**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: Mann Elementary**

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

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA** * **🗹 School** | **Name of LEA: St. Louis Public Schools**  **Name of School: Mann Elementary**  **School Code: 526** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Vision:** We are empowering lifelong learners and successful leaders. | | |
| **School Vision:** We are empowering lifelong learners and successful leaders. | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**   * **Title I.A School Improvement** * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

**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 | Angela Glass |  |  |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | Rosalyn Williamson |  | Rosalyn.williamson@slps.org |
| Family Community Specialist | Angela Johnson |  | Angela.Johnson @slps.org |
| ESOL Staff (if applicable) | Lisa Rigg |  | Lisa.rigg@slps.org |
| SPED Staff (if applicable) | Christina Coyle |  | Christina.coyle@slps.org |
| ISS/PBIS Staff (if applicable) | LeRon Sayles |  | Leron.sayles@slps.org |
| Teacher | John Mitchell |  | John.Mitchell @slps.org |
| Teacher | Sarah Pitzer |  | Sarah.pitzer@slps.org |
| Parent | Lisa Abernathy |  | Lisa.montera@slps.org |
| Parent | Sharrone Miller |  | Sharrone.miller@slps.org |
| Support Staff | Amaris Triplett |  | Amaris.Triplett@slps.org |
| Community Member/Faith Based Partner | Massaly Mashburn |  | Massaly.mashburn@thelittlebitfoundation.org |
| Network Superintendent | Isaac Pollack |  | Isaac.pollack@slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 280 | Regardless of our mobility rate, out attendance has not fluctuated much. |
| **Grade Level Breakdown** | Pre-K - 50  K- 38  1st – 36  2nd- 37  3rd- 35  4th – 49  5th – 35 | The number of students in PreK – 5 are fairly evenly distributed.  This is the 3rd year we have departmentalized in grades 4th and 5th grade.  This is our 2nd year we have departmentalized in 3rd grade. |
| **Ethnicity** | Asian – 39 – 14%  Black – 142 – 51%  Hispanic –43 – 15%  White – 56 – 20% | We have a diverse group of students. 35% of our students speak other languages. |
| **Attendance** | 90.9% - 90/90  96.04% - ADA | Our attendance meets the states goal of 90/90. We are on track for meeting our attendance goal this year. |
| **Mobility** | 7.8% | We only had 11 students to leave and 11 new students enrolled during the school year. |
| **Socioeconomic status** | 100% Free and reduced lunch | All of our students qualify for free and reduced lunch. |
| **Discipline** | Zero OSS | We use our in-school monitor to check in/check out often with students struggling in class. |
| **Limited English Proficiency** | 35% | About 1/3 of our student population receive ELL services. |
| **Special Education** | 11.4% | 11.4% of our students receive SPED services. 2% are in an Autism classroom. Less than 1% is in a self-contained classroom. 8% of our student’s services are either push in or pull out resource. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * 96.04% Attendance rate * Diversity * Comprehensive education for all ELL students * Mobility rate | * Virtual teaching and learning vs. In-person teaching and learning | * Continue trauma informed training to help support students impacted by traumatic stresses. * Continue part-time in-house therapist |

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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** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 2257.813 (Below Basic Quartile) | 240 MPI |  | Based on MAP 2018, our third grade scored significantly lower than our fourth and fifth grade. We believe it is due to the difference in the rigor from 2nd grade to 3rd grade curriculum. We are currently implementing strategies to meet our target for 2020-2021. |
| **Reading** | .67 Growth from BOY to EOY | 1.0 growth from BOY to EOY |  | Based on our STAR data, our EOY average GLE growth (2nd -5th) increased by .67 from the BOY average GLE. We did not meet our goal this year, but showed growth even with Virtual teaching. |
| **Math** | 2253.046 (Below Basic Quartile) | 220 MPI |  | Based on MAP 2018, our third grade scored significantly lower than our fourth and fifth grade. We have found that we aren’t allowing students time to complete the more rigorous independent problems during class.  Based on our STAR data, our MOY average GLE growth (2nd -5th) increased by .30 from the BOY average GLE. This is the same amount of growth that we had the previous year. |
| **Science** | 2363.162 (Below Basic Quartile) | 340 MPI |  | We changed curriculum in 2017-2018, from MySci to Exploring Science by Cengage. |
| **Social Studies** | NA |  |  |  |
| **CCR** | NA |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| * Weekly Data Meetings * STAR Reading GLE growth | * Percent of students reading on grade level * Achievement Gap between ESOL and non ESOL (SPED) | * Time for teachers to plan, practice and prepare the rigorous parts of the lesson. * More rigor in ELA   Our teachers need additional support in order to be able to internalize end of year outcomes, analyze curricular pathways to mastery, and lead students toward goals on a daily basis. |

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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** | Teachers are expected to implement strong rigorous Tier 1 ELA instruction aligned to the outcomes and learning pathways outlined in their curricular materials in all content areas. In addition, teachers are charged with teaching at least 3 separate 20-minute long guided reading lessons daily across Kindergarten through 5th grades. Teachers have dedicated time at the end of every day to strategically re-teaching and remediating key content on the basis of instructional data. | Our focus on the tier 2 and 3 instruction means that we haven’t leaned as heavily into improving tier 1 instruction-for the whole class-until second semester. We’ve come to recognize that we aren’t going to be able to intervene or use guided reading to lead our students out of challenges we’re currently facing and have redoubled our work to develop our teachers to better implement tier 1 instruction. |
| **Instructional Programs** | K-5 ELA: Being a Writer and Making Meaning Curriculum  3-5 ELA: Engage NY  K-5 Math: Envision 2.0 (Pearson)  K-5 Science: Exploring Science (National Geographic) | In ELA, we have been using Engage NY for the past five years but in January we noticed significant implementation gaps and have worked to address these gaps through the use of lesson plan internalization protocol based on work from the Relay Graduate School of Education.  In Math, we have found that we aren’t allowing student’s time to complete the more rigorous independent problems during class nor were we modeling the more rigorous problems. Teachers intentionally selected problems to model and identified more rigorous problems for students to complete first so they could provide feedback to students. |
| **Instructional Materials** | K-2ELA: trade books and big books included in curriculum, supporting recommended texts to accompany the Being a Writer and Making Meaning curriculum  3-5 ELA: trade books and teacher read alouds included in ELA curriculum  Manipulatives to support math instruction  Science kit materials  Classroom libraries  Leveled bookroom | We have quality curriculum available to support students’ learning, as well as resources to help support interaction with the material. |
| **Technology** | 1:1 iPads for all students PreK-5th  2-3 Desktop computers in each classroom  Computer labs  Promethean boards and/or Smartboards in each classroom  Document cameras in all classrooms | Teachers taught both virtually and in-person.  Teachers utilize Teams.  Teachers learned quickly how to keep students engaged while learning virtually.  Students became comfortable with using the iPad to learn and submit work.  We will need to make sure 3rd -5th grade students have keyboards to attach to their iPad in order to complete more complex assignments. |
| **Support personnel** | AIC – 1 FTE  ESOL teachers (3) - 1 FTE  ISS monitor – 1 FTE  Social Worker - .5 FTE  Counselor – 1 FTE  Nurse - .5 FTE  Gifted Teacher - .2 FTE  Part time on-site therapist | Having a .5 Social Worker and Nurse dramatically impacts our ability to provide essential services to our students. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Teachers learned how to keep students engaged virtually. * Students learned how to use technology to learn. * Technology in PreK-5th | * Lack of Guided Reading strategies to support struggling readers * Gaps in ELA Curriculum (K-2) and writing (K-5th) | * PD and strategies around closing the reading gap * Support in planning rigorous lessons * Support in address students with traumatic stress |

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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** | 4 Probationary Staff  21 Tenured Staff  Average years of teaching experience is 12 years. | Staff stability allowed for less differentiated PD around curriculum. 100% of the teachers were familiar with the curriculum from last year. 100% of staff will return next school year and remain in current grade/subject. |
| **Staff Certification** | 24 Certified Teachers  1 Certification Pending  1 Certified Counselor  1 certified Social Worker (.5) | 96% of the staff are highly qualified  20% of staff are ESOL certified  Having a .5 Social Worker dramatically impacts our ability to provide essential services to our students. |
| **Staff Specialist and other support staff** | 3 PreK -TA  4 ICA (2 Autism ICA)  1 CCA | ICAs and CCAs are assigned to students based on their IEP. |
| **Staff Demographics** | 77% Female  23% Male  51% African American  40% Caucasian-American  Other 9% | The staff is diverse like the student population is diverse. |
| **School Administrators** | The principal has been an administrator for 6 year and at Mann for 5 year and was an Instructional Coach for 16 years.  The Instructional Coach has 16 years of experience. | The SLT has 47 years of combined leadership experience and is data driven. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * High Staff stability * Diverse staff * Trauma Informed staff | Only 95% highly qualified staff | More opportunities to provide intensive support, development, and coaching to ensure our teachers thrive and endure. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| Reading: Increase the number of students reading on grade level and demonstrating grade level proficiency on MAP assessment in ELA |
| Mathematics: Increase the number of students demonstrating mastery of math standards and grade level proficiency on the MAP assessment in mathematics. |
| Climate and Culture: Re-establish norms and procedures from hybrid learning. |

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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: | Increase the number of students reading on grade level and demonstrating grade level proficiency on MAP assessment in ELA |
| Why? | Teachers don’t have a clear grasp on the bar for proficiency in mathematics instruction, lowering rigor and focusing on processes and computation instead of higher order thinking and conceptual understanding. |
| Why? | Lack of knowledge of the curriculum and standards set by the state, coupled with lack of understanding of conceptual vs. procedural instruction. |
| Why? | Teachers and leaders rely on their own prior knowledge and educational experiences when leading math instruction, falling back on older, more rote approaches to math instruction. |
| Why? | Absence of targeted professional development aligned to gaps in teacher knowledge and practice, as well as time to facilitate professional development. |
| Why? | Need for additional leader level professional development on best practices in math instruction and intervention and support in designing aligned professional development for staff. |
| **Root Cause** | Leaders and teachers do not have the expertise and skills needed to lead toward deep, conceptual understandings in mathematics. As a result, we need to provide leaders and teachers with high quality professional development, time for this development, and support in deepening understanding of conceptual instruction in mathematics. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA. |
| Why? | Teachers struggle to conceptualize district-provided curriculum and appropriately supplement with rigorous materials. |
| Why? | Teachers display knowledge gaps in ELA content, learning standards, and alignment to state assessments. Specifically, teachers lack in understanding the connection between standards and assessments, and how content is the vehicle between the two. |
| Why? | A limited skill set around ELA best practices makes for difficulty in adapting and strengthening lessons as needed. As a result, differentiation is weak, and rigor remains low. |
| Why? | The mindset of teachers is that students are not able to perform at high levels, and teachers have not been held accountable for producing results. Over time, this has resulted in a warped perspective of what grade-level appropriate instruction looks like as well as the most effective methods for achieving growth. |
| Why? | Making meaningful use of student data is a challenge, especially when operating alongside unclear and misunderstood expectations for performance. Misaligned or inappropriately modified instructional materials do not produce useful student data. |
| **Root Cause** | Teachers lack the time and resources to achieve deep understanding of ELA learning standards, curriculum, and state assessments while also maintaining the necessary pace of growth in order to close gaps in performance. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Re-establish norms and procedures from hybrid learning. |
| Why? | Students need to clearly understand the expectations at school and understand why they are important. |
| Why? | Establishing rules and procedures are essential to creating an environment for students learning and reduces classroom management problems. |
| Why? | Clear expectations in instruction increases student academic engagement and achievement. |
| Why? | Coherent and consistent expectations throughout the school supports students in self-management. |
| Why? | Establishing norms and procedures makes students feel safe and supported. |
| **Root Cause** | Students have not been in a traditional school setting in over a year due to the pandemic. |

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

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| **School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy? |
| Our FCS and Title 1 team members hold a Bi-Annual Title 1 meeting for the parents. During our fall Title meeting, parents are given the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy. Packets are sent home for parents who do not attend.  Parents are able to access this information on our Mann webpage.  Due to the pandemic, parents also received this through email this year. |
| What are the strengths of family and community engagement? |
| Mann has been successful in collaborating with community to gain more resources for our families. Our parent participation at any/all events has increased. Mann has cultivated strong relationships with the following community partners:   Little Bit Foundation   Post Holdings   Ready Readers   PHL Elementary School Basketball   After School Unleashing Potential   Girl Scouts of Eastern Missouri   Gateway Greening   The RODD Church   St. Louis Police Department - Books and Badges   OASIS tutoring   St. John Episcopal Church   St. Louis Chess Club  Our partnerships have proven fruitful in that community members and families have donated time, clothes, food, and attend every event at Mann. Mann works hard to promote community engagement among our students as well.   Girl Scouts   Food Pantries  In addition, Mann makes every effort to support the health and wellbeing of our families. Partnerships with Kid’s Vision for Life, Healthy Kids Express, and Springboard, allow students to receive regular screenings for vision, hearing, and dental health along with mental health support.  During the 2020-2021 school year, Little Bit, Post Holdings and the Foodbank we had the uniform and food drive, tennis shoe and food drive and coat and food drive. |
| What are the weaknesses of family and community engagement? |
| A weakness for family and community engagement at Mann is the lack of parent participation in PTO and school meetings compared to the parent participation in school-wide events. |
| What are the needs identified pertaining to family and community engagement? |
| Mann would like to foster additional partnerships with nonprofits and agencies positioned to provide social and emotional support to students and families. Parent workshops are a frequent request. Furthermore, Mann would like to boost our online footprint in order to build a stronger brand and open more channels for communication and engagement. Currently, Mann supports a St. Louis Public Schools webpage as well as a Facebook page. Strategic planning to grow those platforms is an identified need. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Each year, Mann holds an annual parent meeting to invite our parents to provide opportunity for input for planning the next school year. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Parents are welcomed and invited to all monthly and annual meetings. Parents are encouraged to give feedback to help improve each school year. |
| How is timely information about the Title I.A program provided to parents and families? |
| Notification to families are given out multiple ways:   Email   School Webpage   Robo calls   Flyers   ClassDojo   PTO Facebook Page |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Each semester parents and caretakers are invited to Parent-Teacher Conferences where individual student progress towards assessment goals are shared. Mann VPA coordinates with parents unable to attend district-scheduled conferences in order to set up meetings on other dates or over the phone. Outside of district-scheduled Parent-Teacher Conferences, teachers are available to discuss student progress before and after school as well as their plan time. Many parents also communicate regularly with Mann VPA teachers via phone/email and Class DOJO.  During our monthly PTO meetings, parents are provided monthly updates on district and state assessments (i.e., STAR, Scantron) and results. Parents are given the opportunity to collaborate, communicate, and volunteer to assist in academic achievement and school improvement.  Very Important Parent Meeting (V.I.P.) will be conducted monthly where parents can ask questions and get information regarding assessments. |

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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? |
| * see that my child attends school regularly and on time; * provide a designated area to complete homework daily; * ensure that my child completes homework daily; * communicate regularly with my child’s teacher and/ or school; * support the school in developing positive behaviors; * ensure my child is in uniform daily; * encourage my child to read at home; * volunteer time at my child’s school; and * show respect and support for my child, the teacher, and the school. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| * Have high expectations for all students * Develop classroom/school climate that is comfortable for all students * Enforce rules fairly and consistently * Provide meaningful and appropriate homework activities * Demonstrate professional behavior and a positive attitude * Try to be aware of all the needs of all students * Provide parents with frequent reports on their child’s progress as follows   + Provide parents with frequent reports on their child’s progress via Classdojo, mail, phone or face to face   + Examine students’ achievement and share data with parents   + Hold two parent-teacher conferences a year * Be accessible to parents   + Maintain open lines of communication with the student and his/her parents   + Scheduling visits before, during and after school if needed * Provide parents opportunities to volunteer and participate in their child’s class, and observe classroom activities   + Make parents feel welcome to school/classroom   + Seek ways to involve parents in the school program |
| 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 |
| * The compact is shared with families at Registration in August, and Parent-Teacher conferences are conducted once each semester. * Quarterly progress reports, quarter report cards, and semester report cards are provided. * Staff are available to families via telephone at school, district-provided email addresses, and for scheduled parent-teacher conferences. Outside of conferences, staff may meet with families during their prep time or before or after school. * All staff utilize Class Dojo as a communication tool in addition to those listed above. ESOL teachers assist in coordinating appropriate translators as needed. |

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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 |
| Bi-annual Title I meetings are held to provide parents with current performance data. In addition, parents are provided information regarding assessments, strategies to improve academic growth and their child’s progress every 4 weeks through progress reports, report cards; monthly class newsletters, and PTO meetings. During our Title 1 meetings and PTO parents are given the opportunity to ask questions regarding assessments, Missouri Learning Standards, and how to help increase their child’s academic achievement. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| We offer a back to school night to assist families in having all the available information regarding the school year. At our Fall Open House Night, families are invited to visit students’ classrooms to gain hands-on experiences in their child’s learning environment and hear strategies for partnering at home. During our PTO meetings, our classroom teachers, AIC, and principal provides information to help parents work with their children to improve achievement. |
| 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? |
| During PD’s and PLE’s, staff are educated and trained in best practices in engaging and communicating with parents in efforts to support students at school. In addition, staff are informed of the process for families to fill out a volunteer form by the Family and Community Engagement Specialist. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parents receive information from newsletters, flyers, email, school webpage, Robo calls, ClassDojo, and PTO Facebook page to stay informed regarding school/parent programs. Parents are also invited to monthly family events, which build relationships between school, teacher and family. |
| 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. |
| Resources for parents are located in the FCS office, as well as ESOL family resources provided at the ESOL office.  Monthly PTO meetings are held to engage and encourage parental involvement, and families are encouraged to participate in a variety of school activities through information given in the school newsletter, email, school webpage, flyers, and ClassDojo. |
| **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 |
| Mann works closely with the St. Louis Public Schools ESOL office to welcome and support families with limited English proficiency. Mann ESOL teachers ensure language translation and other supports are provided for all communication, conferences, and school-based events. Families in transition receive support from our FCS, school social worker, and counselor in connection with the St. Louis Public Schools Office for Students in Transition. Mann facilities are accessible through door # 7 and an elevator. |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Mann has a strong collaborative relationship amongst school, parents and community. Our strong community partnerships provide support for our students and families We continue to have an increase in parental involvement during school-wide events. We continue to use a variety of methods to communicate with our parents in order for them to stay informed.  Parental attendance for PTO and meetings is scarce, due to conflicts with parents work schedules and family obligations. We are in need of parenting classes. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Mann is a neighborhood school which allows families to be present more during school-wide events and to meet with staff. This helps us build strong rapport and relationships with our families. Mann is a diverse school with 35% of students who are second language learners. Our students speak a total of eleven different languages.  Some families are facing consistent financial and emotional hardships which creates trauma for the students. More training and support for both staff and parents is needed to support our students. |

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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.*  Mann has made significant gains in several areas during the 20-21 school year. First, due to the pandemic we communicated with families more frequently and learned more efficient ways of communicating with them. We (Mann staff and parents) had a system in place to ensure our students were logged in daily. Second, our staff learned how to utilize technology to increase student engagement during virtual learning. They also used TEAMS to provide differential instruction and support to students.  We have identified several key areas for growth in the 2021-2022 school year. First, we are going to learn how to implement our new ELA program with fidelity and take the written curriculum and interpret it in ways that help ensure each student masters key skills on a daily basis. This will help close any gap that might have occurred during this pandemic school year. Secondly, we would like to increase partnerships with nonprofits and agencies positioned to provide social and emotional support to students and families during school and at home. Parents need workshops (i.e. parenting, trauma-informed) where both transportation and childcare are provided. |

**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** | * **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. 2. School leaders will retain at least 90% of first- year teachers | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*  **🗹** Providing high-quality professional development to teachers   * Supporting first year teachers   **🗹** Creating systems to establish a clear focus on attaining student achievement goals   * Creating a collaborative and data-driven culture through PLCs * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Developing a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration. 2. Teachers receive training on trauma informed practices to best meet the needs of students. | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | Developing a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration. |  |
| **Evidence-based strategy** | Missouri Leadership Development Series  Relay School of Education protocols  Weekly Data Meetings  Observation/ Feedback Cycles  Lesson Plan Internalization |  |
| **Cost to support implementation of strategy:** | N/A |  |

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| **Priority # 2** | | Teachers receive training on trauma informed practices to best meet the needs of students. | | |
| **Evidence-based strategy** | | PD by TIPS team on Trauma informed practices  PD on Culturally Responsive practices | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | N/A | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * 100% of students will follow Minute-by-Minute School wide routines and procedures. | * 100% of students will follow Minute-by-Minute School wide routines and procedures. * Students will set academic and personal goals.   Average of 80% of students meet achievement criteria to participate in our monthly behavior celebration. | * 100% of students will follow Minute-by-Minute School wide routines and procedures   Average of 85% of students meet achievement criteria to participate in our monthly behavior celebration. | * 100% of students will follow Minute-by-Minute School wide routines and procedures   Average of 90% of students meet achievement criteria to participate in our monthly behavior celebration. |
| **Teachers** | * Create minute by minute schoolwide routines and procedures with 100% of staff in preparation for upcoming school year. * Establish achievement criteria and activities for monthly school-wide celebrations * 100% of teachers receive training on WDM, O/F cycles, Lesson plan internalization * Weekly classroom walkthroughs resulting in 90% action steps from management trajectory (Relay protocols) | * 100% of certified staff participate in school-wide practice of targeted operational procedures * Average of 70% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations. * Weekly classroom walkthroughs result in 50% action steps from Management Trajectory and 50% from Rigor Trajectory (RELAY protocols)   Observe teachers implementing RELAY protocols 2 times per month and maintain 50-90% of observations in tracker | * 100% of certified staff participate in school-wide practice of targeted operational procedures * Average of 75% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations. * Weekly classroom walkthroughs result in 20% action steps from Management Trajectory and 80% from Rigor Trajectory (RELAY protocols)   Observe teachers implementing RELAY protocols 3 times per month and maintain 90% of observations in tracker | * 100% of certified staff participate in school-wide practice of targeted operational procedures * Average of 80% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations. * Review and revise school wide routines and procedures for the next school year with 100% of staff. * Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols)   Observe teachers implementing RELAY protocols each week and maintain 90% of observations in tracker |

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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | **🗹Pillar 4:**  **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| EOY STAR Reading will show that all students will show a minimum of 1.0 year increase from BOY STAR Reading. Students who are more than 2 years below grade level based on BOY STAR Reading will show a minimum of 1.5 year on the EOY STAR Reading. | | | | |
| **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. 1. Improving implementation of curriculum and ELA instructional best practices, building teacher capacity  2. Deepen staff knowledge of reading instructional practices, phonics instruction, and best practices in guided reading instruction | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | Implementation of new ELA curriculum with fidelity and ELA instructional best practices, building teacher capacity |  |
| **Evidence-based strategy** | Weekly walkthrough with Guided Reading checklist by leadership team  Coaching sessions with leadership team on action step to improve guided reading instruction  PD with leadership team to improve guided reading instruction |  |
| **Cost to support implementation of strategy:** | N/A |  |

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| **Priority # 2** | | Deepen staff knowledge of reading instructional practices, phonics instruction, and best practices in guided reading instruction | | |
| **Evidence-based strategy** | | MyView  Weekly walkthrough with Guided Reading checklist by leadership team  Coaching sessions with leadership team on action step to improve guided reading instruction  PD with leadership team to improve guided reading instruction | | |
| **Cost to support implementation of strategy:** | | **N/A** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | 100% of students in K-5th will complete STAR Reading | 25% of students reading on grade level. | * On Quarter 3 STAR reading in grades 2-5, 37.5% of students will be reading at or above grade level. All students reading below grade level will perform minimally at 55 SGP on Mid-Year Screening. | * EOY STAR reading in grades 2-5, 50% of students will be reading at or above grade level. All students reading below grade level will perform minimally at 60 SGP on EOY Screening. |
| **Teachers** | * 100% of students will complete baseline STAR Reading assessment. * 100% certified staff trained on Guided Reading expectations (instructional and environmental) and corresponding checklist for classroom walkthroughs * Teachers conduct STAR Reading assessment monthly and reconfigure Guided Reading groups according to data. Teacher and student collaboratively establish individual growth goal. * Leaders calendar 6 Guided Reading professional development sessions for 2020-2021 staff meetings and district-wide professional development days * 100% of students complete STAR reading and SIPPS initial assessments. | * Monthly STAR Reading assessments indicate 60% of general education students and 20% of special education students are on track to meet goal. * Leaders conduct classroom walkthroughs with Guided Reading checklist in 100% of general education classrooms and 40% of special education classrooms * Teachers conduct STAR Reading assessment monthly and reconfigure Guided Reading groups according to data. Teacher and student monitor progress toward individual growth goal. * Leaders facilitate 3 Guided Reading professional development sessions based on trends from weekly observations and coaching cycles * On MOY STAR, 35% of students will be reading at or above grade level (assuming 20% on grade level at BOY). | * Monthly STAR Reading assessments indicate 80% of general education students and 30% of special education students are on track to meet goal. * Leaders conduct classroom walkthroughs with Guided Reading checklist in 100% of general education classrooms and 40% of special education classrooms * Teachers conduct STAR Reading assessment monthly and reconfigure Guided Reading groups according to data. Teacher and student monitor progress toward individual growth goal. * Leaders facilitate 3 Guided Reading professional development sessions based on trends from weekly observations and coaching cycles   On Q3 STAR, 42% of students will be reading at or above grade level. | * EOY STAR Reading assessments indicate goal for general education and special education growth achieved. * Leaders conduct classroom walkthroughs with Guided Reading checklist in 100% of general education classrooms and 40% of special education classrooms * Teachers and student analyze STAR Reading assessments and determine achievement of individual growth goal * Leaders analyze observation and coaching cycle data as well as Guided Reading professional development feedback surveys to quantify Guided Reading growth and celebrate with staff   On EOY STAR, 50% of students will be reading at or above grade level |

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| **Goal #3 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | **🗹Pillar 4:**  **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** | | | | |
| EOY STAR Math will show at least 60% of students grades 2-5 are at/above grade level. | | | | |
| **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 lesson plan internalization and gradual release in mathematics instruction utilizing enVisionmath 2.0.  2. Leader and teacher development on teaching math concepts. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | Effective implementation of lesson plan internalization and gradual release in mathematics instruction utilizing enVisionmath 2.0. |  |
| **Evidence-based strategy** | Relay Protocols—Weekly Data Meetings, Observation Feedback, Lesson Plan Internalization  enVisionmath 2.0 curriculum/Explicit, systematic instruction |  |
| **Cost to support implementation of strategy:** | N/A |  |

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| **Priority # 2** | | Leader and teacher development on teaching math concepts | | |
| **Evidence-based strategy** | | Visual Representation  Schema instruction (focus on word problems)  Encourage Math Talk  Metacognitive strategies  Relay Protocols—Weekly Data Meetings, Observation Feedback, Lesson Plan Internalization | | |
| **Cost to support implementation of strategy:** | | N/A | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * 100% of students complete BOY STAR Math initial assessment. | * 47.5% of students will be performing math at or above grade level. All students performing math below grade level will perform minimally at 51st SGP on Mid-Year STAR. | * 53% of students will be performing math at or above grade level. All students performing math below grade level will perform minimally at 55th SGP on Quarter 3 STAR. | 60% of students will be performing math at or above grade level. All students performing math below grade level will perform minimally at 60th SGP on EOY STAR. |
| **Teachers** | * 100% of staff participate in beginning of the year professional development;   Lesson plan internalization meetings are scheduled at regular times across the first semester. | * Lesson plan internalization meetings have occurred with 90% fidelity across the semester; * Most rigorous question is assessed against an exemplar.   In observation, 80% of teachers are on pace with district and building level pacing guidance. | * Lesson plan internalization meetings have occurred with 90% fidelity across the semester; * Most rigorous question is assessed against an exemplar.   In observation, 90% of teachers are on pace with district and building level pacing guidance. | * Lesson plan internalization meetings have occurred with 90% fidelity across the semester; * Most rigorous question is assessed against an exemplar.   In observation, 100% of teachers have completed with district and building level pacing guidance. |

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**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**