**SLPS Accountability Plan Template 2021-2022**



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

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

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

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

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

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

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

**School Name: Woodward Elementary**

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

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA**   **X School** | **Name of LEA: Dr. Carla Cunigan**  **Name of School: Woodward Elementary**  **School Code: 6210** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School**   **X Title I.A**   * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission: We are committed to inspire a community of learners who are safe, respectful and responsible.** | | |
| **School Vision: Our vision is to provide an environment where our students are motivated to achieve educational and life goals.** | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  **X Title I.A School Improvement**   * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **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 | Dr. Carla F .Cunigan |  | carla.cunigan@slps.org |
| Assistant Principal | n/a |  |  |
| Academic Instructional Coach | Mrs. Angela Ewing |  | angela.ewing@slps.org |
| Family Community Specialist | Mr. Von Smith |  | von.smith@slps.org |
| ESOL Staff (if applicable) | Ms. Lisa Zambito |  | lisa.zambito@slps.org |
| SPED Staff (if applicable) | Ms. Lori Carter |  | lori.carter@slps.org |
| ISS/PBIS Staff (if applicable) | Mr. Richard Shaw |  | richard.shaw@slps.org |
| Teacher | Mrs. Beverly Tretter |  | beverly.tretter@slps.org |
| Teacher | Ms. Sondra Jarnegan |  | Sondra.jarnegan@slps.org |
| Parent | Mrs. Stella Voyles |  |  |
| Parent | Ms. Carrie Daniels |  |  |
| Support Staff | Mrs. Fatima Warren |  | fatima.warren@slps.org |
| Community Member/Faith Based Partner | Mr. Antoine McFadden |  |  |
| Network Superintendent | Mrs. Karen Jones |  | karen.jones6@slps.org |
| *Social Worker* | Kathleen Wright |  | kathleen.wright@slps.org |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 6/3/21** | 249 | Our enrollment has decreased from the previous school year. We had 21 families that were in transition this past school year that moved out of our attendance area. This number is not accurate due to some families not communicating to school their status. |
| **Grade Level Breakdown** | Pre K–18, Kdg.-32, 1st-36, 2nd-33,  3rd -42, 4th-29, 5th-59 | Due to the enrollment in 4th grade we had 3 classrooms. All other grades had 2 sections in each. |
| **Ethnicity** | B-75.5%; W-13.1%; H-8.2%; A-3.3% | Our enrollment for African American is not a true reflection for the diversity that is within our student population. A number of our students are from various countries in Africa. |
| **Attendance** | 90/90- 56.8%  ADA – 83.6% | High transient area, families experiencing trauma, tragedy and grief. Interventions: check – in groups, weekly and monthly incentives, home visits. Social worker collaboration with DJO, daily phone calls, attendance celebrations |
| **Mobility** | 13.9% | We have several families in transition. Multiple families experience some form of TRAUMA and as a result transportation and family care is at risk. This school year our staff suffered a major loss from 2 students that were killed in a house fire. The percentage may not be correct due to some families not communicating that they are in transition. |
| **Socioeconomic status** | 100% | We receive assistance from Operation Food Search. The Assistance League currently assists families with uniforms, coats, under clothing, and shoes throughout the year. |
| **Discipline** | OSS-0 | Our goal for the school year was 7 out of school suspensions. We had several unique occurrences this school year that caused students to have to be suspended from school. We worked very hard to keep this from occurring however these incidents were out of our control. |
| **Limited English Proficiency** | 32% | Our ELL population has decrease over the last year. Our current enrollment is 70. |
| **Special Education** | 11% | We have 1 cross cat rooms in our building. It services K-5th grade students. We also have another Sped teacher that services our resource students in K-5th grade. She provides push in and pull out services. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Our students in the ELL population increased their scores on ACCESS. Our 1st grade students increased by 1.0 year. Our 2nd grade students showed an increase by .8 months. | High levels of mobility, students in transition, and with our high number of ELL families – communication with families is a barrier. We need to work o classroom management and student behavior continues to impact learning. We need to continue to find ways to increase our attendance even with the high transient population. | We are working on professional development in the following areas: ELL office to assist with communication and needs of students. Restorative Justice training to assist with strategies to address behavioral concerns. CPI Training to provided additional strategies and techniques in de-escalation for staff when addressing behavioral concerns. |

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| **Student Achievement**  ***(Please analyze your achievement data for 2020-21 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** | n/a |  |  | Due to Pandemic the MAP was not taken. Attached are our STAR scores school wide for ELA and Math. |
| **Reading** | n/a |  | 22.6% of the students scored at or above the 66th percentile.  20% scored between the 35-65 percentile, and 57.4% scored below the 35 percentiles. | Lack of high-quality instruction across all grade levels in guided reading. Teachers needed more in-depth training in what guided reading and guided math. Teaching virtually for small group instruction was not the best for all students, especially those that struggle academically. |
| **Math** | n/a |  | 9.8% of the students scored at or above the 76th percentile. 10.4% scored between the 51st and 76th percentile. 12.1% scored between the 26th and 51st percentile and 67.6 scored below the 26th percentile. | Our math scores for K-3 showed improvement; however, in 4th and 5th our students struggled knowing basic facts in addition, subtraction, multiplication, and division. Fractions is another area that our students struggle with. |
| **Science** | n/a |  | n/a | Lack of quality science instruction. Inconsistent science instruction in grades Kdg. - 3rd grade. Literacy levels directly impact science scores. |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| * Woodward is a diverse student population. 32% of our student population is from another country. * Woodward’s partnership with the Assistance League has allowed us to house a uniform room with school supplies, book bags, uniforms, coats, and underclothing to help those families in need. | * Our enrollment has decreased in the past 5 years. Many families are in transition and moving out of our attendance area. * Students in transition has a negative impact on the school meeting its attendance goal. * Virtual Learning was a weakness due to students not logging on, parents not understanding how to assist their student at home. Teachers also struggled teaching virtually. | * Principal able to spend more time on instruction, and less time on student behavior. * Support staff able to have laser focus on improving attendance. * In order to continue to decrease out of school suspensions, while simultaneously supporting the teachers and demonstrating a culture of high expectations around student behavior – an In School Suspension room and monitor is needed. * Highly qualified staff member to facilitate PBIS and address student behavior interventions. * Assistance from the Students In Transition office to better support students that need transportation and receiving the transportation in a timely manner so that there is less of an educational impact on attendance. * Begin MAP Prep at the beginning of the school year; making it a regular part of implementation. * Implementation of writing performance tasks to mimic the MAP format. * Alignment between Scantron and MPI performance; the translation of performance scores to MPI. |

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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** | * We were not able to give more detailed information due to schools being closed for the remainder of the school year. We were not able to efficiently manage or give any STAR testing to students to determine their most recent STAR scores in reading or math. | * More intense training using guided reading techniques and the use of the level library are needed to target instruction. * Teachers will continue to use data from Renaissance to target reading instruction. * More accountability needs to be placed on teachers and owning their student data. While we did require teachers to track their data on universal school data trackers, the leadership team finds it necessary to add an accountability piece which would require teachers to summarize and report their data during regularly scheduled PLC meetings. |
| **Instructional Programs** | * SIPPS (Pre K –3rd Grade) * Scantron Achievement Series * Scantron Performance Series * Renaissance Learning * ESOL – co teaching and pull out * Guided Reading – Jan Richardson (Pre K –5th Grade) * Engage ELA * Making Meaning * Being A Writer * Envison 2.0 Grades K-5 * Leveled Books in classrooms and leveled library * Nystrom Social Studies * MySci * Nation Geographic Science | * Training needs to be provided for the staff on the use of Scantron and understanding the data that it provides. * We will be getting additional training from the ELL office next school year to aid our teachers in not only strategies for teaching ELL students but ones that can be used for all students. * We will continue our professional development on the Jan Richardson book and teaching guided reading. * We plan on doing a school wide focus towards writing for the 2021-2-21 school year. This is evident from writing prompts from Engage in grades 3-5 and the lack of transition from 2nd to 3rd grade. |
| **Instructional Materials** | ELA Curriculum Resources:   * Guided Reading w/Jan Richardson Protocols * Engage ELA (3-5) * Making Meaning / Being a Writer (Kdg-2) * SIPPS (Pre K –3rd) | Teachers and administration will construct a literacy framework that will include all components of the new achievement series pre/posttests along with daily lessons, guided reading and engage activities. Specific writing activities per month will also be incorporated. |
| **Technology** | Renaissance Learning (STAR), Scantron, iPads, Laptops, Nooks, Computer lab, Smart Boards, Schoolzilla | The district has currently moved away from Acuity assessments and provided a new format for calculating and assessing student performance. Scantron, an adaptive assessment, is being used to determine student mastery of specific standards. |
| **Support personnel** | Academic Instructional Coach, Building Substitutes, ICA, Counselor, Social Worker, Library Aide, Parent Community Specialist, Nurse, BJC Behavioral Specialist | Weekly Data Team Meetings will allow time for a more focused approach on standard based instruction while targeting student specific needs and learning styles. We also have a change team that meets on a weekly basis to discuss students in need and to train staff on Trauma Informed practices. TIPS training will continue to be an integral component of the school plan. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Collaborative Team Meetings with grade level team weekly. * Teachers have access to technology through computer labs, iPads 2-5th, Nooks, and Smart Boards. | * Significant reading gaps in grades 3-5th as a result of ineffective instruction in guided reading and teacher absences. (One teacher was out on FMLA for about 2 months, another teacher struggled with classroom management and lacked instructional focus in all areas). * Lack of knowledge of specific student performance on district assessments. * Teachers time management to maximize every instructional minute. | * To retrain and give more support to teachers on the Jan Richardson model for guided reading * Schedule on day a month WDM to review the F & P Tracker and discuss student growth in reading. * Additional teacher training how to navigate through scantron / Schoolzilla |

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| **High Quality Professional Staff**  ***(How are you ensuring that all students are taught by a high-quality teacher?)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** | District and Site Based Professional Development  2020-21 Woodward Focus:  TIP – Trauma Informed Practices  Guided Reading | Additional training is needed for teachers to become more reflective and to take ownership for how they choose to address a concern that may escalate a situation.  We realized that our focus on guided reading was not getting to the heart of what our teachers needed to be doing during instruction. We have more of a laser focused approach by using Jan Richardson’s book The Next Step Forward in Guided Reading.  We also are focusing on Guided Math due to our low math scores – Guided Math Strategies – Laney Sammons |
| **Staff Certification** | Pre K / ECSE – 2 Certified  KG – 2 Certified  1st Grade – 1 Certified, 1 Substitute  2nd Grade – 2 Certified  3rd Grade – 2 Certified  4th Grade – 3 Certified  5th Grade – 2 Certified  Related Arts – 3 Certified  2 Cross Cat Teachers  ELL Teachers – 3 Certified | The following will be needed for 2021 -2022 school year:  2 -ICA for SPED classroom |
| **Staff Specialist and other support staff** | Academic Instructional Coach  Counselor  Social Worker  Nurse  Family Community Specialist |  |
| **Staff Demographics** | (34 FTE, 4 PTE,) Females – 34; Males - 4  19 Caucasian – 50%; 19 African American – 50% | Need for staff gender and ethnic diversity |
| **School Administrators** | Dr. Carla F. Cunigan – Principal | We have a great team but have work to do around accountability for ourselves and our teachers. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Woodward Elementary has a very caring staff and one that reflects on what is working and if it’s not how can we make it better. | We did not have an In-School Suspension monitor as we did in the past 2 years. This greatly impacted our staff morale and effectiveness in addressing discipline concerns. We were not able to hire someone for this position until November of this school year. | * We need to continue to provide professional development in the area of guided reading due to the lack of effective implementation of guided reading instruction as evidenced by our STAR test data. * There is also a need to revisit the writing process and create monthly writing prompts to address student writing processes and instruction. Students will benefit from the implementation of the monthly writing performance tasks to respond to writing prompts referencing various sources also to become more proficient writers who develop a well written piece with clarity and following a universal writing rubric. * The leadership team and teachers will review Step Up to Writing to use as a resource during the teaching of the writing process. * An ISS Monitor will be hired and trained in CPI to appropriately address student discipline concerns. * Staff will be trained and use restorative practices as another strategy to address discipline concerns. |

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| **2021-22 Priorities Prioritized areas of *Need* for 2021-22 based on needs assessment/data analysis** |
| Leaders need a strong vision, a systematic approach, and support from the district in order to nurture a healthy school culture by developing a professional culture of high expectations, staff support, recognition of success, and collaboration. |
| Sustainable academic improvements in literacy achievement, including: reading, language and writing. |
| Sustainable academic improvements in mathematics achievement, especially in grade level content knowledge and process and strategies for problem solving. |

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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: | Leaders need the capacity to recruit, support and retain high-quality teachers. |
| 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. These are barriers to retaining staff. |
| Why? | Teachers struggle with classroom management which creates a mindset of low self-confidence and feeling unsuccessful as a teacher. |
| Why? | Leaders struggle to draw a connection between the concept of cultural responsiveness and school-based student support. Staff often operate with a mindset rooted in discipline and with a diminished emphasis on teaching and support, creating a heightened sense of “burn-out” early and often throughout the year. |
| 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 nurture a healthy school culture in which staff want to come to work every day; leaders need support to lead staff towards culturally responsive practices that address students social and emotional needs and close gaps in academic achievement. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Sustainable academic improvements in literacy achievement, including: reading, language and writing. |
| Why? | Teachers lack knowledge of standards and curriculum, and how they work together — inability to name the “gap” in mastery of a grade level standard and identify scaffolded objectives to build up to mastery of a standard |
| Why? | Weekly Data team meetings are not as productive as they could be due to teachers not owning or knowing their data and standards. |
| Why? | Teachers are not held accountable for knowing, implementing or obtaining this information. The Guided Reading/ Balanced Literacy block is not implemented fully or with fidelity – teachers lack capacity and resources to plan and execute high-quality literacy activities that can be completed with a high level of success while the teacher facilitates a guided reading group. Students are not held accountable for learning during Balanced Literacy |
| Why? | Academic Instructional Coach and Principal do more of the heavy lifting. Student behavior and lack of classroom management impact instructional time |
| Why? | Mindset-teachers do not believe our students can perform at high levels, teachers have not been held accountable for results, lack of understanding of what “on grade level” looks like for students |
| **Root Cause** | Teacher capacity in **ELA** and **Reading** instruction need to be stronger and sustainable. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Sustainable academic improvements in mathematics achievement, especially in grade level content knowledge and processes and strategies for problem solving. |
| Why? | Teachers lack knowledge of standards and curriculum, and how they work together — inability to name the “gap” in mastery of a grade level standard and identify scaffolded objectives to build up to mastery of a standard. |
| Why? | A lack of understanding on planning and facilitating a mathematics lesson that follows a cohesive instructional cycle which includes: direct instruction, guided practice, independent practice with embedded opportunities to check for understanding, and an exit ticket directly aligned to a standards-based lesson objective |
| Why? | Teachers struggle to effectively aggressively monitor within the lesson cycle to provide immediate feedback, correct in-the-moment misconceptions, and stop and reteach when needed. |
| Why? | Student behavior and lack of classroom management impact instructional time |
| Why? | Mindset-teachers do not believe our students can perform at high levels, teachers have not been held accountable for results, lack of understanding of what “on grade level” looks like for students |
| **Root Cause** | Teachers need to strengthen instructional practice in **mathematics**, grounded in standards-based backwards planning, strategically utilizing curriculum and resources, and pacing in alignment with state assessment. |

See page 11of DESE’s LEA/School Improvement guide for sample info: <https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf>

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| **School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy? |
| Woodward Elementary provides all parents with a Student Compact that states the agreement between the parent, student, and classroom teacher. This It lists all the responsibilities for the current year. The compact is a document that must be signed by all parties and the principal. |
| What are the strengths of family and community engagement? |
| The small core (10) of parents that participate really do a great job. The core parents assist with breakfast duties, making copies for teachers, working with students one to one in reading and math. They also assist with all school events, field trips, community events and more. It is important to note that 2 of the volunteers do not have children that do not attend Woodward. They impact our community daily. |
| What are the weaknesses of family and community engagement? |
| One of our weaknesses is the involvement in our parent meetings. Many of our parents work and even though we have attempted to have the meetings at various times the attendance is still low. |
| What are the needs identified pertaining to family and community engagement? |
| There are numerous families in financial hardship that many end up in transitional situations, incarceration and experience substance abuse. Our community would benefit from programs that assists families that are in transition with food, job opportunities, clothing, childcare, and other resources. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Parents are notified in a timely manner regarding all planning, review, and improvements for the Schoolwide Plan – Bi-Annual Title I meeting is offered in the fall and the spring. This meeting discuses parent’s right to know, Parent Compact, and the parent involvement plan. In the spring the Review and Revision planning meeting is held to make any changes to Parent Compact, Title I strengths and weaknesses as well as academic achievement. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| All parents are invited and welcomed to attend all PTO meetings. Parents are notified through school newsletters, robo calls, and fliers with an RSVP given. All events held at school have reminders sent home so that parents do not miss special events; (i.e. awards programs, celebrations, promotion ceremonies, picture day, multi-cultural day, parent meetings, etc.). |
| How is timely information about the Title I.A program provided to parents and families? |
| Woodward has a monthly board displayed throughout the building with upcoming events. Monthly newsletter are sent home with these important dates and the information is displayed on our school’s website. We also send home reminders the week of and the day before an event. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Parents can attend the two scheduled Bi-Annual Title I meetings which are offered in the Fall and Spring. The AIC and / or Principal will discuss curriculum, assessments, and MAP achievement levels. Families will also have the chance to look at different boards that highlight students’ progress on Scan Tron, STAR and MAP assessments. At any time parents can make an appointment with their child’s teacher, AIC, FCS and or Principal to discuss any questions or concerns. The school provides awards day celebrations at the end of the year and monthly rewards for improvement on the STAR reading assessment. |

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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? |
| 1. I will reinforce the PBIS rules. 2. See that my child attends school every day and on time. 3. Support the school’s discipline policy. 4. Set aside time at home for homework, review it and see to it that it is complete. 5. Keep in contact with the school and attend Parent/ Teacher Conferences and monthly PTO meetings. 6. Know where and how my child spends his/her free time at home. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| 1. Reinforce the PBIS rules. 2. Hold annual Parent/Teacher Conferences 3. Share information with parents and students’ progress 4. Provide a positive communication line between home and school. 5. Inform students and parents about student progress. 6. Provide assistance for academic achievements 7. Provide appropriate homework assignments. 8. Send report cards home four times a school year. 9. Give input regarding the students' behavior and give academic achievements. |
| 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 |
| Parent teacher conferences are held twice a year where report cards are given to families. Progress reports are sent home quarterly. Parents may volunteer at any time. A volunteer form must be completed and approved by the school district. Parents may also attend field trips or assist with day to day supports at the school. A monthly newsletter is sent home with all important dates to remember and information about the school. Fliers are also sent home with reminders of upcoming events. |

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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 |
| Regularly scheduled PTO meetings provide assistance to parents in understanding the following areas:   * 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 child. * Helping parents understand growth and development of children in multiple stages * Also engaging families with Math, Literacy, Reading and Science nights |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| * Materials and trainings are provided during our PTO meetings and during parent teacher conferences held twice a year. At any time a parent can come to the school to set up a meeting if there are additional questions or concerns. |
| How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners? |
| SLPS has scheduled Professional Development days, which are designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents and families. The district also offers off-site training and professional development opportunities. Nance School also has two monthly scheduled school-wide meetings to address many concerns educationally and professionally. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Parents are given a survey at the beginning of the year to weigh their opinion on programs from the previous year. Also programs that were highly attended is scheduled for families to attend. Parents are also given opportunities to volunteer for events, while receiving timely notification about the events. This will build relationships between parents, school and community. |
| 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. |
| Parents will be given timely notifications of programs and Regular schedule PTO meetings which will help families to be prepared to attend events relative to their children. The parent resource center (area) will be available and visible for parents to use and be fully participating families. Nance will encourage and support parents with the education of their children. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
| Every attempt is made to meet the needs of all students. We use interpreters for meetings, phone calls, and have our newsletter and other forms of communication sent home in the native language. For those students with IEP’s information is also given to them to remind them of their rights and procedures regarding the educational process for their child. |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| The need for strong family involvement starts by the time children are in preschool and continues through high school. The keys to successful partnerships with parents and the community is supported by Joyce Epstein 6 types of Parental Involvement. When we follow this model, it allows parents to be engaged in many areas and will encourage them to continue to support and advocate for their child. Long term objective is for families to empower their children and have the skills necessary to be a productive citizen, while gaining college readiness skills. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths   * CARE team meets regularly to address behavior/attendance concerns * Family Community Specialist sends weekly/monthly newsletters and organizes activities to promote parent involvement * Part-time Trauma Informed Specialist was added to staff to aid students with extreme emotional needs   Weaknesses   * Parental attendance of school events and meetings is low. * Parent’s perception of the school as an organization |

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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2021-22 school year.*   * Alternative discipline training and supports for staff * Outreach materials for parents in transition * Continued supports in the area of being a Trauma Informed School to support students, parents, and staff. |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
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| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| 1. School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2021-202. 2. School leaders will retain at least 90% of first- year teachers | | | | |
| **Leadership Development Plan** | | | | |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*   * Providing high-quality professional development to teachers * Supporting first year teachers * Creating systems to establish a clear focus on attaining student achievement goals * Creating a collaborative and data-driven culture through PLCs * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:**   1. Leaders need a strong vision, a systematic approach, and support from the district to ensure all school staff is both trauma-informed and culturally responsive. 2. Leaders need to maintain a healthy school climate in which staff want to come to work each day, by developing a professional culture of high expectations, staff support, recognition of successes, and collaboration. | | | | |
| **Funding source(s): GOB** | | | | |

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| **Priority # 1** | Leaders need a strong vision, a systematic approach, and support from the district to ensure all school staff is both trauma-informed and culturally responsive. |
| **Evidence-based strategy** | 1. Highly effective leadership professional development in the areas of culturally responsive schools and trauma informed practices:  * Culturally responsive Leadership training / TIPS * Training through our BJC partnership on Restorative Practices  1. Effective implementation of Relay coaching protocols (WDM, O/F, Lesson Plan Internalization) |
| **Cost to support implementation of strategy:** | **n/a** |

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| **Priority # 2** | | Establishing a positive culture and climate:  Leaders need to maintain a healthy school climate in which staff want to come to work each day, by developing a professional culture of high expectations, staff support, recognition of successes, and collaboration. | | |
| **Evidence-based strategy** | | 1. Provide high-quality professional development and follow-up support to teachers in the area of demonstrating high expectations:  * Culturally Responsive Teaching: A Guide to Evidenced-Based Practices for Teaching all Students Equitably * Culturally Responsive Teaching and the Brain  1. Effective implementation of PBIS and Restorative Practices | | |
| **Cost to support implementation of strategy (Optional if schools funds are available)** | | **GOB** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Leader** | \*Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  \*Leader Competency measures and implementation of trauma informed school culture and practices; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support.  \*Conversations with teachers about strengths in preparation of Individual professional development plans | \*Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations  with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)  \*Competency measures and implementation of trauma informed school culture and practices; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support.  \*Provide resources and supports to teachers as identified by gaps in instruction. | \*Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development).  \*Leader Competency measures and implementation of trauma informed school culture and practices; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support  \*Have “stay” conversations with teachers. | \*Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development).  \*Leader Competency measures and implementation of trauma informed school culture and practices; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support.  \*Reflect on progress towards goals for the year, plan for next school year, etc. |
| **Teachers** | \*[Baseline data of Equitable Classroom Practices Observation Checklist](http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf) | \*Continued trajectory of improvement on Equitable Classroom Practices Observation Checklist Practices as evidenced by walkthrough data | \*Continued trajectory of improvement on Equitable Classroom Practices Observation Checklist Practices as evidenced by walkthrough data | \*At least 90% of teachers demonstrating at least 90% of Equitable Classroom Practices as evidenced by walkthrough data |

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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** | | | | |
| By the end of the 2021-2022 school year, 20% of the students will demonstrate growth in reading using their grade equivalent scores, as evidenced by their STAR scores. | | | | |
| **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. Increase teacher capacity around balance literacy with a focus on guided reading. 2. Increase teacher capacity of word study instruction. | | | | |
| **Funding Source(s): GOB** | | | | |

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| Priority # 1 | Increase teacher capacity around balanced literacy with a focus on guided reading. |
| **Evidence-based strategy** | Provide high quality, on –going job embedded professional development using Jan Richardson model for instruction |
| **Cost to support implementation of strategy:** | No cost for training |

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| **Priority # 2** | | Increase teacher capacity of word study instruction. | | |
| **Evidence-based strategy** | | Use of Words their Way  Jan Richardson – Next Step Forward In Guided Reading  Making Words | | |
| **Cost to support implementation of strategy:** | | Cost of Books - GOB | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | \*Baseline STAR Reading Assessments to establish students reading on, below, or above grade level.  \*Identify students reading one or more grade levels below to determine focused instructional needs. Set goals for December STAR assessment | \*STAR will show an increase from BOY STAR that indicates a trajectory of growth to meet the EOY goal of 10% of students reading on or above grade level    \*At least 30% of students scoring Average High on Scantron district benchmark assessments    \*90% 2-5th grade classrooms achieve mastery on 3 ELA standards through Weekly Data Meeting process of developing and monitoring reteaching plans | \*STAR will show an increase from MOY STAR that indicates a trajectory of growth to meet the EOY goal of 10% of students reading on or above grade level    \*At least 50% of students scoring Average High on Scantron district benchmark assessments    \*90% of 2-5th grade classrooms achieve mastery on 5 ELA standards through Weekly Data Meeting process of developing and monitoring reteaching plans | \*EOY STAR will show 20% of students in 2nd – 5th grade reading on or above grade level. |
| **Teachers** | \*All teacher ins grades PreK-5 will be train in guided reading – Ongoing job embedded.  \*As evidence by the Jan Richardson Guided Reading Protocol; at least 75% of teachers demonstrating proficiency in guided reading instruction, | \* As evidenced by the Jan Richardson Guided Reading Protocol at least 80% of teachers demonstrating proficiency in GR instruction. | \* As evidenced by the Jan Richardson Guided Reading Protocol; at least 85% of teachers demonstrating proficiency in GR instruction | \* As evidenced by the Jan Richardson Guided Reading Protocol; at least 95% of teachers demonstrating proficiency in GR instruction |
| **Administration** | \*Weekly classroom walkthroughs result in 90% action steps from Management Trajectory (RELAY protocols)  \* Baseline data collected on teacher proficiency utilizing the Guided Reading/Balanced Literacy Observation Protocol | \*Weekly classroom walkthroughs result in 40% action steps from Management Trajectory and 60% from Rigor Trajectory (RELAY protocols)  \*Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy | \*Weekly classroom walkthroughs result in 10% actions steps from Management Trajectory and 90% from Rigor Trajectory (RELAY protocols)    \*Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy | \*Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols)    \*Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy |

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| **Goal #3 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** | | | | |
| By the end of the 2021-22 school year, 20% of the students will demonstrate growth as evidenced by the STAR Math data and Scantron Assessments. | | | | |
| **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. Small group instruction in math. 2. Develop math skills based on students’ ability. | | | | |
| **Funding Source(s): GOB** | | | | |

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| **Priority # 1** | Small group instruction in math. |
| **Evidence-based strategy** | Tiered Intervention and support (RtI Model) mathematics  Professional development with Guided Math for all staff |
| **Cost to support implementation of strategy:** | n/a |

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| **Priority # 2** | | Develop math skills based on students’ ability. | | |
| **Evidence-based strategy** | | Personalized Learning—students will receive individualized instruction in IXL based on mastery of skills | | |
| **Cost to support implementation of strategy:** | | n/a | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | \*At least of students scoring Average High on Scantron district benchmark assessments and STAR math. | \* At least of students scoring Average High on Scantron district benchmark assessments | \* At least of students scoring Average High on Scantron district benchmark assessments | \* At least of students scoring Average High on Scantron district benchmark assessments |
| **Teachers** | \* During WDM following the RELAY Protocol-teachers will be able to see the gap, name the student error and biggest conceptual misunderstanding and plan for a reteach  \*Teacher exemplar addresses the standard needed for re-teach | \* During WDM following the RELAY Protocol-teachers will be able to see the gap, name the student error and biggest conceptual misunderstanding and plan for a reteach  \*Teacher exemplar addresses the standard needed for re-teach | \*During WDM following the RELAY Protocol-teachers will be able to see the gap, name the student error and biggest conceptual misunderstanding and plan for a reteach  \*Teacher exemplar addresses the standard needed for re-teach | \*During WDM following the RELAY Protocol-teachers will be able to see the gap, name the student error and biggest conceptual misunderstanding and plan for a reteach  \*Teacher exemplar addresses the standard needed for re-teach |

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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**