and 70% of 8th grade students will grow 1 year in reading by May 2021 on the STAR Reading assessment  EOY STAR will show that 25% of students’ grades 6-8 will be reading at/above grade level. |
| **Mathematics:** 25% of students will be on grade level or above (meet or exceed the 50% percentile) in mathematics by May 2021 based on the Scantron assessment/assessments (Current data is 17.4%). |

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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: Teacher Retention | Keep teachers in the classroom by improving effectiveness and building relationships |
| Why? | * Teachers lacked knowledge on how to break down and build back up a standard to the level of rigor on the MAP |
| Why? | * Teachers did not have the time to collaborate and plan intervention for students |
| Why? | * Data-analysis meetings were often rushed or rescheduled due to other events. |
| Why? | * Teachers often taught well above students’ heads or taught lessons which were too easy for students resulting in a lack of investment in learning and a misalignment in data-driven decision making |
| Why? | * Time was not given for all ELA teachers to be trained on and implement SIPPS (instead our special teachers led this). |
| **Root Cause** | Lack of preparation, development, and relationships leads to ineffectiveness which leads to teachers leaving |

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| **Root Cause Analysis #2** | |
| Need #2 – Reading Gap | Meet the needs of all students:  Given 80% of students are below grade-level in reading, so we need to provide targeted instruction to meet students’ needs. |
| Why? | There is a lack of quality interventions to support ELA growth for students. |
| Why? | There is a lack of time for ELA teachers to provide all the necessary interventions. |
| Why? | The majority of the teaching staff in other content areas lack strategies to support struggling readers. |
| Why? | Teachers need additional PD |
| **Root Cause** | Lack of aligned curriculum and resources |

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| **Root Cause Analysis #3** | |
| Need #3- Math Gap | Increase the Quality of Instruction: Develop teachers and use student data to drive instruction in math |
| Why? | There is a lack of quality interventions to support Math growth for students. |
| Why? | There is a lack of time for Math teachers to provide all the necessary interventions. |
| Why? | The majority of the teaching staff in other content areas lack strategies to support struggling readers. |
| Why? | Teachers need additional PD |
| Why? | Lack of aligned curriculum and resources |
| **Root Cause** | There is a lack of quality interventions to support Math growth for students. |

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? |
| AESM seeks and obtains the agreement of parents to the parent and family engagement policy by hosting Title I meetings and providing an opportunity for participating parents to have input in the establishing of new policy and reviewing of current policies. |
| What are the strengths of family and community engagement? |
| Strengths of the family and community engagement include knowledgeable and engaged parents. Another strength is the involvement of the community through support, donations, and participation in the well-being of the school. |
| What are the weaknesses of family and community engagement? |
| An area of weakness is attendance. Many factors come into play at this point. From lack of transportation to poor parenting skills. The Team here at AESM is aggressively attacking the problem through individual monitoring of students whose attendance fall below State Standards. We are also in a year where this position was out of the building for a fraction of the SY. |
| What are the needs identified pertaining to family and community engagement? |
| Transportation for families to attend meetings, lunch menu, uniforms. Need committed volunteers. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| AESM will host annual Title I meetings in the conference room to inform parents of AESM participation in Title I Programs. The Title I team will explain Title I mandates including Parent-Right-To-Know, Every Student Succeeds Act Complaint Procedures, and the availability of the Parent Information and Resource Center. The team will also review the Annual Yearly Progress (AYP) Report for the 2019-2020 academic school year.  AESM will provide parents an opportunity to participate in the evaluating, revising, and / or amending of the Parental Involvement Plan and School Improvement Plan. These meetings will be held in the month of May. Prior to these meetings, parents and stakeholders will receive the current plans and all updated Title I mandates to review.  AESM will host parent teacher conferences after the first and third quarters. These will occur in October and March at varying times to accommodate the most parents possible.  Parents are invited to participate in the Schoolwide plan by the School. Parents are invited by newsletters, email and phone calls. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| To support the goals of the school effectively, the school and parents must work as knowledgeable partners toward the educational success of their children.   * AESM will host annual Title I meetings during the school year to inform parents of AESM participation in Title I Programs. The FCS will explain Title I mandates. The FCS will also review the Annual Yearly Progress (AYP) Report from the 2019-2020 academic school year. * AESM will provide parents an opportunity to participate in the evaluating, and / or amending of policies regarding parental involvement and school improvement. Meetings will be held in the month of May. Prior to these meetings, parents and stakeholders will receive current plans and all updated Title I mandates to review. * AESM will host parent teacher conferences after the first and third quarters. These will occur in October and March at varying times to accommodate the most parents possible. |
| How is timely information about the Title I.A program provided to parents and families? |
| The Family and Community Specialist (FCS) will be available to conference with parents who have concerns or would like to be involved. The FCS will also be able to provide information regarding the following:   * Student progress reports and report card grades * Student attendance records * Teacher contact information * Study skills toward academic success * Understanding how to monitor a student's progress * Understanding of how to plan for a student's future * Aid in understanding school documentation, including letters sent home, school policies, and other items upon parent request.   The FCS will additionally do the following:   * Provide discussions and/or talks about study skills, learning styles, student health, and wellness etc. * Ensure that Title I documents are available to parents in a language that is easily understood. * Provide volunteer opportunities for parent/guardians including field trip chaperoning, office help, teacher assistant and more. * Provide other reasonable support for Title I parental involvement activities as requested by parents |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Open House; parent Teacher Conferences, Family Literacy Night and one-on-one Parent 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? |
| There 8 main points that spell out the ways all parents will be responsible for supporting their children's education here at AESM   * Making sure their child is on time and attends school at least 93% of the time. * Support the school dress code and discipline code * Support their child reading /studying and learning after/outside of school time for at least an hour each day * Attend parent-teacher conferences and at least one school activity each semester * Volunteer as much as possible by serving on the PTO and/or helping with grade level school events. * Be aware of their child's extracurricular time/activities and encourage participation in school clubs and activities * Be an active participant in their child's learning experience by reading all communications from school, responding appropriately, and sharing ideas for school improvement   Regularly talk with their child about school and stay in contact with their child's school |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| AESM will:   * Retain highly qualified principals and teachers * Participate in professional development to increase effectiveness * Provide a safe and positive school climate |
| 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 |
| The FCS will conduct two workshops (one per semester) that will address these topics. The FCS will utilize the experience of district staff as well as presenters and guess speakers who specialize in these topics. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| Workshops for parents are provided throughout the year. Additional workshops are provided as needed. At the start of the school year, no further than the beginning of the second month of school, the parents will be invited to parent workshops. These workshops will be conducted during the evening hours to get as much participation as possible. |
| 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 will make two presentations for staff on the topics. These presentations will be conducted during staff meetings and before parent teacher conferences. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| • AESM will hold "Parent Daze" where parents will be invited to AESM for special short-term volunteer activities. The FCS will facilitate the "Parent Daze". The FCS will also coordinate "Meet and Greet" sessions for the upcoming school-year also.  • During the summer months (August) the FCS will reach out to returning student's parents as well as new incoming students to organize an active PTO organization |
| 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. |
| The FCS shall facilitate all school special days, extracurricular functions with the PTO and parents in general. The FCS shall work with current community partners such as Wells Fargo Bank, The Southside Wellness Center and Beloved United Methodist Church to incorporate not only support for students but parents as well. |
| **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 |
| Parents and family members who have limited English proficiency, disabilities, migratory children. Provides information and school reports in a format and language parents understand. |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Strength: Activities planned each year  Weaknesses: Parental Involvement and student attendance  AESM will continue to increase parent and community engagement by building upon what we have established in recent years.  Our goals of knowledgeable and engaged parents will result in a steady increase in test scores and committed community involvement. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| During the 2019-20 academic year, AESM had the challenge of 1/3 of the students were new, and we had the addition of the alternative program. Our staff worked together to address issues as they occurred. We focused our attention on student learning. Our culture was okay, but we will continue to strive for excellence. Data analysis meetings became easier for content leads to manage and the AIC continued to coach these teachers on such. We need to improve the quality of intervention through resources and development. Teachers need PD and time to develop lessons to meet students’ needs. In addition, teachers need access to resources to create these lessons. |

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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| *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 2020-21 school year*  *Strengths:*   * Enrollment is increasing * Gains in reading * Reading workshop * Almost every staff member is certified and knowledgeable about their content area. Staff almost fully certified in their content areas. * Strengths of the family and community engagement include knowledgeable and engaged parents. Another strength is the involvement of the community through support, donations, and participation in the well-being of the school.   *Areas of Growth:*   * 90/90--An area of weakness is attendance. Many factors come into play at this point. From lack of transportation to poor parenting skills. The Team here at AESM is aggressively attacking the problem through individual monitoring of students whose attendance fall below State Standards * Lack of quality, targeted instruction * Curriculum gaps in both alignment to the state test and our students * Non-certified teachers are leading daily instruction. Our school administrator team consists of support staff given the lack of personnel needed. * We can still grow in areas related to increasing parental involvement   *Priority Areas:*  I. Reading: ($6,000 in curriculum and resources and $6,000 in PD)f year in reading by May 2021 on the STAR Reading assessment   1. EOY STAR will show that 25% of students grades 6-8 will be reading at/above grade level.  * Implement Tiered Interventions to provide supports for students who are behind in reading (SIPPS; intervention block with individualized instruction)   II. Math: ($6,000 in curriculum and resources and $6,000 in PD)   1. 25% of students will be on grade level or above (meet or exceed the 50% percentile) in mathematics by May 2021 based on the Scantron assessment/assessments (Current data is 17.4%). 2. EOY Scantron will show that 30% of students grades 6-8 are at/above grade level  * Provide continuous PD and bi-weekly data-analysis meetings to address misconceptions and revise and modify lessons to meet students’ needs |

**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:** | | | | |
| * **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. | | | | |
| Keep teachers in the classroom by improving effectiveness and building relationships | | | | |
| **Leadership Development Plan** | | | | |
| Based on your need's 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  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 * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:**  In addition to traditional support for new teachers including mentors, district orientation, and St. Louis Plan and traditional opportunities to support  and grow teachers;  Teacher Retention: ($4,000 in staff events)   1. School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2020-2021 to 2021-2022. 2. School leaders will retain at least 90% of first- year teachers  * Monthly staff events will allow teachers to build relationships with other staff members (coupled with resources and PD) | | | | |
| **Funding source(s):** Literacy Grant, Others? | | | | |

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| **Priority # 1** | | Keep teachers in the classroom by improving effectiveness (PD) and building relationships | | | | | |
| **Evidence-based strategy** | | PD, Staff/awards, aligned curriculum | | | | | |
| **Cost to support implementation of strategy:** | | * $12,000 in PD (Literacy Grant?) for data meetings and PD developed based on data * $4,000 in staff events and teacher celebrations | | | | | |
| **Indicators of Success** | | | | | | | |
| **August** | | **December** | | **February/March** | | **May** | |
| -100% of ELA teachers have been trained on SIPPS  -100% of teachers have been trained on Data-driven decision- making PD, UBD, and differentiation to create high-quality instruction.  -100% of content leads lead at least 2 data meetings using all of the steps needed (See it, Name it, Do it).  -100% of teachers have created  targeted intervention plans for each student based on Scantron and STAR data. | | -75 % of ELA teachers are implementing SIPPS to our lowest 30% of students per grade level at least 2 times per week; 75% of all teachers are implementing bi-weekly data meetings      -75% of teachers have implemented targeted intervention for each student based on Scantron and STAR data. | | -90% of teachers are implementing SIPPS and bi-weekly data meetings with fidelity      - 90% of teachers have implemented targeted intervention with fidelity for each student based on Scantron and STAR data.      - | | -100% of teachers are implementing SIPPS and bi-weekly data meetings with fidelity | |
| **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** | | | | | | | | |
| 55% of 6th and 7th graders and 70% of 8th grade students will grow 1 year in reading by May 2021 on the STAR Reading assessment  EOY STAR will show that 25% of students grades 6-8 will be reading at/above grade level. | | | | | | | | |
| **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. | | | | | | | | |
| **Priorities:** | | | | | | | | |
| 1. Implementation of Tier 2 and 3 strategies, and coinciding professional development to improve reading and ELA proficiency of students who are 2+ years behind in reading.  2. Implement comprehensive\* literacy instruction and coinciding professional development to improve reading proficiency across all content areas and Tier 1 in all ELA classes through across-content reading comprehension strategies and incorporating Guided Reading in ELA classes) | | | | | | | | |
| **Funding Source(s): Literacy Grant** | | | | | | | | |

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| **Priority # 1** | Reading: ($6,000 in curriculum and resources and $6,000 in PD)     1. EOY STAR will show that 25% of students grades 6-8 will be reading at/above grade level.  * Implement Tiered Interventions to provide supports for students who are behind in reading (SIPPS; intervention block with individualized instruction) | | |
| **Evidence-based strategy** | 1. Implementation and staff training using evidence-based assessment and re-teaching strategies and programs  2. Provide resources for teaching   ELA teachers will be trained on and implement SIPPS at least 2 times per week to our lowest readers.  -All teachers will be trained on Data-Driven decision making PD, UBD, and differentiation to create high-quality instruction and will implement these strategies during our bi-weekly data meetings.  -All teachers will create and implement targeted intervention plans for each student based on Scantron and STAR data.  -All students will know their reading and math goals for the year, their progress towards these goals, areas of strength and growth, and a plan for addressing these areas of growth. | | |
| **Cost to support implementation of strategy:** | $6,000 in curriculum and resources and $6,000 in PD  $10,000 Differentiated Curriculum and/or Texts | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| -100% of ELA teachers have been trained on SIPPS  -100% of teachers have been trained on Data-driven decision- making PD, UBD, and differentiation to create high-quality instruction.  -100% of content leads lead at least 2 data meetings using all of the steps needed (See it, Name it, Do it).  -100% of teachers have created targeted intervention plans for each student based on Scantron and STAR data.  -100% of students know their reading and goals for the year. | -75 % of ELA teachers are implementing SIPPS to our lowest 30% of students per grade level at least 2 times per week; 75% of all teachers are implementing bi-weekly data meetings    -75% of students are on track to meet their individual growth goal    -75% of teachers have implemented targeted intervention for each student based on Scantron and STAR data.    -Reading and math goals are updated around the building and students know their progress:    EOY STAR Reading will show 30% of 6th and 7th graders and 40% of 8th grade students are on track to grow 1 year in reading and 15% of student’s grades 6-8 are on track to be reading at/above grade level. | -90% of teachers are implementing SIPPS and bi-weekly data meetings with fidelity    -90% of students are on track to meet their individual growth goal    - 90% of teachers have implemented targeted intervention with fidelity for each student based on Scantron and STAR data.      -Reading goals are updated around the building and students know their progress and gap to the individual goal:    EOY STAR Reading will show 45% of 6th and 7th graders and 60% of 8th grade students are on track to grow 1 year in reading and 20% of student’s grades 6-8 are on track to be reading at/above grade level. | -100% of teachers are implementing SIPPS and bi-weekly data meetings with fidelity    -100% of students are on track to meet their individual growth goal    -Students know their end of year score and can articulate their overall progress:    EOY STAR Reading will show 55% of 6th and 7th graders and 70% of 8th grade students will grow 1 year in reading and 25% of student’s grades 6-8 will be reading at/above grade level. |

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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** | | | | |
| 25% of students will be on grade level or above (meet or exceed the 50% percentile) in mathematics by May 2021 based on the Scantron assessment/assessments (Current data is 17.4%).      EOY Scantron will show that 30% of students grades 6-8 are at/above grade level. | | | | |
| **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.* Increase the number of students on grade-level as well as the number of students who grow in math each year. | | | | |
| **Priorities:** | | | | |
| · Implementation of Tier 2 and 3 intervention strategies and coinciding professional development to identify and “fill” gaps in  student prior knowledge and for continuous improvement student proficiency of performance on assessments of mathematics  standards.  1. Implement Tiered Interventions to provide supports for students who are behind in math (intervention block with individualized instruction)  2. Provide continuous PD and bi-weekly data-analysis meetings to address misconceptions and revise and modify lessons to meet students’ needs | | | | |
| **Funding Source(s): Grants?** | | | | |

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| **Priority # 1** | Implementation of Tier 2 and 3 intervention strategies and coinciding professional development to identify and “fill” gaps in student prior knowledge and for continuous improvement student proficiency of performance on assessments of mathematics standards. | | |
| **Evidence-based strategy** | 1. Staff training in-depth analysis “unpacking” mathematics standards and implementing evidence-based programs including Scantron-identified and Renaissance (STAR)-identified links and reteaching strategies based on district Common Formative Assessments to fill identified “gaps” in learning and Tier 2 and 3 instruction  2. Schedule additional time for double-dose mathematics instruction and tutoring | | |
| **Cost to support implementation of strategy:** | Math: ($6,000 in curriculum and resources and $6,000 in PD)   1. 25% of students will be on grade level or above (meet or exceed the 50% percentile) in mathematics by May 2021 based on the Scantron assessment/assessments (Current data is 17.4%). 2. EOY Scantron will show that 30% of students grades 6-8 are at/above grade level  * Provide continuous PD and bi-weekly data-analysis meetings to address misconceptions and revise and modify lessons to meet students’ needs | | |
| **Indicators of Success** | | | |
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| **August** | **December** | **February/March** | **May** |
| -100% of teachers have been trained on Data-driven decision- making PD, UBD, and differentiation to create high-quality instruction.  -100% of content leads lead at least 2 data meetings using all of the steps needed (See it, Name it, Do it).  -100% of teachers have created  targeted intervention plans for each student  -100% of students  know their math goals for the year. | -75 % of math teachers are implementing intervention to our lowest 30% of students per grade level at least 2 times per week; 75% of all teachers are implementing bi-weekly data meetings    -75% of students are on track to meet their individual growth goal    - math goals are updated around the building and students know their progress:    &   Math Scantron will show that 20% of students grades 6-8 are at/above grade (practice assessments) and 20% of students will be on grade level or above (meet or exceed the 50% percentile). | -90% of teachers are implementing intervention and bi-weekly data meetings with fidelity    -90% of students are on track to meet their individual growth goal    - 90% of teachers have implemented targeted intervention with fidelity for each student based on Scantron    - math goals are updated around the building and students know their progress and gap to the individual goal:   Math Scantron will show that 25% of students grades 6-8 are at/above grade (practice assessments) and 23% of students will be on grade level or above (meet or exceed the 50% percentile). | -100% of teachers are implementing intervention and bi-weekly data meetings with fidelity    -100% of students are on track to meet their individual growth goal    -Students know their end of year score and can articulate their overall progress:      EOY Math Scantron will show that 30% of students grades 6-8 are at/above grade level and 25% of students will be on grade level or above (meet or exceed the 50% percentile). |

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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**