

Walker Elementary School Accountability Plan 2020-2021

Improvement/Accountability Plan

Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School or Charter	Name of LEA: Hazelwood School District Name of School or Charter: Walker Elementary	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input checked="" type="checkbox"/> Other
Date: 6-1-20		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
<p>One plan may meet the needs of a number of different programs. Please check all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input checked="" type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs 		

What staff/stakeholders have been involved in the needs assessment and development of this plan?	John Koeneker (principal); Kelly Kozen (assistant principal); Bethany Pendino (instructional coach); Stephanie Thompson (kindergarten teacher); Donisha Abdul-Mumin (1st grade teacher); Katheryn Clooney (2nd grade teacher); Tracie Estes (3rd grade teacher); Christina Hunter (4th grade teacher); Melissa Stanley (5th grade teacher); Steven Cook (librarian); Kevin Harris (PE teacher); Shaunda Brown (SPED speech pathologist); Sarah Schroeder (PTA president)
What are the key issues identified from the needs assessment?	<ol style="list-style-type: none"> 1. We see a decrease in students reading on level as the students get older. 2. We saw an increase in office discipline referrals as well as with 'out' and 'in' school suspensions. 3. Our 90/90 attendance dropped below 90%
What are the prioritized needs for the LEA or building based on a root cause analysis?	<ol style="list-style-type: none"> 1. Increase proficiency in English Language Arts (ELA) 2. Increase students need to be connected to and a part of the school community 3. Increase attendance rate for at-risk students

The Goals and the Plan				
(Choose no more than 3 goals to focus on with your improvement plan)				
Goal #1 – Name the appropriate Pillar of the Continuous Improvement System this goal falls under: Data-Based Decision Making				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1				
If Walker Elementary increases its use of differentiation and effective instructional strategies, then we will see an increase of 5% in student proficiency in English Language Arts (ELA) as measured by quarterly DRA/SRI scores.				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
As the students get older fewer and fewer are reading on level. In upper grades the lack of reading ability impacts other areas of study. Struggles with reading cause the following: inability to be a part of the group, it affects attendance, and has a negative effect on peer interactions.				
Evidence-Based Strategies for Improvement				
<ol style="list-style-type: none"> Differentiation Cooperative Learning Visible Learning Assessment Literacy Classroom Instruction that Works (Marzano) Response to Intervention (RtI) Foundations Guided Reading 				
Funding Source(s): Building general funds				

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Implement Foundations & Guided Reading in daily instruction 2. Create and implement RtI groups daily 3. Review alignment of Curriculum, standards and instruction 4. Utilize assessments (eValueate, DRA, SRI) to identify reading skills and deficits 5. Utilize OASIS tutors to help support struggling readers 6. Use classroom based independent reading & Reading Counts incentives to promote an enjoyment of reading 7. Continue book studies for K-2 & 3-5 on promoting reading	1. August 2020 2. September 2020 3. September 2020 4. September 2020 5. September 2020 6. September 2020 7. September 2020	1. Classroom teachers, instruction coach, reading specialist, principal 2. Classroom teachers, instruction coach, reading specialist, principal 3. Classroom teachers, instruction coach, principal 4. Classroom teachers, instruction coach, principal 5. Instructional coach, classroom teachers 6. Classroom teachers 7. All Walker staff	Building general funds	
60 Days 1. Implement Foundations & Guided Reading in daily instruction 2. Create and implement RtI groups daily 3. Set individual student and grade level goals that span across the years: k-5 4. Set grade level and individual SMART goals 5. Review quarterly goals set in previous years	1. On-going 2. On-going 3. October 2020 4. October 2020 5. October 2020	1. Classroom teachers, instruction coach, reading specialist, principal 2. Classroom teachers, instruction coach, reading specialist, principal 3. Classroom teachers, instruction coach, principal 4. Classroom teachers, instruction coach, principal 5. Classroom teachers, instruction coach, principal 6. Classroom teachers, instruction coach, principal	Building general funds	

6. Review alignment of Curriculum, standards and instruction 7. Utilize assessments (eValuate, DRA, SRI) to identify reading skills and deficits 8. Utilize OASIS tutors to help support struggling readers 9. Use classroom based independent reading & Reading Counts incentives to promote an enjoyment of reading 10. Continue book studies for K-2 & 3-5 on promoting reading	6. On-going 7. On-going 8. On-going 9. On-going 10. On-going	7. Classroom teachers, instruction coach, principal 8. Instructional coach, classroom teachers 9. Classroom teachers 10. All Walker staff		
90 Days 1. Implement Foundations & Guided Reading in daily instruction 2. Create and implement Rtl groups daily 3. Review alignment of Curriculum, standards and instruction 4. Set grade level and individual SMART goals 5. Utilize assessments (eValuate, DRA, SRI) to identify reading skills and deficits 6. Utilize OASIS tutors to help support struggling readers 7. Use classroom based independent reading & Reading Counts incentives to promote an enjoyment of reading 8. Continue book studies for K-2 & 3-5 on promoting reading	1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. On-going	1. Classroom teachers, instruction coach, reading specialist, principal 2. Classroom teachers, instruction coach, reading specialist, principal 3. Classroom teachers, instruction coach, principal 4. Classroom teachers, instruction coach, principal 5. Classroom teachers, instruction coach, principal 6. Instructional coach, classroom teachers 7. Classroom teachers 8. All Walker staff	Building general funds	
Long Range 1. Implement Foundations & Guided Reading in daily instruction 2. Create and implement Rtl groups daily 3. Review quarterly goals set in previous years 4. Utilize OASIS tutors to help support struggling readers 5. Use classroom based independent reading & Reading Counts incentives to promote an enjoyment of reading 6. Continue book studies for K-2 & 3-5 on promoting reading 7. Hold a Mark Twain celebration to recognize readers	1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. May 2021	1. Classroom teachers, instruction coach, reading specialist, principal 2. Classroom teachers, instruction coach, reading specialist, principal 3. Classroom teachers, instruction coach, principal 4. Instructional coach, classroom teachers 5. Classroom teachers 6. All Walker staff 7. Librarian	Building general funds	

Goal #2 - Name the appropriate Pillar of the Continuous Improvement System this goal falls under: Collaborative Climate and Culture				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2				
If Walker focuses on at-risk students who fall below 90% attendance and implements strategies for collaborating with students and parents related to attendance improvement then the 90/90 attendance will increase by 3%.				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
90/90 attendance has been decreasing, and decreased more with redistricting. When students are not present they are missing out on learning. Getting kids to school at the elementary level mostly falls on the parent.				
Evidence-Based Strategies for Improvement				
1. School is Cool curriculum				
Funding Source(s): Building general funds				

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Recognize students with above 90% students 2. Monthly attendance review to identify students with struggling attendance 3. Create newsletter on how to improve attendance	1. September 2020 2. September 2020 3. September 2020	1. Principal 2. Principal & social worker 3. Social worker	Building general funds	
60 Days 1. Implement School is Cool program 2. Recognize students with above 90% attendance 3. Monthly attendance review to identify students with struggling attendance 4. Conduct home visits for students with struggling attendance 5. Create newsletter on how to improve attendance	1. October 2020 2. On-going 3. On-going 4. October 2020 5. On-going	1. Principal & social worker 2. Principal 3. Principal & social worker 4. Social worker 5. Social worker	Building general funds	
90 Days 1. Implement School is Cool program 2. Recognize students with above 90% attendance 3. Monthly attendance review to identify students with struggling attendance 4. Conduct home visits for students with struggling attendance 5. Create newsletter on how to improve attendance	1. On-going 2. On-going 3. On-going 4. On-going 5. On-going	1. Principal & social worker 2. Principal 3. Principal & social worker 4. Social worker 5. Social worker	Building general funds	
Long Range 1. Implement School is Cool program 2. Recognize students with above 90% attendance 3. Monthly attendance review to identify students with struggling attendance 4. Conduct home visits for students with struggling attendance 5. Create newsletter on how to improve attendance	1. On-going 2. On-going 3. On-going 4. On-going 5. On-going	1. Principal & social worker 2. Principal 3. Principal & social worker 4. Social worker 5. Social worker	Building general funds	

Goal #3 - Name the appropriate Pillar of the Continuous Improvement System this goal falls under: Collaborative Climate and Culture				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3				
If Walker implements relationship building strategies, then the number of students who identify at least one trusted adult will increase from the start of the 2020-2021 school year.				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
Students who feel safe are more likely to learn. Students who have adult relationships can better solve problems.				
Evidence-Based Strategies for Improvement				
<ol style="list-style-type: none"> Positive Behavior Intervention and Support (PBIS) Character Education Zones of Regulation 				
Funding Source(s): Building general funds				

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Quarterly check about trusted adult during Character Families 2. Implement monthly Character Families 3. Find informal mentors for students before they need a PBIS T2 referral 4. Assign mentor teachers for new students who are not their classroom teachers 5. Implement Lunch Bunch: new to Walker lunch groups 6. Create and support 5th grade leadership group: Wild Wild Cats 7. Professional Development on implementation of Zones of Regulation 8. Assign new student helpers for each classroom	1. September 2020 2. September 2020 3. September 2020 4. September 2020 5. September 2020 6. September 2020 7. August 2020 8. September 2020	1. All Walker staff 2. All Walker staff 3. PBIS T1 Committee 4. PBIS T1 Committee 5. Counselor & Social Worker 6. Principal 7. Intervention Teacher 8. Counselor	Building general funds	
60 Days 1. Quarterly check about trusted adult during Character Families 2. Implement monthly Character Families 3. Find informal mentors for students before they need a PBIS T2 referral 4. Assign mentor teachers for new students who are not their classroom teachers 5. Implement Lunch Bunch: new to Walker lunch groups 6. Create and support 5th grade leadership group: Wild Wild Cats 7. Implement Zones of Regulation 8. Assign new student helpers for each classroom	1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. On-going	1. All Walker staff 2. All Walker staff 3. PBIS T1 Committee 4. PBIS T1 Committee 5. Counselor & Social Worker 6. Principal 7. Intervention Teacher 8. Counselor	Building general funds	
90 Days 1. Quarterly check about trusted adult during Character Families 2. Implement monthly Character Families 3. Find informal mentors for students before they need a PBIS T2 referral 4. Assign mentor teachers for new students who are not their classroom	1. On-going 2. On-going 3. On-going 4. On-going	1. All Walker staff 2. All Walker staff 3. PBIS T1 Committee 4. PBIS T1 Committee	Building general funds	

teachers 5. Implement Lunch Bunch: new to Walker lunch groups 6. Create and support 5th grade leadership group: Wild Wild Cats 7. Implement Zones of Regulation 8. Assign new student helpers for each classroom	5. On-going 6. On-going 7. On-going 8. On-going	5. Counselor & Social Worker 6. Principal 7. Intervention Teacher 8. Counselor		
Long Range 1. Quarterly check about trusted adult during Character Families 2. Implement monthly Character Families 3. Find informal mentors for students before they need a PBIS T2 referral 4. Assign mentor teachers for new students who are not their classroom teachers 5. Implement Lunch Bunch: new to Walker lunch groups 6. Create and support 5th grade leadership group: Wild Wild Cats 7. Implement Zones of Regulation 8. Assign new student helpers for each classroom	1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. On-going	1. All Walker staff 2. All Walker staff 3. PBIS T1 Committee 4. PBIS T1 Committee 5. Counselor & Social Worker 6. Principal 7. Intervention Teacher 8. Counselor	Building general funds	