**Jefferson Elementary School**





**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**



**2020 ACCOUNTABILITY PLAN TEMPLATE**

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**SECTION 1**

**School Profile**

**School Mission**: Through learning experiences, the Jefferson Elementary School community will lead

scholars to effectively design, plan and communicate their future, implementing those positive changes

in the world.

**School Vision**: Scholars of Jefferson Elementary will effectively read, write, and communicate in all

school subjects to fully engage in and shape their future opportunities.

**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 School**  **Name of School: Jefferson Elementary School**  **School Code: 502** | **Check if appropriate**  **Comprehensive School  \*\*\*Requires a Regional School Improvement Team**  **Targeted School**  **Title I.A**  **Autonomous** |
| **Date: June 11, 2021** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
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| **School Mission**: Through learning experiences, the Jefferson Elementary School community will lead  scholars to effectively design, plan and communicate their future, implementing those positive changes  In our world.  **School Vision**: Scholars of Jefferson Elementary will effectively read, write, and communicate in all  school subjects to fully engage in and shape their future opportunities. | | |
| **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 | **Leslie Bonner** |  | **leslie.bonner@slps.org** |
| Assistant Principal |  |  |  |
| Academic Instructional Coach |  |  |  |
| Family Community Specialist |  |  |  |
| ESOL Staff (if applicable) | **Cheryl Boesch** |  | **Cheryl.boesch@slps.org** |
| SPED Staff (if applicable) |  |  |  |
| ISS/PBIS Staff (if applicable) | **Cherise Hamilton** |  | **Cherise.hamilton@slps.org** |
| Teacher | **Kelly Carter** |  | **kelly.carter@slps.org** |
| Teacher | **Aschlei Gathing** |  | **Aschlei.gathing@slps.org** |
| Parent | **Keyona Myers** |  | **keyoonamyeers@gmailcom** |
| Parent | **Iyanna Graham** |  | **Iyannagraham12@gmail.com** |
| Support Staff | **Charles Robinson** |  | **Charles.robinson@slps.org** |
| Community Member/Faith Based Partner | **Mackenzie Alberti** |  | **malberti@bbbsemo.org** |
| Network Superintendent | **Debra Moran-Reimonenq** |  | **debra.moran-reimonenq@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 3/12** | 121 | Enrollment is low due to high mobility rate and redevelopment of neighborhood. |
| **Grade Level Breakdown** | PreK - 17; K - 26; 1st - 14; 2nd -19;  3rd - 16; 4th - 14; 5th - 15; | Average classroom size is 17 to 1 with larges classroom sizes in KG and second grades. Participation is virtual and in person learning is as follows: In person 55%; virtual 45%. |
| **Ethnicity** | B – 99%; W - 1% | We have a high percentage of students that identify as Black. This presents an opportunity to provide students will culturally relevant material. |
| **Attendance** | 90/90 – 33.6%  ADA-70.1% | Attendance continues to be a large area of concern and will be a major focus area in the 2021-2022 school year. Our full-time person from Urban League/Grace Hill will continue supporting our attendance efforts for the school year. We will continue with weekly, monthly, quarterly incentives; home visits will be conducted along with daily phone calls. This drastic dip in attendance can be attributed the pandemic which closed schools March 2020 for the remainder of the school year; then reopened with the choice on virtual and in person learning. Due to the challenges of virtual learning and other challenges due to the pandemic attendance suffered. |
| **Mobility** | 28/121  23% | The mobility rate shows a decrease from 29% last year to 23% which is commensurate with the decrease in enrollment. . Several of our students reside with extended family members, in the Gateway 180 Homeless Shelter or in other transitional housing. Our students experience a great deal of trauma in the area based on an extremely high crime rate of crime and homelessness. |
| **Socioeconomic status** | 100% | All of our students are identified as living in poverty, which will continue to be addressed by our student support team. We have partnered with the Urban Leage/Grace Hill, NCJW (National Council of Jewish Women), Urban Strategies, Assistance League and other community partners to meet the needs of our families. |
| **Discipline** | OSS – 0  ISS-0 | Due to the pandemic’s challenges of in person and virtual learning, behavior was not of concern this school year. Our SST and staff will create a reconnection plan to address and take a proactive approach to in person learning for the coming school year 2021-22. This plan will be inclusive of PBIS and Restorative Justice approaches. |
| **Limited English Proficiency** | 6% | We have six students that are identified LEP. The students completed WIDA testing this year and that data has been shared with their teachers. The LEP teacher works with these students on a weekly basis and collaborates with classroom teachers so that the teachers understand what the students’ current strengths are and how to assist with their weaknesses. |
| **Special Education** | 2% | A total of four students in varying grade levels receive special education services-resource; the self- contained student transferred to another district; prior to transfer she was supported with virtual services. . The teacher retired early on in the school year; services were provided for the students virtually by a certified teacher from Patrick Henry School. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Reduction in the number of out of school suspensions attributed to utilization of alternatives to suspension (Recovery Room) and the Restorative Justice Specialist, Parent Conferences, Student Support Team | We serve a population of students and families in transition.  Student population exposed to trauma related incidents in neighborhoods. | Increased support for families. A full-time trauma counselor to meet the needs of student’s experiences.  Full Time Reading Specialists for Upper and Lower Grades |

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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** | **2019-2020**  **performance** | **2020-2021**  **Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 2250.306 | 220 MPI |  |  |
| **Reading** | 2259.394 | 220 MPI | 7.7% proficiency | Based on STAR 3 assessment data |
| **Math** | 2233.469 | 190 MPI | 5/1% proficiency | Based on STAR 3 assessment data |
| **Science** | 2322.059 | 230 MPI |  |  |
| **Social Studies** | NA |  |  |  |
| **CCR** | NA |  |  |  |

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

*Insert new chart here.*

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| **Strengths** | **Weaknesses** | **Needs** |
| Teacher training in hybrid instruction (synchronous/asynchronous), technology and utilization of instructional platforms to encourage both in person and virtual learning offered by the district. , STAR Early Childhood Proficiency increased from 23% last school year to 37.5% May 2021.ADA 70.1% during the year of the pandemic. | Due to the pandemic additional challenges were presented regarding attendance, student performance and engagement. Difficulty to get accurate assessment data from virtual scholars should be considered when | Additional Professional Development in Early Reading Instructional Strategies, Questioning & Engagement Strategies, continue Guided Reading support , Student Conferencing |

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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 August-May 2021, the number of students reading on grade level will increase by 20%.  From August –May 2021, the number of students performing on grade level in mathematics will increase by 20%.  By May 2020, 70% of students will show mastery on ELA and Math priority standards as measured by STAR and Scantron Assessments. | New platforms will be used for standards based instruction in grades Prek-5. The district has adopted SAVAS for ELA/Reading; Envision will be utilized for Mathematics. The district will provide PD for all teachers in order for proper implementation for academic success. Guided reading will continue to be a major focus of instruction.  Teachers will continue to use STAR Assessment data to guide reading and math instruction and interventions.  Students will utilize IXL, Renaissance Math as part of the instructional blueprint to support reading, math and science instruction.  Professional development using technology, guided reading strategies, student engagement and questioning will continue and was necessary for teachers to effectively implement lessons and differentiate instruction.  Innovative approaches to instruction such as PBL with evidence of standards mastery will be explored in the coming school year.  SMART goals, based on reading and math STAR assessment, were set and reviewed monthly to determine needed instruction/intervention for individual students, classroom and schoolwide goals. |
| **Instructional Programs** | SAVAS and Envisions (Big Ideas) for ELA & Math, and district-adopted standards-based curriculum for Science and Social Studies  Missouri Learning Standards  Scantron Performance Series  Renaissance Learning | Reading will continue to be the school wide focus with an emphasis on mastery of priority standards through standards-based instruction and common formative assessments. An intensive focus will be placed on writing across content, sight words and academic vocabulary. |
| **Instructional Materials** | ELA Materials:   * -SAVAS ELA/Reading and Writing Resources * SIPPS (K-2) * -Scholastic Leveled Book room, with accompanying Jan Richardson materials * Writing Workshop   Math Materials:   * Envision-Big Ideas Mathematics Resources | Professional development using the new adopted ELA/Reading resources and for the transition from using Eureka Math to Envision/Big Ideas Mathematics resources. |
| **Technology** | Renaissance Learning (STAR), Scantron, iPads, laptops, Computer lab, Promethean Boards, IXL, Learning A to Z | STAR, Scantron and teacher created formative assessments will continue as methods of assessment that will drive instruction and reteaching. Technology is used during instruction and for intervention purposes. |
| **Support personnel** | Reading Specialist | An allocation for Reading Specialist has been provided by the district. The Reading Specialist will focus on students reading 2 or more years below grade level and those needing specialized support. Coordination and planning with classroom teachers is a necessity. |
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| **Strengths** | **Weaknesses** | **Needs** |
| Support personnel provide a great deal of support to our classroom teachers and students. We have an ample amount of technology for students. Instructional materials will give opportunities for students to master grade level material. | Student gaps between current performance level and rigor required from instructional materials. | Additional PD for Early Reading, Guided Reading, Questioning and Engagement as well as additional instructional materials to support PD to ensure teachers are confident with implementation. |

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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, Site Based Professional Development and School Improvement Grant Professional Development  Returning classroom teachers participated in SIG organized PD during the month of June. This development focused on ELA, Eureka Math, Renaissance, Guided Reading, and Lesson Planning. | New staff will need to be “brought up to speed” with the training that returning teachers received during the month of June. All staff will receive PD upon returning to school.  Ongoing PD will occur in the coming school year to focus on a narrower approach reading, writing and mathematics instruction. |
| **Staff Certification** | All staff have appropriate certifications. | For the 2020-21 the following positions were needed:  Pre-k, first Grade (second semester), KG, FCS  Vacancies for the 2021-22 school year:  FCS, First Grade, AIC,  All instructional vacancies have been filled with the exception on the newly vacated AIC position. |
| **Staff Specialist, Related Arts and other support staff** | Counselor  Social Worker  ISS Monitor  Family Community Specialist  Nurse (.5)  Librarian (.5)  Music (.5)  Art  Gym  ICA  Prek Aide | The Social Worker worked with families to resolve issues impacting student including home visits, daily phone contact to families in transition, assisting families with housing and health resources.  The Counselor, and ISS Monitor worked in tandem to assist students with conflict resolution strategies for both in person and virtual scholars. The ISS monitor subbed in 1st grade in order to address a vacancy created during 2nd semester.  A part time nurse was assigned that was shared with Patrick Henry to assist with a vacancy that is currently vacant.  The FCS position went unfulfilled for the entire school year and is currently vacant.  Student Support Team met weekly to address attendance and other supports needed for students. |
| **Staff Demographics** | 24 positions (21 FT, 3 PT)  62% black, 38% white  18 female, 4 male  2 Vacant (AIC, FCS) | All positions are necessary as we have a high-need population of students and families.  Reading Specialist position has been added for the 2021-22 school year. |
| **School Administrators** | 1 full time Principal  Academic Instructional Coach-vacancy created 6/21 | The Academic Instructional Coach and School Principal shared in the responsibility of coaching and providing feedback to teachers, and also implementing systems making students more knowledgeable and accountable for academic growth. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Teaching staff have been exposed to a great deal of additional PD through SIG grant. All staff are certified in their area.  Teaching positions are full. | AIC vacancy  FCS Vacancy | Rapid and appropriate training and orientation for new staff members.  Ongoing PD for veteran staff to build upon last year’s focus on in person and virtual instruction, standards based instruction, literacy, questioning and student engagement. |

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| **19-20 Priorities Prioritized areas of *Need* for 19-20 based on needs assessment/data analysis** | | |
| 1. Academic Instruction | Zero students scored proficient or advanced in math AND ELA on the MAP test last school year. 7/1% proficiency rate in reading; 5/2% proficiency in math |
| 1. Student Attendance | Only 33.6% of students meet 90/90 attendance goal. |
| 1. Climate and Culture | Systemic and proactive approach for expected academic and behavioral expectations for all students. Continue PBIS |

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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: | No students scored proficient or advanced on the MAP test last school year; 7.1% Proficiency in Reading; 5.1% proficiency in math |
| Why? | High number of students in transition |
| Why? | Only 33.6% of students meet 90/90 attendance goal |
| Why? | Student mindset of low performance |
| Why? | Low expectation of student academic ability |
| Why? | Classroom management deficiencies result in many class disruptions |
| **Root Cause** | Teacher capacity of reading instruction is growing but limited |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Only 33.6% of students meet 90/90 attendance goal |
| Why? | Highly transient population |
| Why? | Re-development of the surrounding community |
| Why? | Relocation of families residing in the community |
| Why? | Lack needed transportation |
| Why? | Low socioeconomic status |
| **Root Cause** | Trauma filled community |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Systemic and proactive approach for expected academic and behavioral expectations for all students. |
| Why? | Clear school wide policies and procedures not clearly communicated with fidelity |
| Why? | A formal plan for school wide expectations is nonexistent |
| Why? | Teacher capacity for strong classroom management is sporadic |
| Why? | Difficult to establish procedures for new (transient) students |
| Why? | New student orientation plan is needed |
| **Root Cause** | High expectations are not communicated or practiced in order to meet mastery level |

See page 11of DESE’s LEA/School Improvement guide for sample info: https://dese.mo.gov /sites/default/files/LEA-School-Improvement-Guide-2020.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? |
| * Family Handbook * Parent Meetings * School Parent Compact |
| What are the strengths of family and community engagement? |
| Communicate with parents well (word of mouth, papers, text messages, Remind app, social media) |
| What are the weaknesses of family and community engagement? |
| * Low parental involvement * Disassociation between what parents expect the school to do and what the school can actually do * Disassociation between what schooling was like for the parents and what it is like for the students |
| What are the needs identified pertaining to family and community engagement? |
| * More field trips for students (especially around awarding behavior) * More social events at school * More fundraisers |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| * Surveys * Meetings * Individual conversations |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| * Surveys * Meetings * Individual conversations |
| How is timely information about the Title I.A program provided to parents and families? |
| Fall and Spring meetings |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| * Info during PTC * Letters sent home * Parent meeting |

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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? |
| **As the parent, I will support my child’s learning in the following ways:**   * Make sure they are at school every day and on time – instruction begins at 8:05 a.m. * Check that homework is completed * Monitor the amount and kind of television and exposure * Volunteer at my child’s school events and field trips (when permitted by District and CDC) * Be aware of my child’s extracurricular time and activities * Attend monthly parent meetings * Stay informed about and engaged in my child’s education * Attend all parent-teacher conferences * Make sure my child read’s or is read to 30 minutes each day |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Promote a safe and open environment for learning that enables participating children to meet both District and State standards by:   * Recruiting and retaining highly qualified principals and teachers who receive instruction, materials and high quality professional development which incorporates the latest research * Promoting a safe, positive school climate, and * Communicating and working with families to support student learning. * **Provide parents opportunities to volunteer and participate in their child’s class, and to observe**   **classroom activities as follows:**   * Read to and listen to children read * Join Jefferson’s PTO/ Parent Action Committee, and * Help with special project, holiday programs, performances, and educational trips.   **Promote regular two-way communication between home and school to report the child’s progress and engage parental involvement by:**   * Purposefully creating and distributing monthly communication in the form of: calendars, newsletters, automated phone calls, text messages, emails, & social media posts * Distributing and discussing the child’s report cards and progress reports during parent conferences in October and March, in addition to parent consultation meetings before, during, or after school at the school or in the home. * Creating an academic improvement plan for failing students * Discuss this compact as it relates to the child’s achievement |
| 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 |
| * 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 |
| **Info during PTC**  **Letters sent home**  **Parent meetings**  **Web Page** |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| Take home bags  Parent meetings  Newsletters  Books for home librarires |
| 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? |
| Faculty Meeting/training  One on one Principal conferences with staff  Staff attendance at parent meetings and school events |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parent meetings and family activities give avenues to attain parent input and opinion in the implementation and coordination of programs. Family surveys are also conducted to increase family buy in and foster a closer relationship between school and home.  Opportunities for families to have their voice heard in PTO’s and also at Activities such as Muffins with Moms, Donuts with Dads, quarterly Honors Assembly, Read-Ins, Books and Breakfast are examples of activities that establish and maintain positive rapport between school and home. PTO meetings have a particular focus such as how to promote literacy in the home, resource nights offer community support from our partners to assist families with needed resources. |
| 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. |
| Survey parents to determine their input and ideas for parental involvement and activities that will enhance teaching and learning at Jefferson. Offer many opportunities for parents to attend meetings to convey the family’s perspective and to get their vital input. Ongoing communication by principal, FCS and other members of the Student Support Team in order to provide families with resources that are needed in this community. For example,  Career Fair  Resource Fair  Literacy Night  Math Night  Parent University  Parent Café  The above listed events are included but not limited to activities that will take place throughout the school year. Our partnership with Urban League allows additional support and activities that allow parents to engage in the academic progress of their children and gain resources that may become obstacles to such engagement. |
| **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.** |
| As a neighborhood school, the relationship between Jefferson Elementary School and home is positive. This can be attributed to several factors: Jefferson is in close proximity to families which allows closer contact for conferences, and home visits; the Social Worker and members of the Student Support Team has worked hard to establish excellent rapport with students and families and works diligently to locate resources and support for families when in need. Given a plethora of opportunities for parents to volunteer, communicate and collaborate on programs and activities, families can better advocate and support their children, with the goal of creating students who perform at or above grade level; are life long learners who love to read and grow to be well rounded active citizens. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths:   * Weekly Data Team/PLC Meetings to analyze student work which drives instruction, re-teaching and overall student performance. * Student Support Team meetings to address the needs of students who may be in crisis or need assistance with resources that interfere with academic performance. * Community partners who readily provide support for the Jefferson School Community * Teachers who are open to receiving authentic PD in order to improve instruction   Weaknesses:   * Jefferson Elementary is perceived as a low performing school * Low parent involvement in PTO meetings |

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| **Summary of Needs Assessment and Priorities for 2020-2020** |
| *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 student performance in reading and math continues to grow; reading will remain as the school focus with the anticipation of an even higher increase in student scoring proficient and advanced on the MAP Assessment and STAR Assessments. In addition, our Student Support Team will continue to focus on connecting families with needed resources, especially those in transition.  Reading  Student/Family Support |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan**  **\***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | | | | |
|  | | | | | | | |
| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | | | | |
| **Pillar 1:**  **The District creates a system of excellent schools** | **Pillar 2:**  **The District advances fairness and equity across its system** | | **Pillar 3:**  **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | | **Pillar 4:**  **All students learn to read and succeed** | | **Pillar 5:**  **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | | | | |
| **The School Leader will retain 80% of teachers rated proficient or distinguished as evidenced by the 2021-2022 PBTE.** | | | | | | | |
| **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. Leaders need a clear, systemic approach to establishing, maintaining and reflecting upon methodology that supports increased student achievement. Clear communication of every staff person’s role is vital to the success of the system’s operation and student achievement outcomes. 2. Creating a collaborative and data -driven culture through PLC’s, Data Team Meetings, and Instructional Leadership Meetings where staff will collectively analyze student data in order to provide a differentiated, well planned prescription for individual student achievement. | | | | | | | |
| **Funding source(s): N/A** | | | | | | | |
| **Priority # 1** | | Leaders need a clear, systemic approach to establishing, maintaining and reflecting upon methodology that supports increased student achievement. Clear communication of every staff person’s role is vital to the success of the system’s operation and student achievement outcomes.  Staff and student expectations are made clear and communicated often. Instructional support and coaching is provided by the principal and AIC to staff, and by teachers for students. | | | | | | |
| **Evidence-based strategy** | | Student Support Team Meetings (SST)  Data Team Meetings  Weekly Principal/Teacher observation and feedback  Weekly Teacher/student/parent progress conferences | | | | | | |
| **Cost to support implementation of strategy:** | | **N/A** | | | | | | |
| **Indicators of Success** | | | | | | | | |
| **August** | | **December** | | **February/March** | | **May** | | |
| IPDP Action Steps Identified | | PBPE leader proficiency in observations/ feedback and action steps implemented | | PBPE leader proficiency in observations/ feedback and action steps implemented | | PBPE leader proficiency in observations/ feedback and action steps implemented  Proficiency on Excellent Schools rubric indicators | | |
| **Priority # 2** | | Leaders must maintain a positive culture and climate, the foundation of teaching and learning. This is accomplished through clear communication and establishment and maintenance of positive relationships with all stakeholders in the Jefferson Elementary School Community. In addition, culturally responsive instruction is a focal point; therefore, teachers need extensive professional development in this area. | | | | | | |
| **Evidence-based strategy** | | School wide Climate and Culture Survey  Analysis of Referral and Suspension Data  Effective implementation of PBIS  Recognition of students, parents and teachers who meet and exceed goals | | | | | | |
| **Cost to support implementation of strategy:** | | **Cultural Responsiveness/PBIS PD for teachers $2,000** | | | | | | |
| **Indicators of Success** | | | | | | | | |
| **August** | | **December** | | **February/March** | | **May** | | |
| Baseline data on Climate and Culture collected and analyzed via school/community survey.  School calendar of recognition events for students, parents, teachers who meet/exceed SMART goals in the areas of student achievement, attendance, and culture/climate. | | Review processes and procedures as it relates to climate and culture with SST, make revisions as needed.  Follow calendar of events to recognize students, teachers, parents in the areas of academic achievement, attendance and culture and climate. | | Review processes and procedures as it relates to climate and culture with SST, make revisions as needed.  Follow calendar of events to recognize students, teachers, parents in the areas of academic achievement, attendance and culture and climate. | | Survey results 80% or more students and staff indicate overall proficiency in the status of Climate and Culture (PBIS Program)  Follow calendar of events to recognize students, teachers, parents in the areas of academic achievement, attendance and culture and climate. | | |

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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**  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. | | | | | | | |
| **70% of students at Jefferson Elementary will increase their reading performance by one or more years based on STAR Reading assessment data by May 2022.** | | | | | | | |
| **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. Provide teachers professional development in the area of guided reading to implement guided reading effectively 2. Using PLCs and data team meetings to allow teachers to break down priority ELA standards and plan for reteaching. | | | | | | | |
| **Funding source(s): n/a** | | | | | | | |
| **Priority # 1** | | Provide teachers professional development in the area of guided reading to implement guided reading effectively | | | | | | |
| **Evidence-based strategy** | | All staff members will utilize guided reading as part of their literacy block. We will utilize support staff to push into classroom during this time to allow teachers to focus on their reading groups. Teachers need strong development in this area as this was not implemented with fidelity last school year. | | | | | | |
| **Cost to support implementation of strategy:** | | **n/a** | | | | | | |
| **Indicators of Success** | | | | | | | | |
| **August** | | **December** | | **February/March** | | **May** | | |
| Teachers have utilized Star and scholastic assessment data to group students into reading groups. Principal will utilize guided reading implementation rubric as an observation tool. | | Students will have grown 1 year as measured by STAR Reading assessment. Principal will utilize guided reading implementation rubric as an observation tool | | Teachers will have updated reading and math guided groups multiple times by this point. Teachers will have an in depth understanding of the guided reading process. Principal will utilize guided reading implementation rubric as an observation tool | | Students will have grown two years as measured by the STAR reading assessment. Principal will utilize guided reading implementation rubric as an observation tool.  70% of students have mastered 70% of Reading priority standards. | | |
| **Priority # 2** | | Using Data Teams and PLCs to allow teachers to break down priority ELA standards and plan for reteaching | | | | | | |
| **Evidence-based strategy** | | We will have a Reading PLC weekly for teachers to break down priority standards, analyze student performance on daily assignments and formative assessments, and plan for reteaching.  Data team meetings occur immediately following district and school based progress monitoring assessments. Teachers will confer with students individually to create and/or revisit SMART goals. | | | | | | |
| **Cost to support implementation of strategy:** | | **n/a** | | | | | | |
| **Indicators of Success** | | | | | | | | |
| **August** | | **December** | | **February/March** | | **May** | | |
| Teachers are aware of the PLC model and the four PLC questions. By the end of August teachers will have participated in two rounds of PLCs and re-teaching cycles. | | Teachers are leading their own PLC groups. Teachers have a firm understanding of the PLC model. A large amount of standards will have been re-taught to show student mastery by this point. | | Teachers are experts at the PLC and re-teaching model. They can quickly sort student work and plan for reteaching. Teachers are participating in role-play scenarios to practice their reteaching lessons. | | 70% of students have increased math performance by one or more years as determined by STAR Reading Assessment.  70% of students have mastered 70% of Math priority standards. | | |

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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** | | | | | | | |
| **70% or more of students at Jefferson Elementary will increase their math performance by one or more years based on STAR Math assessments data by May 2022.** | | | | | | | |
| **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. Ensure that teachers are using IXL, Renaissance Math and other administrative approved remediation programs to fill in student gaps and provide students with grade level practice. 2. Using PLCs to allow teachers to break down priority Math standards and plan for reteaching | | | | | | | |
| **Funding source(s):** | | | | | | | |
| **Priority # 1** | | Ensure that teachers are using IXL, Accelerated Math 2.0 and Math Facts in a Flash and other administrative approved remediation programs to fill in student gaps and provide students with grade level practice. | | | | | | |
| **Evidence-based strategy** | | Teacher observations with feedback and action steps, tracking progress as identified on PBTE and observation tool | | | | | | |
| **Cost to support implementation of strategy:** | | **N/A** | | | | | | |
| **Indicators of Success** | | | | | | | | |
| **August** | | **December** | | **February/March** | | **May** | | |
| Teachers have utilized Star and formative assessment data to group students into math groups. AIC and principal will utilize Mathematics Instruction implementation rubric as an observation tool | | Students will have grown 6 months or more as measured by STAR Math assessment.  AIC and principal will utilize Mathematics Instruction implementation rubric as an observation tool | | Teachers will have re-grouped students multiple times by this point. Teachers will have an in depth understanding of differentiation and assessment. Principal will utilize Mathematics Instruction implementation and guided math rubric as an observation tool | | Students will have grown 1.0 or more years as measured by the STAR Math assessment. | | |
| **Priority # 2** | | Using PLCs and Data Team Meetings to allow teachers to break down priority mathematics standards and plan for reteaching | | | | | | |
| **Evidence-based strategy** | | **Weekly PLC and Data Team meetings where teachers analyze student work to drive instruction and re-teaching.** | | | | | | |
| **Cost to support implementation of strategy:** | | **N/A** | | | | | | |
| **Indicators of Success** | | | | | | | | |
| **August** | | **December** | | **February/March** | | **May** | | |
| Teachers are aware of the PLC model and the four PLC questions. By the end of August teachers will have participated in two rounds of PLCs and re-teaching cycles. | | Teachers are leading their own PLC groups. Teachers have a firm understanding of the PLC model. A large number of standards will have been re-taught to show student mastery by this point. | | Teachers are experts at the PLC and re-teaching model. They can quickly sort student work and plan for reteaching. Teachers are participating in role-play scenarios to practice their reteaching lessons. | | 70% of students have mastered 70% of math priority standards.  70% of scholars will increase math performance by one or more years as demonstrated by STAR math assessment.  Principal will utilize guided math rubric and Mathematics Instruction implementation rubric as an observation tool | | |

**\_\_\_Dr. Leslie A. Bonner\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_June 11, 2021\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**