**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: Oak Hill 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** * **School** | **Name of LEA:**  **Dr. Tina Hamilton**  **Name of School:**  **Oak Hill Elementary**  **School Code: 560** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission:** Oak Hill Elementary is a culturally diverse school community committed to cultivating an environment of academic success and positive character. | | |
| **School Vision:**   |  | | --- | | Oak Hill Elementary strives to ensure every student experience high levels of academic achievement in a positive, nurturing, and safe learning environment where diversity is valued, respected, and celebrated in order to prepare our students to meet the demands of this ever evolving global society. | | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**   * **Title I.A School Improvement** * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

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

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Dr. Tina Hamilton |  | Tina.hamilton@slps.org |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | Ms. Angela Durbin |  | Angela.durbin@slps.og |
| Family Community Specialist | N/A |  |  |
| ESOL Staff (if applicable) | Ms. Samantha Yancey |  | Samantha.yancey@slps.org |
| SPED Staff (if applicable) | Ms. Elizabeth Lawton |  | Elizabeth.lawton@slps.org |
| ISS/PBIS Staff (if applicable) | Mr. Glen Avery |  | Glen.avery@slps.org |
| Teacher | Ms. Mariely Perez |  | Mariely.perez@slps.org |
| Teacher | Ms. Traci Miller |  | Traci.miller@slps.org |
| Parent | Ms. Connie Sanchez |  | Conniebsanchez79@gmail.com |
| Parent |  |  |  |
| Support Staff | Ms. Sherry Andre |  | Sherry.andre@slps.org |
| Community Member/Faith Based Partner | Ms. Lorry Blath  Shaare Emeth |  | Lblath@hotmail.com |
| Network Superintendent | Ms. Karen Jones |  | Karen.jones6@slps.org |
| *Other-Full Service Coordinator* | Ms. Lara Fallon |  | Lara.fallon@slps.org |

**SECTION 2**

**Comprehensive Needs Assessment**

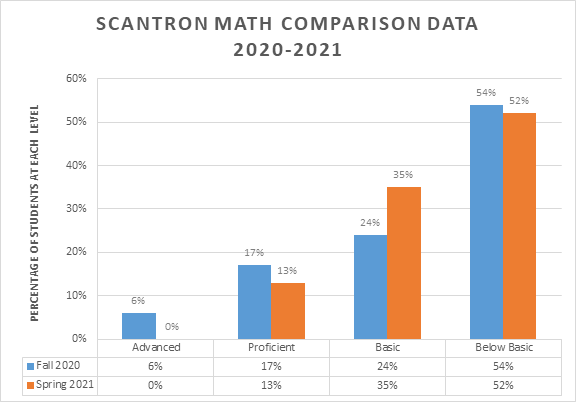
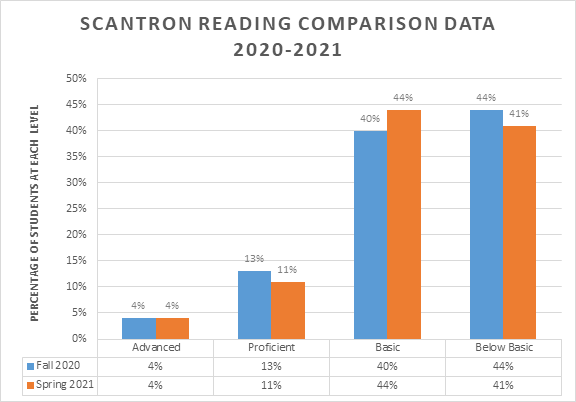
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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 186 | As of 5/20/2021 our enrollment is 186. The enrollment has decreased from 210 in August 2020. Many families have moved to South County or out of state. Three families decided to enroll their children in St. Cecilia |
| **Grade Level Breakdown** | PreK (21 Students); Kindergarten (25 Students); 1st Grade (30 Students); 2nd Grade (32 Students); 3rd Grade (33 Students); 4th Grade (17 Students); 5th Grade (28 Students) | We had a split 1st/2nd classroom due to enrollment. |
| **Ethnicity** | 96 (African American)  35(White)  36(Hispanic)  16(Asian)  3 (Multi-racial) | Oak Hill is a diverse school community with an ELL population over 50%. Please make note that our African students are classified as African-American as that is the only category on our district’s Student Information System (SIS) that would be an appropriate classification. |
| **Attendance** |  | As of 5/22/2021--the 90/90 is 70.7% which is below the goal of 94% but on target to meet the goal. Please make note that this school year we were in the midst of a pandemic and a lot of students and families had challenges navigating virtual learning. Attendance Team Meetings are held weekly and attendance incentives are provided weekly and monthly. Each member of the Attendance Team was assigned students that were below 90% to check on daily. Daily phone calls home by the Social Worker, FCS, and Secretary and staff serving as virtual instructional support to hybrid classrooms to absent students were made. The Social Worker and Full Service Coordinator made home visits as necessary. The Social Worker created an attendance tracker for students below 90% which was updated weekly. |
| **Mobility** |  | We had 2 families in transition. We will continue to support the students and their families that are in transition |
| **Socioeconomic status** | 100% Free/Reduced | We opened our Falcon Market this year sponsored by the St. Louis Food Bank and Fresh Thyme. This is our third year for having our Falcon Closet. The Falcon Closet was sponsored by the National Council of Jewish Women-St. Louis and an area in the closet for Refugee/Immigrant Support sponsored by Alpha Kappa Alpha, Gamma Omega Chapter-Ivy Alliance Foundation as well as a laundry room. Families also receive support from Oak Hill’s Full Service Program. This is our 2nd school year in which the Oak Hill Full Service started the Mobile Food Mart with volunteers from Church at Bevo. International Crisis Aide and Kirkwood Baptist Church also supported Oak Hill families with food boxes and food bags. Our partners at Shaare Emeth, Jubilee Church and Church at Bevo, Panera Bread- Marketing Department also assisted families this year. |
| **Discipline** | 0 | Due to the Covid 19 Pandemic, we did not have ISS or any OSS. |
| **Limited English Proficiency** | 95 students (K-5) =58% | Oak Hill is a diverse school community with an EL population over 58%. Please make note that this percentage does not include our PreK students. |
| **Special Education** | 20 students (K-5) =11% | We have a total of 20 students that receive special education services. More students qualified this school year as teachers are documenting academic concerns and collecting anecdotal data and work samples. Also, the building principal shares the responsibility as the LEA along with the counselor. Oak Hill has one self- contained-cross cat classroom with 1 teacher and 2 ICAs . |

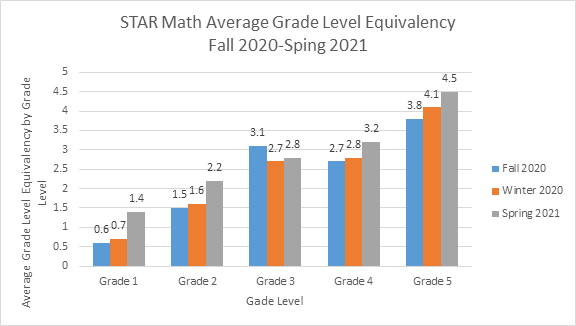
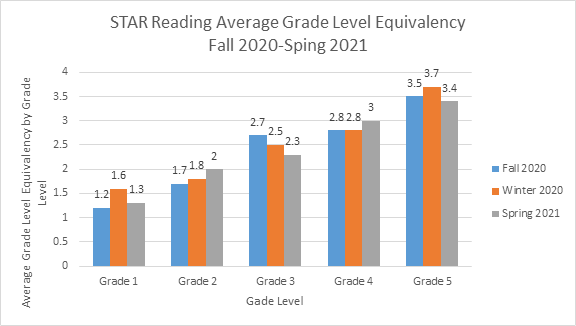
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| **Strengths** | **Weaknesses** | **Needs** |
| * Oak Hill has the largest percentage of EL students in an elementary school outside of Naheed Chapman. * Oak Hill has a Falcon Closet, newly opened Falcon Market and monthly mobile food mart to give families in need additional support as well as a laundry room. The partnerships to bring this to fruition have been very strong and consistent. | * Oak Hill did not have an FCS until January 2021 and she resigned in Febraury 2021. * Enrollment trend for the 2020-2021 has decreased due to several families moving out of the city limits and out of state. | * Increase our enrollment with consistent support from the student recruitment office. * Continue our plan to increase our attendance at the beginning of the year targeting returning students who had below 90%. This will be done by having members of the SST make home visits prior to the start of school giving families a post card with the date that school starts as well as providing a backpack with school supplies. Families will be asked what their needs are prior to the start of school to ensure the student will be in attendance on the first day of school. * Develop a calendar with a designated time each week to have 15 minute parent meetings to share the student’s ADA and discuss next steps for identified students not meeting 90/90. |

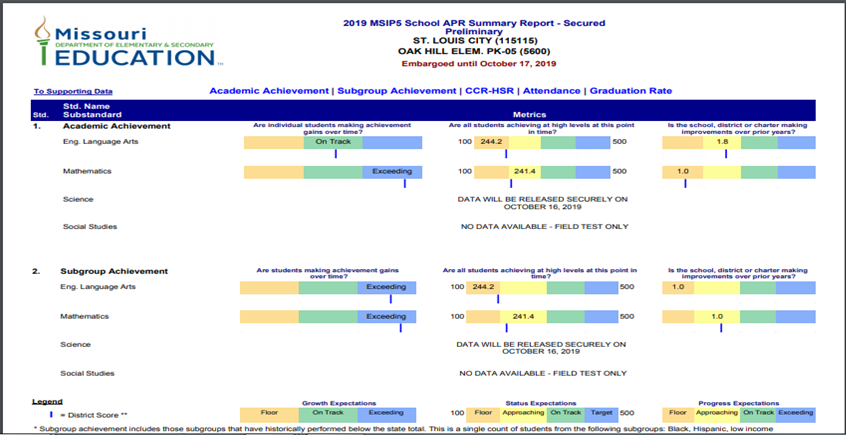
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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **Reading/Language Arts** | 238 | 240 MPI | 238 | * ELA Perf. Data in 2018-19 **256.5** * Hybrid instruction * New residency teacher in 3rd-5th * Focus standards calendar implementation/Data-driven instruction * Writing framework/planning tool * ESOL resource focus on ELA |
| **Math** | 209 | 255 MPI | 209 | * Math Perf. Data in 2018-19 **237** * Hybrid instruction |
| **Science** | NA | 300 MPI | NA | * Hybrid instruction * New 3rd-5th Science teacher |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| * MPI in ELA was within close range of the MPI goal set for the 19-20 school year. * Successful hybrid instruction and technology/computer-based programs implemented in departmentalized grades 3-5. * Writing focus in grades K-5 to teach the various forms of writing throughout the year. * Growth in STAR Reading from fall to spring in grades 1st, 2nd and 4th * Growth in STAR Math from fall to spring in grades 1st, 2nd, 4th and 5th * According to 2018-19 MAP data, student demonstrated adequate growth over time as indicated by being on track in ELA and exceeding in Math. | * Far from MPI goal in Math according to the Performance Series data * Consistency in incentivizing student growth and achievement on assessments and computer-based programs * Limited time in the day limited consistent guided reading and other intervention opportunities. * Writing was a focus in ELA only. * Standards-based grading was not implemented until 2nd semester in grade 3; teachers were not prepared for this implementation. * No 4th or 5th graders scoring advanced on the Spring Performance Series Reading assessment. * No significant growth on ELA and Math Scantron from the fall to spring. * 3rd and 5th grade demonstrated a regression from fall to spring in STAR Reading. * 3rd grade demonstrated a regression from fall to spring in STAR Math. * According to 2018-19 MAP data, students are on the floor in ELA and approaching in regard to their achievement levels. | * Improved system for standard-based assessment set at the beginning of the year along with a focus calendar and tracker to include assessment and intervention data in all subject areas and across grade levels K-5. * An incentive plan/calendar for the year set by principal and AIC at the start of the school year. * Structured time for guided reading and intervention in ELA and Math. * Intensive training in curriculum and guided reading for 3-5 ELA teacher resident. * Focus on writing across the content areas. * Review standards-based grading system and highlight focus standards in the beginning of the school year. * Use Scantron data from the fall to plan individualized interventions to close gaps in reading and in math. * Focus on math intervention to close specific learning gaps while continuing to implement Reflex math programs. * Begin MAP Prep at the beginning of the school year; making it a regular part of the instructional day. * Continue to focus on teacher-made assessments; need for high rigor resources for teachers to use for assessment exemplars. * Continue to implement weekly writing performance tasks to mimic the MAP format (reference two pieces of thematic texts); Need to purchase a program with high quality, paired texts to use in developing meaningful and high rigor writing tasks. * Implementation of a school-wide scoring rubric for evidenced based constructed response questions. * Non-adaptive assessment platform to assess grade level standards. * Continued support and resources to implement Jan Richardson Guided Reading Program * Reading specialist to work with students in grades 3-5 who are reading 2 or more grade levels below utilizing Words Their Way and the Jan Richardson guided reading protocols. |







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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** | |  |  |  | | --- | --- | --- | | **STAR Reading** | | | |  | **Minimum Growth of 1 Year Spring 2021** | **On/Above Grade Level Spring 2021** | | Grades 1-2 | 37% (14/38 Students)  \*Does not include early literacy | 38% (20/52 Students) \*Does not include early literacy | | Grades 3-5 | 17% (12/72 Students) | 18% (14/78 Students) | | **STAR Math** | | | |  | **Minimum Growth of 1 Year Spring 2021** | **On/Above Grade Level Spring 2021** | | Grades 1-2 | 35% (19/54 Students) | 48% (28/58 Students) | | Grades 3-5 | 35% (25/72 Students) | 30% (23/77 Students) | | **Scantron Reading Proficiency** | | | | Grade 3 | 8% (7/79 Students) \*32 Students | | | Grade 4 | 1% (1/79 Students) \*17 Students | | | Grade 5 | 5% (4/79 Students) \*30 Students | | | **Overall** | **15% (12/79 Students)** | | | **Scantron Math Proficiency** | | | | Grade 3 | 8% (6/79 Students) \*32 Students | | | Grade 4 | 1% (1/79 Students) \*17 Students | | | Grade 5 | 4% (3/79 Students) \*30 Students | | | **Overall** | **13% (10/79 Students)** | |   *\*On grade level status for STAR includes students who are within range of the next grade level.* | During the 2018-19 school year, prior to the pandemic and virtual/hybrid learning, we set the following goals:   * by the end of the 2019-2020 school year, 75% of students in grades 3-5 will demonstrate proficiency on the Mathematics Scantron Benchmarks. * by the end of the 2019-2020 school year, 75% of Oak Hill students in grades 3-5 will show a minimum of 1.0 GE growth on STAR and 50% will read on or above grade level based on STAR. * Students in grades 1-2 demonstrated the most growth of any other grade levels. As the students enter 3rd, 4th and 5th grades, the reading gap widens. Our focus for next year will be around closing the reading gaps in the upper elementary classrooms especially in 3rd grade. * Over 55% ESOL Students. One ESOL teacher resigned mid-year and a new ESOL teacher was hired. Anther ESOL teacher took leave intermittently throughout the year. * It was determined last year that more accountability needs to be placed on teachers and owning their student data. This continues to be a need for focus. 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 staff meetings. * It was determined last year that tutoring needs to begin in September, however due to the pandemic, tutoring services did not occur. For the 2021-22 school year, the leadership team plans to begin tutoring at the start of the school year based on the baseline STAR assessment data. * Due to the switch to virtual learning in March 2020, it will be important to focus on providing tutoring and intervention to accelerate student growth and close learning gaps in reading and ELA. |
| **Instructional Programs** | |  | | --- | | * Departmentalization in grades 3-5 ELA, Math, Science and Social Studies * Words Their Way (30 Minutes per day in all grade levels) * ESOL-co-teaching and pull out * Guided Reading – Jan Richardson – PreK – 5 * Missouri Learning Standards * Scantron-Achievement Series * Scantron-Performance Series * Renaissance Learning * Standards Based Curriculum * Making Meaning * Being a Writer * Envision 2.0 grades K-5 * IXL * Reflex grades 2-5 * Step Up to Writing * Leveled Books * Nystrom and Newsela used for Social Studies | | |  | | --- | | Departmentalization gives the ability to capitalize on teacher strength in content. Math instruction has been stronger in the past, pre-pandemic years in the departmentalized grades. Departmentalization will be continued next school year in 3-5. |   We will continue to work with teachers in WDM on drilling down standards to what students need to know and show. Exemplars will be used to plan a model for instruction. |
| **Instructional Materials** | Computer-based programs: IXL, Reflex (grades 2-5) NewsELA, ABC Mouse, Reading IQ, HeadSprouts  Curriculum: Engage ELA (2-5) and Standards-based focus; Jan Richardson Guided Reading Protocols | |  | | --- | | We purchased NewsELA last year because of its capability to be adjusted by lexile level as well as allow students to electronically annotate text with the tools that are available. Also, many of the articles were theme based, high interest and current. The teachers in grades 2-5 used the articles as sources for writing and to teach annotation. |   We also purchased Reflex for to increase math fact fluency in grades 2-5 and Head Sprouts for PreK –1st grade to increase literacy skills.  HeadSprouts was a new addition to our supplemental resources for Kindergarten and 1st Grade to further build students’ foundational literacy skills. |
| **Technology** | |  | | --- | | * Functioning 3 year-old Promethean Boards in every classroom. * Two computer Labs (all computers in both labs were replaced over Winter Break 2018) and 3 laptop carts. * iPads for every student in grades PreK-5. * Microsoft OneNote-Class Notebooks grades 1st -5th. |   5 building document cameras | |  | | --- | | Promethean Board use is consistent throughout the building. Teachers could benefit from Promethean Board training to learn all the various ways to use the Promethean Board interactively. Also, there is a need to have a Promethean Board placed in Counselor’s office for IEP and SST meetings. There is also a need for document cameras as teachers in grades PreK-5 have been trained on Balanced Literacy and the use of a document camera during the shared reading component will be useful. |   ALL teachers know how to effectively utilize TEAMS for virtual learning as well as other technology supports |
| **Support personnel** | |  | | --- | | Counselor  Social Worker (.5)  Nurse  Library Assistant (.5)  Family Community Specialist (.5)--began in January 2021 and resigned in February 2021  Full Service Coordinator  2-ICAs  1-PreK Teacher Assistant  In-School Suspension Monitor  Secretary | | |  | | --- | | Members of the Student Support Team (SST)--Counselor, a Teacher, Social Worker, Full Service Coordinator and AIC along with the Principal worked with the district’s Climate/Culture Coordinator to assess the culture of the school using the TFI.  The Counselor, Social Worker and Full Service Coordinator held groups during the day as well as lunch groups with identified students that were discussed during SST meetings that needed social emotional support. The groups were held virtually for virtual students. Oak Hill is in the third year of Sparkles-girls group for grades 3-5 and is in the planning stages for Glitter-girls group for grades 1-2. Due to Covid 19, Sparkles and Glitter was postponed. During SST meetings, we determined that there is a need for the Full Service Program to hire a strong male to conduct boys groups as we noticed an increase in conflict in males grades 3-5. This year the In School Suspension Monitor served as virtual instructional support due to Covid 19. |   Oak Hill did not have a Family Community Specialist until January 2021 and resigned in February 2021. She struggled with her role as it pertained coordinating meetings for the Parent Teacher Community (PTC), coordinating family events, as well as other components of the FCS role. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * All staff trained and utilize technology to enhance instruction for virtual and in-person students. * Social-emotional focus lessons from the counselor and social worker * Computer-based programs purchased to enhance and fill leaning gaps. * Implemented a school-wide writing planning tool and resources. | * Grade 3-5 ELA instruction * Inconsistency in the writing program; teacher planning and sourcing content for writing lessons * Less time in the master schedule to implement daily intervention and extension to address gaps in math and ELA. * We did not meet our goals of 75% of students demonstrating a minimum growth of 1 year on STAR reading and math; 50% reading on or above grade level; and 75% of students demonstrating proficiency in reading and math on Scantron. | * FCS who is able to adequately fulfill all duties and responsibilities required of the role. * Consultant for residency students * More writing resources to enhance a solid, well-rounded writing program; Consistency among grade levels that transfer and are uniform across all grade levels K-5. * Building-wide text annotation system and developed focus lessons. * Structured school-wide plan and time in the master schedule to address gaps in ELA and math. * Continue use of HeadSprouts for students in K-1 and develop a tracker to check progress throughout the year. * Tutoring funds * Intervention time to be added back to the post-pandemic daily master schedule. |

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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** | * All teachers in grades PreK –5 have received job-embedded professional development of Jan Richardson Guided Reading protocol. 3-5 Residency teacher and SPED teacher will need more intensive guided reading PD in the upcoming school year. * Weekly data team meetings utilizing the RELAY protocol are held to ensure teachers are systematically analyzing student learning regularly and determining instructional needs to ensure mastery of standards taught which also includes analyzing student work. School-based professional development has been focused around the WDM process, data analysis and re-teaching needs, and writing teacher exemplars and guided reading using the Jan Richardson model. * To support the social-emotional needs of our students, we have a Change Team trained in TIPS (Trauma Informed Programming in Schools) who have trained teachers to become more trauma informed. | The teachers in grades K-2 and one PreK teacher have demonstrated a strong understanding of the Jan Richardson model for guided reading as the most growth in reading occurred in those grades; however, there is a need to continue to support the teachers in grades 3-5 and have book studies on the Jan Richardson model based on observation data-there was a lack of fidelity with implementation. The 3-5 ELA residency teacher needs additional training on guided reading. Student STAR data in grades 3-5 shows minimal growth.  ESOL Teachers utilized some components of the Jan Richardson guided reading model when working with students during ELA classes.  Teachers continue to develop in the RELAY WDM process. Math teacher in grades 3-5 have grasped and embraced the process fully and show initiative in analyzing their student data regularly and planning re-teaching. The Oak Hill Leadership decided that the RELAY protocol would be part of the process for grades 1-5 and PreK-KG would use a modified version but mainly focusing on review of reading data and resources. During WDM we also worked with teachers on drilling down the standard to what students needed to know and show for mastery of that standard. We also provided teachers with resources to utilize during the teaching and re-teaching of the standard.  During the second semester, we began focusing on standards-based assessments with an initial site-based PD where teachers unpacked standards, sourced appropriate assessments and generated aligned learning targets. |
| **Staff Certification** | 2-PreK Teachers  2-Kindergarten Teachers  1-1st Grade Teacher  1-1st/2nd Split Teacher  2-2nd Grade Teachers  1-3rd Grade Teacher  1-4th Grade Teacher  1-5th Grade Teacher  2 - Related Arts Teachers (Music-substitute)  3-ESOL Teachers  1-Spec. Education Teacher | All but one teacher is fully certified. A substitute teacher has been serving as the Music teacher.  Staff are placed according to their certified content and grade levels. Departmentalized teachers are placed via their strengths in their content knowledge. |
| **Staff Specialist and other support staff** | Counselor  Social Worker (.5)  Nurse  Library Assistant (.5)  Family Community Specialist (vacant)  Full Service Coordinator  2-ICAs  1-PreK Teacher Assistants  In-School Suspension Monitor  Secretary | Members of the Student Support Team (SST)--Counselor, a Teacher, Social Worker, Full Service Coordinator and AIC along with the Principal worked with the district’s Climate/Culture Coordinator to assess the culture of the school using the TFI.  The Counselor, Social Worker and Full Service Coordinator held groups during the day as well as lunch groups with identified students that were discussed during SST meetings that needed social emotional support. The groups were held virtually for virtual students. Oak Hill is in the third year of Sparkles-girls group for grades 3-5 and is in the planning stages for Glitter-girls group for grades 1-2. Due to Covid 19, Sparkles and Glitter was postponed. During SST meetings, we determined that there is a need for the Full Service Program to hire a strong male to conduct boys groups as we noticed an increase in conflict in males grades 3-5. This year the In School Suspension Monitor served as virtual instructional support due to Covid 19. |
| **Staff Demographics** | Female -24  Male -3  Asian-Amer. **0**  African-Amer. -10  American Indian **0**  Caucasian-Amer. -16  Hispanic- **1** | Need for staff gender and ethnic diversity. |
| **School Administrators** | Principal-1  Academic Instructional Coach-1 | Strong leadership team. Collaborative in making decisions around instruction. We will continue to observe classrooms together and decide on areas of focus during observations |

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| **Strengths** | **Weaknesses** | **Needs** |
| * The teachers in grades K-2 and one PreK teacher have demonstrated a strong understanding of the Jan Richardson model for guided reading as the most growth in reading occurred in those grades.      * The SST is very strong and works collaboratively to address the needs of students discussed in SST meetings. The SST worked to support families that needed additional assistance (food & clothing) due to COVID 19 | * The Family Community Specialist was not hired until January 2021 and resigned in February 2021. * Students in grades 3-5 are not demonstrating growth and proficiency in reading and math * the teachers need more training around meeting the needs of their learners and closing learning gaps. | * There is a need to continue to support the teachers in grades 3-5 and have book studies/training on Jan Richardson as observation data suggests there was a lack of fidelity with implementation. Also, student STAR data in grades 3-5 shows minimal growth. * There is also a need to begin teaching the writing process at the beginning of the year at least by mid-September in grades 3-5. The Leadership Team will continue to plan and co-teach with the teachers in grades 3-5 for the writing process. This year we implemented a weekly writing tool for teachers to use in planning for long-range writing lessons and assessments. There continues to be a need for more resources to enhance writing instruction. There is a need to be more intentional around tracking student data around writing, uniform scoring systems and keeping up with student writing portfolios for the year. * The Leadership Team and teachers will review Step Up to Writing and 6 Traits of Writing to use as resources during the teaching of the writing process. * Build time in the schedule to utilize teacher leaders as an additional resource and support system for teachers. * Continue highlighting and spiraling TIPS into PD and staff meetings. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| Increase the 90/90 by putting an attendance plan in place for returning students who did not meet 90/90 the prior year and students who are not meeting 90/90 by mid-September. |
| Continue to support teachers in grades 3-5 on the Jan Richardson guided reading model to build capacity around effective literacy instruction. |
| Build teacher capacity for the RELAY weekly data team protocol which includes analyzing student exemplars to determine common learning gaps and conceptual misunderstandings to provide targeted re-teaching in Math, ELA and Science as well as drilling down standards. |

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

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| **Root Cause Analysis #1** | |
| Need #1- Please describe the need: | Increase the 90/90 by putting an attendance plan in place for returning students who did not meet 90/90 the prior year and students who are not meeting 90/90 by mid-September. |
| Why? | We do not begin incentivizing attendance until the end of the first quarter. |
| Why? | Parents are not knowledgeable about the connection between attendance and academic success. |
| Why? | Due to COVID 19, there virtual students often logged on late for class |
| Why? | Students fell below 80% making it harder for them to catch up requiring more intense focus/intervention. |
| Why? |  |
| **Root Cause** | Parents’ understanding of the correlation between attendance and student academic outcomes in conjunction with early intervention systems need to be in place before attendance issues arise. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Continue to support teachers in grades 3-5 on implementing the balanced literacy model to include guided reading instruction and writing in order to build capacity around effective literacy instruction. |
| Why? | There were inconsistencies in the implementation of guided reading and writing workshop in grades 3-5. |
| Why? | Reading growth of students in grades 3 and 5 was minimal. |
| Why? | Observation data shows a lack of understanding of the components of balanced literacy implementation. |
| Why? | More resources were needed to enhance the writing implementation. |
| Why? | More time is needed during the literacy block to incorporate guided reading and writing instruction every day. |
| **Root Cause** | Teachers in grades 3-5 lacked an understanding of the balanced literacy components, specifically around guided reading and writer’s workshop. More consistency in the structure of the literacy block along with a constant focus is required to meet the needs of all learners and close reading gaps. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | Build teacher capacity for the RELAY weekly data team protocol which includes using standards aligned exemplars to analyze student assessments and determine common learning gaps and conceptual misunderstandings to provide targeted re-teaching in Math, ELA and Science as well as drilling down standards. |
| Why? | Teachers struggled with finding appropriate resources. |
| Why? | Teachers needed a lot of guidance in finding the highest leverage misconception. |
| Why? | Teachers confused re-teaching with teaching again. |
| Why? | Teachers struggled with developing an assessment that aligned with the standard. |
| Why? |  |
| **Root Cause** | Teachers need to strengthen their knowledge of the data analysis process |

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? |
| Oak Hill seeks and obtains the agreement of parents at the first parent meeting of the year and at the review and revision meeting. Parents/guardians receive flyers from the school as well as a SchoolReach message inviting them to participate in the meetings as all voices are valued. (This year we did not have an FCS). |
| What are the strengths of family and community engagement? |
| The strengths of family and community engagement include: Oak Hill has a cohesive partnership with the Full Service Program, teaming with the Full Service program has increased the number of opportunities to sponsor activities with various community/church partners, Also, by developing the calendar of family events at the beginning of the year has allowed for more time to encourage families to volunteer and assist with events. (We had to pivot this year due to COVID 19 and not having an FCS) |
| What are the weaknesses of family and community engagement? |
| We need to continue to increase the number of families participating in various activities sponsored by the school. Also, we need to continue to work closely with the Full Service Program at the beginning of the school year to create a calendar of activities. We also need to make sure that we have interpreters available at all parent informational meetings. |
| What are the needs identified pertaining to family and community engagement? |
| Due to the large percentage (over 56%) of ELLs at Oak Hill, many of our families do not speak English. Therefore, it is necessary to address the need to have interpreters for informational meetings and activities. Also, Oak Hill must make every effort to team with the ESOL Office to have flyers interpreted for our families, especially for resource fair and employment fair flyers. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| |  | | --- | | Parents are involved in the planning, review, and improvement of the Schoolwide accountability plan. Parents/guardians will receive flyers as well as phone calls (SchoolReach) to personally invite them to be a part of the Schoolwide planning committee. After review of the existing plan lead by Oak Hill's principal and AIC, parents and other meeting attendees are asked for input to add, cut, replace processes to strengthen the plan. Parents and meeting attendees' voices are respected and valued. (Due to COVID 19, meetings were held virtually) | |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Parents are involved in the planning, review, and improvement of the school parent and family engagement policy. Parents/guardians will receive flyers as well as phone calls to personally invite them to be a part of the Schoolwide planning committee. After review of the existing plan lead by Oak Hill's FCS, parents and other meeting attendees are asked for input to add, cut, replace processes to strengthen the policy. Parents and meeting attendees' voices are respected and valued. |
| How is timely information about the Title I.A program provided to parents and families? |
| Timely information about the Title I A program is held at the first parent meeting of the year and at the beginning of second semester. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Oak Hill will hold State of the School parent meetings. Those meetings will specifically highlight school data: MAP, Acuity, STAR as well as share information regarding the curriculum that is being utilized to meet our ELA, Mathematics, and Science goals. Also, Open House and Parent/Teacher conferences are held to share information with parents. (Due to COVID 19, meetings were held virtually) |

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| **Shared Responsibility for Student Achievement-School Parent Compact** |
| ***Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*** |
| What are the ways in which all parents will be responsible for supporting their children’s learning? |
| Parents will partner with teachers and other school staff to ensure that their student is learning. Parents will ensure that their child is in attendance at school daily, assist their child with homework, communicate with teachers regarding any academic concerns, sign their child up for tutoring, encourage the utilization of academic programs that are used at school such as: ABC Mouse, IXL, Reflex and NEWSELA.  Per Oak Hill’s School-Parent Compact:   1. Sending my child/children to school on time every day for a full instructional day. 2. Ensuring that homework is completed and returned to school. 3. Communicating and staying informed about my child’s education by reading all notices from the school or district. 4. Attending and participating in parent meetings, activities, and events related to my child’s education. 5. Volunteering at school 6. Monitoring the amount of television my child is watching. 7. Communicating with the school if my contact information changes. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| The school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment includes: ensuring effective instructional strategies are utilized in all classrooms and are appropriate for all students whether they have been identified as requiring support through 504, Response to Intervention (RtI), Special Education eligibility, or state/district assessments results. Provide targeted/embedded professional development for all teachers to improve and enhance quality teaching practices. Teachers will communicate and collaborate with families to support student academic achievement.  Per Oak Hill’s School-Parent Compact:   1. Provide high-quality instruction and curriculum in an effective and supportive learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:      * will provide instructional activities, assessments, and real-life experiences to meet the goal listed in the Missouri School Improvement Plan(MSIP 5). * will attend Professional Development to implement current teaching strategies. * will provide differentiated instruction based on student learning styles and needs. * will provide a positive and safe learning environment where students are encouraged to participate in activities, read, and express their ideas. * ensure effective two-way, meaningful communication between home and school.  1. Hold Title I meetings and parent-teacher conferences to discuss this document and student achievement as follows:  * Title I meetings will be held twice a school year. The parents will be notified about these meetings through flyers, newsletters, and the school-reach system. The meetings will give parents opportunities to provide input for the Title I School Parent Involvement Plan and School-Parent-Student Compact. * Parent-teacher conferences will be held in the fall (October) and spring (March) of each school year. Additional opportunities for parents to meet with the teachers will be provided by appointment. * Translation of written notifications and interpreters at PT meetings and parent-teacher conferences for non-English speaking parents will be provided when possible.  1. Provide parents with the following reports on their children’s progress:  * Progress reports will be issued to students the 5th week of each quarter. These reports will be translated for international families as much as possible. * Teachers will send home positive notes to parents on their child/children’s academic progress and behavior. * Report cards will be issued every 10 weeks. * Be accessible to parents: * Teachers will be available to conference with parents by phone during non-instructional time, by appointment before and after school, during teacher’s planning period, or at district-wide parent conference. * Oak Hill will provide parents with opportunities to volunteer and participate in school programs, events, activities and to observe classroom activities as follows: * Parents will be invited to assist with monitoring recess, halls or classroom activities. * The staff will encourage and direct parents to complete the district’s volunteer application (available in the school’s main office upon request) to participate in tutoring, monitoring classrooms, hallway and playground activities as well as accompanying students on field trips. * Parents will receive advance notice and reminders of school events/programs, field trips, and classroom activities. |
| Please provide assurance that the school is:   * Conducting parent-teacher conferences at least annually, during which the compact shall be discussed * Issuing frequent reports to parents on their children’s progress * Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities * Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand |
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| **School Capacity for Involvement** |
| How does the school provide assistance to parents in understanding the following items?   * Missouri Learning Standards * Missouri Assessment Program * Local Assessments * How to monitor a child’s progress * How to work with educators to improve the achievement of their children |
| |  | | --- | | Oak Hill will hold parent meetings that share information regarding the state of the school which will include MAP data, school data (STAR and Scantron). During the parent meetings, school data will be shared as well as curriculum information. Also, handouts that highlight how a parent can work with the school to support their student academically are provided to parents. | |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| Oak Hill will work closely with the Oak Hill Full Service Program at the school to provide parent workshops that focus on literacy and other parenting workshops that will be held during the day and at night. |
| 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? |
| Oak Hill's Leadership Team and Student Support Team in collaboration with Oak Hill’s Full Service Program will have time at staff meetings and site based PD days to share information as to how to partner with parents. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| Personal invitation to parents to participate in various school events: movie night, game night and other special events at the school—in addition to a personal invitation and SchoolReach, we follow up with phone calls to parents who expressed interest as well as to families we believe would truly benefit from being in attendance. |
| 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. |
| Plans to coordinate and integrate parental involvement programs and activities are: parent workshops such as Parent Trauma Workshops, Parent Resource Center, Resource Fair, Falcons Closet, Falcon Market and Falcon Laundry Room |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Strengths   * SST meets weekly to discuss student needs and concerns * Strong Full Service Program Coordinator * A monthly newsletter is sent home to inform families of what is going on at the school, importance of attendance, calendar of events, Trauma Informed Training in Schools (TIPS) training to address the social emotional needs of our students   Weaknesses   * FCS was not hired until January and resigned in February * FCS needs more training in to be more effective in the role * FCS did not get the PTC started this school year * Continue to increase the number of families participating in Title I meetings * Continue to increase the number of families attending family night * Need more parents/guardians to volunteer |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths   * SST meets weekly to discuss student needs and concerns * Strong Full Service Program Coordinator * A monthly newsletter is sent home to inform families of what is going on at the school, importance of attendance, calendar of events, Trauma Informed Training in Schools (TIPS) training to address the social emotional needs of our students   Weaknesses   * Need to have more school to home communication translated in top 5 languages (Spanish, Swahili, Somali, Bosnian, Arabic, Nepali) * Need to send more positive notes home or have more positive phone calls |

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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2020-21 school year.*  Oak Hill Elementary School is continuing the momentum of academic achievement as we received official notice from DESE in early May 2019 that we are exiting priority status and our improvement efforts were significant enough that were not identified as a comprehensive or targeted school. That is to be celebrated. We have continued to departmentalize Mathematics, ELA, Science and Social Studies in grades 3-5 to capitalize on the strengths of the teachers’ content knowledge. Also, we continued to incorporate Falcon Success, a tiered intervention/extension time to meet the varying abilities of our students. Falcon Success SIPPS was also given allotted time in the master schedule to allow for students in grades PreK-KG to have structured literacy interventions based on their assessed skill levels. The Leadership Team decided to utilize Words Their Way during 2020-2021 school year. Students in grades PreK and Kindergarten received modified Words Their Way instruction from their classroom teacher. First Grade and Second Grade students received Words Their Way instruction during the intervention time. In addition, we continued our job-embedded professional development around balanced literacy with an emphasis on the guided reading component using the Jan Richardson model to keep in alignment with the district’s transformation plan, pillar 4-All students learn to read and succeed. We will continue the momentum and focus on guided reading to ensure students are getting effective reading instruction at their appropriate levels as well as include word study and writing.    Not only have we focused our efforts on improving academic achievement, but there was also focus around increasing our knowledge of trauma informed practices when responding to student concerns. Members of the Student Support Team and one teacher served as the school’s Change Team and attended TIPS (Trauma Informed Training in Schools). The Change Team then brought the training back to the school for teachers and staff. The training assisted in shifting the mindset of teachers to begin to look at the story behind the child and become more aware of the triggers for the behavior. The TIPS training will be continued during the 2021-2022 school year to strengthen the restorative practices that we use in the school.    Although we are no longer a priority school or identified as a comprehensive or target school, Oak Hill Elementary School still has work to do. As a school, our reading scores need to improve. However, due to COVID 19, we did not have significant gains, but we saw individual student progress. Based on STAR as of December 2019, in grades 1-2, 54% of students are reading on or above grade level and only 28% of students in grades 3-5 are reading on or above grade level. Our goal is that 50% of students in grades 3-5 are reading on or above grade level by the end of the school year according to the STAR Reading Assessment. We were not able to adequately assess growth due to the Covid 19 pandemic. However, Scantron Performance Series data showed more promising growth in grades 4-5 when considering grade level equivalency when comparing the Fall and Spring Assessments. This further drives home the point that our students are not prepared when transitioning from 2nd to 3rd grade. Therefore, we need to develop a plan to supplement our 2nd grade curriculum with more rigorous material to align with 3rd grade standards. |

**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 2021-2022 to 2022-2023. 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:** | | | | |
| **Funding source(s): GOB** | | | | |

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| **Priority # 1** | Restructure and explicitly outline the expectations around Falcon Success (tiered intervention/extension time) |
| **Evidence-based strategy** | Tiered Intervention and support (RtI Model) for reading and mathematics |
| **Cost to support implementation of strategy:** | N/A |

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| **Priority # 2** | | Build teacher capacity around implementation of the RELAY WDM protocol and analyzing student work | | |
| **Evidence-based strategy** | | WDM Protocol-RELAY | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | **N/A** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | At least 40% of students scoring on or above grade level on STAR reading & mathematics assessments | * At least 50% of students scoring on or above grade level on STAR reading & mathematics asses-ments | * At least 60% of students scoring on or above grade level on STAR reading & mathematics asses-ments | * At least 65% of students scoring on or above grade level on STAR reading & mathematics asses-ments |
| **Teachers** | 70% of 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 | * 80% of 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 | * 90% of 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 | * 100% of 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 |

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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 2021-22 school year, 75% of Oak Hill students in grades 3-5 will show a minimum of 1.0 GE growth on STAR and 50% will read on or above grade level based on 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:** | | | | |
| * + - 1. Increase teacher capacity around balanced 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 and job embedded professional development usingJan Richardson model for instruction |
| **Cost to support implementation of strategy:** | N/A-cost of training |

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| **Priority # 2** | | Increase teacher capacity of word study instruction. | | |
| **Evidence-based strategy** | | Implementation of Words Their Way | | |
| **Cost to support implementation of strategy:** | | N/A--cost of books and training | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * Baseline STAR Reading assessments to establish students reading on 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 baseline STAR that indicates a trajectory of growth to meet the EOY goal of 50% of students in 3rd - 5th grades reading on or above grade level      * At least 30% of students scoring Average High on Scantron district benchmark assessments | * STAR will show an increase from mid-year STAR that indicates a trajectory of growth to meet the EOY goal of 50% of students in 3rd - 5th grades reading on or above grade level      * At least 50% of students scoring Average High on Scantron district benchmark assessments | * EOY STAR will show 50% of students in 3rd - 5th grades reading on or above grade level |
| **Teachers** | * All teachers in grades PreK-5 trained in Guided Reading-Jan Richardson Model—On-going-job embedded      * As evidenced by the Jan Richardson Guided Reading Protocol; at least 75% of teachers demonstrating proficiency in GR 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 |

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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, 65% of Oak Hill students in grades 3-5 will show a minimum of 1.0 GE growth on STAR Math and 50% will be on or above grade level based on STAR Math. | | | | |
| **Mathematics Plan:** | | | | |
| Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. Small group instruction in math. 2. Develop math skills based on students’ abilities.   3.Math fact fluency for students in grades 1-5. | | | | |
| **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 |
| **Cost to support implementation of strategy:** | **N/A** |

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| **Priority # 2** | | Develop math skills based on students’ abilities. | | |
| **Evidence-based strategy** | | Personalized Learning—students will receive individualized instruction in IXL and Reflex based on mastery of skills | | |
| **Cost to support implementation of strategy:** | | **Cost for 1 year license of Reflex Math** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | At least 40% of students scoring on or above grade level on STAR mathematics assessment. | At least 45% of students scoring on or above grade STAR mathematics | At least 55% of students scoring on or above grade level on STAR mathematics assessment. | At least 65% of students scoring on or above grade level on STAR mathematics assess-ments |
| **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**