**2023**

**Beaumont Accountability Plan**



**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**

**2023 ACCOUNTABILITY PLAN BTC Table of Contents**

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**SECTION 1**

**School Profile**

**Accountability Plan**

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

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA** * **School** | **Name of LEA:**  **Name of School:**  **Beaumont High School**  **School Code: 125** | **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 climate and culture of the school to increase the graduation rate.** | | |
| **School Mission:** To provide an exciting and spectacular learning environment with dynamic and inspirational activities facilitated by educators who are passionate and committed to motivate excellence in students that results in competent and compassionate professionals. | | |
| **School Vision:** To provide an environment of academic excellence to collaborate with stakeholders & business partners where our students are sought after by colleges, universities and corporations to develop future professionals. | | |
| **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 | Dr. Felita Williams |  | Felita.Williams@slps.org |
| Assistant Principal |  |  |  |
| Academic Instructional Coach |  |  |  |
| Family Community Specialist | Mr. Jeffrey Rhone |  | Jeffrey.Rhone@slps.org |
| ESOL Staff (if applicable) | Kelly Moore |  | Kelly.Moore@slps.org |
| SPED Staff (if applicable) | Keith King |  | Keith.King@slps.org |
| ISS/PBIS Staff (if applicable) |  |  |  |
| Teacher | Sheila Young |  | Sheila.Young@slps.org |
| Teacher |  |  |  |
| Parent |  |  |  |
| Parent |  |  |  |
| Support Staff | Charlie Bean |  | Charlie.Bean@slps.org |
| Community Member/Faith Based Partner |  |  |  |
| Network Superintendent | Crystal Gale |  | [Crystal.Gale@slps.org](mailto:Crystal.Gale@slps.org) |
| Deputy Superintendent | Michael Brown |  | Michael.Brown@slps.org |

**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** | 514 | Improving brand of school through recruitment, re-alignment of academic programs, and improvement of building infrastructure |
| **Grade Level Breakdown** | 9th- 114;10th- 170; 11th -77;12th- 152 | 30% of the students are in grade 12. Students have been unable to complete courses at other school site and transition to Beaumont’s programs as an intervention to ensure graduation from high school. |
| **Ethnicity** | Asian – 15  Black – 324  White – 37  Hispanic – 107  African/Md Eastern - 41 | The student population is comprised of African American and ESOL students from more than 20 countries. |
| **Attendance** | 83.85% | Attendance has been consistent throughout the year. |
| **Mobility** |  | Majority of students who enroll at Beaumont are transient from various locations. |
| **Socioeconomic status** | 100% | All students are free/reduced lunch status |
| **Discipline** | OSS - 2 | Type 1 suspensions |
| **Limited English Proficiency** | 20% | N/A |
| **Special Education** | 22 | Only 4% of the student population has an IEP |

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| **Strengths** | **Weaknesses** | **Needs** |
| The ability to provide an alternative education setting using technology which allow students the opportunity to complete course work towards graduation. | Beaumont serves a transient and diverse population which makes it a challenge to address their social and emotional needs.  The absence of consistent support services to provide academic counseling, dropout prevention and post-secondary planning creates a challenge with students’ academic progress towards graduation. | Case managers and dropout prevention specialists are necessary to assist with students’ academic growth and attendance. Case managers will provide additional services to assist students’ basic prerequisites to ensure continued academic growth towards graduation. |

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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **19-20 performance** | **20-21 Performance** | **21-22 Goal** | **Explanation/Rationale for Current Performance** |
| **ELA** | N/A |  |  |  |
| **Reading** | N/A |  |  |  |
| **Math** | N/A |  |  |  |
| **Science** | N/A |  |  |  |
| **Social Studies** | N/A |  |  |  |
| **CCR** | % | n/a | 55% | The enrollment process is fluid throughout the year. The student population is highly transient. |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Beaumont provides students a non-traditional route for to graduate high school. Programs are tailored to the unique needs of students. Students are provided the flexible schedule and individualized support. | Students have several barriers that prevent them from successfully graduating from Beaumont. Transiency, the need to work longer hours and a lack of motivation all plague students and prevent some from completing course work. | Dropout Prevention Team to help students navigate credit recovery and Case Manager to assist students with dropout prevention |

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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** | All staff participate in district-wide professional development. | Teachers need training on implementing culturally responsive strategies. |
| **Staff Certification** | All teachers of record have appropriate certifications. | Continue to build staff capacity |
| **Staff Specialist and other support staff** | Credit recovery aides and facilitators assist with individualized instruction. | Facilitators and Aides need additional training |
| **Staff Demographics** | 90% - Black  10% - White | Staff demographic is reflective of students |
| **School Administrators** | 1 | Ms. Williams has served as the administrator for 3 years |

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| **Strengths** | **Weaknesses** | **Needs** |
| Positive school culture and climate  Overall high staff attendance  Technology enhanced curriculum and instruction | Need for more staff to provide holistic support  Need for more certified staff  Outdated laptops/Smart boards  Lack of instructional intervention programs | Full time Dropout Prevention Spec.  Full time Social Worker  Case Manager needed to address specific services    Update technology |

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| **2019-2020 Priorities Prioritized areas of *Need* for 19-20 based on needs assessment/data analysis** |
| **Leadership: To improve graduation rate at Beaumont High School** |
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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: | **To improve graduation rate** |
| Why? | Students attending traditional schools have been unsuccessful |
| Why? | Students are still at risk of dropping out to school when they enter Beaumont. |
| Why? | Students don’t have adequate support to help navigate life challenges |
| Why? | Many students attending Beaumont have children and must work longer hours, preventing them from attending school daily |
| Why? |  |
| **Root Cause** | The programs at Beaumont do not provide individualized wrap around support for students |
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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? |
| An annual meeting is held in March to invite and involve parents in the process of review and revision of the parent and family engagement policy.  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> |
| What are the strengths of family and community engagement? |
| Including parents as participants in school decisions, volunteer opportunities, and effective communication |
| What are the weaknesses of family and community engagement? |
| The ongoing planning for resources and services from community stakeholders. |
| What are the needs identified pertaining to family and community engagement? |
| Opportunities for tutoring, mentoring, additional programs and services for students and families. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Parents are invited to provide input via discussion regarding the Schoolwide plan. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Parents participate in the Annual Review and Revision Meeting to provide their input and recommendations. |
| How is timely information about the Title I.A program provided to parents and families? |
| Timely information is provided through annual meetings, newsletters, bulletin board postings, flyers, emails, and by word of mouth. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Explanations of curriculum, assessments and MAP achievements levels will be expounded upon via Open House meetings, one on one’s with parents, and parent intervention meetings |

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| **Shared Responsibility for Student Achievement-School Parent Compact** |
| ***Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*** |
| What are the ways in which all parents will be responsible for supporting their children’s learning? |
| Parents will ensure their student attends school every day. Parents will review homework and enrichment assignments. Parents will support their child’s extracurricular time and activities. Parents will provide effective communication from home-to-school |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| .Provide highly qualified and certified staff. Provide ongoing professional development which incorporates the latest research. Provide parents with frequent reports on their child’s progress. Be accessible to parents for consultation to examine the students’ 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 |
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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** |
| Conduct meetings to distribute school/district documentation and reports which outline Missouri Learning Standards, Missouri Assessment Program, Local Assessments. Provide ongoing efforts to work with educators to improve the achievement of students. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| Dissemination of information via Robo-calls, personal calls, meetings, volunteer opportunities, and parent workshops |
| 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? |
| Train all personnel and volunteers accordingly; via workshops and professional development |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Create and develop strategies to strengthen relationships between home and school via methods such as PTO meetings, volunteerism, and with activities/events |
| 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. |
| Use ongoing communication efforts to involve and engage parents as participants in decision-making regarding culture and climate, school programs, and student progress |
| **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.** |
| **Weaknesses**:  To acquire additional programs and services to address the needs of students and families within the community.  **Strengths:**  Providing parental participation with intentionality to support successful partnerships with parenting, communicating, volunteering, learning at home activities, decision-making and collaborating with the community. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| **Weaknesses:**  **Visible volunteer and parent opportunities. More intentional planned activities and events to support academic achievement. Increased home and school communication.**  **Strengths:** |

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| **Summary of Needs Assessment and Priorities for 2019-2020** |
| *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 2019-20 school year.* |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
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| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | **X Pillar 3:**  **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| By May 2021, students will demonstrate a 3% increase in the four-year graduation rate through the support of a case management system designed to support targeted students with attendance below 70%, as evidenced by the APR data. | | | | |
| **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.*   * Establishing a positive culture and climate * Providing high quality professional development to teachers | | | | |
| **Priorities:**   1. Establishing a positive culture and climate by providing dropout prevention support for students, inclusive of staff and instructional support 2. Providing high-quality professional development to improve culturally responsive practices to aid in providing personalized support, ensuring high school graduation | | | | |
| **Funding source(s): Comprehensive School funds** | | | | |

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| **Priority # 1** | | To provide a positive climate and culture that enables students to graduate high school by eliminating barriers thru the incorporation of targeted interventions and supports | | |
| **Evidence-based strategy** | | * Individualized wrap around support for at-risk students, including student incentives, transportation resources, and basic supplies to reduce barriers (Dropout Prevention Spec.) * Implement a case management program for at-risk students transitioning to high school. (Support for 8th to 9th grade at-risk students) * Provide 1:1 technology for students to increase participation in evidence-based online interventions and supports. * Reading and Math intervention and support * Staff PD support for improved instruction | | |
| **Cost to support implementation of strategy:** | | Dropout Prevention Spec. $60,000 (4 positions)  Reading or Math Intervention 50,000  Student Incentives and Supplies $25,000  Technology $30,000  Academic Intervention Programs and Supplies$30,000  Extra Service 425,000 | | |
| **Priority # 2** | To continue growth as an instructional leader and school leadership team by providing professional development on and implementation of culturally responsive practices to reduce barriers for non-traditional students | | | |
| **Evidence-based strategy** | * Participate in site-based cultural responsiveness training (Alive and Well) * Climate survey walkthrough | | | |
| **Cost to support implementation of strategy:** | PD and Extra Service $30,000 | | | |
| **Indicators of Success** | | | | |
| **August** | **December** | | **February/March** | **May** |
| Assign caseload for Graduation Coaches and Case Managers  All Case Managers and Graduation Coaches meet with students to set goals  Staff training on culturally responsive pedagogy | Progress monitor attendance for all students  Set second semester goals  100% of students are on track for graduation | | Conduct student intervention meetings with any students who are not on track to meet goals  Staff demonstrates implementation of culturally responsive pedagogy | All students have met goals  Conduct a staff and student climate survey |

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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**