**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**

**Bertha Knox Gilkey Pamoja Preparatory Academy @Cole**

**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**   **X School** | **Name of LEA: St. Louis Public Schools**  **Name of School: BKG Pamoja Preparatory Academy at Cole**  **School Code: 440** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School**   **X Title I.A**   * **Autonomous** |
| **Date: 6/7/2021** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission: To equip all students with a strong sense of African identity, purpose, and direction.** | | |
| **School Vision: To be a model of academic excellence and African-centered teaching and learning.** | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  **X Title I.A School Improvement**   * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

**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 | Angel Nave |  | [Angel.nave@slps.org](mailto:Angel.nave@slps.org) |
| Assistant Principal | DeAndria Wallace |  | Deandria.wallace@slps.org |
| Academic Instructional Coach | Maria Medina |  | [Maria.medina@slps.org](mailto:Maria.medina@slps.org) |
| Family Community Specialist | Iris Dixon |  | Iris.dixon@slps.org |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) | Marquita Estes |  | Marquita.estes@slps.org |
| ISS/PBIS Staff (if applicable) | Terrance Daniels |  | [Terrance.daniels@slps.org](mailto:Terrance.daniels@slps.org) |
| Teacher | Tammy Bailey |  | Tammy.bailey@slps.org |
| Teacher | Elizabeth Buehler |  | Elizabeth.buehler@slps.org |
| Parent | Briana White-Barnett |  | [Briana.whitebarnett@gmail.com](mailto:Briana.whitebarnett@gmail.com) |
| Parent | Alvin Goode |  | [Alvingoodeii@gmail.com](mailto:Alvingoodeii@gmail.com) |
| Support Staff | Christian Cofield |  | [Donna.price@slps.org](mailto:Donna.price@slps.org) |
| Community Member/Faith Based Partner | Bolanle Ambonisye |  | [Bolanle@uandirise.org](mailto:Bolanle@uandirise.org) |
| Network Superintendent | Dr. Jere Hochman |  | [Jere.hochman@slps.org](mailto:Jere.hochman@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** | **298** | There was a decline in student enrollment due to our high mobility rate for the area. |
| **Grade Level Breakdown** | **PreK – 25; Kdg – 32; 1st – 33; 2nd – 37; 3rd – 32; 4th – 39; 5th – 29; 6th – 32; 7th –21, 8th – 18** | We lost students due to our family mobility and loss of previous transportation. |
| **Ethnicity** | **292 – African –American; 4 – Hispanic; 2 – American Indian** | 98.4% of our students are African-American, 1.0% are Hispanic, and 0.6% are American Indian |
| **Attendance** | **80.6%** | This is an 12% decrease from last year. |
| **Mobility** | **8.7%** | 28 students are currently in transition. |
| **Socioeconomic status** | **100% Free and Reduced Lunch** | District initiative is to provide all students with free breakfast and lunch. |
| **Discipline** | **0** | Most of the students were learning virtually. The disruptions within the classroom did not warrant out of school suspensions. |
| **Limited English Proficiency** | **2** | This number represents 2 siblings that are African-Mexican. |
| **Special Education** | **33** | 11.1% of our student population is receiving special education services. |

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| **Strengths** | **Weaknesses** | **Needs** |
| ***-We are able to recruit due to theme.***  ***-Diverse staff (experienced vs less than 3 year).***  ***-High retention rate among neighborhood students.***  ***-High interest throughout city due to theme.***  ***-Sense of relatability with administration and staff towards our student population.***  ***-Grade level span Pre K – 8 (with regard to siblings).***  ***-Student support team identified student mentors.*** | ***-High transient population due to the area.***  ***-Grade level span Pre K – 8 (Limits the students due to building capacity).***  ***-Parent buy in with regard to the African-centered education process.***  ***-Low virtual attendance.***  ***-Students and families unfamiliar with technology.***  ***-Districtwide infrastructure unable to handle the broad range of devices used at one time.*** | ***-More support with trauma and transient students.***  ***-Extending our bus zone radius to accommodate more students that fall outside our neighborhood.***  ***-Allow the school the flexibility it needs to combat parental support.***  ***-Parent technology training to increase student support.***  ***-Improved two-way communication among staff and families.***  ***-Increased parental support around student learning when virtual, i.e. snow days.*** |

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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 10% | 20% | 10% | Students did not complete the 4th quarter of school nor summer school due to the pandemic. Students lost data due to no formal classroom instruction in October 2020. |
| **Reading** | 11% | 21% | 11% | Students did not complete the 4th quarter of school nor summer school due to the pandemic. Students lost data due to no formal classroom instruction in October 2020. |
| **Math** | 5% | 15% | 5% | Students did not complete the 4th quarter of school nor summer school due to the pandemic. Students lost data due to no formal classroom instruction in October 2020. |
| **Science** | No data |  |  |  |
| **Social Studies** | N/A |  |  |  |
| **CCR** | N/A |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| ***-IXL used daily for math in grades 3-8.***  ***-ReadWorks and Common Literature in ELA classrooms for grades 3-8.***  ***-Small group pull outs for reading for grades 1st and 2nd.***  ***-Certified teachers in grades PK-8***  ***-Technology in every classroom.***  ***-88% of our classroom teachers returned and have at least two years' experience.***  ***-Flexible learning environment***  ***-1:1 technology***  ***-Smaller in person class sizes.***  ***-Intervention Friday.***  ***-Student and staff mentee/ mentor program.***  ***-On site technology support for students and parents.*** | ***-Mobility with teachers in tested grades.***  ***-District provided PD did not allow for flexibility.***  ***-Lack of student participation around standardized testing.***  ***-Invalid and skewed data due to student testing at home.***  ***-Inconsistent virtual attendance affected in person student achievement.***  ***-Lack of accountability for virtual students.***  ***- Loss of social emotional learning due to limited social interaction.*** | ***-Continued support for Guided Reading from school and district.***  ***-Additional staff member in the school to teach reading to 1st and 2nd.***  ***-Continuing SIPPS instruction for grades Pre K – 2nd.***  ***-Continued school Professional Development for reading, math, and science.***  ***-Retain middle school teachers despite teacher-student ratio.***  ***-Continuous School-based PD on Guided Reading.***  ***-Reading teacher for struggling 3rd – 5th readers.***  ***-Build foundational skills In reading and math.*** |

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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** | -Curriculum Plans/Guides (provided by district)  -Use Data from District & State Assessments  -Monitor student progress monthly | -Teachers have curriculum plans/guides to support them as they developed their lesson plans.  -Teachers used data trackers to monitor student progress. |
| **Instructional Programs** | -SIPPS (PK-2)  -Savvas Literacy (K-8)  -Big Idea Math (6-8)  -Savvas Math (K-5)  -National Geographic Science (K-5)  -Nystrom Social Studies (K-5) | -SIPPS groups were smaller due to related arts teachers pulling groups; we will need to use additional support staff to pull groups  -Engage ELA consistently used at the 3rd -5th grade levels; not in 6th -8th.  -Math programs were consistently used at all grade levels  -Science program at all levels.  -Social studies and science not taught daily due to district interventions.  -SIPPS groups met consistently in grades K-2 (Except when the K-2 pilot program started) |
| **Instructional Materials** | -SIPPS (PK-2) -Savvas Literacy (K-8)  -Savvas Math(K-8)  -Big Idea Math  National Geographic science (K-5)  Nystrom Social Studies (K-5) | -We purchased additional curriculum for guided reading (Jan Richardson). |
| **Technology** | -iPad Mini (PK)  -iPads (K-8)  -Updated Dell Desktop Computer Lab  -Smart/Promethean boards in every classroom | -District provided technology for Pre K through 8th grade  -We utilized technology 100% of the time. |
| **Support personnel** | -Library Aide  -2 Building Substitutes  -3 Related Arts Teachers  -1 PBIS  -2 Teacher’s Assistants  -3 Instructional Care Aides | -Supported classroom instruction by pulling out or pushing in to assist in student learning.  -PBIS Coordinator lead staff professional development.  - |

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| **Strengths** | **Weaknesses** | **Needs** |
| ***-Materials available to students and teachers digitally Pre K – 8th.***  ***-Technology for grades PK– 8th.***  ***-Up-to-date curriculum plans/guides***  ***-Teachers use data-based instruction*** | ***-Some teachers are not using given instructional programs consistently.***  ***-Not all teachers are using curriculum plans/guides and/or programs to create lesson plans.***  ***-No Social Studies teacher for Middle School.***  ***-Teachers undeveloped due to lack of onboarding in the area of curriculum.***  ***-Technology functioning improperly.***  ***-District-wide infrastructure did not allow for proper and continuous use of programs at various times throughout the year.*** | ***-Additional professional development for teachers***  ***-Guided Reading needs to become school-wide focus.***  ***-Updating technology in a timely manner when not functioning properly.***  ***-Integrating technology (PK-8).***  ***-Hard copy of teacher curriculum guides.*** |

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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 members are given time each year before the beginning of school to get prepared for the upcoming school year. Each teacher in the school is required to have at least one planning period per day for 50 minutes. Of those planning periods, teachers meet with other teachers and administrators once a week to discuss data around planning appropriate lessons and activities for students. Staff members meet regularly to prepare for ongoing activities and programs that support student needs. | Teachers have the opportunity to provide feedback bimonthly to administrators to help guide programs and systems to support need of all of the students.  Selected staff members have yearly evaluations to support teachers in areas of concern and growth. |
| **Staff Certification** | 96% of our staff is highly certified to be in their positions except for art. | 23 out of 24 classroom teachers are certified. Although the art teacher is not certified, she has been an intricate part of the staff for 3 years. |
| **Staff Specialist and other support staff** | Academic Instructional Coach Guidance Counselor PBIS Coordinator Administrative Assistant  Full time Nurse  Family Community Specialist (.5)  Social Worker (.5) Library Aide  2 Teacher’s Aide  2 Instructional Care Aide  Safety Officer | Other than the Social Worker and Family Community Specialist, our support staff are full time employees.  Teacher’s aides provided reading pull out for grades 1st and 2nd. |
| **Staff Demographics** | Many of our staff members grew up in and around the St. Louis metropolitan areas. The population of staff members includes African-Americans and Caucasians. In addition, 27% of the population is male staff and 73% made up of female staff. The staff currently is balanced with both seasoned and novice teachers. | As our population of staff members increase, the more season teachers can retire from the district and the challenge is to find high quality replacements for the season teachers that have over twenty years of experience. Teachers with less experience in teaching are leaving the district and taking the skills that they have acquired in the district and accepting monetary offers in better paying school districts. |
| **School Administrators** | Principal is K-12 certified and Assistant Principal certification is K-8th. | Both administrators support the overall instruction of the school. Throughout the school year, the need for implementing school wide coaching cycles for all of the teachers was an overall challenge. The greatest challenge was not being able to coach new teachers in the buildings who struggled the most due to district’s Plan program for beginning teachers. Administrators in the building did not work as efficiently with consultant teachers from the district due to the pandemic and virtual visitations. The challenge around organizations and developing those systems were very difficult with new teachers that were on the district wide plan of support. |

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| **Strengths** | **Weaknesses** | **Needs** |
| ***-Staff mirrors demographics of the majority of students.***  ***-96% of teachers are fully certified.***  ***-92% of the teaching staff have at least 2 years' experience.***  ***-88% of the teaching staff returned***  ***-Related arts teachers are comfortable teaching all grade levels.*** | ***-Unable to retain certified middle school teachers (we lost science and will lose ELA next school year)*** | ***-Certified teachers at the middle school level.***  -***More support around academic instruction is a need for new teachers.*** |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| * **School leaders will rate 80% of the teachers as meeting expectations around school culture as measured by the Nguzo Saba Rubric.** * **School leaders will receive a school rating of 50% around school climate as measured by the Panorama Survey.** |
| * **45% of students in grades 2nd – 8th will grow 1 year in reading by May 2022 on the STAR Reading assessment** |
| * **30% of students in grades 3rd – 8th will grow 1 year in mathematics by May 2022 based on the STAR Math assessment** |

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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: | Creating a culture and climate conducive to African-centered teaching and learning |
| Why? | No new teacher training on African-centered education |
| Why? | Lack of restorative practices surrounding student behavior |
| Why? | Lack of established school wide expectations around culture and climate |
| Why? | Teachers do not establish clear expectations and consequences and responses are often inconsistent |
| Why? | Lack of parental support |
| **Root Cause** | Teacher responses to student behaviors are often punitive and may not address the infraction, but on prior student interactions. They are reactive instead of proactive. The consequence lack a common focus and parent responses regarding said consequence originates from previous experiences instead of the current situation. Lack of positive reporting and limited celebrations for good behavior. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Students are reading below grade level |
| Why? | Students often come tardy |
| Why? | Not enough district PD on teaching how to teach reading and limited PD on district mandated programs |
| Why? | District training does not align to standards |
| Why? | Teachers are not trained to teach reading |
| Why? | Teachers are not provided with effective strategies to teach reading comprehension |
| **Root Cause** | Implementation of teaching strategies around the area of student comprehension. School needs to provide support to families that have attendance issues. Provide ongoing PD around guided reading for all levels. Allow for movement amongst cohort groups for varied development. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Students are not mastering the standards for mathematics |
| Why? | Current curriculum doesn’t allow for teaching of basic skills |
| Why? | Students have been unable to retain basic skills |
| Why? | Homework by teachers is not given consistently |
| Why? | Many parents are unable to assist students with the homework given |
| Why? | Students are unable to comprehend math word problems |
| **Root Cause** | Schedule not adjusted to teach basic skills around mathematics. Teachers were unable to unpack the standards. Most teachers did not track the students’ progress without it being a directive. Administration will need to hold teachers accountable for tracking students’ progress by way of exit tickets, teacher made and district assessments. |
|  | **Root Cause Analysis #4** |
| Need #1- Please describe the need: | Virtual Learning |
| Why? | Teachers/Students/Parents were not trained to use the intended Microsoft Teams platform |
| Why? | Parents had difficulty navigating technology |
| Why? | Delivery of the lessons were inconsistent |
| Why? | Societal Norms and expectations did not allow student success. |
| Why? | Lack of accountability during virtual learning. |
| **Root Cause** | Although Microsoft Teams was available to all district staff, it was not mandated. Teachers had to learn very quickly and as efficiently as possible. Teachers and parents were not using the same technology; thereby providing limited assistance. Because not all students participated, students lost valuable instructional time for 8 weeks. |

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? |
| When parents seek enrollment, we make them aware that completing Pamoja’s Parent Interview is a requirement before enrolling their children.  Attending Pamoja’s Parent Interview is a parent’s first act of agreement to our parent and family engagement policy During the Parent Interview.  Parents learn about Pamoja’s African-centered focus. It not only prepares their children to do well at Pamoja, but also at any school. At the end of the Parent Interview, parents decide if they want to enroll their child (ren). Their decision to enroll is their second act of agreement to our parent and family engagement policy. The Parent Interview sets the foundation for parent accountability. Once the school year begins, a welcome packet goes home to families. In the welcome packet, parents receive a student handbook, policies and procedures of the school, and the parent, student and teacher compacts. Students who return packets signed by their parents receive incentives. Once enrollment is over and the new year is underway, the new family receives the packet prior to enrollment with all necessary signatures. |
| What are the strengths of family and community engagement? |
| In addition to our unique Parent Interview, we are a neighborhood school, so many of our families live in the surrounding neighborhood and many of the students know each other. Being a neighborhood school also allows us to work with many of the same families from year to year. In addition, this year, we retained most of our teachers from last year, so we are able to build on the good and strengthen our family & community engagement weaknesses. |
| What are the weaknesses of family and community engagement? |
| The most glaring weaknesses in our family and community engagement are 2-fold:  1. Our teachers do not know what parents learn during the Parent Interview, so there’s a gap in understanding and agreement among parents and teachers about a) the kind of environment needed for our children/students to thrive and b) who (parents or teachers) is responsible for providing the needed environment.  2. Because of #1, the foundation of parent accountability created during the Parent Interview is not solid because teachers cannot reiterate and connect the dots when situations arise. We often miss opportunities to strengthen the School-Home Relationship. |
| What are the needs identified pertaining to family and community engagement? |
| Facilitate a Parent Interview as part of our staff PD, allowing additional time for staff to brainstorm how the information can and be used in proactive communication as well as when addressing inevitable conflicts between parents and staff, parents and parents, and staff and staff. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Parents are invited to the process along with administrative staff. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| We review some policies of the school and get parents input. |
| How is timely information about the Title I.A program provided to parents and families? |
| This information communicated during open house, which is in August. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| We use every chance we get to discuss academics. We try to focus on the social and emotional of education and we believe that MAP scores, reading levels and overall academic will follow. Per our demographic, we would do better by focusing on how to create a student that is ready for academic success, more so than curriculum, assessments, and MAP, which many of our families are out of tune. |

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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? |
| The School Parent Compact is also included in the welcome packet. We ask out families to ensure that children get the following:   * Allow proper sleep * Area at home quiet and conducive to learning * Encourage the child to do their best * Have them to school on time * Ensure that the read 15-30 min a day * Have conversations about their school day   Be enthusiastic about learning |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| The Schools Responsibility includes the following:   * Providing a safe school environment * Consistent communication on the academic standings of the students * Give homework nightly * Be available to speak with parents during the planning period * Be willing to address any curriculum questions or academic concerns in a timely fashion |
| 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 |
| All assessments go home and reading levels/scores are on report cards. We hold family functions on how to teach reading, things done at home to ensure the child is moving forward academically. We have parent meetings that allow the space for parents to speak on any concerns |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| We send information in the welcome packet. We have specialized parent meetings around improving achievement. We also, work with teachers to improve communication with parents. We also offer parenting 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? |
| We currently collaborate with U&I Rise, a company that helps with intra-racial issues. U & I Rise facilitates many of our professional developments. We believe once we understand the actions of the families and where the actions begin, we have meaningful conversations with our parents in words that they can understand. Doing so allows us to work on the social and emotional aspects of education and the needs for our students to succeed. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parent programs are implemented based on the needs and wants of the parents and are parent led. |
| 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. |
| We allow opportunities in meetings to discuss ways that parents can be involved. We have not gotten the type of participation that we would like. Ultimately our plan is to understand that the current condition of our families, with work, home, take care of the family, getting to the school may not be a priority, however, we want them to be informed about things that they can implement at home and in their spare time to ensure they are bringing a teachable child. The school allows home visits by staff in order to improve working relationships. The school will also begin to facilitate virtual meetings using either Teams or Zoom with the parents, including the student to further align the parent with the mission of the school and better enhance the parent-school relationship. |
| **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.** |
| Our strengths engraved in the fact that we are a small school community, because many of our families are acquainted. Because of our community, we feel that we can engage with our family on a more personable level, which is huge for our demographic. We also have parent orientation that introduces families to the school, which gives us the opportunity to get to know our families. Some of our weaknesses are that we can be better at communicating in a more proactive way. We could be better at creating a process to handle concerns with families, as it pertains to behaviors and grades. We also do not give enough incentives to parents. We have families in need of Parenting Classes to assist Parents and Buy-In for parents who are overwhelmed and under experienced. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| We are good with getting beginning of the school year information out like Parent-School Compact, Family Engagement Policy, Policies and procedures of the school. We have over 85% of the forms returned to the school. Our weakness is using more technology to communicate parents in areas of academics, for example, we can use SIS more to have every assignment in the system, so that parents can see what children have and what they do. This will create an accountability measure for students and families. We also have a lack of strategies to support teachers who may be overwhelmed. |

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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2020-21 school year.*  *We are progressing and as we continue to stabilize the staff and the school community. Our ultimate goal is to focus on parent education with an emphasis on what it takes children to succeed in school. We will utilize U & I Rise as a community partner to aide in community healing and parent education. U & I Rise with a series of workshops and community trainings for teachers and parents.*  *We also want to provide Self Wellness Check-in’s for each teacher with higher quality of collective human/African understanding/ perspective as a gage for all staff and parents to aspire.* |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
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| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | **X Pillar 3:**  **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| 1. **School leaders will rate 80% of the teachers as meeting expectations around school culture as measured by the Nguzo Saba Rubric.** 2. **School leaders will receive a school rating of 50% around school climate as measured by the Panorama Survey.** | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*  **X**  Providing high-quality professional development to teachers   * Supporting first year teachers * Creating systems to establish a clear focus on attaining student achievement goals * Creating a collaborative and data-driven culture through PLCs   **X** Establishing a positive culture and climate   * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Provide more support around implementing school-wide expectations, policies, and procedures. 2. Increase teacher morale by informing teachers of the expectations and philosophy of an African-centered culture and use that approach to teach African-centered education. | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | **Provide more support around implementing school-wide expectations, policies, and procedures.** |
| **Evidence-based strategy** | **Professional Development provided by school staff.**  **Tiered Fidelity Inventory Action Plan**  **PBIS Matrix**  **Coaching cycles with administration, AIC, or consultant teacher as provided by the district.** |
| **Cost to support implementation of strategy:** | **$0** |

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| **Priority # 2** | **Increase teacher morale by providing mentorship and ongoing classroom support around the expectations and philosophy of an African-centered education.** | | |
| **Evidence-based strategy** | **Celebrations and recognitions**  **Nguzo Saba Rubric**  **Team building activities**  **PD around support with the understanding of the African-centered culture, and how to use its guiding principals to teach African-centered education.** | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | **Up to $5,000** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| * School Leadership Team developments, plans, and reviews staff professional development. * Teachers will have Profession development around the African-centered culture, and implementations of practices in the classroom. * Teachers’ introduction to the Nguzo Saba rubric around expectations regarding school culture. * Panorama Survey given to teachers. * Tiered Fidelity Instrument Action Plan developed. | * Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) * Principal provides evidence of staff “developing” as a rating around school culture (high expectations, indicators on the Nguzo Saba Culture rubric). * School survey around climate administered to staff. | * Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) * Principal provides evidence of 60% of the teachers “meets expectations” as a rating around school culture development (high expectations, indicators on School Culture rubric). | * Staff and student survey on teacher expectation, membership, engagement, and culturally responsive school indicators (Panorama survey) * Principal provides evidence of 80% of the teachers “meets expectations” as a rating around school culture development (high expectations, indicators on School Culture rubric). * Tiered Fidelity Instrument completed. |

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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | **X Pillar 4:**  **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| **45% of students in grades 2nd – 8th will grow one year in reading by May 2020 based on the STAR Reading assessment.** | | | | |
| **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. Implementation of effective instructional strategies to teach comprehension.  2. Continued professional development for reading strategies, comprehension, phonics, phonemic awareness, etc | | | | |
| **Funding Source(s):** | | | | |
| **Priority # 1** | | **Implementation of effective instructional strategies to teach comprehension.** | | |
| **Evidence-based strategy** | | **7 cognitive strategies: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing.**  **Using text to make connections to self and to other text.** | | |
| **Cost to support implementation of strategy:** | | **$0** | | |

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| **Priority # 2** | | | | | **Continued professional development for the implementation of reading strategies, comprehension, phonics, phonemic awareness, etc** | | | | | | |
| **Evidence-based strategy** | | | | | **Guided Reading**  **SIPPS**  **Comprehension and reading strategies**  **Savvis Curriculum** | | | | | | |
| **Cost to support implementation of strategy:** | | | | | **Unknown** | | | | | | |
| **Indicators of Success** | | | | | | | | | | | |
|  | | **August** | | | **December** | | **February/March** | | | **May** | |
| **Students** | | 100% students have taken a STAR Reading test and will have set a personal goal with their teacher. Students will be tiered based on STAR. | | | 20% of students will have increased at least one grade level as assessed by STAR Reading. | | 30% of students will have increased at least one grade level as assessed by STAR Reading. | | | 45% of students will have increased at least one grade level as assessed by STAR Reading. | |
| **Teachers** | | 100% of Pre K – 5th grade teachers receive professional development on guided reading and SIPPS. | | | 90% are implementing guided reading and SIPPS with fidelity and 50% doing progress monitoring. | | 100% are implementing guided reading and SIPPS with fidelity with 100% doing progress monitoring. | | | Continued implementation around guided reading and SIPPS with progress monitoring. | |
| **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** | | | | | | | | | | | |
| **30% of students in grades 3rd-8th will grow one year in Mathematics by May 2020 based on the STAR Math assessments.** | | | | | | | | | | | |
| **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. To incorporate Guided Math daily with respect to student ability.  2. Progress monitoring with the use of data trackers. | | | | | | | | | | | |
| **Funding Source(s):** | | | | | | | | | | | |
| **Priority # 1** | | | **Guided math**  **IXL** | | | | | | | | |
| **Evidence-based strategy** | | | **Progress monitoring, data trackers, Professional development, exit tickets, small groups, unpacking of standards to hone down on the skills needed, and re-teaching.**  **Savvis Curriculum** | | | | | | | | |
| **Cost to support implementation of strategy:** | | | **Unknown** | | | | | | | | |
| **Priority # 2** | | | **Incorporate the use of basic math skills during daily instruction** | | | | | | | | |
| **Evidence-based strategy** | | | **IXL, Progress monitoring, data trackers, exit tickets, math drills, and flash cards.** | | | | | | | | |
| **Cost to support implementation of strategy:** | | | **$0** | | | | | | | | |
| **Indicators of Success** | | | | | | | | | | | |
|  | **August** | | **December** | | | **February/March** | | | **May** | | |
| **Students** | 100% students have taken a STAR Math test and will have set a personal goal with their teacher. | | 10% of students have increased at least one grade level, as assessed by STAR Math. | | | 20% of students have increased at least one grade level, as assessed by STAR Math. | | | 30% of students have increased at least one grade level, as assessed by STAR Math. | | |
| **Teachers** | 100% of teachers receive professional development on data-driven math instruction and guided math. | | 80% of teachers are implementing daily fact fluency in their math blocks. 80% of teachers have worked with coach or interventionist to improve math instruction using guided math. | | | 100% of teachers are implementing daily fact fluency in their math blocks. 100% of teachers have worked with coach or interventionist to improve math instruction using guided math. | | | Continued implementation of daily fact fluency in math blocks with improved math instruction using guided math. | | |

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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**