**Accountability Plan**

*The Accountability Plan is to be completed in cooperation with the Regional School Improvement Team.*

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| **Date:** | | |
| **District Plan District Name: Malta Bend R-V School District County/District Code: 097-119**  ***or***  **School Plan Building Name: Malta Bend Elementary Building Code: 4020 Grades Served: K-6** | | |
| **Accountability Plan Due To:**  Priority School X Focus School  Risk Factors  Other | | |
| **Regional School Improvement Team**  *See guidance for all individuals who need to be included in the RSIT team.* | | | |
| **Name** | | | **Position** |
| 1. Ron Wilken  2. Barbara McCaslin  3. Chuck Marcum  4. Julie Blaine  5. Scott Moore  6. Chuck Marcum  7. Justine Gorrell  8. Peggy Farmer  9. Jolene Stubblefield  10. Jovanna Adams | | | Area Supervisor  Federal Instructional Supervisor  Superintendent  Regional Representative  President School Board  Principal  Building Personnel  Building Personnel  Parent |
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| ***Description of how staff and stakeholders will be informed and engaged in the accountability plan.*** | | The Malta Bend School Accountability Plan will be developed through the collaboration of the District Focus Team. The Focus Team will be supported by the Central Regional Professional Development Center, our Area Supervisor, the Federal Instructional Supervisor, our District administrator, a parent and three teachers to include our middle school science teacher, an elementary math/communication arts teacher, and our elementary art teacher for the purpose of identifying any needs associated with the educational community.  Four meeting sessions will be held to ensure that all members of the Focus Team are informed and engaged in the planning of the accountability plan. Implementation of the Accountability Plan will be communicated with stakeholders through various media.  The implementation of this plan will take place over the next three years, with initial monthly processes taking place to ensure understanding of the instructional focuses of the plan. The Board of Education will have comprehensive knowledge of and provided a copy of the Accountability Plan through its completion. The Board of Education will receive monitoring updates at every regularly scheduled monthly meeting.  Monitoring of the plan will begin 30 days after the Accountability Plan is approved. Monitoring will occur on a monthly basis to keep everyone informed of any progress concerning the plan and to celebrate any successes in the improvement in the academic achievement of all students, specifically our super subgroup students.  The Malta Bend School will use our Text Trekker System to broadcast information about the Focus School Accountability Plan. This format reaches parents through a text based list serve process. In addition, our school mails out a monthly newsletter in which information about the plan will be communicated to parents and patrons. A copy of the Accountability Plan will be posted on our school district website at [www.mbtigers.weebly.com](http://www.mbtigers.weebly.com). There will be a comment period available after the Accountability Plan is posted to the website. The comment period will be for two (2) weeks and all comments will be directed to the building administrator. | |
| ***Key issues identified from annual performance data and local assessments.*** | | The Focus Team used multiple data sources to develop a Needs Assessment for Malta Bend Elementary School. The Needs Assessment included MAP data for five (5) years for grades 3-8, Attendance rates for five (5) years, Disciplinary data for five (5) years, Annual Progress Report data for five (5) years, drilled down data for the MAP (Missouri Assessment Program) for five (5) years to include the content standards and item benchmarks, Dibel’s Reading Assessment, and Study Island Benchmark Assessments in Math and Reading.    1. Total student group performance in communication arts and mathematics has had minimal increases for the  last three years.  2. Performance in our Super Subgroups in both communication arts and mathematics is significantly below that  of the total student group.  3. Local assessments in communication arts and mathematics are not adequately used to modify or improve rigor  of instruction in these areas.  4. Teachers continue to need professional development in the use of data to identify student needs and additional  intervention and support.  5. Curriculum does not adequately align with state and local standards.  6. Local assessments are not being used often enough to modify instruction or improve the rigor of instruction.  7. The use of data from our Dibel’s reading program needs to be monitored and interventions incorporated.  8. Benchmark tests, formative assessments, and MAP scores will be analyzed to determine student needs and  placement in our intervention program. | |
| ***Key issues identified from needs assessment and/or the Advanced Questionnaire.*** | | The Focus Team’s Needs Assessment and Perceptual data from the Advanced Questionnaires indicate the following key issues for the Focus Team to use in the Accountability Plan.  1. The building lacks a systematic process of identifying, implementing and monitoring goals.  2. The building needs to continue to improve in utilizing research-based teaching strategies.  3. Collaborative teams are not yet in place to examine student work and modify practice and instruction based on  the use of the data.  4. The school needs to recruit, attract, develop and retain highly qualified staff to provide a stable learning  environment.  5. The school needs to promote, facilitate, and enhance parent, student and community involvement in our  educational programs.  6. The school needs to be governed in an efficient and effective manner involving leadership and representation to  benefit the students, staff and patrons. | |
| ***Prioritized Needs for the Building.*** | | 1. **Leadership needs to provide systemic processes for identifying, implementing and monitoring goals.** 2. **All staff needs to collaborate on identifying and using systematic, high-yield, instructional processes.** 3. **Professional development for all staff needs to focus on systematic teaching and re-teaching of expected research-based teaching strategies and learning outcomes.** | |

***Core Elements for Student Achievement***

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| **Leadership**  An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. |

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| **SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):** |
| **The building leader(s) will participate in the Missouri Leadership for Excellence, Achievement, and Development (MoLEAD) project in order to develop skills in the critical areas of school leadership- strategic thinking, instructional leadership, strong school culture and collaborative cultures- to improve student achievement and apply leadership and decision-making concepts to achieve strategic goals throughout the eighteen month program.**  **The Malta Bend R-V School District will utilize the MoLEAD leadership program to improve the skills and knowledge of the district administrator as evidenced by their enrollment in the program and 100% attendance at the two day meetings held each month for the duration of the 18 month program beginning in January of 2013.** |
| **Rationale (name the existing conditions/data points to support the selection of the objective/goal):** |
| **The building is identified by the Department of Elementary and Secondary Education as a focus school due to low super subgroup performances in English language arts and mathematics. High-quality principals provide the vital link between curriculum and learning. The principal sets the vision and enables teachers to equip students with 21st century skills that prepare them for college and careers.** |

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| **Research Based Strategy(ies) for Implementation:** |
| **A 2009 study done by New Leaders for New Schools found that principal effectiveness accounts for 25 percent of student gains. Studies show that NISL-trained principals outperform their peers in raising student achievement.**  **MoLEAD combines direct instruction with interactive methods such as Socratic questioning, group discussions, role playing, case studies, and simulations to impart a thorough understanding of the leadership characteristics and behaviors needed in today’s schools. Through this highly interactive program, principals learn to align their schools’ curriculum frameworks, instructional materials, and teaching strategies, as well as to foster an ethical culture in their schools.**  **Funding Source(s): Department Provided Direct Service, 1003a**  **MSIP Standard(s): MSIP 5 Process Teacher/Leader Standard** |
| **Measurable Adult Behaviors:** |
| **Participants will be actively engaged and will successfully complete the requirements of the program.**  **As part of the MoLEAD project principals will:**  **\* Improve classroom instruction and ensure alignment to the Missouri Core Academic Standards and assessment practices**  **\* Develop and implement appropriate, evidence-based instructional strategies found to be effective for all students and**  **subgroups**  **\* Develop common formative and summative assessments**  **\* Establish a culture of professional collaboration that focuses on a school climate that is conducive to high expectations and**  **provides a safe environment for learning**  **\* Increase staff effectiveness in using data to inform and improve instruction**  **- Participate in data team training**  **- Use data to document progress and inform instructional practices**  **\* Provide increased time for professional collaboration**  **\* Utilize mapping to support continuous development of all adults (teachers and leaders)**  **\* Implement Missouri’s leader standards**  **\* Implement with fidelity the strategies identified in the LEA and school improvement plans**  **\* Maintain and report monthly on the dashboard of leading indicators**  **\* Utilize feedback from regional partners to improve instruction, learning and leadership.** |
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| **Action Steps** | **Start Date** | **Person Responsible** | **Resources** | **Complete / Date** |
| ***30 Days:***  **1. Sign and submit MoLEAD**  **Statement of Commitment Form.**  **2. Identify number of participants**  **in MoLEAD training.**  **3. Sign and submit accountability**  **work plan budget/expenditures**  **and additional core elements.** | 10/18/12 | Superintendent | MoLEAD Facilitator and Cohort DESE | 1. 10/26/2012  2. 12/15/2012 |
| ***60 Days:***  **1. Prepare calendar to enable**  **MoLEAD participation.**  **2. Attend 1st Training Session**  **3. Complete required assignments** | 01/15/13 | Superintendent | MoLEAD |  |
| ***90 Days:***  **1. Attend 2nd Training Sessions.**  **2. Complete required assignments** | 02/15/14 | Superintendent | MoLEAD |  |
| **Long Range:**  **1. Completion MoLEAD program.**  **2. Implement all MoLEAD skills at the building level.** | 03/15/13 | Superintendent | MoLEAD |  |

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| **Collaborative Cultures**  Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement. |

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| **SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):** |
| **The Professional Learning Community process will be fully implemented by August 2013 with at least 95% commitment as evidenced by a building survey.** |
| **Rationale (name the existing conditions/data points to support the selection of the objective/goal):** |
| **Through the analysis of our Missouri Assessment Program, Annual Performance Report, Dibel’s Benchmark Scores and Study Island Reports started in September 2012 there is a need for the following:**    **\* Perceptual data indicates that staff needs to collaborate on identifying and using systematic, high-yield, instructional**  **processes.**  **\* Professional development for all staff needs to focus on systematic teaching and re-teaching of expected strategies.**  **\* Perceptual data indicates a need for classroom teachers to collaborate with special education teachers on developing a**  **support system for classroom teachers to address special education students’ IEP goals in classroom instruction. The**  **collaboration will extend beyond general classroom and special education classroom to include collaboration across grade**  **levels and curricular areas.** |

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| **Research Based Strategy(ies) for Implementation:** |
| **Insure that all staff understands the concept and implements the processes of the Professional Learning Community in a collaborative setting.**  **The leadership team will continue to investigate and inform staff on Professional Learning Community strategies and requirements needed to sustain the productivity of the group.**  **Funding Source(s): General Fund, Focus School Funding**  **MSIP Standard(s): 6.5** |
| **Measurable Adult Behaviors:** |
| **The Missouri School Accountability Plan ensures the following will occur through the collaborative cultures process:**  **1. Leadership team commitment to building a collaborative culture of improvement as evidenced by meeting notes, survey**  **results and agendas which are submitted to the Team Leader by April of 2013.**  **2. Staff survey of interest and understanding needed to implement concepts of PLC will be given in February and April of 2013 to**  **determine the level of commitment to, and knowledge of the PLC process with an expected buy-in of 95%.**  **3. Exit slips after PLC staff meetings will show that collaborative efforts have increased through Professional Learning**  **Community process to 80%.**  **4. A collaboration schedule will be developed for the 2013-2014 school year with an evaluation process done in the Spring of**  **2014.**  **5. The Leadership Team (all members) will commit to attending the Powerful Learning Conference in January of 2013.** |
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| **Action Steps** | **Start Date** | **Person Responsible** | **Resources** | **Complete / Date** |
| ***30 Days:***  **1. Contact the Central RPDC about**  **providing PLC training.**  **2. Develop a survey.**  **3. Identify key questions to discuss**  **at all staff meetings.**  **4. Establish a Leadership Team and**  **attend the Powerful Learning**  **Conference in January.** | 01/07/13 | Superintendent  Leadership Team  Focus Team | Central RPDC  Survey Monkey | 02/22/2013 |
| ***60 Days:***  **1. Conduct a pre-survey.**  **2. Communicate with PDC about**  **what the PLC and collaboration**  **will require.**  **3. Establish a schedule for**  **collaboration and expectations.** | 02/07/13 | Leadership Team  Focus team | Central RPDC  Survey Monkey  School Calendar for 2013-2014 | 03/22/2013 |
| ***90 Days:***  **1. Conduct the post survey.**  **2. Establish a PD schedule for the**  **next school year.**  **3. Make changes to the schedule**  **based on survey and other data.** | 03/07/13 | Leadership Team  Focus Team | Survey Monkey  School Calendar for 2013-2014 | 04/22/2013 |
| **Long Range:**  **1. Establish data teams with**  **collaborative assessment data**  **and interventions.**  **2. Continue PLC training.**  **3. Establish a culture of success for**  **all students by all staff** | 04/07/13 | Leadership Team  Focus Team | Central RPDC | 07/07/2013 |

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| **Curriculum and Assessment**  Curriculum and assessments are comprehensive and aligned with the core academic standards. |

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| **SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):** |
| **All Malta Bend Elementary teachers will require students to perform reading skills in conjunction with daily assignments across all grade levels and disciplines to address the R1 content standard. By May 2013, student reading gains as demonstrated through our Dibel’s reading assessment will show a reduction of students below expected levels of achievement reduced by 15% from the August 2012 Dibel’s reading baseline data. Formative and benchmark assessments will be developed and administered for all grade levels.** |
| **Rationale (name the existing conditions/data points to support the selection of the objective/goal):** |
| **The needs assessment completed by the Focus Team developed a list of key issues. Among the key issues was a recurring need to focus on reading strategies as addressed in the R1 content standards. Achievement data collected by the Focus Team for our needs assessment indicates a need for specific reading strategy practice and implementation. The data used in the needs assessment was collected through our Dibel’s reading reports and baseline MAP communication arts grade level assessment results.** |

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| **Research Based Strategy(ies) for Implementation:** |
| **Achievement data collected by the focus team for our needs assessment indicates a need for specific reading strategy practice and implementation. The data that was used in the needs assessment was collected through our Dibel’s reading reports and baseline MAP communication arts grade level assessment results. The strategies identified through review of the content standards showed the following items with the most concern: sequencing, main idea and details, context clues, cause and effect, compare and contrast, figurative language, and conventions of capitalization, punctuation and standard usage. Marzano’s Classroom Instruction That Works strategies will be incorporated into daily reading practice across our curricular areas and throughout all grade levels.**  **1. Identifying reading skills and strategies based on student assessment data.**  **2. Train all staff on Marzano strategies with emphasis on reading instruction.**  **3. Train all staff on assessment processes and data analysis.**  **4. Contract with the Central RPDC for reading training.**  **Funding Source(s): General Fund, Focus School Funding**  **MSIP Standard(s): 6.1, 6.2, 6.7** |
| **Measurable Adult Behaviors:** |
| **The Malta Bend School Accountability Plan ensures the following will occur to implement Marzano’s Classroom Instruction That Works research-based instructional strategies into everyday, everywhere teaching at Malta Bend Elementary School.**  **1. 100% attendance at reading skills and strategies training, viewing and discussing Dibel’s reports and participation in**  **all activities to generate class activities master list and ideas through collaborative activity.**  **2. Walk-through observations will show evidence that reading strategies are being taught.**  **3. Lesson plans are prepared using reading strategies with re-teaching and interventions in place based on student needs.**  **4. 100% of classroom teachers will teach a lesson in another classroom using two (2) Marzano instructional strategies.** |

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| **Action Steps** | **Start Date** | **Person Responsible** | **Resources** | **Complete / Date** |
| ***30 Days:***  **1. Identify key reading skills.**  **2. Develop training for all teachers.**  **3. Provide materials for training.**  **4. Dibel’s assessment given to collect**  **data.** | 01/15/13 | Leadership Team | Current Research, MAP, CCSS,  Central RPDC | 02/15/2013 |
| ***60 Days:***  **1. Develop an assessment schedule.**  **2. Train all faculty to use reading**  **strategies in their classroom.**  **3. Data review from most current**  **Dibel’s assessment.** | 02/15/13 | Leadership Team | Assessment Plan  Central RPDC | 3/15/2013 |
| ***90 Days:***  **1. Dibel’s assessment given to collect**  **data for 4th quarter.**  **2. Monitor instruction of reading**  **strategies.** | 03/15/13 | Classroom Teachers  Principal | Evaluation Process  Dibel’s Reading Program | 4/15/2013 |
| **Long Range**  **1. Identify additional successful**  **reading instruction indicators.**  **2. Provide on-going training.**  **3. Develop training materials.**  **4. Continue to refine initial**  **indicators.** | 04/15/13 | Leadership Team | Central RPDC | 05/15/2013 |

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| **Effective Instruction**  Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. |

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| **SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):** |
| **All Malta Bend School teachers will be required to incorporate differentiated instructional strategies into the teaching process for reading by the end of April 2013 as measured by several walk-through and three formative evaluation processes on a monthly basis.** |
| **Rationale (name the existing conditions/data points to support the selection of the objective/goal):** |
| **Through the findings of the Missouri Assessment Program test results and Dibel’s Reading Assessment the Leadership Team determined an achievement gap exists between the super subgroup and the general population.**  **Professional development in differentiation of instruction will allow teachers to pinpoint, and adapt to, areas where students need additional help for success.** |

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| **Research Based Strategy(ies) for Implementation:** |
| **Teachers will be trained in Differentiated Instruction through professional development from the Central RPDC.**  **Contract with the Central RPDC for professional development and follow-up on Differentiated Instruction.**  **Teachers will provide all basic and below basic students in the super subgroup, as measured by the MAP communication arts test, with supplemental instruction through the before and after school tutoring program. Pre and post test results will reflect an increase of 10% in students’ mastery of skills.**  **The building will maintain a record of monitoring data, tracking the progress of the super subgroup identified with an achievement gap.**  **Funding Source(s): General Fund, Focus School Funding**  **MSIP Standard(s): 6.3, 6.4, 6.7** |
| **Measurable Adult Behaviors:** |
| **1. All staff members will receive training in differentiated instruction and implementation into the classroom by September 1,**  **2013.**  **2. Walk-through observations will indicate that differentiated instruction is being used in all classrooms and monitored by exit**  **slips.**  **3. Lesson plans will show evidence that differentiated instruction is used in the re-teaching process and adequate interventions**  **are incorporated based on student data analysis.**  **4. Data team meetings will review assessment results and interventions will be implemented on a monthly basis.** |

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| **Action Steps** | **Start Date** | **Person Responsible** | **Resources** | **Complete / Date** |
| ***30 Days:***  **1. Provide training for all teachers.**  **2. Baseline data will be assembled**  **by the building leadership team.**  **3. Contract with our Central RPDC**  **for training and follow-up.**  **4. Data team meetings will be**  **scheduled on a monthly basis.** | 01/07/13 | Principal  Leadership Team | Current Research, MAP, CCSS, Dibel’s, Central RPDC | 02/07/2013 |
| ***60 Days:***  **1. Provide clear, targeted training.**  **2. Continue data analysis review**  **from the most current Dibel’s**  **assessment.**  **3. Provide monthly Central RPDC**  **visits.**  **4. Begin walk-through observations.**  **5. Review lesson plans on a weekly**  **basis.** | 02/07/13 | Leadership Team  Principal | Assessment Plan  Central RPDC  Evaluation Forms  Lesson Plans | 03/07/2013 |
| ***90 Days:***  **1. Dibel’s assessment given to**  **collect data for the 4th quarter.**  **3. Provide monthly RPDC visits to**  **monitor progress and provide**  **guidance.**  **4. Use walk-through observations**  **to suggest changes in the**  **instructional process.**    **5. Monitor lesson plans to determine**  **if instruction is on target and**  **appropriate.** | 03/07/13 | Classroom Teachers  Principal | Assessment Plan  Central RPDC  Evaluation Forms  Lesson Plans  Dibel’s Program | 04/07/2013 |
| **Long Range:**  **1. Incorporate differentiated**  **instruction into the classroom.**  **2. Use walk-through observations**  **to target areas of need.**  **3. Incorporate differentiated**  **instruction into the formal**  **teacher observation process.**  **4. Work with the Central RPDC to**  **provide on-going training.** | 08/20/13 | Leadership Team  Principal  Classroom Teachers | Central RPDC  Evaluation Forms  Lesson Plans | 09/01/2013 |

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**School Board President Date**

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**State Supervisor, School Improvement Date**

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**Federal Instructional Improvement Supervisor Date**

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