**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:**

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

|  |  |
| --- | --- |
| **Section** | **Contents** |
| **1** | School Profile, Mission, Vision, School Improvement Planning Committee |
| **2** | Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2021-2022 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements |
| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan |

**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: Michael Baird**  **Name of School: Hickey Elementary**  **School Code: 489** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School**   **X Title I.A**   * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission:**  Our commitment is to bridge the gap between home, school and the community to meet the social, emotional and academic needs of all students in order for them to receive a high quality education. | | |
| **School Vision:**  At Hickey Elementary, we strive to create positive relationships with families, the community, and within the school to create an environment of love and learning. | | |
| **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** * **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** |
| Principal | Michael Baird |  | Michael.Baird@slps.org |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | Cynthia Williams |  | Cynthia.Williams@slps.org |
| Family Community Specialist | Melanie Rice-Merritt |  | Melanie.Rice@slps.org |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) | Janel Rhoda |  | Janel.Rhoda@slps.org |
| ISS/PBIS Staff (if applicable) | Tina Tutton |  | Tina.Tutton@slps.org |
| Teacher | Linda Hodges |  | Linda.Hodges@slps.org |
| Teacher | Bernarda Phillips |  | Bernarda.phillips@slps.org |
| Parent |  |  |  |
| Parent | Mauricsa Lovejoy |  | Luvjoi12@gmail.com |
| Support Staff |  |  |  |
| Community Member/Faith Based Partner | Mrs. Imogene Crumpton |  | imogene.crumpton@yahoo.com |
| Network Superintendent | Karen Jones |  | Karen.Jones6@slps.org |
| *Other* |  |  |  |

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| **SECTION 2**  **Comprehensive Needs Assessment**  **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** | 212 | Our enrollment has increased drastically since the beginning of the year. We started the school year with 160 students, and throughout the year—we had a number of Kindergarten and 5th grade students enroll. For the next school year, we look forward to adding a 6th grade classroom to increase enrollment, as well as supporting our Pre-K enrollment through strategic supports. |
| **Grade Level Breakdown** | Pre-K: 6 K: 31 1st: 37  2nd: 28 3rd: 32 4th: 41 5th: 37 | Our focus for next year is to increase Pre-K enrollment by supporting families to complete the necessary requirements prior to the deadline for enrollment. |
| **Ethnicity** | Asian- 1 Black- 203 Multi-Racial- 4 White- 4 |  |
| **Attendance** | 90/90 Attendance: 71.6% | Due to the hybrid of virtual and in-person this year, the district as a whole has seen a decline in 90/90 Attendance. However, we are pleased to see that we have maintained over the district average of 55.3%--especially in such an unprecedented year. |
| **Mobility** | Addition of approximately 45 students over the course of the school year. |  |
| **Socioeconomic status** | 100% Free and Reduced Lunch |  |
| **Discipline** | OSS- 1 | With only about 50% of our students making it into the building this year and the positive behavior supports that we put in place this year, we saw a steep decline in the number of referrals this year. In fact, we only had one incident that we had to provide significant documentation around this year. |
| **Limited English Proficiency** | 0% |  |
| **Special Education** | 8% (16 students) | Currently, we have one Cross-Cat classroom. There are 16 students on the caseload of our one SPED teacher. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Increase in enrollment throughout the school year * Higher 90/90 attendance than the district average * Significant decrease in student referrals * Addition of 6th grade classroom for next school year | * High mobility of families in the community. * Low Pre-K enrollment | * Streamlined process and marketing materials to enroll Pre-K students |

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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance**  **(Scantron)** | **21-22 Goal**  **(MPI)** | **Current Performance**  **(MPI)** | **Explanation/Rationale for Current Performance** |
| **ELA** | 2168 | 204 | 186.1 | At the end of the 2019-2020 school year, less than 1% of our students were reading at or above grade level. This year, this percentage has increased to 7%. We’ve been intentional around building the early literacy skills of our pre-kindergarten – 2nd grade scholars. Our academic staff has worked to provide guided reading to each scholar daily. We’ve engaged in professional development, which included practice rounds, throughout the year to increase teacher capacity. |
| **Reading** | 2159 |
| **Math** | 2156 | 174 | 159.0 | This year, we worked to adopt a consistent routine to assesses students’ knowledge prior to and after introducing new math concepts. This allowed teachers and leaders to monitor students’ progress and analyze instructional strategies for effectiveness. We plan to build on this practice by utilizing data provided by daily exit tickets to respond to students’ need for intervention before the post assessment is administered. |
| **Science** | 1865 | 198 | 180.0 | Due to inconsistent teacher attendance and the shortened school day, our fifth grade scholars did not receive adequate instruction in science this year. |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Percentage of 2nd – 5th grade scholars reading at or above grade level increased from >1% (2021) to 7% (2022), as measured by STAR. | The reading growth rate for our 2nd – 5th grade classes was below our goal. We had an average of 1 month of growth from September 2021 – April 2022. | * Continue to implement guided reading with fidelity. * Professional development around the science of reading development and the type of instruction and strategies needed to support reading development. * Ensure and maintain testing validity to accurately monitor scholar growth. |

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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** | * From the beginning of the school year to the end (August 2021- May 2022, at least 90% of Hickey students will increase their grade equivalent on the STAR by 9 months.   By the end of the 2021-2022 school year, we will increase the number of students reading at or above grade level by 15%. | * The staff had to adjust to Engage ELA this year in addition to hybrid and virtual teaching. * The pandemic provided many barriers to achieving our goals for this year; however, we still maintained growth. * Teachers will continue to attend data teams where they unpack standards, analyze data, and plan re-teaching strategies. |
| **Instructional Programs** | * Missouri Learning Standards * Scantron-Achievement Series * Scantron-Performance Series   Renaissance Learning | * During 2021- 2022 school year we will continue to identify and integrate priority standards within our daily instruction. * Teachers will utilize pre/post-test and analyze data to create re-teaching plans. |
| **Instructional Materials** | ELA Curriculum Resources:   * The Next Step Forward in Guided Reading by Jan Richardson * Engage ELA (3rd – 5th) * Making Meaning/Being a Writer (KG-2nd)   SIPPS (KG – 2nd) | * Teachers/SLT will create standards-based instructional calendars, utilize effective guided reading lesson plans and integrate pre/post-test along with daily lessons. |
| **Technology** | * All students have iPADs * 2 computer labs * Classrooms have at least 2 computers   Majority of classrooms have access to smart boards or promethean boards | * We will continue to use Scantron to determine student mastery on identified standards. |
| **Support personnel** | * 1 Building Substitute * 1 ISS Monitor * 1 Full time Counselor * 1 .6 part time Social Worker * 1 Secretary * 1 .5 half time Nurse * 1 .5 half time FCS * 2 Early Childhood TAs (1 vacancy for the entire year) * 1 ICA | * Weekly Data Team Meetings will provide opportunities for teachers to analyze data, analyze student work, address misconceptions and create re-teaching plans. * Monthly extended Data Teams will provide additional opportunities for PD to support teachers in creating and implementing engaging lessons. * Staff absences created daily challenges in classroom coverage, student discipline, and academic achievement. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Teachers were able to navigate instructional materials with support and utilize Engage and Guided Readers with fidelity. | * Due to adjusted school day schedules, there was little time for intervention—specifically for Math. | * Time to unpack the new ELA curriculum. * Support with implementation of new ELA curriculum. |

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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** | District and Site Based Professional Development  Hickey 2021-2022 School Focus: Guided Reading  Intervention to support core learning. | We will continue our work around high expectations for the upcoming school year by ensuring PD strategies are implemented with fidelity. |
| **Staff Certification** | PK- 1 Certified Teacher  KG-1 Certified Teachers  1st- 1 Certified Teacher and 1 Provisional Teacher  2nd- 1 Certified Teacher  3rd- 2 Certified Teachers  4th- 1 Certified Teacher and 1 Provisional Teacher  5th- 1 Certified Teacher  Cross Cat- 1 Provisional  P.E.- 1 Certified Teacher (1.0)  Music- 1 Certified Teacher (.6)  Art- 1 Certified Teacher (.6)  Reading Teacher (LLI)- 1 Certified Teacher | We are excited for our retention rate this year. We only have one teacher who is leaving the school this year. |
| **Staff Specialist and other support staff** | |  | | --- | | Academic Instructional Coach  Counselor  Social Worker (0.6)  Family Community Specialist (0.5)  Library Aide (0.5) Nurse | |  |
| **Staff Demographics** | 23 FTE; 6 PTE  20 African American = 71.4%  7 Caucasian = 25%  1 Hispanic = 3.6% | We were successfully able to hire more male teachers to our staff this year. We went from one for the last school year to two male teachers, a male counselor, and a male principal. |
| **School Administrators** | Michael Baird |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| * High retention of staff members this year due to school climate and culture. | * Vacancy for TA position could not be filled this school year. | * Increase allocation for social worker to full-time. * Maintain enrollment * Hire: Two new teachers for increase in enrollment |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| High quality PD focusing on Guided Reading |
| Academic improvement in the areas of ELA and Reading |
| Academic improvement in the area of Math |

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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: | Teachers need the capacity to facilitate effective guided reading lessons. |
| Why? | Leaders have provided PD around guided reading, but did not adequately monitor implementation of protocols. |
| Why? | Daily discipline issues and other managerial issues took priority over instruction. |
| Why? | Inconsistent implementation of guided reading due to student behavior. |
| Why? | Teachers struggled with classroom management and increased student behaviors impeded the learning environment. |
| Why? | Lack of classroom management resulted in teachers abandoning guided reading protocols and relying on whole group instruction. |
| **Root Cause** | Leaders need to scaffold offered PD based on the needs of the staff. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Academic improvement in the areas of ELA and Reading |
| Why? | Teachers have difficulty unpacking standards, navigating curriculum, analyzing data, and planning effective and engaging lessons. |
| Why? | Lack of effective planning leaves the teacher unprepared and lessons are fragmented. |
| Why? | Guided Reading/Balanced Literacy block are inconsistent. |
| Why? | Lack of effective classroom management prevent teachers from being able to fully implement an effective balanced literacy block. |
| Why? | Teachers have not fully bought into the advantages of using guided reading and an effective balanced literacy block. |
| **Root Cause** | Stronger teacher capacity in the area of ELA and Guided Reading is needed to accomplish academic achievement. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Academic improvement in the area of Math |
| Why? | Teachers have difficulty unpacking standards, navigating curriculum, analyzing data, and planning effective and engaging lessons. |
| Why? | Lack of effective planning leaves the teacher unprepared and lessons are fragmented. |
| Why? | Math instruction lacks engagement and rigor. |
| Why? | Teachers do not use formative assessment to drive instruction or to make necessary adjustments. |
| Why? | Teachers focus on student deficits rather than focusing on strengths and providing differentiation. |
| **Root Cause** | Teachers need capacity in the area of Math with a focus on unpacking standards, analyzing data to provide differentiation to increase academic achievement. |

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? |
| Hickey Elementary provides all parents with a Student Compact that states the agreement between the parent, student and homeroom teacher. It lists all the responsibilities for the current year. The compact is a document that must be signed by all parties and the principal. |
| What are the strengths of family and community engagement? |
| The need for strong family involvement starts by the time children are in preschool and continues through high school. The keys to successful partnerships with parents and the community is supported by Joyce Epstein 6 types of Parental Involvement:   1. Helping families establish home environments to support children as learners. 2. The use of effective forms for school to home and home to school communications. 3. The recruitment and organization of the school’s volunteer program. 4. Helping families assist their children with homework and recognizing other learning at home opportunities. 5. Including parents, students, and community members in the school decision making process 6. The identification and integration of resources and services from the community. |
| What are the weaknesses of family and community engagement? |
| Parent participation in meetings and community events has historically been low due to a lack of communication, scheduling, and lack of transportation. Additionally, the FCS position was reduced to 0.5 from 1.0 during 2019-2020 school year. This negatively impacted our family engagement. |
| What are the needs identified pertaining to family and community engagement? |
| A number of our families struggle with maintaining adequate housing and employment. Our parents could benefit from programs that help to provide housing and job training. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| The school notifies parents of the opportunity to attend the Bi-Annual Title 1 meetings offered in the fall and spring. This meeting covers parent’s right to know, compact, parent involvement plan and more. Also in the Spring, parents are invited to attend the Review and Revision planning meeting. In this meeting, participants identify Title I strengths and weaknesses, discuss academic achievement, and make any necessary changes to the Parent Compact. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Parents are given the opportunity to attend the Yearly meeting scheduled in the Spring to review improvements of the school plan and the family engagement policy. In addition, parents are notified personally when they are in the building during special events in the school, ex black history program, winter program etc. |
| How is timely information about the Title I.A program provided to parents and families? |
| Hickey Elementary has a monthly board with all engagements for the month in the main foyer of the school. The FCS sends home flyers and notices in a timely manner so that parents have the opportunity to attend. We also use the robo call system. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Parents can attend the two scheduled Bi-Annual Title 1 meetings which are offered in the Fall and Spring. The AIC or Principal will discuss curriculum, assessments, and MAP achievement levels. Hickey parents are always welcomed to make an appointment with the Principal, AIC, Teachers, or FCS with any further questions or concerns. |

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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? |
| 1. Making sure my child arrives to school early enough to eat breakfast 2. Ensuring that my child is well rested and prepared for the next day of learning 3. Providing a quiet homework environment area and regular schedule so that my child can study or read each evening 4. Being actively involved in my child’s learning; ask questions about their day expect a detail answer 5. Communicating my respect, love, and support to my child 6. Helping my child to understand what his/her responsibilities are to the school and to themselves 7. Supporting the efforts of the school to maintain proper discipline 8. Meeting my child’s teacher within first 30 days of school to learn the expectations of the class for the year 9. Attending parent conferences, and as many social events during the school year as possible |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| 1. Maintain highly qualified principals, teachers and full-time staff members. 2. Have high expectations for all students and demand excellence. 3. Encourage students to be on their best at all times. 4. Inform parents about students’ progress. 5. Provide a positive communication line between home and school. 6. Provide appropriate homework assignments and assistance to parents if needed or requested. 7. Provide Report Cards four times a year to display students’ progress. 8. Hold scheduled Parent/ Teacher Conferences. 9. Provide parent’s opportunities to volunteer and to participate in their child’s education. |
| 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 |
| **Regularly scheduled Parent conferences and Monthly Events will assist parents in understanding the:**   * 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 child. * Growth and development of children in multiple stages * Integration of Content Areas of Math, Literacy, Social Studies, and Science |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| This year we will offer workshops to give parents support and training. Parents are also encouraged to meet teachers during their planning time if they need additional support. Introduce parents to current technology so that they are equipped to perform and understand what the students are experiencing, providing them with college and career readiness skills. |
| 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? |
| SLPS has scheduled Professional Development days, which are designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents and families. The district also offers off-site training and professional development opportunities. Hickey School also has two yearly scheduled school-wide meetings to address many concerns educationally and professionally. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parents are given opportunities to volunteer for events, while receiving timely notification about the events. This will build relationships between parents, school and community. |
| Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children. |
| Parents will be given timely notifications of programs and Parent meetings which will help families to be prepared to attend events relative to their children. The parent resource center (area) will be available and visible for parents to use and be fully participating families. Hickey will encourage and support parents with the education of their children. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| The need for strong family involvement starts by the time children are in preschool and continues through high school. The keys to successful partnerships with parents and the community is supported by Joyce Epstein 6 types of Parental Involvement. When we follow this model, it allows parents to be engaged in many areas and will encourage them to continue to support and advocate for their child. Our long term objective is for families to empower their children and ensure they have the skills necessary to be productive citizens, while also gaining college & career readiness skills. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths   * CARE team meets regularly to address behavior/attendance concerns * Family Community Specialist works with community partners and organizations to provide additional supports to parents.   Weaknesses   * Parental attendance of school events and meetings is low. * Lack of communication via monthly newsletter or updated website. * Part time FCS, instead of fulltime. |

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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.*  Although our Family Community Specialist position was reduced to half time from full time, Hickey was able to continue building positive relationships with parents. A number of student-centered activities were planned. We used the results from the Panorama Culture & Climate surveys to identify needs as voiced by students, and created a plan to address the need to feel safe, and heard while at school. Unfortunately, the COVID-19 pandemic caused a barrier to in-person meetings with our families. However, Virtual Learning afforded us the opportunity to continue supporting our families. With the donations of several community partners, we were able to help families with additional food items, hygiene products, and cleaning supplies.  We will continue to revamp our ISS program and implement PBIS with fidelity in order to support the school climate. Students can only thrive in an environment that is safe and conducive to learning. |

**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. | | | | |
| 1. School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2021-2022 to 2022-2023. 2. School leaders will retain at least 70% of first- year teachers. | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*  X 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   X Establishing a positive culture and climate   * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Leaders need continued guidance and coaching to provide quality professional development that is relevant, differentiated and translates to increased academic achievement. 2. Leaders need to work collaboratively with staff and stakeholders to create an environment that is conducive to teaching and learning. | | | | |
| **Funding source(s): GOB** | | | | |

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| **Priority # 1** | **Leaders need continued guidance and coaching to provide quality professional development that is relevant, differentiated and translates to increased academic achievement.** |
| **Evidence-based strategy** | 1. Highly effective leadership professional development in the areas of guided reading and effective data analysis.  * Leadership training: * PD facilitated by District Curriculum Specialist. * Learning Walks for Guided Reading * Continued support with RELAY training.  1. Effective implementation of Relay Protocols such as Weekly Data Team Meetings, Giving Effective Feedback, and Living the Learning PD Cycle. |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | | **Leaders need to work collaboratively with staff and stakeholders to create an environment that is conducive to learning.** | | |
| **Evidence-based strategy** | | 1) Conduct a needs assessment regarding the culture and climate of Hickey Elementary.   * Parents * Students * Staff   2) Establish a committee to discuss findings and draft a plan of action   * Establish timeline and benchmarks for success * Implement goals and assess effectiveness  1. Continue full implementation of PBIS | | |
| **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 has been trained on the schoolwide expectation matrix. * 100% of scholars have taken the STAR assessment to determine baseline data for the year. | * 80% students who are a year or more behind in reading will demonstrate 7 months of growth or more. * 80% of students who are on grade level will demonstrate 5 months of growth or more. * There will be a 10% decrease of ISS and OSS infractions from this time last year. | * 80% of students who are a year or more behind in reading will demonstrate a year of growth or more. * 80% of students who are on grade level will demonstrate 7-8 months of growth or more. * There will be a 10% decrease of ISS and OSS infractions from this time last year. | * 80% of students who are a year or more behind in reading will demonstrate 1.5 years of growth or more. * 80% of students who are on grade level will demonstrate 1 year of growth or more. * There will be a 10% decrease of ISS and OSS infractions from this time last year. |
| **Teachers** | * 50% of teachers are demonstrating proficiency with the behavior management cycle according to the rubric * 100% of staff has been trained on the schoolwide expectation matrix. * 60% of teachers are utilizing effective guided reading instruction as measured by the GR Rubric. | * 80% of teachers are demonstrating proficiency with the behavior management cycle according to the rubric * 80% of teachers are being consistent with implementing PBIS strategies within the classroom and logging their dojo points. * 70% of teachers are utilizing effective guided reading instruction as measured by the GR Rubric. | * 90% of teachers are demonstrating proficiency with the behavior management cycle according to the rubric * 90% of teachers are being consistent with implementing PBIS strategies within the classroom and logging their dojo points. * 80% of teachers are utilizing effective guided reading instruction as measured by the GR Rubric. | * 90% - 100% of teachers are demonstrating proficiency with the behavior management cycle according to the rubric * 90% - 100% of teachers are being consistent with implementing PBIS strategies within the classroom and logging their dojo points. * 90% of teachers are utilizing effective guided reading instruction as measured by the GR Rubric. |

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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | **X Pillar 4:**  **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| 1. At least 90% of Hickey students will show growth in reading during the 2021-22 school year, from the beginning of the year to the end of the year, according to the STAR Reading Assessment. 2. By the end of the 2021-22 school year, we will increase the number of students reading at or above grade level by 15%. | | | | |
| **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. Effective implementation of Guided Reading and Balanced Literacy.  2. Effective implementation of standards-based ELA curriculum aligned to MAP assessment. | | | | |
| **Funding Source(s): N/A** | | | | |

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| **Priority # 1** | **Effective implementation of Guided Reading and Balanced Literacy.** |
| **Evidence-based strategy** | 1) High quality differentiated PD on Guided Reading and Balanced Literacy.   * PD focused on Guided Reading principles, protocols and effective balanced literacy program * Identify effective guided reading strategies to be implemented within the classroom * Daily walkthroughs focused on guided reading lessons, strategies used, feedback and coaching.   2) Guided Reading and Balanced Literacy planning sessions  3) Daily walkthroughs focused on guided reading and the literacy block  4) Feedback and coaching cycles focused on guided reading and the literacy block |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | | **Effective implementation of standards-based ELA curriculum aligned to MAP assessment.** | | |
| **Evidence-based strategy** | | 1) Navigate ELA curriculum guides, pacing guides to identify priority standards and create a time line for implementation.  2) Create standards-based instructional calendars.  3) Create pre/post assessments to track mastery of priority standards.  4) Use backward design to plan units that integrate priority standards with daily instruction.  5) Weekly Data Teams to analyze student work and data from pre-test and exit tickets.   * Identify trends, gaps and misconceptions * Create re-teaching plans for remediation * Weekly observations of re-teaching and remediation efforts with feedback and coaching | | |
| **Cost to support implementation of strategy:** | | **N/A** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | 100% of scholars have taken the STAR assessment to determine baseline data for the year. | * 80% of teachers are demonstrating proficiency with the behavior management cycle according to the rubric   80% of teachers are being consistent with implementing PBIS strategies within the classroom and logging their dojo points. | * 80% of students who are a year or more behind in reading will demonstrate a year of growth or more.   80% of students who are on grade level will demonstrate 7-8 months of growth or more. | * 80% of students who are a year or more behind in reading will demonstrate 1.5 years of growth or more.   80% of students who are on grade level will demonstrate 1 year of growth or more. |
| **Teachers** | * 60% of teachers are utilizing effective guided reading instruction as measured by the GR Rubric. | * 70% of teachers are utilizing effective guided reading instruction as measured by the GR Rubric. | * 80% of teachers are utilizing effective guided reading instruction as measured by the GR Rubric. | * 90% of teachers are utilizing effective guided reading instruction as measured by the GR Rubric. |

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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** | **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 #3: Mathematics** | | | | |
| By the end of the 2021-22 school year, 25% of Hickey’s students will demonstrate a minimum of one year’s growth as measured by STAR Math Assessment. | | | | |
| **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. Effective implementation of Guided Math Model utilizing standards-based curriculum aligned to the MAP.  2. Effective implementation of Small Group Instruction in math standards to be utilized during independent practice during the gradual release. | | | | |
| **Funding Source(s): N/A** | | | | |

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| **Priority # 1** | **Effective implementation of Guided Math Model utilizing standards-based curriculum aligned to the MAP** |
| **Evidence-based strategy** | 1) High quality differentiated PD on Guided Math Model.   * PD focused on Guided Model principles, protocols * Identify effective math strategies to be implemented within the classroom * Daily walkthroughs focused on guided math lessons, strategies used, feedback and coaching.   2) Guided Math planning sessions  3) Daily walkthroughs focused on guided math  4) Feedback and coaching cycles focused on guided math |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | | **Effective implementation of Small Group Instruction in math standards to be utilized during independent practice during the gradual release.** | | |
| **Evidence-based strategy** | | 1) Navigate Pearson-Envision and pacing guides to identify priority standards  2) Create standards-based instructional calendars  3) Create pre/post assessments to track mastery of priority standards.  4) Use backward design to plan units that integrate priority standards with daily instruction.  5) Use Weekly Data Teams to analyze student work and data from pre-test and exit tickets.   * Identify trends, gaps and misconceptions * Create re-teaching plans for remediation   6) Conduct weekly observations of re-teaching and remediation efforts with feedback and coaching | | |
| **Cost to support implementation of strategy:** | | **N/A** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * Students are aware of their beginning math level and goals for improvement * Students are participating in guided math lessons that are differentiated to meet their needs. | * Students are active in tracking their mastery of identified standards. * Students celebrate positive movement. * Monthly progress monitoring show students are on a trajectory toward meeting established goals * 15% of students are increasing their mastery on identified priority standards as assessed on teacher created pre/post- test. * 15% of students are increasing their math grade equivalency levels on STAR Math Assessments. | * Students are active in tracking their mastery of identified standards. * Students celebrate positive movement. * Monthly progress monitoring show students are on a trajectory toward meeting established goals. * 20% of students are increasing their mastery on identified priority standards as assessed on teacher created pre/post- test. * 20% of students are increasing their math grade equivalency levels on STAR Math Assessments. | * 25% Students have increased their math knowledge resulting in an increase of math levels according to STAR Math Assessments and teacher created pre/post math test. |
| **Teachers** | * Navigate math curriculum and identify standards. * Create standards-based instructional calendars. * Use guided math during math block. | * Participate in weekly data teams to analyze work samples, determine gap and needs for remediation. * Teachers are using strategies learned during PD * Teachers are using data to inform all decisions regarding instruction. | * Participate in weekly data teams to analyze work samples, determine gap and needs for remediation. * Teachers are using strategies learned during PD * Teachers are using data to inform all decisions regarding instruction. | * Participate in weekly data teams to analyze work samples, determine gap and needs for remediation. * Teachers are using strategies learned during PD * Teachers are using data to inform all decisions regarding instruction. |

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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**