**SLPS Accountability Plan Template 2021-2022**

 

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

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

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

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

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

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

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

**School Name: Walbridge STEAM Academy**





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

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

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| **Improvement/Accountability Plan**  |
| **Focus of Plan (check the appropriate box):*** **LEA**
* **School X**
 | **Name of LEA:****Name of School: Walbridge** **School Code: 596** | **Check if appropriate*** **Comprehensive School \*\*\*Requires a Regional School Improvement Team**
* **Targeted School**
* **Title I.A X**
* **Autonomous**
 |
| **Date:** |  |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** |
| **School Mission: We will create a safe haven for our students where we will meet each student’s academic and emotional needs. With technology, exposure to new experiences, research, and guided instruction, we will provide a quality education to all of our students regardless of their backgrounds.** |
| **School Vision: Walbridge STEAM Academy is a community-based school committed to ensuring students understand that they possess extraordinary potential, must work hard, and pursue their goals to succeed in a global society.**  |
| **One plan may meet the needs of a number of different programs. Please check all that apply.*** **Title I.A School Improvement -X**
* **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 -X**
* **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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**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 | Mildred Moore |  | Mildred.moore@slps.org  |
| Assistant Principal |  |  | Julie.holland@slps.org  |
| Academic Instructional Coach | Julie Holland |  |  |
| Family Community Specialist | Kierra Johnson |  | Kierra.Johnson@slsp.org  |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) | Yolanda Johnson |  |  |
| ISS/PBIS Staff (if applicable) | Myron Cason |  | Myron.cason@slps.org  |
| Teacher | Kathryn Munoz |  | Kathryn.munoz@slps.org  |
| Teacher | Cassandra Thornton |  | Cassnadra.thornton@slps.org  |
| Parent | Barbara Barton |  |  |
| Parent |  |  |  |
| Support Staff | Atilya Ross |  | Atilya.ross@slps.org  |
| Community Member/Faith Based Partner |  |  |  |
| Network Superintendent |  |  |  |
| *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**  | 150 students  | Our student enrollment fluctuates because of our high mobility rate.  |
| **Grade Level Breakdown** |

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| P3 | 2 |
| P4 | 7 |
| Kg | 22 |
| 1st  | 26 |
| 2nd  | 24 |
| 3rd  | 22 |
| 4th  | 28 |
| 5th  | 19 |
| Cross Cat | 2 |

 | Our school saw a decrease in the number of students enrolled at the preschool level because of the district’s decision to cut off enrollment for that grade level. In addition, because students had the option of doing virtual in their home setting, they did not transfer from one school to another. |
| **Ethnicity** | B: 150 (100% )  | Our student body is 100% African American. |
| **Attendance** | Current ADA – 86.4%Current 90/90 – 60.2 | Students using iPads for virtual learning has greatly affected our average daily attendance as well as our 90/90 attendance. There were technology and home related issues that prevented students from logging into Teams. These issues ranged from internet or hotspot not working to students spending days with relatives without taking their iPads with them.  |
| **Mobility** | 45.80% | We historically have a high level of student mobility due to insufficient housing in the Walnut Park community. |
| **Socioeconomic status** | 100% of students at Walbridge qualify for free and reduced lunch | Walbridge students qualify free and reduced lunch due to their socioeconomic status. |
| **Discipline** | 0% out of school suspension | Walbridge had 0% present major discipline issues and 2% minor discipline issues due to the school having fewer students attending for in-person learning. |
| **Limited English Proficiency** |  0% | We do not currently have limited English Proficiency students. |
| **Special Education** | 11.31% | We have one self-contained classroom. The teacher services self-contained and resource students.  |

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| **Strengths** | **Weaknesses** | **Needs** |
| 0% out of school suspension | Low 90/90 Attendance – 60.2% High Mobility Rate - 45.80%  | Increase the number of students attending school 90% of the time  |

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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**  |

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| **Performance Band** | **%** |
| Above Average | 2% |
| Average High | 5% |
| Average Low | 12% |
| Below Average  | 81% |

 | 50% of students will in grades 3-5 will score in the average high range on the Scantron Performance Assessment |

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| **Gains Analysis** |
| **Growth** | % |
| Showed Gains | 40% |
| Met Annual Target Growth | 27% |

 | Our ELA scores are not a true indicator of our students’ performances. 100% of students were in the virtual setting when they took the BOY test. Students tested higher on this test than what historical data projected them to score. Students were either virtual or in-person during the EOY testing sessions. We saw a decrease in scores during these testing sessions, especially for the students who returned for in-person instruction.  |
| **Reading**  |

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| **STAR Reading** |
| **Grade Level** | **BOY** | **MOY** | **EOY** |
| **K Moore** | **0.9** | **--** | **2.5** |
| **1 Thornton** | **4.1** | **1.2** | **1.4** |
| **2 Brooks/Clark** | **3.9** | **1.6** | **1.2** |
| **3 Munoz** | **2.3** | **2.5** | **2.3** |
| **4 Dodson** | **2.9** | **2.7** | **2.6** |
| **5 Cole/Johnson** | **3.1** | **2.7** | **2.9** |

 | 50% of students in grades 2-5 will read on or above grade level on EOY Star Reading |

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| **Star Reading EOY Within/Above** |
| **G2 Brooks** | **36% at 2.0+** |
| **G2** **Clark** | **23% at 2.0+** |
| **G3 Munoz** | **25% at 3.0+** |
| **G4****Dodson** | **19% at 4.0+** |
| **G5** **Cole** | **50% at 3.0+** |

 | Our BOY, MOY, and EOY reading scores are not a true indicator of our students’ performances. 100% of students were in the virtual setting when they took the BOY test. Students tested higher on this test than what historical data projected them to score. Students were either virtual or in-person during the MOY and EOY testing sessions. We saw a decrease in scores during these testing sessions, especially for the students who returned for in-person instruction. |
| **Math** |

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| **2020-2021 Star Math Scores** |
| **Grade** | **BOY** | **MOY** | **EOY** |
| **3rd**  | **2.3** | **2.9** | **2.3** |
| **4th**  | **2.7** | **2.6** | **2.9** |
| **5th**  | **3.6** | **3.3** | **3.1** |

 | **50% of students in grade 3-5 will score advanced or proficient on the EOY Star Math** |

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| **Star Math EOY Within/Above** |
| **G2 Brooks** | **39% at 2.0+** |
| **G2** **Clark** | **27% at 2.0+** |
| **G3 Munoz** | **21% at 3.0+** |
| **G4****Dodson** | **8% at 4.0+** |
| **G5** **Cole** | **18% at 3.0+** |

 | Our BOY, MOY, and EOY math scores are not a true indicator of our students’ performances. 100% of students were in the virtual setting when they took the BOY test. Students tested higher on this test than what historical data projected them to score. Students were either virtual or in-person during the MOY and EOY testing sessions. We saw a decrease in scores during these testing sessions, especially for the students who returned for in-person instruction. |
| **Science** | NA | NA | NA | NA |
| **Social Studies** | NA | NA | NA | Na |
| **CCR** | NA | NA | NA | NA |

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

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| **STAR Reading EOY Median v. % within/ On or Above Grade level** |
|  **Grade Level** | **EOY** **Class Median** | **% within/above** **grade level** |
| **G2Brooks** | **1.1** | **36% at 2.0 +** |
| **G2Clark** | **0.7** | **23% at 2.0+** |
| **G3Munoz** | **2.3** | **25% at 3.0+** |
| **G4Dodson** | **2.4** | **19% at 4.0+** |
| **G5Cole** | **3.0** | **50% at 3.0+****Only 1 student** **within grade level – 5%** |

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| **STAR Math EOY Median v. % within/on or above grade level** |
| **Grade Level** | **Median** | **% within/on or above grade level** |
| **G2 Brooks** | **1.4** | **39% at 2.0+** |
| **G2 Clark** | **1.4** | **27% at 2.0+** |
| **G3 Munoz** | **2.3** | **21% at 3.0+** |
| **G4Dodson** | **2.8** | **8% at 4.0+** |
| **G5Cole** | **3.6** | **18% at 5.0+** |

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| **Strengths** | **Weaknesses** | **Needs** |
| Emphasis on STEAM activities has increased student interest and engagement in science. | Teacher turn-over in tested grades has impacted our ability to build and sustain academic efforts. Gaps in reading curriculum from primary to upper elementary grades perpetuates a significant gap for 3rd grade readers. Lack of a systematic writing program in grades 3-5significantly stunts the academic progress of upper elementary students.  | We need support in retaining staff in tested grades and in building staff capacity as instructional leaders. Our teachers need additional support/training in implementing a backwards design approach to lesson planning.We need an instructional curriculum in place that aligns vertically between primary and upper elementary grades for reading and writing.A full time staff for the STEAM position. |

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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** | Students did not reach our reading or math academic goals. | Several factors prevented us from meeting our learning expectations. These factors included virtual students being logged into the class sessions, but were not fully engaged in the lessons. We also feel the students did not give their best effort when taking the assessments. The duration of time students took the assessments was as low as 4m 34s.  |
| **Instructional Programs** | K-5 Math: EnVision 2.0 (Pearson)ELA: Engage NYK-5 Science: Exploring Science (National Geographic/Cengage)K-5 Social Studies: NystromLLI |  Many of the teachers participated in LPIP sessions sponsored by our network. The sessions helped teachers to better understand and internalize the lessons. The LPIP sessions are offered in the upcoming school year. Teachers will be required to attend the sessions to be properly prepared to teach the new reading curriculum with fidelity.  |
| **Instructional Materials** | K-2: trade books and big books included in curriculum for Being a Writer and Making Meaning; manipulatives to support math instruction; MySci and Hand2Mind STEM science kits; classroom kits for social studies that include globes, maps, reading sets3-5: classroom sets of trade books and teacher read aloud texts for Engage NY curriculum; MySci kits and online resources for science; classroom kits for social studies that include globes, maps, reading setsAll grade levels: sets of small group leveled readers available in the leveled bookroom for guided reading; classroom libraries with diverse texts at varied levels to increase independent reading opportunities for students | Teachers were not able to utilize the level bookroom during the beginning of the school year. This was due to school being 100% virtual for both teachers and students. Upon our return to in person learning, many of the classroom teachers did not utilize the Leveled bookroom. Breakout rooms were not readily available for teaches’ use and teachers struggled with monitoring the rooms once the feature was made available.  |
| **Technology** | 1:1 iPads for all students.2 Computer labs that can accommodate up to 25 students Promethean board in all core classrooms | There are Smartboards/Promethean boards in every classroom. All students were equipped with iPads for every student. Walbridge has two fully equipped computer labs. |
| **Support personnel** | Academic Literacy Coach -1.0Reading Specialist – 1.0Family Community Specialist- .5Counselor – 1.0Nurse – 1.0Social Worker - .5 Librarian Aide - .5Preschool Assistant (1) – 1.0Community Partners | The support personnel played an important role in providing helping the students and staff. The Academic Instructional Coach. The LLI instructor provided reading support for primary grades. The school counselor, social worker, FCS, and CEC director worked as a team to plan incentives for improved attendance and behavior.  |

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| **Strengths** | **Weaknesses** | **Needs** |
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| -Weekly Network LPIP meetings- Support from community partners | -Reduction in allocation for support staff-Lack of having a dedicated STEAM position | -Full time staff support team at the building-Allocation for a dedicated STEAM position-Modern technology, including iPads, computers, and promethean boards-Increase teachers’ knowledge on all technology platforms |

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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** | Walbridge staff participates in the following:* Weekly Network LPIP
* Six district-wide professional development experiences
* Coaching Cycles
* Site-based professional development experiences
 | Our site-based professional development sessions are differentiated based on teachers’ and building needs. We feel we have strong protocols in place to provide on-going support for teaching and learning. Our Network weekly LPIP sessions prepare teachers for upcoming lessons.  |
| **Staff Certification** | 100% of Walbridge teachers are 100% highly qualified | It is our hope to have 100% highly qualified staff for the 2021-2022 school year. |
| **Staff Specialist and other support staff** | Preschool TA – 1Counselor – 1.0Secretary – 1.0Social Worker - .5Nurse – 1.0Physical Education Teacher – 1.0Music Teacher -.6Art Teacher - .6Library Aide - .5In-School Suspension Monitor – 1.0Academic Instructional Coach – 1.0Family Community Specialist - .5  | Walbridge had vacant social worker and family community specialist positions for the majority of the school year. The social worker position was filled in October; however, she resigned in April.The Family Community Specialist position was filled in January  |
| **Staff Demographics** | B - 12W - 5 | Our staff demographics do not mirror the neighborhood and student population |
| **School Administrators**  | Elementary School Principal 1 (4th year at school) | The principal participates in professional development opportunities offered by the district and by the network superintendent. We do not have an assistant principal due to student enrollment.  |

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| **Strengths** | **Weaknesses** | **Needs** |
| Established protocols to support teaching and learningNumber of days allocated of professional learning experiences | Walbridge had 5 teachers with one year of teaching experience  | We need to attract and retain highly qualified teachersIncrease the allocation of support staff to 1.0 Two full time behavior therapists |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis**  |
| **ELA/Reading: Increase the number of students reading on or above grade level. Increase the number of students reaching advanced or proficient on the Missouri Assessment Program (MAP)** |
| **Leadership: Leadership to retain teachers in order to provide year -to- year professional development to build teaching capacity** |
| **Mathematics: Teachers need to strengthen instructional practices and align those practices toward district and state assessments** |

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| **Root Causes*****Determine the Root Causes of the needs listed above using the 5 Whys:*** |

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| **Root Cause Analysis #1**  |
| Need #1- Please describe the need: | Increase the number of students reading on or above grade level as measured by district and state assessments. |
| Why?  | Fluency/Phonics—A shift in curriculum does not provide support in phonics instruction past second grade. |
| Why?  | Staff have not developed a deep understanding of standards and grade-level expectations for ELA.  |
| Why?  | Leadership team has limited time with staff to develop lesson internalization, analyze data, or build teacher expertise.  |
| Why?  | PD opportunities at the building level are limited, making it difficult to have ongoing, unified development in reading instruction. |
| Why?  | Leaders’ time is consumed with supervision due to decrease in support staff.  |
| **Root Cause**  | School leadership team does not have time to adequately research, develop and implement differentiated PD sessions on research-based instructional best practices. PD sessions offered during the school year have minimal effect because of high teacher turnover. Due to time constraints, consistent follow-up and additional training for teachers is also lacking. In addition, teacher turnover has had a direct impact on teaching learning.  |

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| **Root Cause Analysis #2** |
| Need #2 - Please describe the need: | Increase the number of students demonstrating mastery of math standards and grade level proficiency on district and state assessments. |
| Why?  | Poor upper-elementary (3-5) Math proficiency due to inability to attract and retain qualified staff in upper grades. |
| Why?  | Novice teachers have not developed a clear grasp of proficiency for their grade level, therefore, they often lower rigor in lessons. |
| Why?  | Gaps in vertical alignment of instruction of foundational skills/knowledge make instruction of conceptual skills difficult to implement in upper grades. |
| **Root Cause**  | The lack of having consistent teachers in the upper grades has had a direct impact on math achievement. PD sessions offered during the school year have minimal long term effect because of high teacher turnover. |

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| **Root Cause Analysis #3**  |
| Need #1- Please describe the need: | **Leadership to retain teachers in order to provide year -to- year professional development to build teaching capacity** |
| Why?  |  Improve teacher retention rate by building teacher capacity in order to positively affect student achievement. |
| Why?  | Walbridge has experienced a high rate of teacher turnover for the past 3 years  |
| Why?  | 50% of our current teaching staff has 2- 3years teaching experience  |
| Why?  |  Teachers lack the ability to teach students in a high poverty, high trauma area |
| Why?  | Allocation of support trained to work with students was decreased  |
| **Root Cause**  | Our students experience a tremendous amount of trauma in their neighborhood. This trauma often manifests itself into the classroom through students’ behavior outburst, inability to stay focus and attend to the task at hand; thus affecting classroom instruction and student achievement. There is a great need to have full time staff/therapists who are trained to work with students experiencing high trauma as well as providing staff development on understanding and meeting the needs of the students living in high poverty, high trauma areas. |

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?  |
| All parents are invited to attend the and provide their input and/or feedback at the following meetings: Title 1 Bi-Annual meeting, PTO and Parenting Workshops. In the course of a meeting, if a proposed change is made that is obvious, it is done immediately. However, if the proposed change is not obvious and needs school-wide approval, it is presented during the Annual Review and Revision Planning Meeting.  |
| What are the strengths of family and community engagement?  |
| The strengths of our family and engagement is the involvement of our faith-based community partners. Our faith based partners sponsor such events as family theme nights throughout the school year. The events sponsored by the partners are well attended by the families. In addition, these community partners also provide tutoring sessions for our lower sponsored event |
| What are the weaknesses of family and community engagement?  |
| The weaknesses of family and community engagement at Walbridge STEAM Academy is low parent participation in school sponsored day meetings/ events.  |
| What are the needs identified pertaining to family and community engagement?  |
| Walbridge’s major challenge pertaining to family and community engagement is the inability to identify community resources needed to ensure thatstudents are at school daily, on time and ready to learn with positive mental attitudes. Livable/stable housing, food, clean clothes, employment, education, mental health services for students and their parents, finances and so forth are examples of the types of community resources that are desperately needed. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the School wide plan?  |
| Parents are invited to attend the Annual Review and Revisions Planning Meeting during the spring of each school year. During this meeting, parents, staff, and community partners provided input/feedback on the existing plan and propose revisions to the School wide Plan for the upcoming school year. In addition to this meeting, parents having the ability to provide input/feedback at the Annual Review and Revisions Planning Meeting, provide input during the Title 1 Bi-annual Meetings, PTO Meetings and/or Parenting Workshops.  |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?  |
| Parents are invited to attend the annual meeting to review and update the policy to meet the changing the needs of parents, families, and the school. To the extent practicable, the policy is provided in a language the parents can understand.  |
| How is timely information about the Title I.A program provided to parents and families?  |
| Title I.A information is provided to parents though numerous avenues. We convene an annual meeting, at a convenient time, to which all parents are invited and encouraged to attend, to inform them of our participation in Title I.A, and to explain the requirements of Title I.A, and the parent involvement in planning, reviewing and jointly developing school wide program and the school-parent involvement policies. We have a dedicated bulletin board specifically for sharing information with parents. The board is updated with upcoming events on a regular basis. In addition, Walbridge disseminates Title I.A information through invitations sent home, auto dials, newsletters, and posting announcements at entrance ways and on Class dojo. Therefore, parents are notified about events in a timely manner in hopes of ensuring a higher turnout.  |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?  |
| We offer flexible meetings (morning and evening) to provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure progress, and the achievement levels of the Missouri Assessment Program (MAP).  |

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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 given the opportunity to jointly develop the school-parent compact. The compact outlines how the parents, students and school staff will share in the responsibility for improving student achievement. The parents agree to the following statements:1. Ensure their child/children are in school on time at least 90% of the time.
2. Review and confirm child’s homework is complete.
3. Monitor the amount of time television is watched.
4. Volunteer within the school or the child’s classroom.
5. Be aware of child’s extracurricular activities.
6. Stay informed about my child’s education by reading all communication from the school and respond appropriately, in a timely manner
 |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.  |
| Walbridge STEAM Academy and its staff will provide high-quality curriculum and instruction in a supportive and effective learning environment  |
| 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
 |
| Walbridge discusses the parent compact during student registration, and during parent teacher conferences which are held once each semesterQuarterly progress reports, quarter and semester report cards are provided to parents to share their children’s progressStaff are available to parents via telephone, conferences scheduled during teachers’ prep time, district-provided email addresses and for scheduled parent-teacher conferences.  |

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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
 |
| Walbridge holds Bi-annual Title and monthly meetings. Initial meetings are used to introduce staff and community partners to our families, share pertinent Title 1 documents and most recent school data. Subsequent meetings are held to provide parents and community members with updates on the school’s goals and student achievement. They serve as a way to provide the opportunity to engage our stakeholders in conversations with the school staff on obtaining/providing strategies to help our students succeed. We assist parents with understanding their child’s assessments during meetings held throughout the academic school year.  |
| How does your school provide materials and trainings to help parents work with their children to improve achievement?  |
| The school recognizes that parents are important partners in their child’s overall success in school. We provide materials and trainings to assist in their child’s success in the following ways:-Conduct parent-teacher conferences-Issue reports to parents on their child’s progress-Provide reasonable access to staff, opportunities to volunteer, and observation of classroom activities -Provide family theme and academic make-and- take events -Provide one-on-one training as parents may request-Provide regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language the family members can understand. |
| 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?  |
| Walbridge plan for various professional development sessions and article/book reviews to strengthened our ability to provide regular, two-way, meaningful communication between family members and school staff. These sessions include learning how to use different communication tools such as the teacher web page, class newsletter, and Class Dojo. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school?  |
| Walbridge provides parent meetings and theme nights to collaborate, communicate, and seek parent volunteers to assist the school community in achieving its school wide goals. Documentation regarding the Missouri Learning Standards, Missouri Assessment Program (MAP), and district assessments is provided to parents when data is received. Strategies on how to improve his/her child’s academic achievement is shared with parents  |
| 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.  |
| Walbridge has a dedicated parent resource center. This center houses informational pamphlets on various parenting topics as well as computers for use by parents. We offer flexible meetings (morning or evening) to get their input/feedback on their child’s education.  |
| **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
 |
| Families in transition receive support from our social worker, counselor, family community specialist, and from the St. Louis Public Schools Office of Students in Transition. Walbridge is able to have information translated to the language spoken by the parents through the St. Louis Public Schools ESOL Bilingual Migrant Program.  |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Strengths – We have a strong involvement from our faith-based and community partners. The partners provide varied levels of support including academic and extracurricular activities. Weaknesses – Parent participation during our school-based activities and workshops is generally low due to parents work hours and lack of transportation  |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths – Walbridge is a unique school in the St. Louis Public Schools. While it is a traditional neighborhood school, the school is entering its third year of being a STEAM Academy. We continue to utilize the adopted curriculum of SLPS aligned to the Missouri Learning Standards, and infuses STEAM by having students engage in design and problem solving challenges through the use of mySci Do kits and interactive activities with our STEAM Team. Students are at varied instructional levels within the classrooms; thus, teachers differentiate instruction through leveled reading groups, tutoring assistance, and volunteer assistance from our community partners. In a neighborhood where there are many needs, the school shines bright as a safe welcoming environment in which teaching and learning is the focus. Walbridge offers a school environment that creates enthusiasm for learning, where all students embrace the value of learning for its own sake. Weaknesses - Walbridge continues to have a large parent population that are facing hardships which creates trauma for our students. Students continue to arrive tardy or late to school which interferes with students receiving bell-to- bell instructionOver 50% of our students are reading below grade level |

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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.* This school year has been like no other in that the pandemic challenged us to teach simultaneously virtual and in person students in a way that would not disrupt instruction. Walbridge staff accepted the challenge to learn and grow in this new way of teaching as a team. Though we worked hard to learn our new teaching platforms and strategies on keeping virtual engaged in the learning, our efforts did not show in our students’ EOY Star reading results. Our students did not meet our academic goals. Therefore, in order to secure academic growth in the 2021-2022 school year, we will focus on the following three instructional initiatives to close gaps in opportunity and learning following the pandemic:1. Addressing gaps while maintaining the bar
* Focus on both on-grade level rigor and gaps students may have by scaffolding instruction to support students in accessing the content
* Understand the bar and prerequisites
* Assess gaps and anticipate challenges
* Implement scaffolds and interventions
* Within the lesson and additional lessons
1. Accelerating learning through students work analysis
* Leverage student work analysis to ensure we are actively closing the gaps in students understanding

 Set the bar* Analyze
* Real time
* After-class
* Plan to respond
1. Driving instruction through responsive teaching
* Leverage responsive mini-lessons to address gaps in student understanding
* Focus on a specific gap
* Compelling rationale
* Instructional delivery methods
* Targeted practice
 |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)   |
|  |
| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * **Pillar 1:**

**The District creates a system of excellent schools** | * **Pillar 2:**

**The District advances fairness and equity across its system** | * **Pillar 3:**

**The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | **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 #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 leader will retain at least 80% of teachers rated proficient or distinguished on the Performance Based Teacher Evaluation (PBTE) from 2021 to 2022
2. School leader 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. Provide high impact professional development sessions to inform staff of best practices for helping students from high poverty, high trauma environments achieve.
2. Develop a culture of high expectations, staff support, recognition of outstanding work, and collaboration
 |
| **Funding source(s): NA** |

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| **Priority # 1**  | **Provide high impact job embedded professional development sessions to inform staff on best practices for helping students from high poverty, high trauma environment achieve at their highest levels.**  |
| **Evidence-based strategy**  | **Relay Schools for Education Protocols****Book Study****Trauma-Informed Programing in Schools** |
| **Cost to support implementation of strategy:** | **NA** |

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| **Priority # 2**  | **Develop a culture of high expectations by: providing on-going staff support, recognizing and celebrating the contributions of staff and students, and collaborating with stakeholders in the school improvement process**  |
| **Evidence-based strategy**  | **Relay Schools for Education Protocols****Uncommon Schools Routines and Procedures****PBIS** |
| **Cost to support implementation of strategy (Optional if schools funds are available) :**  | **NA** |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | Students -80% of students will follow minute-by-minute school-wide routines and procedures-Follow established achievement and criteria for bi-monthly incentive celebrations -85% of students will follow minute-by-minute school-wide routines and procedures-An average of 60% of students will meet criteria to participate in our bi-weekly incentive celebration -90% of students will follow minute-by-minute school-wide routines and proceduresAn average of 70% of students will meet criteria to participate in our bi-weekly incentive celebration -100% of students will follow minute-by-minute school-wide routines and proceduresAn average of 80% of students will meet criteria to participate in our bi-weekly incentive celebrationTeachers -100% of teachers will receive training on routines and procedures, WDM protocols, and lesson plan internalization-Weekly classroom walkthroughs will result in 80% of action steps from the Management Trajectory of the Relay protocols-Fine tune and practice the Minute by Minute school wide routines and procedures for the 2019-2020 school year. -Weekly classroom walkthroughs will result in 60% of action steps from the Management Trajectory of the Relay protocols -100% of staff members will implement with fidelity the school wide practice of targeted operational procedures -Weekly classroom walkthroughs will result in 50% of action steps from the Management Trajectory of the Relay protocols-100% of staff members will implement with fidelity the school wide practice of targeted operational procedures -Weekly classroom walkthroughs will result in 25% of action steps from the Management Trajectory of the Relay protocols-100% of staff members will implement with fidelity the school wide practice of targeted operational procedures | -85% of students will follow minute-by-minute school-wide routines and procedures-An average of 60% of students will meet criteria to participate in our bi-weekly incentive celebration | -90% of students will follow minute-by-minute school-wide routines and proceduresAn average of 70% of students will meet criteria to participate in our bi-weekly incentive celebration | -100% of students will follow minute-by-minute school-wide routines and proceduresAn average of 80% of students will meet criteria to participate in our bi-weekly incentive celebration |
| **Teachers**  |  | -Weekly classroom walkthroughs will result in 60% of action steps from the Management Trajectory of the Relay protocols -100% of staff members will implement with fidelity the school wide practice of targeted operational procedures | -Weekly classroom walkthroughs will result in 50% of action steps from the Management Trajectory of the Relay protocols-100% of staff members will implement with fidelity the school wide practice of targeted operational procedures | -Weekly classroom walkthroughs will result in 25% of action steps from the Management Trajectory of the Relay protocols-100% of staff members will implement with fidelity the school wide practice of targeted operational procedures |

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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
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| * **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 school year, 50% of students in grades 2-5 will read on or above grade level as measured by our End of the Year (EOY) Star reading scores. Our 2-5 grade students will show an increase in their Middle of the Year (MOY) Star reading scores that indicates a trajectory of growth to meet this goal. |
| **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.Implement with fidelity the reading curriculum 2.Deepen staff knowledge on reading best practices in the areas of guided and whole group instruction |
| **Funding Source(s): NA** |

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| **Priority # 1**  | **Teachers will implement with the fidelity the new reading curriculum**  |
| **Evidence-based strategy**  | **Weekly Lesson Plan Internalization****Observation/Feedback****Real Time Feedback** |
| **Cost to support implementation of strategy:** | **NA** |

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| **Priority # 2**  | **Deepen staff knowledge on reading best practices in the areas of guided and whole group instruction.**  |
| **Evidence-based strategy**  | **Lesson Plan Internalization****Job Imbedded Professional Development** |
| **Cost to support implementation of strategy:** | **NA** |
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| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | -100% of students will complete beginning of year STAR assessment | -35% of students in grades 2-5 will read on or above grade level on STAR -All students reading below grade level will perform at minimally 50 SGP on the Mid-year Screening | -45% of students in grades 2-5 will read on or above grade level on quarter 3 screening- All students reading below grade level will perform at minimally 55 SGP on the Mid-year Screening | -50% of students in grades 2-5 will read on or above grade level on the EOY STAR -All students reading below grade level will perform at minimally 60 SGP on the Mid-year Screening - |
| **Teachers**  | -100% of staff will participate in beginning of year professional development -Lesson Plan internalization meetings are scheduled at regular times across first semester | -Lesson plan internalization meetings have occurred with 90% fidelity across the semester-80% of the teachers are on pace with the district and building level pacing performance-SIPPS and guiding reading lessons are scheduled and implemented with 80% fidelity during block times | Lesson plan internalization meetings have occurred with 90% fidelity during quarter 3-100% of the teachers are on pace with the district and building level pacing performance-SIPPS and guiding reading lessons are scheduled and implemented with 90% fidelity during block times | Lesson plan internalization meetings have occurred with 90% fidelity across the second semester-100% of the teachers are on pace with the district and building level pacing performance-SIPPS and guiding reading lessons are scheduled and implemented with 100% fidelity during block times |

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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 school year, 50% of students in grades 3-5 will score advanced or proficient as measured by the end of the year Star math.  |
| **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 Plan Internalization using Envisiom2. Leader and teacher development on teaching math concepts |
| **Funding Source(s): NA** |

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| **Priority # 1**  | Accelerate learning through students work analysis |
| **Evidence-based strategy**  | **Relay Protocols:*** **Weekly data team meetings**
* **Observation/Feedback**
* **Real Time Feedback**
* **Lesson Plan Internalization**

**Envision math 2.0****Explicit, systematic instruction** |
| **Cost to support implementation of strategy:**  | **N/A** |

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| **Priority # 2**  | Leader and teacher development through weekly data team meetings  |
| **Evidence-based strategy**  | **Weekly data team meeting (analyzing student work for misconception and plans for reteach)****Visual representation****Schema instruction focusing on word problems** |
| **Cost to support implementation of strategy:** | **NA** |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | -100% 0f students will complete beginning of year STAR math assessment-Establish weekly data meeting tool to track student growth towards stated goal for EnVision Unit Assessments  | 35% of students will perform at or above grade level on STAR Math mid year screening assessment-Tracking tool indicates 70% of students are on track to meet goal on EnVision Unit Assessment  | 40% of students will perform on or above grade level on STAR Math progress monitoring screening-Tracking tool indicates 75% of students are on track to meet goal on EnVision Unit Assessment -  | 50% 0f students will perform on or above grade level on the STAR Math of year screening assessment-Tracking tool indicates 80% of students are on track to meet goal on EnVision Unit Assessment  |
| **Teachers**  | -100% of teachers will participate in beginning of year professional development-Lesson plan internalization meetings are scheduled at regular times-80% of teachers are on pace with district and building level pacing guidance | -Lesson plan internalization have occurred with 90% fidelity across the semester-80% of teachers are on pace with district and building level pacing guidance | -Lesson plan internalization have occurred with 90% fidelity during quarter 3-100% of teachers are on pace with district and building level pacing guidance | -Lesson plan internalization have occurred with 90% fidelity across the second semester-100% of teachers are on pace with district and building level pacing guidance |

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**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**