**2021**

**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**

**2021 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan |  |

**SECTION 1**

**School Profile**

 **Accountability Plan Template**

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

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| **Improvement/Accountability Plan**  |
| **Focus of Plan (check the appropriate box):*** **LEA**

**X School**  | **Name of LEA: Kenneth Griffin****Name of School: Yeatman-Liddell Middle School****School Code: 2080** | **Check if appropriate** **X Comprehensive School  \*\*\*Requires a Regional School Improvement Team*** **Targeted School**
* **Title I.A**
* **Autonomous**
 |
| **Date:** |  |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** |
| **School Vision:** Yeatman-Liddell is the preferred middle school in St. Louis city fostering excellence in academic achievement, leadership and character in order for scholars to successfully complete post-secondary endeavors. |
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| **One plan may meet the needs of a number of different programs. Please check all that apply.****Title I.A School Improvement** **Title I.C Education of Migratory Children** **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk****Title II.A Language Instruction for English Learners and Immigrant Children****Title IV 21st Century Schools****Title V Flexibility and Accountability****Individuals with Disability Education Act****Rehabilitation Act of 1973****Carl D. Perkins Career and Technical Education Act****Workforce Innovation and Opportunities Act****Head Start Act****McKinney Vento Homeless Assistance Act****Adult Education and Family Literacy Act****MSIP****Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.**

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| **School Planning Committee** |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Kenneth Griffin |  | 314-261-8132 |
| Dean | Whitney Hooks |  | 314-261-8132 |
| Academic Instructional Coach | Paris Bateman |  | 314-261-8132 |
| Family Community Specialist | Byron West |  | 314-261-8132 |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) | Natalie Walker |  | 314-261-8132 |
| ISS/PBIS Staff (if applicable) | Dorothy Culley |  | 314-261-8132 |
| Teacher | Delores Smith |  | 314-261-8132 |
| Teacher | Shirley Everett |  | 314-261-8132 |
| Parent | Ralph Tidwell |  | 314-261-8132 |
| Parent | Kevin Gosa |  | 314-261-8132 |
| Support Staff | Melissa Nash |  | 314-261-8132 |
| Community Member/Faith Based Partner | Will Smith @ St. Louis Dream Center |  | 314- 381-0700 |
| Network Superintendent | Crystal Gale |  | 314-437-8896 |
| *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 5/19**  | 412 | Increased Enrollment |
| **Grade Level Breakdown** | 6th - 160; 7th - 110; 8th - 142 | Yeatman loses students as they progress |
| **Ethnicity** | B - 98.6%; W - 1.4% | Little diversity |
| **Attendance** | 90/90 - 62.8% - ADA - 89.89% | Extremely poor attendance |
| **Mobility** | 46.10% | Challenging to keep consistency of instruction |
| **Socioeconomic status** | 100% | Not an excuse! |
| **Discipline** | OSS – 0 | Virtual Environment |
| **Limited English Proficiency** | 0.00% | N/A |
| **Special Education** | 20.90% | Challenging need better trained support staff |

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| **Strengths** | **Weaknesses** | **Needs** |
| Enrollment size | Poor academic development of students and misbehavior of students | Highly qualified and competent faculty and staff, and high expectations and greater opportunities for academic and non-academic student growth.  |

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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** |  **Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA**  | 2339  (Below Basic Quartile) - 6.7 % of our students are on grade level in ELA | 180 MPI -50% of our students will test on grade level in ELA. | 150 MPI -6.7 % of our students are on grade level in ELA. | Low expectations, inconsistent instructional strategies and discipline enforcement. Poor attendance of staff and students, transition students, students entering Yeatman with low academic records and disciplinary concerns. Covid Precautions pushed students into a virtual school, this was not ideal for growth. |
| **Reading**  | 2473  (Below Basic Quartile) -3.7% of our students are on grade level- STAR Testing | 190 MPI - 50% of the students will test on grade level in reading | 160 MPI -3.7% of our students are on grade level- STAR Testing | Low expectations, inconsistent instructional strategies and discipline enforcement. Poor attendance of staff and students, transition students, students entering Yeatman with low academic records and disciplinary concerns. Covid Precautions pushed students into a virtual school, this was not ideal for growth. |
| **Math** | 2398  (Below Basic Quartile) - 0% of our students are on grade level- STAR Testing | 175 MPI - 50% of the students will test on grade level in math | 145 MPI - 0% of our students are on grade level- STAR Testing | Low expectations, inconsistent instructional strategies and discipline enforcement. Poor attendance of staff and students, transition students, students entering Yeatman with low academic records and disciplinary concerns. Covid Precautions pushed students into a virtual school, this was not ideal for growth. |
| **Science** | 2322  (Below Basic Quartile) -48.2% of the students tested on grade level on the HMH | 180 MPI -75% of the students will test on grade level on the HMH | 150 MPI - 48.2% of the students tested on grade level on the HMH | Low expectations, inconsistent instructional strategies and discipline enforcement. Poor attendance of staff and students, transition students, students entering Yeatman with low academic records and disciplinary concerns.Covid Precautions pushed students into a virtual school, this was not ideal for growth.**Are low expectations coming from teachers? Culture and Climate issue among faculty/staff/students?**  |
| **Social Studies** | Not a tested area |  |  |  |
| **CCR** | Not a tested area |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| **We have 16 certified teachers in content areas. Cafeteria received an A plus across the board for inspections.** | Poor attendance of staff and students, transition students, students entering Yeatman with low academic records and disciplinary concerns. | Qualified teachers in specific content areas, and more support staff. Reading comprehension programs are needed for our student that struggle with reading comprehension. |

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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** | Below average to low | Learning expectations must focus on all students testing at grade level or above when entering 9th grade  |
| **Instructional Programs** | Below average to average | The instructional program must focus on limited direct instruction, instead focusing on teacher as facilitator, Kagan Structures (cooperative learning), PBL, and Modeling. |
| **Instructional Materials** | Average  | Interactive boards, iPads, and desktop computers |
| **Technology** | Average | Update computer labs, iPads, and instructional technology used in PLTW/science courses and technology in the STEAM Lab. |
| **Support personnel** | Need additional teachers | Focus on teaching and learning  |

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| **Strengths** | **Weaknesses** | **Needs** |
| 16 certified teachers, support in content areas in science and reading from district | Poor classroom management, low to poor attendance of faculty/staff, weak instructional delivery  | Additional qualified faculty/staff, PD on classroom management |

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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** |  | PLC’s, workshops |
| **Staff Certification** | Human Resources review all staff for proper certifications prior to hiring.  |  |
| **Staff Specialist and other support staff** | Human Resources review all staff for proper certifications prior to hiring. |  |
| **Staff Demographics** |  |  |
| **School Administrators**  | Human Resources review all administrators for proper certifications prior to hiring. |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| All faculty are certified. | Not all faculty/staff are a fit for the requirements of this school. | Highly qualified faculty and staff, in content, interpersonal relations, and classroom management.  |

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| **21-22 Priorities Prioritized areas of *Need* for 20-21 based on needs assessment/data analysis**  |
| **Reading -** A reading program, reading intervention and specialist, time for reading, professional development for faculty. |
| **Math** – A need for deep understanding of math standards and concepts and improved instructional strategies and implementation. |
| Leadership – The school principal leads a culture/climate of maximum student engagement and leads a culture/climate of high expectations and increased opportunities for growth and improved student culture/classroom oversight.  |

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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: | Teachers and staff need a sense of feeling competent and confident, being “in control,” fulfilling their mission in why s/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?  | * **“adult trauma/stress”** -  low wellness in trauma informed categories,
 |
| Why?  | * struggling **school culture and feeling unsupported**
 |
| Why?  | * poor **classroom management** / struggling staff member
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| **Root Cause**  | Teacher confidence and competence in classroom management and teaching to fulfill his/her purpose and motivation to grow and continue, as well as Covid protocols. |

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| **Root Cause Analysis #2** |
| Need #2 - Please describe the need: | Students unable to read at grade level |
| Why?  | Lack of comprehension skills |
| Why?  | No guided Reading Program  |
| Why?  | No certified/qualified reading teacher |
| Why?  | No reading across the curriculum  |
| Why?  | No reading at home/practice or parental support.  |
| Why? | Improved use of reading block time |
| **Root Cause** | Low expectations, disruptive behavior, and highly qualified staff in classroom management and teaching reading, as well as Covid protocols. |

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| **Root Cause Analysis #3**  |
| Need #1- Please describe the need: | The average of scaled score of students scored in the 1st quartile |
| Why?  | Certified staff struggle with instructional strategies |
| Why?  | Low expectations and disruptive behavior |
| Why?  | Poor classroom management/no classroom procedures.  |
| Why?  | Lack of supplemental support.  |
| Why?  |  |
| **Root Cause**  | Low expectations, disruptive behavior, and highly qualified staff in classroom management and instructional strategies, as well as Covid protocols. |

See page 11of DESE’s LEA/School Improvement guide for sample info: [https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2021.pdf](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?  |
| Parent rep. on principal/school advisory board and Survey Monkey parent survey.  |
| What are the strengths of family and community engagement?  |
| Forms a sense of family, accountability, possible business partnerships, and commitment to student growth. |
| What are the weaknesses of family and community engagement?  |
| Some of the weaknesses include, lack of engagement with community, lack of consistent presence in the building. Families are not as engaged in the Parent Conferences or PTO meetings. |
| More parental involvement at school and at home, ensuring that students are keeping up with their assignments, studying for assessments, and assisting with enforcing proper student behavior and conduct at school.  |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan?  |
| Parent representative participates on principal/school advisory board and information is disseminated through PTA meetings, newsletters, and school website.  |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?  |
| Parent rep. on principal/school advisory board and Survey Monkey parent survey. |
| How is timely information about the Title I.A program provided to parents and families?  |
| Information is disseminated through PTA meetings, newsletters, automated phone calls, and school website.  |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?  |
| PTA meetings, newsletters, and school website.  |

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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 must ensure that students are keeping up with their assignments, studying for assessments, and assisting with enforcing proper student behavior and conduct at school. Parent’s must “check-in” with their child each night. SIS routine checks would be ideal. Also, Teachers will be doing Academic Conversation with every student. Families much engage in this proccess.  |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.  |
| We are focused on creating a positive and supportive school culture and environment in order to provide high caliber instruction and high expectations and opportunities for all students both in and outside of the classroom. |
| 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
 |
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| How does your school provide materials and trainings to help parents work with their children to improve achievement?  |
| Parent University Workshops (helping parents navigate middle school and prepares them for high school) |
| 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?  |
| The school educates school personnel staff, by offering specialize professional development geared towards parents outlook on Yeatman. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school?  |
| Yeatman implement and coordinate parent programs, through a series of parental concerns and surveys expressed to the Family and Community Specialist to find the needs of the 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.  |
|  Since Yeatman has over 50 community partners and resources, During the 2021/2022 school year we will create a matrix in regards to parental concerns and students concerns that will address their needs, as well as update our parent resource center. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: * Parents and family members who have limited English proficiency
* Parents and family members with disabilities
* Parents and family members of migratory children
* Provides information and school reports in a format and language parents understand
 |
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Family and Community engagement strengths by far is the community partners/ resources, Yeatman has over fifty community partners and resources, that are utilize on a daily basis. Our weakness has a lot to do with student’s demographics Yeatman serves students from the entire western and northern corridor of St. Louis City. We have a student body of 362, but only about 60 students live in the 63115 zip code (neighborhood). Therefore parents have several biases, about Yeatman’s neighborhood such as: gang territory, high reputation of crime or just unsafe, which make it hard for parents to come out for parent conferences and other related school events. Another issue Yeatman has a lot of transient students, on record we have about 32 students’ in-transition, but after communicating with parents and students we have about an additional 98 transient students. Our last weakness pertains to the constant inability to contact parents, due to phone disconnection, this is a major obstacle when trying contact parents via phone or robo-calls. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths include the support, resources, agency support, and other contributions to the school.Weakness is in the need for coordination, systems, systemic approach, all-staff awareness, parent/guardian and community involvement and a known single mission, vision, and blueprint for this work. |

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| **Summary of Needs Assessment and Priorities for 2021-2022** |
| *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 2021-20 school year.* See priorities below  |

**SECTION 3**

**The Goals and the Plan**

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

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

**The District advances fairness and equity across its system** | **X Pillar 3:****The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**

**All students learn to read and succeed** | * **Pillar 5:**

**Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership** Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. |
| By May 2022, 100% of the administrators and teachers will be trained in guiding principles for cultural proficiency and model intentional behaviors to foster an inclusive learning environment to include Pre/Post surveys, action steps (following walk-throughs) focused on specific instructional strategies, use of culturally inclusive resources and additional evidence. |
| **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.* Establishing a positive culture and climate
* 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; 1. Establish a culturally responsive school environment by providing leadership development training on trauma informed and culturally responsive practices.
2. Establish a culture of high expectations by participating in leadership development to build a culture of high expectations, staff support, recognition of successes, and collaboration
3. Support a successful re-introduction into the building in a post-covid world
 |
| Funding source(s): Comprehensive funds |

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| **Priority # 1**  | Establish a culturally responsive school environment by providing leadership development training on trauma informed and culturally responsive practices. |
| **Evidence-based strategy**  | Effective implementation of leadership development to improve school culture* Missouri Leadership Development System (MLDS) and SLPS
* Culturally responsive leadership training
* Trauma-informed training (Alive and Well)
* Book Study: *The Culture Code: The Secrets of Highly Successful Groups*
* Effective implementation of PBIS and Restorative Practices to support school culture
 |
| **Cost to support implementation of strategy:** | **MLDS - no cost associated** **PBIS position - $45,000****Trauma informed PD- $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 establishedPrincipal 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 practicesStudent 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**  | Establish a culture of high expectations by participating in professional development to build staff capacity and increase staff support, recognition of successes. It will be critical to also take advantage of our Esports and Steam resources to help facilitate success in the building.  |
| **Evidence-based strategy**  | Effective implementation of the research-based strategies listed below through professional development to increase teacher effectiveness * AIC to lead PD on research-based instructional practices (*Teach Like a Champion 2.0*)
* Understanding by Design professional development for standards alignment and teaching for mastery
* Blended learning training to improve online instruction
* Observation, feedback and 1:1 coaching using the Giving Effective Feedback Model (See it, Name it, Do it).
* Professional development on PBIS systems to improve classroom management
 |
| **Cost to support implementation of strategy:** | * Principal / School Leader Professional Development in: Instructional Supervision, Leading school culture, leading change and talent/strengths management $10,000 (Relay, district sessions)
* Extra-service pay and consultant fees for Alive and Well; Culturally Responsive Pedagogy; Restorative practices and Classroom management, and Instructional Practices $10,000
* Classroom Management Consultant to work with identified teachers, monthly, over a one year period, shared with Carr-Lane **($10,000**)
* Basic Restorative Practices 4 day workshop for 4 staff (Nashville, TN - June 18-21, 2021) $5,960
 |
| **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 establishedPrincipal 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 struggling in categories above  | 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 abovePrincipal 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 practicesStudent 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** | **\*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** |
| 50% of students will grow at least one year 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 direct 1:1 coaching and feedback to improve reading proficiency across all content areas to improve reading comprehension
 |
| **Funding Source(s):** |

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| **Priority # 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**  | Implementation of Tier 2 and 3 strategies and coinciding professional development to improve reading and ELA proficiency of students Implement a tiered system of academic interventions through evidence-based strategies * Utilize evidence-based online program for Tier 2 academic interventions, such as STAR, MobyMax or Achieve 3000
* Utilize standards-based learning activities for Tier 3 academic interventions through provide pull out instruction for reading instruction using research-based reteaching strategies
* Utilize student-friendly trackers created to monitor progress

Effective implementation of targeted small group instruction in ELA utilizing the SLPS standards-based curriculum. * Reading Teacher to provide targeted reading interventions
* Provide evidence-based strategies every two weeks for teachers to incorporate into lessons
* Implement a targeted tutoring plan during weekly after school interventions
* Afterschool professional development on ELA best practices and using leveled libraries for instruction
 |
| **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 ($20,000), Extra-service funds and substitute funds for optimum professional development - ($10,000)Supplemental Instructional Teacher - $67,222 |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| 100% of ELA and requisite support staff analyzed previous-year student assessments and growthPrincipal, 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. Double-dose ELA scheduling provided through Read 180 intervention on alternating days | 75% of students show .75 GLE and SGP growth on STAR; “at or above” growth on Scantron assessment; and proficient on District Common Formative AssessmentsWalkthrough 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 | 80% of students show 1.5 GLE and SGP growth on STAR; “at or above” growth on Scantron assessment; and proficient on District Common Formative AssessmentsWalkthrough 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  | 80% of students show 2.0 GLE and SGP growth on STAR; “at or above” growth on Scantron assessment; and proficient on District Common Formative AssessmentsWalkthrough 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 |

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| **Priority # 2**  | Implement comprehensive literacy instruction and direct 1:1 coaching and feedback to improve reading proficiency across all content areas to improve reading comprehension |
| **Evidence-based strategy**  | Research-based professional development on literacy strategies to improve student outcomes * Literacy PD (LETRS)
* Staff training on implementing guided reading (SLPS Curriculum office)
* Use of STAR data and SLPS curriculum to create common assessments

Highly effective coaching and 1:1 feedback for teachers to increase teacher capacity and student outcomes.* Weekly observations and coaching cycles to increase instructional effectiveness
* Utilize the Giving Effective Feedback Model (See it, Name it, Do it).
* Model best instructional practices for new teachers
 |
| **Cost to support implementation of strategy:** | * See above
* Professional Development Books (listed above) ($5,000)
* Leveled-Book library and workbooks ($20,000)
 |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| 100% of ELA and requisite supportstaff analyzed previous-yearstudent assessments and growth.100% Principal, Teachers, and support staff will have received initial training in Tier 1 reading strategies;100% Principals, ELA teachers, and intervention teachers have received initial training in ELA class interventions and use analysis, and reteach strategies of data normed and district common formative assessments100% Principals, ELA teachers, and intervention teachers have received initial training in Guided Reading  | 75% of students show .75 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 *developing or proficient* implementing Guided Reading; reading across content area strategies; Tier 2 and 3 evidence-based strategies; and reteach strategies based on assessments in ELA | 80% of students show 1.5 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 Guided Reading; reading across content area strategies; Tier 2 and 3 evidence-based strategies; and reteach strategies based on assessments in ELA |  80% of students show 2.0 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 Guided Reading; reading across content area strategies; Tier 2 and 3 evidence-based strategies; and reteach strategies based on assessments in ELA |

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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** | **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** |
| 100% of students will show continuous 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 STAR (and subsequently MAP) |
| **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. Implementation of Tier 2 and 3 strategies and coinciding professional development to identify and “fill” gaps in students’ prior knowledge for continuous improvement proficiency of performance on mathematics assessments
2. Create a STEM culture and increase student achievement by providing students with explicit mathematics instruction aligned to the priority standards
 |
| **Funding Source(s):** |

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| **Priority # 1**  | Implementation of Tier 2 and 3 strategies to identify and “fill” gaps in students’ prior knowledge for continuous improvement and performance on mathematics assessments |
| **Evidence-based strategy**  | Implement a tiered system of academic interventions through evidence-based strategies * Utilize evidence-based online program for Tier 2 academic interventions, such as STAR, MobyMax or Achieve 3000
* Utilize standards-based learning activities for Tier 3 academic interventions through provide pull out instruction for reading instruction using research-based reteaching strategies
* Utilize student-friendly trackers created to monitor progress

Effective implementation of targeted small group instruction in Math utilizing the SLPS standards-based curriculum. * Pacing guides, structured lesson plans and common assessments provided by the curriculum office
* Provide evidence-based strategies every two weeks for teachers to incorporate into lessons
* Implement double dose and after-school math tutoring
* Afterschool professional development on math best practices
 |
| **Cost to support implementation of strategy:**  |  |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| 100% of Mathematics teachers and requisite support staff analyzed previous-year student assessments and growth.100% 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, analysis, and reteach strategies of data normed and district common formative assessments**100% of teachers participate in Professional Development initiated for teachers raising awareness, orientation to Standards and curriculum framework; pacing guide, and orientation to skills and materials** | * Students are conferenced on their progress
* Math goals are updated around the building and students know their progress.
* 100% of mathematics teachers have identified students’ proficiency on standards (“the basics”) and begun “gap filling” Tier 1, 2, and 3 instruction
* 75% of students show 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 approaching or proficient implementing Tier 2 and 3 evidence-based strategies and reteach strategies based on assessments in mathematics
 | * 70% of students are on track to meet their individual growth goal

75% of students will improve 1 category (ex. Basic to 80% of 80% of students show SGP growth on STAR; “at or above” growth on Scantron assessment; and proficient on District Common Formative AssessmentsWalkthrough 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 | * Students can articulate their personal progress.
* 80% of students are on track to meet their personal growth goal.

80% of students show 2.0 GLE and SGP growth on STAR; “at or above” growth on Scantron assessment; and proficient on District Common Formative AssessmentsWalkthrough 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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| **<:`** | Create a STEAM culture and increase student achievement by providing students with explicit mathematics instruction aligned to the priority standards |
| **Evidence-based strategy**  | Utilize research-based strategies to improve student comprehension and engagement* Research-based strategy: Explicit instruction for improved conceptual math understanding
* Research-based instructional strategies: Teach Like A Champion 2.0 strategies to increase student engagement
* Research-based instructional strategies: Marzano – Questioning, cues and feedback
* Understanding by Design and Data Team professional development (ED Plus) for standards alignment and teaching for mastery
* Create a Mathematics Focus Standards Calendar to guide instruction

Create a 1:1 technology rich instructional environment to enhance the instructional model * Provide academic interventions using evidence-based online intervention programs, like Achieve 3000
* Effective integration of technology and multi-media into the mathematics instructional cycle
* Staff training, lesson development, and Implementation of STEM and computer science (coding) through Project Lead the Way
* Utilize a Technology Instruction Coordinator to assist classroom teachers with computer-based intervention professional development and support technology needs
 |
| **>** | Extra-service (after-school) and embedded Professional Development ($10,000), Project Lead the Way training ($8,500), Mathematics Professor/Specialist to implement embedded, after-school, and course of study professional development ($30,000) split with Carr Lane Middle. Equipment for PTLW.  |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| 100% of Mathematics teachers and requisite support staff analyzed previous-year student assessments and growth.All science and computer science teachers have received PLTW training. 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 | Walkthrough observations and review of data meetings, lesson plans, and instruction (re-teaching) indicate 100% of teachers have begun using data meetings to inform decisions and reteaching.75% 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 100% of teachers have begun using data meetings to inform decisions and reteaching100% 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 100% of teachers have begun using data meetings to inform decisions and reteaching 100% 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**