**2020**

**SLPS Accountability Plan Template**



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

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

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

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

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

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

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

**2020 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA**   **X School** | **Name of LEA: Darwin Young**  **Name of School: Carr Lane Visual & Performing Arts**  **School Code: #3070** | **Check if appropriate**  **X Comprehensive School**  **\*\*\*Requires a Regional School Improvement Team**   * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:06/05/2020** |  | |
| **Purpose:**  To develop a plan for improving the top 3 needs identified in the need's assessment**.** | | |
| School Mission: To provide a quality learning environment that ensures student’s success through the integration of Arts and Academics. | | |
| School Vision: Having a high-quality educational program for students in grades 6-8 that develops the whole person through a curriculum that integrates the visual and performing arts and rigorous academics. We aim to develop the students academically, artistically and socially to become independent, cooperative, responsible and creative learners with a lifelong appreciation for the arts. We believe that these skills and qualities will prepare our students to pursue further educational goals. | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  **X Title I.A School Improvement**   * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP**   **X 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 | Darwin Young |  | Darwin.young@slps.org |
| Assistant Principal | Tina Gross |  | Tina.gross@slps.org |
| Academic Instructional Coach | Shannon Tuggle |  | Shannon.tuggle@slps.org |
| Family Community Specialist | Reginald Phillips |  | Reginald.phillips@slps.org |
| ESOL Staff (if applicable) | N/A |  |  |
| SPED Staff (if applicable) | Kimberly Watson |  | Kimberly.watson@slps.org |
| ISS/PBIS Staff (if applicable) | Eric Ford |  | Eric.ford@slps.org |
| Teacher | Suzanne Jarrell |  | Suzanne Jarrell@slps.org |
| Teacher | Kellie Goode-Lockley |  | Kellie.goode-lockley@slps.org |
| Parent | Shameem Hubbard |  |  |
| Parent | Brianna Shipp |  | Brianna.shipp@slps.org |
| Support Staff | DeJeanette Williams |  | Dejeanette.williams@slps.org |
| Community Member/Faith Based Partner | Lauren Hill |  | Lhill@heccstl.com |
| Network Superintendent | Crystal Gale |  | Crystal.gale@slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 472 |  |
| **Grade Level Breakdown** | 6th 165  7th 160  8th 147 |  |
| **Ethnicity** | B-95%, W- 3.2%, H-1.8% |  |
| **Attendance** | 90/90 |  |
| **Mobility** | 30.00% |  |
| **Socioeconomic status** | 100% |  |
| **Discipline** | 0SS -4.7% |  |
| **Limited English Proficiency** | 0.00% |  |
| **Special Education** | 17.90% |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| Low number of OSS | 90/90 Attendance | More quailed staff who understands our poverty students |

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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** | **18-19 performance** | **19-20 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 2406 below basic | 180 MPI | 150 MPI | Poor 6-8 Grade ELA proficiency |
| **Reading** | 257  below basic | 200 MPI | 170 MPI | Students are coming to middle school not reading on grade level. |
| **Math** | 2463  below basic | 175 MPI | 145 MPI | Students lack the fundamental skills for math proficiency. |
| **Science** | 2414 below basic | 180 MPI | 150 MPI | Students do not have enough hands on experience. |
| **Social Studies** | N/A | N/A | N/A | N/A |
| **CCR** | N/A | N/A | N/A | N/A |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Gains in Reading | Low number of students reading at or above grade level | More reading coaches |

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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** | Priority and GL Standards |  |
| **Instructional Programs** | IXL Math, Reading, Writing Workshops, Newsela, Flocabulary, Guided Reading |  |
| **Instructional Materials** | Textbooks, curriculum guides, Teams, Nearpod |  |
| **Technology** | Smartboards, Laptops, I-Pads |  |
| **Support personnel** | A.I.C., FCS, PBIS |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| IXL  Reading writing workshop | Dated pacing guide | More curriculum support  More instructional development |

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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** | Ongoing Professional Development |  |
| **Staff Certification** | Certified Staff |  |
| **Staff Specialist and other support staff** | Family Community Specialist  Academic Instructional Coach |  |
| **Staff Demographics** | 30 females, 17 males; 29 Black, 18 White |  |
| **School Administrators** | Certified |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| All academic teachers are certificated | Lack of Student Academic support staff | Reading Specialist |

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| **20-21 Priorities Prioritized areas of *Need* for 20-21 based on needs assessment/data analysis** |
| **Leadership:** By May 2021, school leadership will retain 90% of staff by demonstrating demonstrate  school leadership around:  1)   all staff understanding and support of trauma informed practices and being a culturally responsive schools;  2) instructional and support staff attaining confidence in curriculum  planning , use of data, and implementation of student engagement strategies; and 3) developing a professional culture of high expectations,  recognition of successes, and collaboration  as evidenced by 90% of staff retained. . |
| **Reading:** Improve ELA Proficiency rates by developing teachers in quality reading interventions |
| **Mathematics:** Improve Math Proficiency rates by developing in quality reading interventions |

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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: | Students will maintain and increase math proficiency scores on local and standardized assessments by the end of the school year. |
| Why? | Students lack the fundamental skills for math proficiency. |
| Why? | Students didn’t master fundamental math skill in grade K-5. |
| Why? | Math teachers don’t know how to plan their lesson for differentiated instruction. |
| Why? | There is a lack of time for Math teachers to provide all the necessary interventions. |
| Why? | Students lack opportunity In-person instruction. |
| **Root Cause** | Math teachers needs additional training around the skills needed to achieve Missouri Learning Standards.  Students need access to additional Math intervention resources to practice solving problems on the computer and build fluency. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Poor 6-8 Grade ELA proficiency |
| Why? | There is a lack of quality interventions to support ELA growth for students. |
| Why? | There is a lack of time for ELA teachers to provide all the necessary interventions. |
| Why? | The majority of the teaching staff in other content areas lack strategies to support struggling readers. |
| Why? | Carr Lane does not have reading intervention positions to assist with pull-out interventions. |
| Why? | Teachers need additional development with Guided Reading intervention. |
| **Root Cause** | As the culture of literacy evolves at Carr Lane, Principals will have to create time for quality interventions to assist tier 2 and tier 3 students. Teachers are developing their skills in assessing students to determine whether students require remediation and intervention. They need more time together to develop quality instructional materials to foster reading growth. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Teachers and staff need a sense of feeling competent and confident, being “in control,” fulfilling their mission in why she/he became a teacher, and supported by supervisors and colleagues |
| Why? | Poor classroom management / struggling staff member |
| Why? | Low self-confidence and feeling unsuccessful as a teacher, |
| Why? | Stressors brought om by the Covid 19 Pandemic |
| Why? | Fewer opportunities for P.D. Due to Covid 19 Pandemic |
| Why? | Feeling of isolation due to Covid 19 Pandemic |
| **Root Cause** | Teacher confidence and competence to fulfill his/her purpose and motivation to grow and continue. |

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? |
| By sending policy home with students, posting on the website and parent portal. The parents sign agreement return (reminder through robo-calls & newsletters) making sure they have read and understand the policy. |
| What are the strengths of family and community engagement? |
| Engagement with parents and having an area for them to take time speaking with the parents when they come in for concerns, wanting to do a school tour, having workshops for parents, answering any question about MAP testing. Reaching out to parents with phone trees. |
| What are the weaknesses of family and community engagement? |
| Communication from teacher to parent. To keep working phone numbers of families. Successful use of Parent Portal. Transportation for families to attend meeting at the school. |
| What are the needs identified pertaining to family and community engagement? |
| Transportation for families to attend meetings, lunch menu, uniforms. Need committed volunteers. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the School wide plan? |
| Parents are invited to participate in the School wide plan by the School. Parents are invited by newsletters, email and phone calls. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| They are invited to participate in the Review and Revision Meetings, which are held in the Spring. They are allowed to make comments and criticisms. |
| How is timely information about the Title I.A program provided to parents and families? |
| Newsletter, School Reach, School Website, Phone Calls, Email |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Open House; parent Teacher Conferences, Family Literacy Night and one-on-one Parent Conferences. |

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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? |
| Ensuring child gets adequate sleep and nutrition, provide space and time for homework, check student work, read newsletters each month, attend Parent Teacher Conference, attends school daily and on time, check parent portal daily, |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Students are instructed by certified teacher’s , teaching grade level skills and concepts, maintain accurate student records, teachers improve their skills by attending mandatory professional development opportunities provided by the district, address needs of students, communicate with parents, provide a physically and emotional safe learning environment, use variety of teaching methods |
| Please provide assurance that the school is:   * Conducting parent-teacher conferences at least annually, during which the compact shall be discussed * Issuing frequent reports to parents on their children’s progress * Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities * Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand |
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| **School Capacity for Involvement** |
| How does the school provide assistance to parents in understanding the following items?   * Missouri Learning Standards * Missouri Assessment Program * Local Assessments * How to monitor a child’s progress? * How to work with educators to improve the achievement of their children |
| Academic Instructional Coach provides information to families |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| Workshops for parents are provided throughout the year. Additional workshops are provided as needed. |
| 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? |
| SLPS provides monthly professional development for staff. Family and Community Engagement provides several workshops for parental training |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| By telephone, parent teacher conferences, parent engagement, letters sent home by mail and newsletters, report cards, home visits, meetings initiated by parent/school, Email, parent portal, newsletter, resource room for 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. |
| Student and parent involvement in after-school activities. Partnerships with community partners, such as TRIO education talent search, Girl Scouts, Better Family Life, Junior Achievement and 4-H Club |
| **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 |
| Parents and family members who have limited English proficiency, disabilities, migratory children. Provides information and school reports in a format and language parents understand. |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| The strengths of Carr Lane’s Family and Community Engagement are sponsoring parent workshops to assist families with MAP testing. We also have an open door policy of our principal and quick access of staff through e-mail. Also parents attending school activities.  The weakness of our Family and Community Engagement would be communication from teacher to parent, also to keep working phone numbers of families. The lack of the use of parent portal, and transportation for families to attend meeting at school. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| During the 2020-2021 academic year, Carr Lane has attempted to focus on its areas of need of its data from 2019-2020 assessment data. It is our objective to support students with achieving their best academically, socially, and emotionally through their middle school experience.  Towards that end, we are focused on implementing high quality instruction in Reading, Math, and English Language Arts in addition to increasing student attendance and improving the culture of the school.  Engagement with parents and having an area for them to take time speaking with the parents when they come in for concerns, wanting to do a school tour, having workshops for parents, answering any question about MAP testing.  Communication from teacher to parent. To keep working phone numbers of families. Successful use of Parent Portal. Transportation for families to attend meeting at the school. |

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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*   1. Improve tier one reading instruction through professional development and implementation of guided *reading.* 2. Teachers will use assessment data to plan teaching and re-teaching strategies. |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
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| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | **X Pillar 3:**  **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| 2021 Opening of School roster will illustrate the School leader retained at least 80% of teachers rated proficient or distinguished on the PBTE from  2021-2022 and the School leader will have retained at least 90% of first-year teachers. | | | | |
| **Leadership Development Plan** | | | | |
| Based on your need's 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   X Establishing a positive culture and climate  X Becoming an effective instructional leader | | | | |
| **Priorities:**  In addition to traditional support for new teachers including mentors, district orientation, and St. Louis Plan and traditional opportunities to support  and grow teachers;  1a. Leading development of Trauma informed practices and being a culturally responsive school to be embedded in the school’s  daily operation and the leaders’ attention to students and adults.  1b. Leading development of a professional culture of high expectations, staff support, recognition of successes, and collaboration  2. Leading development in instructional and classroom management skills of successful teachers and staff members to instill requisite competence, sense of success, and self-confidence | | | | |
| **Funding source(s):** Comprehensive funds | | | | |

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| **Priority # 1** | * 1a. Leading development of Trauma informed practices and being a culturally responsive school to be embedded in the school’s daily operation and the leaders’ attention to students and adults. * 1b. Professional development for leaders in understanding and Leading development of a professional culture of high expectations, staff support, recognition of successes, and collaboration | | |
| **Evidence-based strategy** | Yearlong training and monitored practices of Trauma informed practices; becoming a culturally responsive school; and culturally responsive pedagogy (through content, pedagogy, AND relationships with students). Yearlong training and monitored practices in culturally responsive pedagogy, TESA, and research-informed practices in content delivery, pedagogy, and relationships with students. | | |
| **Cost to support implementation of strategy:** | Cultural Responsiveness High Expectations Culture of Inclusion PD · Restorative/Classroom Management @ =$10,000.00 · Principal / School Leader Professional Development in: Instructional Supervision, Leading school culture, leading change and talent/strengths management $10,000.00 · Alive and Well Training · Extra-service pay for Alive and Well; Culturally Responsive Pedagogy; Instructional Practices $10,000 | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| Principal and school leaders’  development review and year-long  implementation plan of goal  strategies and professional  development plan for all staff  established  Principal and leaders’ demonstration  of proficient in depth of  understanding of school culture,  change, and culturally responsive  pedagogy structures (to be embedded  in opening of school meetings and  school-year comprehensive plan  Principal begun process to know  each teacher and staff member  his/her strengths and talents,  motivation, and goals for year | Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) Principal provides evidence of “developing” school culture development (high expectations, indicators on School Culture rubric) Principal cites examples of knowing each teacher and staff member and his/her progress and sense of membership in school. | Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) Principal provides evidence of “meets expectation” school culture development (high expectations, indicators on School Culture rubric) Principal cites examples of knowing each teacher and staff member and his/her continued progress and sense of membership in school. | Staff Survey of all staff on school climate and culture, professional self-confidence, understanding and implementation of trauma informed and culturally responsive pedagogy practices Student Survey on teacher expectation, membership, engagement, and culturally responsive school indicators (ex. Tripod survey) 90% new teacher and staff and 80% all staff retention. |

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| **Priority # 2** | 1. Leading development in instructional and classroom management skills of successful teachers and staff members to instill requisite competence, sense of success, and self-confidence | | |
| **Evidence-based strategy** | Yearlong training and monitored practices of Trauma informed practices; becoming a culturally responsive school; and culturally responsive pedagogy (through content, pedagogy, AND relationships with students) and classroom management. Build each teachers instructional strengths and competence and sense of command through Supervisor training and implementation of culturally responsive pedagogy, TESA, classroom management and de-escalation strategies, and research-informed practices in content delivery pedagogy, and relationships with students to develop, improve, and monitor/feedback teacher practice | | |
| **Cost to support implementation of strategy:** | **See Above** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| Principal and school leaders’  development review and year-long  implementation plan of goal  strategies and professional  development plan for all staff  established  Principal and leaders’  demonstration of proficient in  depth of understanding of school  culture, change, and culturally  responsive pedagogy structures (to  be embedded in opening of school  meetings and school-year  comprehensive plan  Principal begun process to know  each teacher and staff member  his/her strengths and talents,  motivation, and goals for year | Principal, school leaders, and staff participation and demonstration of implementation of TESA, classroom management, culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) Principal cites examples of and walkthrough with supervisor observations data and review of lesson plans indicate 100% of teachers approaching or proficient in classroom management, student engagement, and motivating lessons. Principal cites examples of support and intervention strategies with any teachers | Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) Principal cites examples of and walkthrough with supervisor observations data and review of lesson plans indicate 100% of teachers proficient in classroom management, student engagement, and motivating lessons. Principal cites examples of support and intervention strategies with any teachers struggling in categories above Principal holds “stay” conversations with staff | Staff Survey of all staff on school climate and culture, professional self-confidence, understanding and implementation of trauma informed and culturally responsive pedagogy practices Student Survey on teacher expectation, membership, engagement, and culturally responsive school indicators (ex. Tripod survey) 90% new teacher and staff and 80% all staff retention. |

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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | **X Pillar 4:**  **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| 80% of students will show growth in reading by May 2022 on the STAR Reading assessment. | | | | |
| **Reading Plan** | | | | |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. Implementation of Tier 2 and 3 strategies, and coinciding professional development to improve reading and ELA proficiency of students who are 2+ years behind in reading.  2. Implement comprehensive\* literacy instruction and coinciding professional development to improve reading proficiency across all content areas and Tier 1 in all ELA classes through across-content reading comprehension strategies and incorporating Guided Reading in ELA classes) | | | | |
| **Funding Source(s): Comprehensive Funds** | | | | |

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| **Priority # 1** | 1. Implementation of Tier 2 and 3 strategies, and coinciding professional development to improve reading and ELA proficiency of students who are 2+ years behind in reading. | | |
| **Evidence-based strategy** | * 1.Implementation and staff training using evidence-based assessment and reteaching strategies and programs including MobyMax, Scantron-identified and Renaissance (STAR)-identified links * 2. Expand schedule to provide increased time for ELA and additional period for reading intervention instruction and tutoring.to match student need | | |
| **Cost to support implementation of strategy:** | * IXL English Learning ( $3,150), * MobyMax ($3,995) * SIPPS * Learning Center Workshop * Extra-service (after-school) and embedded Professional Development ($10,000) * Micro-credential or Certification Coursework (per semester) ($\_\_\_\_\_\_\_) * Reading Professor/Specialist to implement program development (guided reading), professional development, and coursework. ($80,000) * after-school extra-service pay for tutoring ($\_\_\_\_\_) | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| See Below |  |  |  |

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| **Priority # 2** | Implement comprehensive\* literacy instruction and normed and district common formative assessments and coinciding professional development to improve reading proficiency across all content areas and Tier Improve reading instruction in all ELA classes \*(across-content reading comprehension strategies and incorporating Guided Reading in ELA classes) | | |
| **Evidence-based strategy** | * Leaders and Staff training and Implementation of reading comprehension resources (I will send specifics) and instructional strategies utilized across-content areas routinely * Staff training, lesson development, and Implementation of STAR, Scantron, and District Common Formative Assessments; Guided Reading units, Guided Reading templates for ELA and Readers Workshop lessons, Guided reading centers in ELA, | | |
| **Cost to support implementation of strategy:** | Reading PD All content $2,500.00 a day X 8 = $20,000.00 Reading Coach & P.D. @ 80,000.00 | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of ELA and requisite support  staff analyzed previous-year  student assessments and growth  Principal, Teachers, and support  staff will have received training in  Tier 2 and 3 reading programs;  ELA class interventions; use,  analysis, and reteach strategies of  data normed and district common  formative assessments | 50% of students show .50 GLE and SGP growth on STAR and Scantron-scaled score progress indicators “at or above” growth on Scantron assessment; and proficient on District Common Formative Assessments Walkthrough observations and review of lesson plans indicate 100% of teachers approaching or proficient implementing Tier 2 and 3 evidence-based strategies and reteach strategies based on assessments in ELA | 50% of students show .5 GLE and SGP growth on STAR; and Scantron-scaled score progress indicators “at or above” growth on Scantron assessment; and proficient on District Common Formative Assessments Walkthrough observations and review of lesson plans indicate 100% of teachers proficient implementing Tier 2 and 3 evidence-based strategies and reteach strategies based on assessments in ELA | 50% of students show .5 GLE and SGP growth on STAR and Scantron-scaled score progress indicators “at or above” growth on Scantron assessment; and proficient on District Common Formative Assessments Walkthrough observations and review of lesson plans indicate 100% of teachers proficient implementing Tier 2 and 3 evidence-based strategies and reteach strategies based on assessments in EL |

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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** | **X Pillar 3:**  **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** | | | | |
| 75% show improvement when assessed throughout the school year based on STAR growth percentile, Scantron Growth measures, and District  Common Formative Assessments and will improve 1 assessment category (ex. Basic to proficient or Q1 to Q2) in mathematics by May 2022 based on  MAP. | | | | |
| **Mathematics Plan:** | | | | |
| Based on your need's 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. Implementation of Tier 2 and 3 intervention strategies and coinciding professional development to identify and “fill” gaps in  student prior knowledge and for continuous improvement student proficiency of performance on assessments of mathematics  standards.  2. Implement quality mathematics instruction and coinciding professional development for all students’ (Tier 1) continuous  improvement on mathematics and motivational relevant corollary standards in STEAM and computer science (coding) | | | | |
| **Funding Source(s):Comprehensive Funds** | | | | |

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| **Priority # 1** | Implementation of Tier 2 and 3 intervention strategies and coinciding professional development to identify and “fill” gaps in student prior knowledge and for continuous improvement student proficiency of performance on assessments of mathematics standards. | | |
| **Evidence-based strategy** | * Staff training in-depth analysis “unpacking” mathematics standards and implementing evidence-based programs including Scanton-identified and Renaissance (STAR)-identified links and reteaching strategies based on district Common Formative Assessments to fill identified “gaps” in learning and Tier 2 and 3 instruction * double-dose mathematics instruction and tutoring | | |
| **Cost to support implementation of strategy:** | Tutoring Two afterschool busses, four days per week for supplemental instruction/activities – 8 hours per week @ $240 X 31 weeks = $7,440, 4 tutors, 2X per week for 31 weeks = $6,324 | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 75% of Mathematics teachers  and requisite support staff  analyzed previous-year student  assessments and growth.  Principal, Teachers, and support  staff will have received training  in Tier 2 and 3 mathematics  programs and class interventions;  use, data analysis, and reteach  strategies of data normed and  district common formative  assessments | 60% of mathematics teachers have identified students’ proficiency on standards (“the basics”) and begun “gap filling” Tier 1, 2, and 3 instruction 80% of students are at 50th%ile SGP or higher on STAR; “at or above” growth on Scantron assessment; and proficient on District Common Formative Assessments Walkthrough observations and review of lesson plans indicate 100% of teachers approaching or proficient implementing Tier 2 and 3 evidence-based strategies and reteach strategies based on assessments in mathematics | 60% of students are at 50th%ile SGP or higher on STAR; SGP growth on STAR; “at or above” growth on Scantron assessment; and proficient on District Common Formative Assessments Walkthrough observations and review of lesson plans indicate 100% of teachers proficient implementing Tier 2 and 3 evidence-based strategies and reteach strategies based on assessments in mathematics | 50% of students show are at 40th%ile SGP or higher STAR; “at or above” growth on Scantron assessment; and proficient on District Common Formative Assessments 100% of students improve 1 assessment category (ex. Basic to proficient or Q1 to Q2) in mathematics by May 2022 based on MAP Walkthrough observations and review of lesson plans indicate 100% of teachers proficient implementing Tier 2 and 3 evidence-based strategies and reteach strategies based on assessments in mathematics |

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| **Priority # 2** | Implement quality mathematics instruction and coinciding professional development for all students’ (Tier 1) continuous improvement on mathematics and motivational relevant corollary standards in STEM and computer science (coding). | | |
| **Evidence-based strategy** | * Leaders and Staff training in-depth analysis “unpacking” mathematics standards; implementing elements of quality planning, instruction, and assessment (eg. Marzano, Bambrick, Hunter, Danielson); and utilizing reteaching strategies based on district Common Formative Assessments to fill identified “gaps.” * Staff training, lesson development. Implementation of STEM and computer science (coding) dedicated courses and incorporation in mathematics classes to motivate student interest and practical application of mathematics standards. | | |
| **Cost to support implementation of strategy:** | * Extra-service (after-school) and embedded Professional Development ($10,000), * Mathematics Professor/Specialist to implement embedded, after-school, and course of study professional development ($30,000) 2 schools shared. | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 80% of Mathematics teachers  and requisite support staff  analyzed previous-year student  assessments and growth.  Principal, Teachers, and support  staff will have received training  in quality planning, instruction,  and assessments to guide Tier  1interventions; use, analysis, and  reteach strategies of data normed  and district common formative  assessments  100% of leaders and teachers participate in Professional Development initiated for teachers raising awareness, orientation to Standards and curriculum framework; pacing guide, and orientation to skills and material | Walkthrough observations and review of data meetings, lesson plans, and instruction (re-teaching) indicate 80% of teachers have begun using data meetings to inform decisions and reteaching. 65% of mathematics teachers approaching proficient or proficient t in five (of seven) Excellent Classroom Tool rubric (Learning objective, Lesson structure and pacing, formative assessment, Student Engagement and Participation, and Questioning and Feedback) | Walkthrough observations and review of data meetings, lesson plans, and instruction (re-teaching) indicate 80% of teachers have begun using data meetings to inform decisions and reteaching 80% of mathematics teachers approaching proficient or proficient in five (of seven) Excellent Classroom Tool rubric (Learning objective, Lesson structure and pacing, formative assessment, Student Engagement and Participation, and Questioning and Feedback) | Walkthrough observations and review of data meetings, lesson plans, and instruction (re-teaching) indicate 80% of teachers have begun using data meetings to inform decisions and reteaching 80% of mathematics teachers proficient in five (of seven) Excellent Classroom Tool rubric (Learning objective, Lesson structure and pacing, formative assessment, Student Engagement and Participation, and Questioning and Feedback) |

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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**