**SLPS Accountability Plan Template 0 8.2 0 2 1 - 0 6.2 0 2 2**



**The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.**

**We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This Accountability Plan Template has as its foundation the following five pillars of the SLPS Transformation 3.0 Plan, which support the Continuous Improvement Theory of Action:**

**Pillar 1: The District creates a system of excellent schools**

**Pillar 2: The District advances fairness and equity across its system**

**Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments**

**Pillar 4: All students learn to read and succeed**

**Pillar 5: Community partnerships and resources support the District’s Transformation 3.0 Plan**

**School Name: Ames Visual & Performing Arts Elementary**

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

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

**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA** * **School** | **Name of LEA: JaVeeta L. Prince**  **Name of School: Ames Visual & Performing Arts Elementary**  **School Code: 425** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission:** We will motivate students to excel academically and socially. Our expectation is for students to realize their greatest potential. It is our duty to develop our students’ intellectual and creativity to their fullest potential. | | |
| **School Vision:** We are a school of choice; educating children so that we’re recognized for student achievement, staff excellence and arts programming. | | |
| **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 | JaVeeta Prince |  | JaVeeta.Parks@slps.org |
|  |  |  |  |
| Academic Instructional Coach | Jean Washington |  | Jean.Washington@slps.org |
| Family Community Specialist | Robert LaPlante |  | Robert.Laplante@slps.org |
| ESOL Staff (if applicable) | N/A |  |  |
| SPED Staff (if applicable) | Dyna Jones |  | [Dyna.Jones@slps.org](mailto:Dyna.Jones@slps.org) |
| ISS/PBIS Staff (if applicable) | Patrick Brown |  | Patrick.Brown@slps.org |
| Teacher | Tiffany Harris |  | [Tiffany.Harris@slps.org](mailto:Tiffany.Harris@slps.org) |
| Teacher | Anne Constantine |  | [Anne.Constantinescu-brad@slps.org](mailto:Anne.Constantinescu-brad@slps.org) |
| Parent | Shameem Hubbard |  | [Mrshub@yahoo.com](mailto:Mrshub@yahoo.com) |
| Parent | Jeffrey Cage, Sr. |  | [Pedgee1982@gmail.com](mailto:Pedgee1982@gmail.com) |
| Support Staff | Tomeka Slaughter |  | [Tomeka.Slaughter@slps.org](mailto:Tomeka.Slaughter@slps.org) |
| Community Member/Faith Based Partner | Mae Weston |  | [Meweston@sbcglobal.net](mailto:Meweston@sbcglobal.net) |
| Network Superintendent | Karen Jones |  | Karen.Jones6@slps.org |
| *Other* | Ashlyn Bryant |  | Ashlen.Bryant@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** | 181 |  |
| **Grade Level Breakdown** | PK-12  KG-23  1st- 23  2nd-29  3rd-24  4th-38  5th-32 |  |
| **Ethnicity** | *African American – 95.5%; C – 2.1%* | *Our student population is predominately African American. However, we do serve students that are Caucasian, Asian and Hispanic. .* |
| **Attendance** |  |  |
| **Mobility** | *41.90%* | *Ames has a high level of student mobility during the school year; due to poverty and other factors, our students frequently experience housing instability throughout the school year, at times necessitating enrollment in new schools.* |
| **Socioeconomic status** | *100% qualify for Free or Reduced Lunch* | *Our students qualify for additional programs due to their socioeconomic status. Due to high levels of need, our scholars bring additional needs to school daily; many have housing and food instability, resulting in attendance and transportation challenges. Many have experienced significant trauma, which impacts how they are able to engage in learning.* |
| **Discipline** |  |  |
| **Limited English Proficiency** | N/A |  |
| **Special Education** |  |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| *2nd, 3rd, 4th, and 5th grades remained stable with a minimum 18 student-teacher ratio throughout the entire academic year.* | *1st grade enrollment remained below 18 student teacher ration the majority of the school year. Decline in enrollment, tardy and illness throughout school year. Alternative learning settings for students with special learning behaviors.* | *We need to ensure that our enrollment remains above expectations throughout the year while meet the standard guidelines set by DESE for teacher – student ratio.* |

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| **Student Achievement**  ***(Please analyze your achievement data for 20-21 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | STAR data shows that our MPI is 209. | *During the 2021.2022 academic year, 100% of our students will demonstrate a minimum of 1.5 GE growth in* ***STAR Reading*** *from September 2021-May 2022. Students who are reading two or more grade levels below will demonstrate a minimum of 2.0 GE growth in* ***STAR Reading*** *from September 2021 to May 2022. We will also increase the number of students reading on grade level by 25% from Screening 1 to the Final Screening*  *We will also increase the number of students reading on grade level for* ***SCANTRON Performance***  *by 25% from first to final screening*  *During the 2021.2022 academic year,*  *60% of teachers will be marked proficient or distinguished in Guided Reading by December 2021. From January – May 2022, 80 % of teachers will be proficient or distinguished for Guided Reading.* | ***STAR Reading*** *Final Screening MPI was 209.2.*  ***SCANTRON*** *Achievement CFA/CSA for 2021 school year.*  *Kg Cumulative Score in ELA and Math is 69%.*  *First Grade Cumulative Score ELA & Math is 43%.*  *Second Grad: Cumulative Score in ELA and Math is 49%.*  *Third Grade Cumulative Score in ELA, Math, and Science is 42%*  *Fourth Grade Cumulative Score in ELA, Math, and Science is 39%*  *Fifth Grade Cumulative Score in ELA, Math, and Science is 48%; and* | *Our teachers administered STAR Reading Scantron ELA with fidelity. Ames VPA hired a new third and fourth grade teacher for the school year.* |
| **KG-Reading** | Grades 1-5 were assessed and we had one first grade student, one second grade student and one fifth grade student that scored advanced on the assessment. Fifteen students scored proficient. Five fifth grade, two fourth grade, two third grade, four second grade, and two first grade students scored proficient in the assessment.  Forty-four students scored basic in the assessment. Seventeen fifth grade students, fourteen fourth grades, four third grade, eight second grade students, and one first grade students scored basic on the assessment.  Seventy-one students scored below basic. Six fifth grade students, eighteen fourth grade students, fifteen third grade students, sixteen second grades students, and sixteen first grade students scored below-basic on the assessment.  The MPI in ELA is 209.02 | *See ELA/Reading* |  |  |
| **Math** | Star Math Assessment: Third Screening  First grade had one student score advanced, two students in proficient, four students in basic, and 14 students scored below basic.  Second Grade: One student scored advanced, one scored proficient, seven scored basic, and seventeen scored below basic.  Third Grade: One student scored advanced, O Proficient, four students scored basic, and sixteen students scored below basic.  Fourth Grade: 0 scored advanced, one student scored proficient, two students scored basic, and twenty-nine scored below basic.  Fifth Grade: 0 scored advanced, two scored proficient, twelve students scored basic, and fifteen students scored below basic.  The MPI in Math is 168.75. | *During the 2021.2022 academic year, 25% of our students will demonstrate an increase in growth to the average high ranks on Star Math from September 2021 -May 2022.* |  | *Our teachers administered STAR Math Assessment with fidelity. Ames VPA hired a new third and fourth grade teacher for the school year.* |
| **Science** |  |  |  |  |
| **Social Studies** |  |  |  |  |
| **CCR** |  |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Our students completed the STAR and Scantron Assessments during the appropriate testing window. Grades 3-5 completed the Scantron Performance Assessment. Kg-Grade 5 completed the Scantron Achievement (CFA/CSA).  Grades 3-5 completed the MAP Practice Assessment prior to Winter Break. | 70% of Ames’ students were not proficient per our standardized scores | *Teachers must continue to learn and implement more strategies that help navigate around students’ lack of retention of foundational mathematics along with curricular pacing ad standard requirements. Percentages for growth and students either at or on grade level must be the inverse of current statistic. Teachers must continue to build upon their professional capacity, and expand their expectations for students while delivering instructional and test-taking skills so that students are more successful in the brick and mortar and/or virtual settings.* |

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| **Curriculum and Instruction and**  ***(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** | ***MAP*** *(3rd , 4th & 5th grade) teachers are charged daily with implementing Savvas Reading as per SLPS framework 1 hour; Balanced Literacy inclusive of Guided Reading 1 hour; enVision Math 90 minutes; Science 40 minutes; Social Studies 35 (all inclusive of differentiated guided work stations) and DEAR 15 minutes.*  ***E****arly* ***C****hildhood* ***E****ducation (PreK-2nd grades)* ***PreK*** *teachers are charged daily with implementing Balanced Literacy IDR 2 hours 10 minutes; Project Construct/Instructional Centers 1 hour 10 minutes; SIPPS 30 minutes and DEAR 15 minutes.* ***KG, 1st & 2nd*** *grade teachers are charged daily with implementing Making Meaning/Being A Writer 1 hour; enVision Math 1 hour; Science 30 minutes; Social Studies 30 minutes; Balanced Literacy IDR inclusive of Guided Reading 1 hour; SIPPS 30 minutes (all inclusive of differentiated guided learning centers) and DEAR 15 minutes. Lesson plans reflected planning of rigorous and engaged lessons aligned to SLPS pacing provided by Central Office.* | *One of our goals this year was to implement guided instruction across the content areas. Every teacher increased their efforts in planning and ensuring work of rigor was provided for students in learning centers/work stations. Teachers differentiated to meet the needs of every student. All teachers were on task with engaging all students with the implementation of TPTs.* |
| **Instructional Programs** | ***K-5*** *Math ~ enVision 2.0 (Pearson)*  ***K-5*** *Science ~ Exploring Science (National Geographic/Cengage)*  ***K-5*** *Social Studies ~ Nystrom*  ***K-5*** *ELA ~ Savvas Reading* | *K-5 teachers will participate in comprehensive professional development to support their implementation of the Savvas Reading Program with fidelity in the 2021-2022.* |
| **Instructional Materials** | ***K-5 teachers will be provided all necessary resources to implement the Savvas reading program with fidelity.***  *Science books, kits and manipulatives; maps, globes, kits other resources supporting social studies are provided to the teachers.*  *Classroom libraries and Whole-school \*****L****eveled* ***B****ook* ***R****oom (\*frequently inventoried and updated with new titles).* | *We have quality instructional materials to meet the needs of our students. Math, science and social studies provide a variety of manipulatives to enhance learning.*  *In addition to the quality texts of Savvas Reading, , the* ***L****eveled* ***B****ook* ***Room*** *supports rigorous planning for differentiation, guided reading along with simply the joy of reading.* |
| **Technology** | *Promethean Boards, Smartboards, iPads, laptops, desktops, etc. are utilized by students.* | *Technology was implemented daily throughout instruction, as well as in learning centers and work stations.* |
| **Support personnel** | *Arts Team, Springboard resource personnel, Library Assistant, ISS Monitor, Gifted Teacher, Counselor, Academic Instructional Coach, and Principal* | *Individuals and small groups of students are supported with special one-to-one instruction and/or assessments.* |

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| **Strengths** | **Weaknesses** | **Needs** |
| *Ames VPA K-5 teachers are experienced, dedicated and have completed assessment screenings Star Reading and Math and Scantron Performance and Achievement (CFA/CSA)throughout the school year.*  *We had 2 St. Louis Plan Teachers and one Induction Teacher this year. In addition, teachers remain on task with the pacing to ensure students are prepared for success in completing end-of-unit, teacher made and standardized assessments. Teachers were effective with engaging all students via* ***T****otal* ***P****articipation* ***T****echniques (TPTs).* | *Teachers put forth effective efforts in planning and implementing guided reading. It became a challenge at times in differentiating basic and below basic students with daily support.*  *Teachers put forth effective efforts in planning and implementing enVision Math with fidelity.* | *During the 2021-2022 school year, 90% of our students will be in attendance 90% of the time by December 2021. From January 2022 –May 2022, 90% of our students will be in attendance to meet our target of 90%.*  *During the 2021-2022 academic year, 100% of our students will demonstrate a minimum of 1.5 GE growth in* ***STAR Reading*** *from September 2021-May 2022. Students who are reading two or more grade levels below will demonstrate a minimum of 2.0 GE growth in* ***STAR Reading*** *from September 2021 to May 2022. We will also increase the number of students reading on grade level by 25% from Screening 1 to the*  *Final Screening.*  *We will also increase the number of students reading on grade level for* ***SCANTRON******Performance*** *by 25% from first to final screening.*  *60 % of our teachers will be marked proficient in guided reading by December 2021. From January-May 2022, 80% or our teachers will be marked proficient or distinguished in guided reading.* |

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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-Wide Professional Development, Bi-Weekly Staff Professional Learning Experiences, Weekly Data Meeting/ Professional Learning Experiences, and Mentor/Mentee interactions help prepare our faculty to facilitate high quality instruction for our students.* | *Many of our general education staff members as well as some of our art specialists have a vast experience in education, which prepares them to serve our students. Our experienced educators often mentor new educators. Their experience is very impactful in data analysis, curriculum and instruction.* |
| **Staff Certification** | *100% of our teachers have the appropriate state certification* | *At least 4 % of instructional staff are working towards credentials (i.e., degrees, certifications, licensures, etc.) to enhance their professional endeavors.* |
| **Staff Specialist and other support staff** | *30% of staff specialist and support staff* | *Al support staff regardless of their position or credentials work to support students and teachers academically.* |
| **Staff Demographics** | *95% African American, 5% Caucasian,* | *Our staff demographics seem to be reflective of elementary schools within our district.* |
| **School Administrators** | *1 Principal African American* | *Educational & administrative experience: 25 years servicing urban children and families.* |

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| **Strengths** | **Weaknesses** | **Needs** |
| *All instructional staff are certificated and are experienced educators. They mentor, new educators and lead their grade-level groups as needed. Their expertise also empowers a deeper data analysis as it relates to improving instruction and the delivery of curriculum.*  *Our certificated educators presented the curriculum with fidelity.* | *Staff illnesses and absences resulted in the use of subs as the delivery agents of curriculum and instruction in a variety of grades. While the individuals received ongoing support, they lacked experience and were not able to attend professional development programs designed to provide high-quality resources to implement instruction effectively.* | *We need to ensure certificated educators are in every classroom for the 2021-2022 academic year.* |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| 1. ***Leadership: Teacher Retention*** |
| 1. ***Reading: Increase the number of students reading on grade level & demonstrating grade level proficiency on the MAP Assessment in ELA.*** |
| ***3. Math: Increase the number of students demonstrating mastery of math standards & grade level proficiency on the MAP Assessment in mathematics.*** |

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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: | ***Teacher Retention Not 100 Hundred Percent*** |
| Why? | *Teacher retirement and career moves.* |
| Why? | *Extreme stress on teachers with hybrid learning during the pandemic.* |
| Why? | *Students’ behavioral consequences don’t reflect severity of actions and do not lead to intrinsic/internal change for productive social, emotional and academic success within the classroom.* |
| Why? | *Students’ traumatic experiences and directly impact their quality of instruction on a daily basis; while perhaps interfering with their peers’ ability to learn.* |
| Why? | *Lack of qualified personnel to accommodate the needs of students that face traumatic experiences.* |
| **Root Cause** | *Staff are not trained to effectively sustain behaviors of students that need professional and on-going social, emotional, physical and mental support.* |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | ***2020 - 2021 Decreased ELA Proficiency Rate for*** |
| Why? | *Teachers are not adhering to curricular schedule with fidelity – in reference to pacing and timing.* |
| Why? | *Teachers struggle with implementation and sustainability of effective and rigors student work stations* |
| Why? | *There’s not enough time allocated for the school district’s pd session to provided adequate development for teachers or support staff.* |
| Why? | *Teachers receiving district-level mandates related ELA implementation that may not correspond with directives for instructional format, planning and delivery.* |
| Why? | *Compromising teacher development, although all components are necessities for improvement – in reference to guided support (e.g., coaching vs. wdm vs. lesson internalization).* |
| **Root Cause** | *Instructional and curriculum expertise, pacing and additional time will be key to amend and facilitate targeted and explicit ELA pd opportunities that center around aligned standards, and research-based best practice.* |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | ***Not Enough 3rd, 4th & 5th Students Scoring at Respective Grade-level Expectancy*** |
| Why? | *Teachers are challenged with instructional differentiation for students* |
| Why? | *Students do not retain basic math facts that ae foundational for instructional progression.* |
| Why? | *Compromising teacher development– in reference to guided support (e.g., coaching vs. wdm vs. lesson internalization) , although all components are necessities for improvement.* |
| Why? | *Mathematical rigor may be compromised during instructional delivery and independent practice.* |
| Why? | *Teachers having to consistently reteach skills and concepts.* |
| **Root Cause** | *Instructional and curriculum expertise, pacing and additional time will be key to amend and facilitate targeted and explicit ELA PD opportunities that center around aligned standards, and research-based best practice.* |

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? |
| *Informational Meetings*  *Correspondences & Documents sent home*  *Team and Zoom Meetings to share information with parents.*  *Personal follow-up during process* |
| What are the strengths of family and community engagement? |
| *Family and student engagement allows for an understanding of their challenges and needs; in particular, practical grassroots components things that are key to student success - based on our families’’ reality and necessity Subsequently, this allows for our team to provide resources, strategies and general support that untimely enhance of students’ academic and social progress.* |
| What are the weaknesses of family and community engagement? |
| *Motivating parents to be actively involved and further engaged in academic policy and procedure that stem beyond arts/performing events.*  *Attempting to provide support, strategies and resources that allow parents to be intrinsically motivated so that they are to be accountable, involved in their child’s educational endeavors.* |
| What are the needs identified pertaining to family and community engagement? |
| *We need to increase our parental involvement via PTOs, Professional Development and Parent-Teacher Conferences*. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the School wide plan? |
| *Parents are involved via planning and PTO, events, surveys and parental suggestion and comment are means for stakeholders’ input.* |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| *Parents are involved in planning, reviewing and improving school parent and family engagement policy via meeting invites/attendance, surveys, feedback, etc.* |
| How is timely information about the Title I.A program provided to parents and families? |
| *Timely information about the Title I.A. program is provided to the parents at meetings during the mandated Title meetings and via school messaging systems.* |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| *Curriculum, assessments and MAP achievement levels are available to parents during Curriculum, Assessment and MAP Achievement Nights offered throughout the academic year. Daily, weekly, monthly, and quarterly academic reports, data and letters, portfolios are shared for parental review. Standardized student and content-specific data and are given and elaborated upon during district-level conference times and building-level plan times throughout the school year.* |

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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 are encouraged to attend meetings and school-wide events that focus on whole-school and individual student growth (academic, social and behavioral). Protocols, and procedures are put into place so that parents are ‘required’ to confirm receipt of their child’s academic standing; attend events and follow-up with school staff as it relates to their child’s well-being.* |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| *According to Ames Parent-School Compact: parents will talk to their children about their activities every day. They will help their children resolve conflicts in a positive non-violent way. Parents will help foster high regards for academic achievement; seek information regarding their children's progress by speaking to the teacher, attending parent teacher conferences and all other meetings concerning the progress of their children. Parents will encourage their children to follow all school rules and regulations.* |
| 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 |
| *Ames conducts the mandated Title meetings that specifically address the topics related to parent access and engagement. Logs, invites agendas, etc. are kept for evidence.*  *Formal and informal data are routinely kept, disseminated and discussed for review.*  *Parent Communique` (handbooks, weekly notices, flyers, letters. robo calls, etc.) provide scheduled for parental access and convenience. Information regarding parental access to staff, events, portals, student and adult resources and timelines are available.* |

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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 |
| *Monthly PTOs/Professional Development to provide an explicit and systematic overview of our Missouri Learning Standards, Missouri Assessment Program (****MAP****), STAR, Scantron Assessments, Interim Assessments Teacher-Made Assessments and Exit Slips. Provide parents with STAR screening, progress monitoring and all above mentioned assessments frequent data. Provide parents with academic resources and student-friendly homework where their child can demonstrate an understanding of curriculum, instruction, expectations of our State, District and School.* |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| *Monthly Parent-Meetings to provide Professional Development and content instructional resources and support. Winter and Spring Break Academic Packets are also provided.* |
| 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? |
| *Academic Instructional Coach (AIC) facilitates WDM with teachers; data analysis from Standardized Assessments Missouri Learning Standards; teachers re-teach/re-assess learning standards weekly to achieve mastery level; teachers communicate via STAR Parent Letter, Acuity, a MAP Practice and MAP data scores; monthly parent meetings to provide professional development. School counselor works with 2nd -5th grade students with Chess Program; 4th & 5th TAR Wars (substance abuse prevention) and 5th grade students in the AIM High Program.* |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| *Parent Logs; Parent-Teacher Conferences; PTO/Parent Professional Development; Muffins for Mom; Donuts for Dad and Annual Story-Telling Festival.* |
| 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. |
| *Ames utilizes Robo-calls; newsletters, parent contact Logs, parent-teacher conferences, PTOs, MAP Night, homework, winter and spring-break academic packets to encourage and support parents in more fully participation in the education of their children.* |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
| *Informed participation is encouraged at Ames VPA for parents needing specific accessibility via the schools, counselor, social worker, administration, secretary and family specialist. Although this support is specific at the building level, the school district provides staff and resources in conjunction with Ames that afford and extend opportunities for meaningful and productive parent engagement.* |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| *The Ames School Community has been without the services of a Family and Community Specialist since October 2018. While other members of the school community have stepped in to bridges some of the gaps left from not having a Family and Community Specialist the focused energy of this support staff person were missed and left some gaps in our ability to reach out to the family and community and facilitate an even greater participation in supporting the mission, vision, students and staff of Ames Visual & Performing Arts Elementary School. We look forward to having the consistent support of a Family and Community Specialist in the 2019-2020 Academic Year*. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| *Although the Ames staff has not had consistent personnel for the family support position, a strength has been our ability to sustain programming, communiqué’, resources, protocols and systems that are the are catalyst for our parents’ school involvement. Administration has had to assign designees to create and sustain processes for parent engagement. This has been a testament to our culture and collegiality at Ames VPA. An area of improvement that relates to context and organization focuses on the pacing and timing of offerings, events and communique’ for our students and their families.* |

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| **Summary of Needs Assessment and Priorities for** |
| *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.*  *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.*  *Our WDMs, staff PLEs, STAR progress monitoring, Scantron Assessments and SLT observations via Frontline went well for the 2017-2018 academic year. Teachers were able to present re-teaching data and display growth via anchor charts in Data Room from Scantron Assessments Staff PLEs provided teachers with professional development including academic achievement and mandated SLPS topics. Monthly STAR progress monitoring provided additional data for regrouping guided reading groups and differentiation. SLT observations via Frontline was an assessment in providing action steps for teachers that would assist in enhancing their developmental growth as a professional. Observations also lead to real-time feedback and coaching-cycles for teachers.*  *There were glitches in the school climate/culture beyond our control in 2018-2019. Most teachers hosted additional students frequently due to minimal substitute staff supervision. We need to work toward increasing both staff and students attendance which would reduce the influx of additional students in classrooms daily. School-wide expectations and non-negotiables need to be in place for holding staff accountable.*  *We need to increase our ELA and reading scores to move the majority of students from below-basic and basic levels to proficient and advanced levels. We also need to increase our number of students reading on grade level in STAR.*  *Teachers should plan additional Total Participation Techniques (TPTs) to ensure all students remain engaged throughout instruction regardless of content. Teachers must implement guided reading with fidelity to reach proficiency and advanced levels of implementation.* |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
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| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| 1. *School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2019-2020 to 2021 - 2022.* 2. *School leaders will retain at least 90% of first - year teachers.* | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*   * **Providing high-quality professional development to teachers** * **Supporting first year teachers** * Creating systems to establish a clear focus on attaining student achievement goals * Creating a collaborative and data-driven culture through PLCs * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. *Developing a professional culture of team/staff support, high expectation, recognition of outstanding work and collaboration.* 2. *2. School leaders will retain at least 90% of first - year teachers* | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | Developing a professional culture of high expectation, staff support, recognition of outstanding work and collaboration |  |
| **Evidence-based strategy** | *Weekly Data Meeting/PLE*  *Observation/Feedback Cycles*  *Lesson Planning and Internalization* |  |
| **Cost to support implementation of strategy:** | **N/A** |  |

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| **Priority # 2** | | School leaders will retain at least 90% of first- year teachers | | |
| **Evidence-based strategy** | | *Weekly Data Meeting/PLE*  *Observation/Feedback Cycles*  *Lesson Planning and Internalization* | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | **N/A** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | *Revise routines and protocols review and practice the routines with 100% of the staff in preparation for the upcoming school year*  *Establish achievement criteria and activities (for STARS Students Taking Academic Responsibility for Success) for monthly school-wide celebrations* | *An average of 60% of students meet the achievement criteria to participate in the weekly/monthly school-wide celebrations* | *An average of 70% of students meet the achievement criteria to participate in the weekly/monthly school-wide celebrations* | *An average of 80% of students meet the achievement criteria to participate in the weekly/monthly school-wide celebrations* |
| **Teachers** | *100% of teachers receive training on WDM, O/F Cycles and Lesson Plans*  *Weekly classroom walkthroughs result in 60%of action steps from Management Trajectory. (Relay Protocols)* | *100% of certified staff participate in the school-wide practice of targeted operational procedures.*  *Weekly classroom walkthroughs result in 40% of action steps from Management Trajectory. (Relay Protocols)* | *100% of certified staff participate in the school-wide practice of targeted operational procedures.*  *Weekly classroom walkthroughs result in 20% of action steps from Management Trajectory.*  *(Relay Protocols)* | *100% of certified staff participate in the school-wide practice of targeted operational procedures.*  *Weekly classroom walkthroughs result in 0% of action steps from Management Trajectory and 100% of action steps are from the Rigor Trajectory.*  *(Relay Protocols)* |

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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** | | | | |
| *During the 2021-2022 academic year, 100% of our students will demonstrate a minimum of 1.5 GE growth in* ***STAR Reading*** *from September 2021-May 2022. Students who are reading two or more grade levels below will demonstrate a minimum of 2.0 GE growth in* ***STAR Reading*** *from September 20219 to May 2022. We will also increase the number of students reading on grade level by 25% for Scantron Performance by 25% from Screening 1 to the Final Screening during the 2021-2022 academic year.* | | | | |
| **Reading Plan** | | | | |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1.   |  | | --- | | *1. To enhance ELA instructional delivery via utilizing research-based strategies.*  *2. To enhance staff capacity of foundational reading and writing practices.* | | **Funding Source(s):** |   2. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | *To enhance ELA instructional delivery via utilizing research-based strategies.* |
| **Evidence-based strategy** | *Utilizing RELAY’s protocol systems*  *Implementing the Savvas Reading Curriculum for grades K-5.,*  *Implementing standard-based instruction* |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | | *1. To enhance staff capacity of foundational reading and writing practices.* | | |
| **Evidence-based strategy** | | *Utilizing Savvas Reading Curriculum*  *Literacy, phonetic guidance, guided reading and writing focused professional development for all staff* | | |
| **Cost to support implementation of strategy:** | | N/A | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students 100% of students complete the STAR Reading initial screening.** | *On Star Reading, 20 % of our students will increase 1 grade level as a minimum as captured on Star Reading.* | *On Star Reading, 30 % of our students will increase 1 grade level as a minimum as captured on Star Reading* | *On Star Reading, 20 % of our students will increase 1 grade level as a minimum as captured on Star Reading* | *On Star Reading, 30 % of our students will increase 1 grade level as a minimum as captured on Star Reading* |
| **Teachers 100% of staff will receive professional development** | *PLEs will be attended by 100% of staff with implementing strategies 80% of the time.* | *PLEs will be attended by 100% of staff with implementing strategies 80% of the time.* | *100% of new teachers will receive PD observation & modeling opportunities via SLPS & building level. 100 % of staff be on task via SLPS pacing.* | *PLEs will be attended by 100% of staff with implementing strategies with fidelity 90%.* |

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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** | | | | |
| *During the 2021.2022 academic year, 25% of our students will demonstrate an increase in growth to the average high ranks on Star Math from September 2021 -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. Lesson Internalization using Tier 1 (EnVision 2.0 )*  *2. Leader and teacher development on teaching math concepts* | | | | |
| **Funding Source(s): N/A** | | | | |

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| **Priority # 1** | 1. *Lesson Internalization using Tier 1 (EnVision 2.0)* |  |
| **Evidence-based strategy** | 1. *RELAY Protocols- Weekly Data Meetings, Observation Feedback, Lesson Plan Internalization* 2. *EnVision 2.0 curriculum/Explicit, systematic instruction* |  |
| **Cost to support implementation of strategy:** | N/A |  |

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| **Priority # 2** | | *Leader and teacher development on teaching math concepts.* | | |
| **Evidence-based strategy** | | 1. *RELAY Protocols- Weekly Data Meetings, Observation Feedback, Lesson Plan Internalization* 2. *EnVision 2.0 curriculum/Explicit, systematic instruction* | | |
| **Cost to support implementation of strategy:** | | N/A | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students 100% of students complete the STAR Math initial screening.** |  | *On Star Math, 10 % of our students will increase 1 grade level as a minimum as captured on Star Math.* | *On Star Math, 15 % of our students will increase 1 grade level as a minimum as captured on Star Math.* | *On Star Math, 25 % of our students will increase 1 grade level as a minimum as captured on Star Math.* |
| **Teachers 100% of staff will receive professional development** |  | *PLEs will be attended by 100% of staff with implementing strategies 80% of the time.* | *100% of new teachers will receive PD observation & modeling opportunities via SLPS & building level. 100 % of staff be on task via SLPS pacing.* | *PLEs will be attended by 100% of staff with implementing strategies with fidelity 90%.* |

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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**