**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**

**2019 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

|  |  |  |
| --- | --- | --- |
| **Section** | **Contents** | **Due Dates** |
| **1** | School Profile, Mission, Vision, School Improvement Planning Committee |  |
| **2** | Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2019-2020 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements |  |
| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan |  |

**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

|  |
| --- |
| **Improvement/Accountability Plan**  |
| **Focus of Plan (check the appropriate box):*** **LEA**
* **School X**
 | **Name of LEA: St. Louis Public Schools****Name of School: Columbia Elementary****School Code: 4420** | **Check if appropriate*** **Comprehensive School** **\*\*\*Requires a Regional School Improvement Team**

 **Targeted School*** **Title I.A**
* **X Autonomous**
 |
| **Date:** | **March 29, 2021** |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** |
| **School Mission:** Columbia will be relentless in providing rigorous learning experiences for all students, empowering them to become globally competitive thinkers |
| **School Vision:** Columbia will be restored to its original prominence as an integral part of the community by partnering with essential stakeholders and empowering students while making academics, attendance and character education its priority. |
| **One plan may meet the needs of a number of different programs. Please check all that apply.*** **Title I.A School Improvement X**
* **Title I.C Education of Migratory Children**
* **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
* **Title II.A Language Instruction for English Learners and Immigrant Children**
* **Title IV 21st Century Schools**
* **Title V Flexibility and Accountability**
* **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.**

|  |
| --- |
| **School Planning Committee** |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | DeShonda Payton | DeShonda Payton | Deshonda.payton@slps.org |
| Academic Instructional Coach | Rosemary Bruce | Rosemary Bruce | Rosemary.bruce@slps.org |
| Family Community Specialist | Roxana Jones | Roxana Jones | Roxana.jones@slps.org |
| SPED Staff (if applicable) | Darcus Burns | Darcus Burns | Darcus.burns@slps.org |
| ISS/PBIS Staff (if applicable) | Carla Charles | Carla Charles | Carla.charles@slps.org |
| Teacher | Grace Conner | Grace Conner | Grace.conner@slps.org |
| Parent | Tonya Dilworth | Tonya Dilworth | Tonya.dilworth@yahoo.com |
| Parent | James Treadway | James Treadway | N/A |
| Support Staff | Brenda Walker | Brenda Walker | Brenda.walker@slps.org |
| Network Superintendent | Rose Howard | Rose Howard | Rose.howard@slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

|  |
| --- |
| **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 3/29/2021** | 196 | Due to the pandemic and transiency and Charter School competition, our enrollment has fluctuated students since the beginning of the year. We are under last year’s enrollment by approximately 29 students. |
| **Grade Level Breakdown** | PreK-11KG- 301st- 272nd-353rd- 324th- 325th- 29 | Our students range in age from 3 years old through 5th grade. We are a newly gifted school serving the entire St. Louis area that includes gifted preschool to 4th grade, general education preschool to 5th grade and special education students in preschool to 5th grade.  |
| **Ethnicity** | African American 99.1%Caucasian 0.9% | We currently do not service any other ethnicities. |
| **Attendance** | Current 90/90: 83.8% | Our attendance has been dramatically affected by the pandemic and has directly been impacted by transportation since our students are specifically enrolled in our site because transportation is a related service. If the bus does not show up for some reason, families are then not able to transport their children. In addition, due to the high mobility rate, students who are homeless or have chronic health issues, tend to have a higher absentee rate, which has adversely affected the current 90/90. The pandemic has adversely affected both in-person but mostly virtual students.  |
| **Mobility** | Approximately 47.5% of our students are in homeless or transition situations of which we are aware.  | Our school is affected by mobility only by losing students throughout the year who relocate due to family situations. Often students move between families and leave and reenter throughout the year. We do often receive students through the Homeless and Transition office because we are very accessible due to transportation. We receive students from every zip code in St. Louis. |
| **Socioeconomic status** | 100% | Our students qualify for additional programs due to their socioeconomic status. Due to high levels of need, our students bring additional needs to school daily; many have housing and food instability, resulting in transportation and attendance challenges. Many have experienced significant trauma, which impacts how they are able to engage in learning. |
| **Discipline** | 0 individual OSS assignments  | Due to having an ISS monitor, we were able to assign students to ISS for portions of the day so that they could remain at school and receive consistent instruction. We also have approximately 5 students who participate in a Social Skills group led by our part time social worker and counselor. Approximately 5 students have a daily behavior chart with a check in/check out intervention led by staff mentors. Due to the pandemic, OSS has decreased to 0% |
| **Limited English Proficiency** | 0% | All our students use English as their primary language. |
| **Special Education** | 5.3% | We have 1 self-contained classroom, PK-5/resource classroom to provide the least restrictive environment for our students. |

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Needs** |
| Our enrollment remained steady (at 196) in spite of the pandemic for the 20-21 school year. Our "open-door policy” , although slightly altered due to the pandemic, provides an opportunity for students to learn and grow with other students different than themselves, from all over the St. Louis area  | Students who are identified with an IEP struggle to meet grade level standards despite interventions. Due to illness, trauma and transportation challenges, we have struggled to meet our attendance goal in the 20-21 school year. | Incentives to continue to encourage students to attend school to maintain attendance rate.ISS or similar position; curriculum specifically designed to meet the needs of IEP students; support in defining a strategy to support students with their diverse needs (counseling, social work, etc.) |

|  |
| --- |
| **Student Achievement*****(Please analyze your achievement data for 20-21 and provide an explanation for the current performance data.)*** |
| **Goal Areas** | **20-21 Performance** | **21-22 goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA**  | MAP: (unavailable)  | MAP: 210 | MAP: 186 MPI |  |
| **Reading**  | BOY: 47.6% Below Basic on STAR MOY: 40.9% below basic on STAR EOY (data unavailable) | 45% of all students will be reading on grade level as measured by the EOY STAR | MOY 40.9% below basic on the STAR  | We have provided PD on Guided Reading, data analysis and instructional mastery analysis this school year. In addition, grade level teams meet twice a month to discuss data and twice a month to discuss instructional strategies and lesson plans. The Leadership Team does specific Guided Reading walkthroughs using a checklist to provide targeted action steps and coaching to improve instruction. |
| **Math****Envisions** | MAP: unavailableBOY 60.7%MOY 46.9% scored below basic on STAR | MAP: 190 MPI90% of the students will be basic, proficient or advanced on the Envisions EOY assessment. | MAP: 144.6 MPIMOY 46.9% below basic on STAR | We provided some in-service on guided math but will focus on providing training in guided math for the 2021-2022 school year. In addition, we are going to give the Envisions placement test in August 2020 and the Envisions end- of-the year test in October and February to monitor skill acquisition. |
| **Science** | MAP: unavailable | MAP: 190 MPI | MAP: 160 MPI | We will continue to utilize our STEM course for students in Pre-K through grade 5. For the 2021-2022 school year, the teachers will be in the STEM lab for all lessons taught by the STEM Lab teacher so that those lessons can be supported in the classroom. |
| **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\**

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Needs** |
| We have shown growth in ELA thanks to concentrated effort establishing and improving Guided Reading and focusing on reading instruction. Students and teachers are setting individual reading goals and sharing them on bulletin boards. | Even though we have shown growth in Math our focus still needs to intensify in grades 2-5 to ensure that all reading, and math skills have dedicated, structured and differentiated instruction and analyzing lesson plans as a grade level. | A teacher is needed to continue to provide LLI instruction to those students in the primary grades. Resources to assist in efficiently differentiating instruction across all content areas to support students in achieving individual growth goals. Time for across grade level planning for articulation is needed. Accessible and easy-to-understand pacing guides scaffolded across grade levels; teachers need additional support in order to be able to internalize end of year outcomes, analyze curriculum pathways to mastery. |

|  |
| --- |
| **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** | Using data from benchmark assessments (curriculum, Scantron, STAR, SIPPS for Pre-K-2, Envision Unit Assessments), classroom instruction will be tailored to meet students’ reading and math levels and instruction will be scaffolded to achieve aggressive growth goals. Teachers and students alike are expected to set reading goals and math goals each quarter and those goals will be posted outside of the classroom. Teachers are expected to implement strong, rigorous Tier 1 ELA instruction; teachers are expected to lead 3 separate 20 minute Guided Reading groups each day; teachers have dedicated time each day in an intervention block, to reteach and remediate key content based on instructional data from our Weekly Data Meetings. Teachers will implement guided math practices and have two twenty-minute guided math groups at least three times a week.  | Setting goals that are available for all to see motivates students to achieve their goal and allows teachers to reflect on their instruction and plan to meet their individual reading and math goals for themselves. Meeting students at their instructional level can still be achieved with rigor and relevance. Staff are becoming more adept at analyzing data and determining student needs but continue to need support with resources to plan and delivering rigorous, scaffolded instruction.  |
| **Instructional Programs** | K-2 ELA: *Wonders* curriculum (Center for the Collaborative Classroom) Guided Reading/Balanced LiteracyPK-2 Phonics: SIPPSK-5 Math: *Envision 2.0* (Pearson) Guided Math K-5 Science: *Exploring Science* (National Geographic/Cengage)PreK-5 Science: *Mystery Science**Super Kids* for the classes of gifted students.K-5 Social Studies: NystromPhysical Education Music Art Special Education (multiple models: resource, inclusion, self-contained cross categorical, autism)ESOL (multiple models: co-teaching and pull-out) | Columbia students are provided an intense, individualized instruction based and planned upon student needs. However, there does need to be a more cohesiveness established between the subject areas and the programs are should support one another and not act as separate entities. If we are going to prepare out students to be academically successful, their learning needs to be integrated across the curriculum and each curricular area should support the other. A good writing and grammar component is needed for ELA.  |
| **Instructional Materials** | K-2: trade books and big booksLeveled book roomEngage ELA WondersSIPPS EnVision Math and manipulativesMYSci and Nat Geo Science Mystery ScienceNystrom Social Studies Missouri Learning Standards PK-5: Classroom libraries updated with relevant and diverse texts to increase student engagement in literacy | We continued with the implementation of the Mid-course correction. Network-wide effort at analyzing and effectively implementing existing curriculum materials (Engage, EnVision) should be smoother and more effective by implementing from at the beginning of the school year. |
| **Technology** | iPads for Pre-K and 2nd -5th 3-6 Desktop computers in each classroom 2 computer labs Promethean boards and/or projectors in all rooms | IPads are desperately needed for Kindergarten and first grade. Having iPads in Preschool and then the students not using them again until 2nd grade creates a huge instructional and technological learning gap.  |
| **Support personnel** | AIC 1.0 FTESTEM Teacher – 1.0 FTELibrary Aide - .5 FTEPre-Kindergarten Teacher’s Assistants – 1.0 FTESpecial Education Teacher’s Assistant 1.0 FTESocial Worker - .7 FTECounselor – 1.0 FTESecretary – 1.0 FTENurse- 1.0 FTEBuilding Substitutes: 1.0FCS .5 FTE | Columbia has an extremely small support staff. Out students are in trauma throughout the school year and there is little to no support for this since the social worker is split with another school. In addition, there is no support for the large SIPPS groups, student tutoring and intervention or any other student needs that may arise. Columbia needs a Psychometrist who will regularly attend SIT and RED Meetings and who will test our students in a timely manner when the students qualify by not constantly asking for additional information. We are very good at documenting information on our students who are referred but seem to have a difficult time getting the students tested.   |

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Needs** |
| Availability of rigorous curriculum (specifically, Engage) and coaching teachers to internalize lesson plans leads to a stronger delivery of instructional and are strengths at Columbia. In addition, having a full time AIC has benefitted the teachers and the students as she has been able to assist with classroom instruction, planning, lesson plan revisions, developing and revising classroom management plans and coaching teachers using the cognitive coaching model.  | Although the staff at Columbia wears many hats to meet the needs of our students, we could do more to support classroom teachers and student learning. There is no time for articulation between grade levels so the opportunity to internalize and tailor instruction for the grade level above is limited. We need to continue to refine and perfect our guided reading and guided math instruction. | Additional technology and instructional resources in grade Kindergarten, first and second grade to improve preparedness for MAP testing is a major need at Columbia. In addition, we need to have two full time permanent substitute teachers and a full-time social worker to meet the needs of our struggling families, improve attendance, and continue quality instruction when a teacher is absent.  |

|  |
| --- |
| **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** | 16/18 classroom teachers are certified. (Two teachers are currently seeking certification)1-2 years: 73-5 years: 75 + years: 4 | We begin the year with all positions filled with certified teachers. However, we have a young staff who require specific coaching to improve instruction. Weekly Data Teams target standards for instruction, as well as observations and coaching cycles to identify action steps. |
| **Staff Certification** | 93% staff are certified Counselor- certifiedSocial Worker – non certified | Staff vary in experience in the field, and pre-service teacher preparation varies widely across time, regions, and post-secondary pathways.  |
| **Staff Specialist and other support staff** | AIC STEM Science Teacher 0.5 Librarian 3 Pre-Kindergarten Teacher’s Assistants 1 Instructional Care Aides 0.5 FCS 0.7 Social Worker Counselor ISS Monitor | STEM Science Teacher is a tremendous value add and primarily responsible for growth in MAP Science scores.  |
| **Staff Demographics** | 88% female/12% male76% African American /24% Causation  | Certified staff are primarily African American. Non-certified staff are primarily African American. Most staff are female. School leadership and certified staff reflect demographics of school.  |
| **School Administrators**  | Principal certified with Ed. S Degree and currently seeking Superintendent Degree; 6 years in role Academic Instructional Coach -2 years in role | Leadership team participates in professional development opportunities and is actively continuing education.  |

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Needs** |
| Columbia hosts a smaller staff roster, however, we are employed to meet individual students needs in the classroom. Staff support one another in addressing the many needs of students.  | Some of the instructional team and staff do not reflect the demographics of our students and community.  | We are grateful for the support of Shut It Down and district-led training in culturally responsive leadership practices. Continued support and focus are necessary.  |

|  |
| --- |
| **21-22 Priorities Prioritized areas of *Need* for 21-20 based on needs assessment/data analysis**  |
| Leadership: Lack teacher retention, tools, and practice at coaching through a lens of culturally responsiveness in classrooms. |
| Reading: Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA.  |
| Math: Increase the number of students demonstrating mastery of math standards and grade level proficiency on the MAP assessment in Math.  |

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

|  |
| --- |
| **Root Cause Analysis #1**  |
| Need #1- Please describe the need: | Leadership: teacher retention |
| Why?  | Leaders do their best to recruit and retain staff who are culturally responsive. At the same time, many job candidates do not reflect the community served, and neither do veteran staff and school leadership. Additionally, district operations around human resources and labor unions add to the challenge of securing a culturally responsive staff. |
| Why?  | Leaders do not have access to efficient or systematic methods to “onboard” staff around a common vision for culturally responsive practices. |
| Why?  | Leaders struggle to draw a connection between the concept of cultural responsiveness and school-based student support. All staff often operate with a mindset rooted in discipline and with a diminished emphasis on teaching and support. |
| Why?  | Staff grapple with a feeling of hopelessness due to lack of identifiable and systematic supports to address student needs. Staff exert a tremendous amount of energy to support students, minus the appropriate training or culturally responsive framework. |
| Why?  | Leaders lack the time and resources to effectively coach staff around instruction and academic achievement as well as culturally responsive practices. The necessary difficult and deep conversations are often deprioritized due to limited time. |
| **Root Cause**  | Leaders require a strong vision, a systematic approach, and support from the district in order to lead staff towards culturally responsive practices that address students social and emotional needs and close gaps in academic achievement. |

|  |
| --- |
| **Root Cause Analysis #2** |
| Need #2 - Please describe the need: | Math: Increase the number of students demonstrating mastery of math standards and grade level proficiency on the MAP assessment in Math. . |
| Why?  | Teachers do not understand how deploy an instructional model of gradual release using curriculum materials provided. Teachers struggle to accurately determine which instructional pieces are rigorous and necessary for mastery. |
| Why?  | Teachers demonstrate a content knowledge gap in math. As a result, instruction often centers on procedures and computational steps to solve problems rather than conceptual understanding. As a result, students often perform poorly on previously taught or out-of-context math topics. |
| Why?  | Teacher planning does not factor in alignment between assessment and instruction, including a spiral review of skills beyond the current unit of instruction. |
| Why?  | Planned math instruction rarely or superficially connects to real-world context or problems, decreasing student's engagement, understanding, and ability to transfer skills across units of instruction and other content areas. |
| Why?  | Leaders mirror the same gap in mathematical content knowledge as teachers. |
| **Root Cause**  | Teachers struggle to plan and execute rigorous, relevant instruction that achieves deep conceptual understanding of mathematical topics at a pace appropriate to close gaps in performance. |

|  |
| --- |
| **Root Cause Analysis #3**  |
| Need #1- Please describe the need: | Reading: increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA. |
| Why?  | Teachers struggle to conceptualize district-provided curriculum and appropriately supplement with rigorous materials.  |
| Why?  | Teachers display knowledge gaps in ELA content, learning standards, and alignment to state assessments. Specifically, teachers lack in understanding the connection between standards and assessments, and how content is the vehicle between the two. |
| Why?  | A limited skill set around ELA best practices makes for difficulty in adapting and strengthening lessons as needed. As a result, differentiation is weak, and rigor remains low. |
| Why?  | The mindset of teachers is that students are not able to perform at high levels, and teachers have not been held accountable for producing results. Over time, this has resulted in a warped perspective of what grade-level appropriate instruction looks like as well as the most effective methods for achieving growth. |
| Why?  | Making meaningful use of student data is a challenge, especially when operating alongside unclear and misunderstood expectations for performance. Misaligned or inappropriately modified instructional materials do not produce useful student data. |
| **Root Cause**  | Teachers lack the time and resources to achieve deep understanding of ELA learning standards, curriculum, and state assessments while also maintaining the necessary pace of growth in order to close gaps in performance. |

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>

|  |
| --- |
| **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?  |
| Upon registration, parents and caretakers receive the Columbia Parent and Student Handbook. In this document, expectations and opportunities for parent involvement are outlined. With that, parent/guardian signature is required on the signature page which agrees to the terms and conditions outlined in the Columbia Parent Student Handbook as well as the guidance provided by St. Louis Public Schools for conduct. Furthermore, it is the expectation that up-to-date contact information is kept on file in the Columbia office for ease of communication.  |
| What are the strengths of family and community engagement?  |
| Columbia has been successful in collaborating with community to gain more resources for our families. Our parent participation at any/all events has increased. Columbia has cultivated strong relationships with the following community partners:  Ready Readers Little Bits Foundation Hopewell Foundation  Gateway Greening  Missouri Botanical GardenSt. Louis Zoo Christian Church of MId-America Disciples of Christ Big Brother Big Sisters Program* + Girl Scouts of America
	+ JC Supper Club

Our partnerships have proven fruitful in that community members and families have donated time, clothes, school supplies, and attend every event at Columbia. Columbia works hard to promote community engagement among our students as well. In the 2019-2020 school year we have conducted the following fundraisers for our local community families:Bobo's Pizza Fundraiser Masquerade Ball FundraiserIn addition, Columbia makes every effort to support the health and wellbeing of our families. Partnerships with Kid’s Vision for Life, Afinna Healthcare-Dental, Springboard, and Healthy Kids-Better Learners allow students to receive regular physicals, screenings for vision, hearing, and dental health along with mental health support. |
| What are the weaknesses of family and community engagement?  |
| A barrier to strengthening family and community relationships is transportation. Columbia is a gifted public school with numerous of buses, cabs and, daycare vans that transport our students from all over the St. Louis city area. For many parents, transportation to and from Columbia is challenging.  |
| What are the needs identified pertaining to family and community engagement?  |
| Columbia would like to foster additional partnerships with nonprofits and agencies positioned to provide social and emotional support to students and families. Columbia would like to boost our online footprint in order to build a stronger brand and open more channels for communication and engagement. Currently, Columbia supports a St. Louis Public Schools webpage as well as a Twitter page. Strategic planning to grow those platforms is an identified need. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the School wide plan?  |
| Each year, Columbia holds an annual parent meeting to invite our parents to be a part of the next school year planning of Columbia’s Title I Parent Involvement plan. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?  |
| Parents are welcomed and invited to all monthly and annual meetings. Parents are encouraged to give feedback to help improve each school year. |
| How is timely information about the Title I.A program provided to parents and families?  |
| Notification to families are given out multiple ways: Newsletters / Calendars (monthly)  Robo calls (weekly) Flyers School website/ Twitter page |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?  |
| Classroom teachers send home monthly newsletters/calendars outlining current events and curricular focus. Monthly newsletters/ calendar also provide parents with updates on district and state assessments: STAR, Scantron, and MAP. Alongside learning topics and dates for testing, Flyers are often sent feature tips for productive test-taking (emphasis on importance of attendance, plenty of rest, “brain food,” etc.). Each semester parents and caretakers are invited to Parent-Teacher Conferences where individual student progress towards assessment goals are shared. Columbia coordinates with parents unable to attend district-scheduled conferences in order to set up meetings on other dates or over the phone. Outside of district-scheduled Parent-Teacher Conferences, teachers are available to discuss student progress before and after school as well as their plan time. Many parents also communicate regularly with Columbia teachers via phone/email. |

|  |
| --- |
| **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?  |
| * Make sure that my child is on time, in school uniform, and strives for 100 percent attendance.
* Establish a time and place for homework and work with my child to get it handed in the next day.
* Attend parent conferences, student support meetings, family activity nights, and school activities.
* Participate, as appropriate, in decisions relating to my child’s education.
 |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.  |
| * Actively plan and prepare lessons for every student’s individual needs.
* Cultivate a positive classroom environment for students.
* Ensure that the instruction communicated clearly and accurately and engages students in learning.
* Communicate consistently with parents and/or guardians about the social and academic progress of students.
* Provide opportunities for parents to participate in decisions about the education of their child.
 |
| 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
 |
| * The compact is shared with families at Registration in August, and Parent-Teacher conferences are conducted once each semester.
* Quarterly progress reports, quarter report cards, and semester report cards are provided.
* Staff are available to families via telephone at school, district-provided email addresses, and for scheduled parent-teacher conferences. Outside of conferences, staff may meet with families during their prep time or before or after school.
* All staff utilize Class Dojo as a communication tool in addition to those listed above.
 |

|  |
| --- |
| **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
 |
| Bi-annual Title I meetings are held to provide parents with current performance data. In addition, parents are provided information regarding assessments, strategies to improve academic growth and their child’s progress every 4 weeks through progress reports, report cards; monthly class newsletters, and Bi-Annual Parent Conferences. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement?  |
| At our Fall Open House Night, families are invited to visit students’ classrooms to gain hands-on experiences in their child’s learning environment and hear strategies for partnering at home.  |
| 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?  |
| Staff will be educated and trained in regular PD and staff meetings in best practices in engaging and communicating with parents in efforts to support students at school. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school?  |
| Parents receive classroom newsletters that explain what students will be learning and doing each week. Parents are also invited to monthly family events, which build relationships between school, teacher and family. |
| 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.  |
| Resources for parents are in the FCS office, as well as outside of the FCS office on the main level. Monthly PTO meetings are held to engage and encourage parental involvement, and families are encouraged to participate in a variety of school activities through information given in the school newsletter, calendar, webpage and Facebook page. |
| **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
 |
| Columbia facilities are accessible with a wheelchair lift and an elevator. Families in transition receive support from our FCS, school social worker, and counselor in concert with the St. Louis Public Schools Office for Students in Transition. |

**Summary Statements**

|  |
| --- |
| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Parent communication via phone calls, conferences, PTO events, newsletters, school and district handbooks, and social media such as Twitter and Class Dojo is a growing strength for Columbia. Columbia has done well with developing strong relationships within the community. There are several strong community partnerships adequately providing support for our students and families. Family attendance during special events and conferences continues to be one area for improvement. Since our families live in all areas of the city, transportation to and from Columbia to attend school events continues to be a barrier to our parental attendance.  |

|  |
| --- |
| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Since we are a gifted school that focuses on common core curriculum our students are exposed to different learning groups with instructor present. Our gifted school status provides one weaknesses of our school, parental involvement. Our families come from all areas of the city of St. Louis. Due to this, transportation to and from the school interferes with some families attending events or appearing at school. |

|  |
| --- |
| **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.* Columbia has made significant gains in several areas during the 20-21 school year. First, we established a strong school culture using protocols from the Harvard Relay School. These structures include entry to building, morning meeting, classroom management plans around a classroom theme, Student greeting at doorway. This work has decreased interruptions in the overall learning time for students. Our leadership team has continued to coach and lead teachers in the highest leverage action step to improve instruction on a weekly basis. In addition, we implement the protocol of the Weekly Data Meeting to review student learning data towards mastery and plan re-teaching.Several key areas we have identified for growth are increased development in our community partnerships; we would like to foster additional partnerships with nonprofits and agencies positioned to provide social and emotional support to students and families. Providing parent workshops with transportation is an area for growth for our school. Furthermore, Columbia our online footprint could be improved in order to build a stronger brand and open more channels for communication and engagement. In the area of instruction, we realize all teachers need to develop skills in planning for rigorous instruction and have begun to implement Guided Math to meet the diverse needs of our students. This work will require support and attention so that it is effective in the 21-22 school year.  |

**SECTION 3**

**The Goals and the Plan**

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

**The District creates a system of excellent schools** | **X Pillar 2:****The District advances fairness and equity across its system** | * **Pillar 3:**

**The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**

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

**Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership** Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. |
| 1. School leaders will retain at least 80% of teachers rated proficient on distinguished on the PBTE from 2021-2022 to 2022-2023 school year.
2. School leaders will retain at least 90% of first-year teachers.
 |
| **Leadership Development Plan** |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*X Providing high-quality professional development to teachers X Supporting first year teachers Creating systems to establish a clear focus on attaining student achievement goals* Creating a collaborative and data-driven culture through PLCs

*X Establishing a positive culture and climate* * Becoming an effective instructional leader
 |
| **Priorities:** 1. Developing a professional culture of high expectations, staff supports recognition of outstanding work, and collaboration.
2. All staff understanding and support of trauma informed practices and being a culturally responsive school
 |
| **Funding source(s):** N/A |

|  |  |
| --- | --- |
| **Priority # 1**  | Developing a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration.  |
| **Evidence-based strategy**  | Missouri Leadership Development Series Relay School of Education protocols Weekly Data MeetingsObservation/ Feedback CyclesLesson Plan Internalization |
| **Cost to support implementation of strategy:** | N/A |
|  |  |
| **Priority # 1**  | All staff understanding and support of trauma informed practices and being a culturally responsive school.  |
| **Evidence-based strategy**  | Site-based staff led PDDistrict Led PD |
| **Cost to support implementation of strategy:** | N/A |
| **Indicators of Success** |
| **Beginning of Year**  | **December** | **February/March** | **May** |
| * Create minute by minute schoolwide routines and procedures with 100% of staff in preparation for upcoming school year.
* Establish achievement criteria and activities for monthly school-wide celebrations
* 100% of teachers receive training on WDM, O/F cycles, Lesson plan internalization
* Weekly classroom walkthroughs resulting in 90% action steps from management trajectory (Relay protocols)

  | * 100% of certified staff participate in school-wide practice of targeted operational procedures
* Average of 70% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations.
* Weekly classroom walkthroughs result in 50% action steps from Management Trajectory and 50% from Rigor Trajectory (RELAY protocols)
* Observe teachers implementing RELAY protocols 2 times per month and maintain 50-90% of observations in tracker
 | * 100% of certified staff participate in school-wide practice of targeted operational procedures
* Average of 75% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations.
* Weekly classroom walkthroughs result in 20% action steps from Management Trajectory and 80% from Rigor Trajectory (RELAY protocols)
* Observe teachers implementing RELAY protocols 3 times per month and maintain 90% of observations in tracker
 | * 100% of certified staff participate in school-wide practice of targeted operational procedures
* Average of 80% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations.
* Review and revise school wide routines and procedures for the next school year with 100% of staff.
* Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols)
* Observe teachers implementing RELAY protocols each week and maintain 90% of observations in tracker
 |

|  |
| --- |
| **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** |
| EOY STAR will show that 50% of students grades 2-5 without an IEP are reading at/above grade level. MOY STAR will show an increase from BOY STAR that indicates a trajectory of growth to meet this goal (growth of 50% of deficit from BOY to MOY). EOY STAR will show that 50% of students grades 2-5 with an IEP will grow by one academic year. MOY STAR will indicate an increase from BOY STAR.  |
| **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:**  |
| Improving implementation of curriculum and ELA instructional best practices, building teacher capacityDeepen staff knowledge of reading instructional practices, phonics instruction, and best practices in guided reading instruction  |
| **Funding Source(s):** N/A |

|  |  |
| --- | --- |
| **Priority # 1**  | Improving implementation of curriculum and ELA instructional best practices, building teacher capacity |
| **Evidence-based strategy**  | Guided Reading lesson plans from Jan Richardson Relay coaching protocols (Weekly Data Meetings, Observation and Feedback, Lesson Plan Internalization)Engage ELA curriculum (3-5 grades)Standards based instructionThe follow up would be for the team to observe and provide immediate feedback and action steps. |
| **Cost to support implementation of strategy:** | N/A |
|  |  |
| **Priority # 2** | Deepen staff knowledge of reading instructional practices, phonics instruction, and best practices in guided reading instruction |
| **Evidence-based strategy**  | SIPPS (PK-2)High quality professional development focused on literacy – specifically phonics and guided reading. Teachers would be to effectively implement the program with fidelity yielding a 10% increase/gain for each student. The team would follow-up with intermittent assessments.  |
| **Cost to support implementation of strategy:** |  |
| **Indicators of Success** |
| **Beginning of Year** | **December** | **February/March** | **May** |
| * 100% of general education students and 60% of special education students complete baseline STAR Reading assessment.
* 100% certified staff trained on Guided Reading expectations (instructional and environmental) and corresponding checklist for classroom walkthroughs
* Teachers conduct STAR Reading assessment monthly and reconfigure Guided Reading groups according to data. Teacher and student collaboratively establish individual growth goal.
* Leaders calendar 6 Guided Reading professional development sessions for 2019-2020 staff meetings and district-wide professional development days
* 100% of students complete STAR reading and SIPPS initial assessments.
 | * Monthly STAR Reading assessments indicate 60% of general education students and 20% of special education students are on track to meet goal.
* Leaders conduct classroom walkthroughs with Guided Reading checklist in 100% of general education classrooms and 40% of special education classrooms
* Teachers conduct STAR Reading assessment monthly and reconfigure Guided Reading groups according to data. Teacher and student monitor progress toward individual growth goal.
* Leaders facilitate 3 Guided Reading professional development sessions based on trends from weekly observations and coaching cycles
* On MOY STAR, 35% of students will be reading at or above grade level (assuming 20% on grade level at BOY).
 | * Monthly STAR Reading assessments indicate 80% of general education students and 30% of special education students are on track to meet goal.
* Leaders conduct classroom walkthroughs with Guided Reading checklist in 100% of general education classrooms and 40% of special education classrooms
* Teachers conduct STAR Reading assessment monthly and reconfigure Guided Reading groups according to data. Teacher and student monitor progress toward individual growth goal.
* Leaders facilitate 3 Guided Reading professional development sessions based on trends from weekly observations and coaching cycles
* On Q3 STAR, 42% of students will be reading at or above grade level.
 | * EOY STAR Reading assessments indicate goal for general education and special education growth achieved.
* Leaders conduct classroom walkthroughs with Guided Reading checklist in 100% of general education classrooms and 40% of special education classrooms
* Teachers and student analyze STAR Reading assessments and determine achievement of individual growth goal
* Leaders analyze observation and coaching cycle data as well as Guided Reading professional development feedback surveys to quantify Guided Reading growth and celebrate with staff
* On EOY STAR, 50% of students will be reading at or above grade level
 |

|  |
| --- |
| **Goal #3 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * **Pillar 1:**

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

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

**The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | **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 #3: Mathematics** |
| Each grade level from 2nd to 5th grade will show 80% of general education students score 80% or higher on each EnVision Unit Assessment. Each grade level from 2nd to 5th grade will show 40% of special education students score 40% or higher on each EnVision Unit Assessment.  |
| **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. Effective implementation of lesson plan internalization and gradual release in mathematics instruction utilizing EnVision.

2. Mastery data determines students for small-group instruction in math standards to be utilized during independent practice time in gradual release.  |
| **Funding Source(s): N/A**  |

|  |  |
| --- | --- |
| **Priority # 1**  | Effective implementation of lesson plan internalization and gradual release in mathematics instruction utilizing EnVision.  |
| **Evidence-based strategy**  | EnVision Math Relay coaching protocols (Weekly Data Meetings, Observation and Feedback, Lesson Plan Internalization)  |
| **Cost to support implementation of strategy:**  | N/A  |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| * 100% certified staff trained on Guided Math expectations (instructional and environmental) and corresponding checklist for classroom walkthroughs
* Leaders develop monthly observation schedules specifically for Guided Math observations and feedback
* Leaders calendar 4 Guided Math professional development sessions for 2020-2021 staff meetings and district-wide professional development days
 | * Leaders conduct classroom walkthroughs with Guided Math checklist in 100% of general education classrooms and observe 70% implementation. Similarly, 40% of special education classrooms observed with 60% implementation.
* Leaders conduct 1 classroom observation and coaching cycle per week (general education and special education)
* Leaders facilitate 2 Guided Math professional development sessions based on trends from weekly observations and coaching cycles
 | * Leaders conduct classroom walkthroughs with Guided Math checklist in 100% of general education classrooms and observe 90% implementation. Similarly, 40% of special education classrooms observed with 70% implementation.
* Leaders conduct 1 classroom observation and coaching cycle per week (general education and special education)
* Leaders facilitate 2 Guided Math professional development sessions based on trends from weekly observations and coaching cycles
 | * Leaders conduct classroom walkthroughs with Guided Math checklist in 100% of general education classrooms and observe 100% implementation. Similarly, 40% of special education classrooms observed with 80% implementation.
* Leaders conduct 1 classroom observation and coaching cycle per week (general education and special education teachers)
* Leaders analyze observation and coaching cycle data as well as Guided Math professional development feedback surveys to quantify Guided Math growth and celebrate with staff
 |

|  |  |
| --- | --- |
| **Priority # 2**  | Mastery data determines students for small-group instruction in math standards to be utilized during independent practice time in gradual release.  |
| **Evidence-based strategy**  | EnVision Math Relay coaching protocols (Weekly Data Meetings, Observation and Feedback, Lesson Plan Internalization) |
| **Cost to support implementation of strategy:** | N/A |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| * Leaders guide teachers to calendar all EnVision Unit Assessments for 2020-2021 including flex time
* Weekly Data Meetings establish tool to track student growth towards stated goal for EnVision Unit Assessments as well as mastery of prioritized math learning standards through spiraled reteaching cycles
 | * Teachers submit Guided Math lesson plans and revised EnVision calendars to AIC weekly for regular check on pacing
* Tracking tool indicates 70% of students are on track to meet goal (80% or higher on each EnVision Unit Assessment for general education and 40% for special education)
 | * Teachers submit Guided Math lesson plans and revised EnVision calendars to AIC weekly for regular check on pacing
* Tracking tool indicates 75% of students are on track to meet goal (80% or higher on each EnVision Unit Assessment for general education and 40% for special education)
 | * Teachers submit Guided Math lesson plans and revised EnVision calendars to AIC weekly for regular check on pacing
* Tracking tool indicates 80% of students are on track to meet goal (80% or higher on each EnVision Unit Assessment for general education and 40% for special education)
 |

**DeShonda Payton\_3/29/2021 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Network Superintendent Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Superintendent Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**State Supervisor, School Improvement Date**