

Reed Academy Improvement/Accountability Plan Template

Improvement/Accountability Plan	
Focus of Plan (put an x next to the appropriate choice): LEA School X Or Charter	Name of LEA: Springfield Public Schools Comprehensive School Plan Name of School: Reed Academy Middle School
Date: 5/19/2022	
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.	
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 ☐ McKinney Vento Homeless Assistance Act ☒ MSIP ☐ Other State and Local Requirements/Needs What staff/stakeholders have been involved in the needs assessment and development of this plan? (Must include parent not on school staff, district support staff, and community stakeholder) ● Dr. Granita Lathan, Superintendent ● Dr. Bret Range, Executive Director Student and School Services ● Dr. Mike Methvin, Executive Director Secondary ● Brian Hubbard, Federal Programs Director ● Sara Strohm, Principal ● Courtney Ellis, Assistant Principal ● Ty Phillips, Assistant Principal ● Jake Viele, 8th Grade team leader ● Marcal Eilenstein, 7th grade team leader ● Brandy Clark, 6th grade team leader ● Deb Taylor, SPED Department Chair ● Barbie Mooneyham, Reed Academy Learning Coach ● Kelly Myrick, Learning Specialist ● Lindsay Webb, Reed Academy Parent	

What are the key issues identified from the needs assessment?	1. Performance in ELA, Reading, and Math 2. Student engagement; student, staff, and parent safety perception 3. Student Discipline and Attendance: Continue Restorative Practices utilization and incorporate formal Trauma Informed training for all staff
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What are the prioritized needs for the LEA or building based on a root cause analysis?	1. Increase performance in ELA, Reading, and Math 2. Continue to emphasize and implement new engagement opportunities for students, implement a school wide approach to student ownership of safety and building culture. 3. Decrease discipline rates (number of incidents, loss of instruction, and disproportionality) and Increase Attendance (as measured by 90/90 and ADA) in comparison to correlating time frames from 21-22.
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The Goals and the Plan (Choose no more than 3 goals to focus on with your improvement plan)		
Goal #1 - Mark X by the appropriate Pillar of the Continuous Improvement System this goal falls under:		
X Leadership	Collaborative Climate & Culture	Effective Data-Based Alignment of Teaching and Decision Making Standards and Learning Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1		
Using the MLDS Leadership Competencies Self-Assessment Tool, and a 360 Feedback approach, I will demonstrate a one-level growth in the areas identified as “somewhat accomplished” or “not accomplished”. These competencies are aligned to the five MLDS leadership domains: Visionary, Instructional, Managerial, Relational and Innovative. 360 Feedback will include myself, staff, and an immediate supervisor. Rationale (name of the existing conditions/data points to support the selection of the objective/goal)		

Teacher quality is the #1 indicator for school effectiveness (school quality and student learning). Leadership is the #2 indicator for school effectiveness. In order for school quality and student learning to be maximized, a skillful school leader is essential. Leaders are responsible for setting clear direction, establishing high expectations, developing the capacity of the teaching force which directly impacts the classrooms, and the overall culture and atmosphere of the school.

Research Base:

How Leadership Influences Student Learning Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom (2004)

High Impact Leadership John Hattie (2015)

Mike Rutherford--Artisan Leader

Evidence-Based Strategies for Improvement

- Engage in the Planning, Implementation and Monitoring efforts of the CSI Improvement and Accountability Process
- Engage, Reflect Upon and Apply learning provided by the Missouri Leadership Development System:
 - Understanding Self and Others
 - -Deepen knowledge of self and others-how this can positively impact staff, students and school community
 - -Apply this knowledge in working effectively/productively with staff, students and community
 - Understanding How to Facilitate Energy Around Change
 - -Explore three high leverage variables that impact a staff's motivation and energy towards a change effort
 - Decision Making: How to get things done, empower others, and make the right call on tough issues
 - -Explore two models to support effective decision-making practice
 - -Reflect on how each model can support productivity, positive culture of decision making and overall staff engagement in change
 - Recognizing and Developing Excellent Instruction
 - -Learn, practice, reflect on two feedback and coaching models: 30 second feedback and craft conversations
 - Making Time for Instructional Leadership
 - -Determining principal time allocation
 - -Exploring techniques to maximize time spent towards high-leverage leadership strategies
 - School Walk Around (SWA)
 - -Visit and collaborate with a regional school through a highly structured protocol that provides the leader with a deep perspective of an instructional school leader's thinking and school culture/context.

Funding Source(s):Federal dollars aligned to MLDS and cost for MLDS will come from other DESE funding. Cost for MLDS will include meals, mileage and materials/resources. Additional costs will come from CSI funding.

Action Steps	Start Date	Person Responsible, Resources, & Completion Date
30 Days 1. Engage in CSI (Comprehensive School Improvement) planning efforts with a focus team composed of myself, teacher leaders. Outline specific leadership support strategies that will allow this professional learning to be successful. 2. Communicate effectively (leader and leadership team) to staff about the goals and strategies of the 2022-2023 professional learning plan.	July 2022	Principal SPLS, MLDS & Facilitator Guide Aug 1, 2022

60 Days 1. Meet with CSI focus team (myself, AP's, CSI & teacher leader representatives) to review implementation strategies, reflect on where we are, determine next steps. Outline specific leadership support strategies that will allow this professional learning to be successful. 2. Identify leader and teacher professional learning opportunities to support building goals and indicators.	September 1, 2022	Principal MLDS Facilitator Guide
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90 Days-Second Semester 1. Meet with the CSI focus team (myself, AP's, CSI, and teacher leader representatives to review implementation strategies, reflect on where we are, and determine next steps. Outline specific leadership support strategies that will allow this professional learning to be successful. Identify adjustments o 2. Attend and plan for professional learning opportunities to support academic standards, curriculum, and/or student and community engagement.	October 30, 2022	Principal MLDS Facilitator Guide Professional Learning Materials as needed
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Long Range (Following Year 3 of CSI Plan) 1. May/June, 2023 Meet with focus team (myself, teacher leaders representatives, RPDC support team, state supervisor) to review implementation strategies, reflect on where we are, determine steps for Year 4 or maintaining progress toward exiting Comprehensive Status.	May 31, 2023	MLDS Specialist Facilitator School Principal/Supt
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The Goals and the Plan (Choose no more than 3 goals to focus on with your improvement plan)		
Goal #2 - Mark X by the appropriate Pillar of the Continuous Improvement System this goal falls under:		
Leadership	Collaborative Climate and Culture	X Effective Data-Based Alignment of Teaching and Decision Making Standards and Learning Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1		

With a focus on standard 2.3 (student learning & theory of learning), Reed Academy 's goal is to improve achievement in ELA and Math as measured by MPI (MAP Performance Index), on-going universal screener results, and ongoing common formative assessments. ● MPI: increase by 3.8 ELA and 5.2 Math ● Decrease in students identified as "high risk" using the Galileo Universal Screener by 10% per grade level (approximately 18 students per grade level) ● Continue to utilize a data coach to work with teachers and Title I coaches on data analysis around ELA and math i-Ready and MAP data as well as climate and culture data ● Continue utilization of before and/of after school tutoring to increase student time on task and grade level curricular support ● Utilize a full time Coordinator of Site Interventions to target reducing student failure rate and increase student attendance in order to improve overall academic improvement.
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Reed Academy is currently identified as a Comprehensive School, due to performing in the lowest 5% of schools in the state in the areas of ELA and Math.

- Reed Academy had a MAP index of 307.8 on the 2017-18 ELA MAP test
 - . Increased 26.4 MPI points in 2018-19 (334.2)
 - No testing 2019-2020 due to COVID Closure
 - Decrease of 1.2 MPI points in 2020-2021 after a modified school year of significantly less direct instruction due to COVID
 - We have a goal of increasing by 3.0 points with our 2021-2022 testing season to exit CSI Status in ELA
- Reed Academy had a MAP index of 256.7 on the 2017-18 Math MAP test.
 - Increased 2.6 Math MPI points in 2018-19
 - No testing 2019-2020 due to COVID Closure
 - Increase of 8.0 Math MPI points in 2020-2021, which allows us to meet the expectations to exit CSI status for Math
 - We have a goal of increasing by 2.0 points with our 2021-2022 testing season to maintain progress and stay out of CSI status as re-identification occurs

Evidence-Based Strategies for Improvement

- Weekly data meetings to track progress and performance by teacher and team with Learning Coach.
- Professional learning focused on ELA/Math data analysis to inform teacher instruction
- PLC Training and implementation

Funding Source(s):CSI funds

Action Steps	Start Date	Person Responsible	Resources	Completed Date
30 Days				
1. Hire & retain class size reduction teachers as needed for Science, Math, ELA, & Reading	1.July 2022	1.Principal	1. CSI Funds	1.August 2022
2.Completion		2.Principal	2.CSI Funds	2.August 2022

of professional learning plan to support support CSI plan	2.July 2022	
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60 Days		
1.Development & implementation of 3-tier intervention curriculum to support ELA & Math	1.July 2022	1.Principal & Intervention Planning Team 1. CSI Funding 1. September '22
2.Implement before/after school tutoring for students.	2. August 2022	2.Principal, Teacher Staffing 2.CSI Fund 2. Sep. '22
3. Hold formal content area data dig collaboration/identification Meeting (ongoing)	3. July 2022	3. Learning Coach 3. CSI Funds 3. Sept. '22 Principal

90 Days		
1. Evaluate EOY iReady results and update individual student growth sheets based on new universal screening	1. July 2022	1.Principal 1. CSI Funds 1. Oct. '22 Learning Coach

data		
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3.Begin Power Hour tutoring for students that qualify in ELA and Math; potentially provide Transportation as available Long Range 1. Ongoing monitoring/up dating of student individual growth sheets based on results from iReady and Standards Mastery assessments 2.Tutoring offerings in ELA and Math for all students 3. Assessment and identification of student and staff needs to promote and enhance academic growth in all content Area 4. Teacher retention and	2. July 2022 3. July 2022	
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development programs to promote and support continuity and consistency in curriculum implementation and development over the years.		
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The Goals and the Plan (Choose no more than 3 goals to focus on with your improvement plan)		
Goal #3 - Mark X by the appropriate Pillar of the Continuous Improvement System this goal falls under:		
Leadership	Collaborative Climate and Culture X	Effective Data-Based Alignment of Teaching and Decision Making Standards and Learning Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1		
Improve student engagement and academic achievement through deeper collaboration to promote the understanding and development of the whole child. (5.3 and 7.4) ● Maintain staff satisfaction at or above 97% as measured by the Panorama Survey Data. ● Increase student achievement in all content areas from BOY to EOY as measured by our new universal screener through deeper and more intentional content collaboration and vertical alignment. ● Support teacher retention to improve ongoing instruction and consistency throughout the classroom and building for student learning. ● Reduce student disciplinary infractions from EOY 21-22 to EOY 22-23. Rationale (name of the existing conditions/data points to support the selection of the objective/goal)		

• Reed has shown steady improvement in staff engagement and satisfaction over the last 3 years, which has supported overall academic achievement. This will need to be maintained to continue to build on this success. • Teacher turnover nationally is high, especially in Title I Buildings, therefore an emphasis on teacher development and retention will be key to continuing to build academic success for students at Reed. • Reducing student disciplinary infractions improves school safety, student engagement, and reduces incidents relating to exclusionary discipline and loss of instructional time.
Evidence-Based Strategies for Improvement
• Continue to maintain Restorative Practices training and development for staff • Maintain a behavior interventionist to work with students on soft skills, behavior management, and to work with teachers on student behavior management techniques and strategies within the classroom to reduce loss of instructional time for all students • Continue to implement formal Trauma Informed training • Implement new teacher development training at the building level and teacher retention supports.
Funding Source(s):CSI funds

Action Steps	Start Date	Person Responsible	Resources Completed/Date
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30 Days		
1. Back to school meetings including updated safety and security Processes, new teacher development and support program, & tiered intervention lesson planning.	1.July 2022	1.Principal Intervention Team Learning Coach Learning Specialist 1. CSI Funds 1. August 2022
2.Student interest survey to identify engagement club opportunities	2.July 2022	2. Data Coach 2. Survey Platform 2. Sep. 2022 Engagement Coord.
3.Initiate & Refresh Restorative Practices refresher professional learning	3.July 2021 1.July 2021	3. Principal Learning Coach IIRP Rep 3. CSI Funds 3. Sept. 2022
60 Days		
1.Re-establish	1. August 2022	1. Principal 1. None 1. Oct. '22 (Ongoing)

staff “weather team” to identify school/staff concerns and potential solutions 2. Identify “top 25” students for coordinator of site interventionist and begin small group “at-risk” classes for identified students	2. July 2022	2. Principal/CSI/AP 2. CSI Funds 2. Oct. '22
3. Introduce student TST documentation	3. August 2022	3. Principal/CSI/SP 3. None 3. Oct. '22

90 Days				
1. Host community event for families and parents outside of the school day	1.July 2022	1. SCL	1. CSI Funds	1. Oct. '22
2.Monitor progress/participation in existing engagement clubs	2.July 2022	2. Engagement Club. Coord. 2.Survey Data 2. Oct. '22		
3.Restorative Justice follow up training	3.July 2022	3. Principal Learning Coach Staff	3. IIRP CSI Funds	3. Oct. '22
Long Range				
1. Increase student engagement opportunities and participation	1.August 2022	1. Principal Engagement Coord. SCL	1. CSI Funds	1. Dec. '22
2.Participate in ongoing safety audits/evaluations in conjunction	2.August 2022	2. Admin Team SRO Safety Comm.	2. CSI Funds	2. May '23
3. Increase				

student attendance through reductions in need for exclusionary discipline and discipline that removes bus eligibility through behavior support plans.	3.July 2022	3. Admin Team Staff SCL Behav. Interv.	3. CSI Funds Professional Learning	3. Oct. '22
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