

**La Salle Middle School
Comprehensive School Improvement Plan 2022-23**

Focus of Plan (check the appropriate box):

- LEA
- School or Charter

Name of LEA: La Salle Charter School

Name of School or Charter:
La Salle Charter School

Check if appropriate

- Comprehensive School
***Requires a Regional School Improvement Team
- Targeted School
- At-Risk
- Other

Date: May 17, 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.

- 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 _____

<p>What staff/stakeholders have been involved in the needs assessment and development of this plan?</p>	<ol style="list-style-type: none"> 1. Executive Director; LaShanda Boone lboone@lasallemiddleschool.org 2. Principal; Lauren Cobb lcobb@lasallemiddleschool.org 3. Instructional Interventionist Jayne Howard jhoward@lasallemiddleschool.org 4. Counselor; Victor Seals, vseals@lasallemiddleschool.org 5. Sped Coordinator; Ted Ahrens tahrens@lasallemiddleschool.org 6. Parent; Mauri Scott mauriscott755@gmail.com 7. Community Partners; Candice Cox ccox@khaosinc.org ??? 8. Board of Directors, Chair; Demetrius Grooms dgrooms@lasallemiddleschool.org
<p>What are the key issues identified from the needs assessment? <i>Staff completed needs assessment given at the conclusion of the school year following DCI collaborations.</i></p>	<ol style="list-style-type: none"> 1. The need to provide effective, ongoing professional development to improve student achievement. 2. Curriculum Alignment/Standard alignment. 3. Assistance in implementing instructional strategies, including supporting the needs of diverse learners (i.e., delivery methods, lesson modifications, assessments, differentiated instruction, Multi-Tiered Systems of Support, MTSS, etc.) 4. Hiring of an Assistant Principal of Assessment and Student Conduct to support students and staff.
<p>What are the prioritized needs for the LEA or building based on a root cause analysis?</p>	<ol style="list-style-type: none"> 1. Improve overall ELA/reading achievement through explicit vocabulary instruction, rigorous Missouri Learning Standards (MLS)-aligned content emphasizing citing textual evidence, and daily direct instruction in informational text, literature, grammar, and writing. 2. Improve overall math achievement by implementing a regular intervention schedule and developing an RtI plan for all students performing below grade level expectations based on STAR data. 3. Intense Professional Development in the use of the core content curriculum, cultural competency, trauma-informed practices, digital instructional practices (synchronous and asynchronous), differentiated instruction, Multi-Tiered Systems of Support (MTSS) and Character Education Training 4. Resources to coordinate and implement a comprehensive Multi-Tiered System of Support (MTSS) for maximized academic growth and close student achievement gaps.

The Goals and the Plan

(Choose no more than 3 goals to focus on with your improvement plan)

Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

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

In ELA/Reading and math achievement, at least 50% will demonstrate at least one year's growth as measured by their (scaled score/grade level equivalency score) on the STAR Benchmark assessment.

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

The district will address and improve areas of concern based on the ELA Star Assessment data for the 2022-23 school year.

ELA	2018-2019	2019-2020	2020-2021	2021-22
Below Basic	58	43	53	54
Basic	28	64	36	43
Proficient	18	9	11	8
Advanced	2	1	2	1
Math	2018-2019	2019-2020	2020-2021	2021-22
Below Basic	50	61	65	75
Basic	39	42	24	25
Proficient	17	13	9	5
Advanced	2	3	3	0

Evidence-Based Strategies for Improvement
<ol style="list-style-type: none"> 1. Common Formative Assessment (CFA) to support ELA priority standards. 2. Facilitate effective Data-Based Decision Making (DBDM) teams to implement consistent classroom use of data from formative and interim assessments to inform instructional decisions. 3. Utilized the Expeditionary Learning (ELA) curriculum and Engage New York (Mathematics) with fidelity to ensure teachers taught with rigor and relevance at DOK 3 and 4. 4. Multi-Tiered System of Supports (MTSS) for improved learning outcomes in ELA and math. 5. Facilitate practices to develop assessment capable learners (DACL). 6. Monitor teachers providing students with access to complex text at all grade levels across content areas. 7. Focus on monitoring alignment of instructional strategies to learning targets. 8. Monitor teacher implementation of rigorous math tasks with students at all grade levels.

Action Steps	Start Date	Person Responsible	Completed/Date
<p><u>30 Days</u></p> <ol style="list-style-type: none"> 1. Develop the Master Schedule to accommodate an intervention block. 2. Create opportunities within the Master Schedule for increased collaboration time for teachers and staff. 3. Developing Assessment Capable Learners (DACL) PD as a school-wide initiative to improve instructional practices through which students articulate learning targets, expected outcomes and teachers consistently use scoring rubrics at the onset of instructional units to explain potential scores to achieve a clear indication. 	July 2022	Executive Director, Principal, Assistant Principal, Interventionist	

<ol style="list-style-type: none"> 4. Differentiated instruction professional development to address varying learning needs of students to provide Multi-Tiered Systems of Support. 5. Collaborate with DCI Consultants to develop an action plan for on-going PD and classroom support related to DAEL, DBDM, and CFA. 6. Develop a robust PD calendar plan for staff that includes effective teaching techniques/strategies aligned to the curriculum, counseling/mentoring strategies, socio-emotional training, data based decision making, best practices in connecting/engaging with families. 			
<p>60 Days</p> <ol style="list-style-type: none"> 1. Develop an assessment calendar with teachers that outlines CFA and Benchmark assessment dates. 2. Teacher training on school-wide DBDM protocols to ensure that student achievement data drives student learning. 3. Utilize Star Custom by Renaissance to create Common Formative Assessment (CFAs) from identified ELA & math priority standards. 4. Provide Developing Assessment Capable Learners (DAEL) PD as a school-wide initiative to improve instructional practices through which students articulate learning targets, expected outcomes and teachers consistently use scoring rubrics at the onset of instructional units to explain potential scores to achieve a clear indication. 5. Differentiated instruction professional development to address varying learning needs of students to provide Multi-Tiered Systems of Support. 6. All teachers and staff create and implement individualized, job-embedded PD plans directly related to CSIP goals 7. Implement an intervention block that allows for matched instructional programming during the school day for all students. 	<p>Aug 2022</p>	<p>Executive Director, Principal, Assistant Principal, Interventionist</p>	

8. Develop MTSS protocol for all students.			
<p>90 Days</p> <ol style="list-style-type: none"> 1. Implementing MTSS plan for students each day based on Star and assessment data. 2. Utilize Star Custom by Renaissance to administer Common Formative Assessment (CFAs) from identified ELA and math priority standards. CFA data will be analyzed in structured data team meetings to inform instructional practices. 3. Utilize USA Test Prep to measure student curricular achievement, identify patterns in learning, determine student learning groupings, and track progress toward critical milestones. 4. Students will participate in extended range ELA/Reading and math 5. goal setting using STAR and CFA data. 6. Teachers will use STAR data and CFAs to differentiate instruction and to show parents what students have command of, what they need support with, and where there are still gaps. 7. Implement a tutoring program tailored to specific student needs. 	Sept 2022	Executive Director, Principal, Assistant Principal, Interventionist	
<p>Ongoing</p> <ol style="list-style-type: none"> 1. Evaluate and assess instructional strategies and make any needed adjustments. 2. DCI and MLDS continued support including PD and walk-throughs. 3. Purposeful and planned differentiated instruction based on data and delivered using flexible small group instructional models for all students (Guided Reading Groups). 4. Survey teachers and staff for feedback on PD effectiveness and future needs. 		Executive Director, Principal, Assistant Principal, Interventionist	

Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
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				
Using competencies to measure effective implementation of a Multi-Tiered System of Support and Charter Education, each program will demonstrate growth as “somewhat effective, effective, or not effective.”				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
Initial development of Multi-Tiered System of Support and Character Education Program to be implemented school-wide for improved academic and socio-emotional outcomes.				
Evidence-Based Strategies for Improvement				
<ol style="list-style-type: none"> 1. Multi-Tiered System of Supports (MTSS) for improved learning and socio-emotional outcomes for all students. 2. Implement a school-wide Character Education program and monitor teacher embedding program throughout curriculum facilitation. 3. Facilitate practices to develop assessment capable learners (DACL). 4. Facilitate effective Data-Based Decision Making (DBDM) teams to implement consistent school-wide use of data from quarterly surveys facilitated to gauge program effectiveness. 5. Monitor teachers providing students with differentiated instruction to support varying learning needs in all academic settings. 6. Monitor teacher implementation of rigorous math tasks with students at all grade levels. 				

Action Steps	Start Date	Person Responsible	Completed/Date
<p>30 Days</p> <ol style="list-style-type: none"> 1. Develop the Master Schedule to accommodate intervention blocks to support MTSS initiative. 2. Create opportunities within the Master Schedule for increased collaboration time for teachers and staff. 3. Developing Assessment Capable Learners (DACL) PD as a school-wide initiative to improve instructional practices through which students articulate learning targets, expected outcomes and teachers consistently use scoring rubrics at the onset of instructional units to explain potential scores to achieve a clear indication. 4. Collaborate with DCI Consultants to develop an action plan for on-going PD and classroom support related to DACL, DBDM, and CFA in support of MTSS. 5. Develop a robust PD calendar plan for staff that includes effective teaching techniques/strategies aligned to the curriculum, counseling/mentoring strategies, socio-emotional training, data based decision making, best practices in connecting/engaging with families, character education, and Multi-Tiered Systems of Support (MTSS). 	July 2022	Executive Director, Principal, Assistant Principal, Interventionist	
<p>60 Days</p> <ol style="list-style-type: none"> 1. Teacher training on school-wide DBDM protocols to ensure that student achievement data drives student learning. 2. Provide Developing Assessment Capable Learners (DACL) PD as a school-wide initiative to improve instructional practices through which students articulate learning targets, expected outcomes and teachers 	Aug 2022	Executive Director, Principal, School Counselor, Assistant Principal, Interventionist	

<p>consistently use scoring rubrics at the onset of instructional units to explain potential scores to achieve a clear indication.</p> <p>3. All teachers and staff create and implement individualized, job-embedded PD plans directly related to CSIP goals and infusing character education and MTSS embedded into daily instruction.</p> <p>4. Implement an intervention block that allows for matched instructional programming during the school day for all students.</p> <p>5. Develop MTSS protocol for all students.</p>			
<p>90 Days</p> <p>1. Implementing MTSS plan for students each day based on Star and assessment data.</p> <p>2. Implement a tutoring program tailored to specific student needs aligned to MTSS.</p> <p>3. Monitor implementation of character ed program.</p>	<p>Sept 2022</p>	<p>Executive Director, Principal, Assistant Principal, Interventionist</p>	
<p>Ongoing</p> <p>1. Evaluate and assess instructional strategies and make any needed adjustments.</p> <p>2. DCI and MLDS continued support including PD and walk-throughs.</p> <p>3. Purposeful and planned differentiated instruction based on data and delivered using flexible small group instructional models for all students (Guided Math Groups/Math Workshop).</p> <p>4. Survey teachers and staff for feedback on PD effectiveness, program effectiveness, and future needs.</p>		<p>Executive Director, Principal, Assistant Principal, Interventionist</p>	

--	--	--	--

Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

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

Using the MLDS Leadership Competencies Self-Assessment Tool and a 360 Feedback approach, the Executive Director will demonstrate a one-level growth in the areas identified as “somewhat accomplished” or “not accomplished.” These competencies align with the five MLDS leadership domains: Visionary, Instructional, Managerial, Relational, and Innovative.

360 Feedback will include the Executive Director, principal, and assistant principal.

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

Teacher quality is the #1 effects for school effectiveness (school quality and student learning). Leadership is the #2 effects for school effectiveness. 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)
- *Education Leadership: Evidence and Implications: A Technical Assistance Briefing for U.S. House Committee on Education and Labor* - Wallace Foundation/Will Miller (April 2019)

Evidence-Based Strategies for Improvement

1. Engage in the Planning, Implementation, and Monitoring efforts of the CSI Improvement and Accountability Process
2. Engage, Reflect Upon and Apply learning provided by the Missouri Leadership Development System:
 - Understanding Self and Others
 - Deepen knowledge of self and others to impact staff, students, and the school community positively.
 - 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 challenging issues
 - Explore two models to support effective decision-making practice
 - Reflect on how each model can help 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 other charter schools through a highly structured protocol that provides the leader with a deep perspective of an instructional school leader's thinking and school culture/context.

Action Steps	Start Date	Person Responsible	Completed/Date
<p>30 Days</p> <p>1. Engage in CSI (Comprehensive School Improvement) planning efforts with a team comprised of the Executive Director, Principal, Assistant Principal, Interventionists, RPDC support team, and state supervisor. Outline specific leadership support strategies that will allow this professional learning to be successful.</p> <p>2. Communicate effectively (leader and leadership team) to staff about the goals and strategies of the 2022-2023 professional learning plan.</p>	July 2022	Executive Director, Principal, Assistant Principal	

<p>3. Organize and coordinate a one-day orientation that involves all staff to build a foundation for the professional learning goals.</p>			
<p><u>60 Days</u> 1. Meet with the CSI team (Executive Director, principal, assistant principal teacher, Interventionists, RPDC support team, state supervisor) to review implementation strategies, reflect on where we are, and determine the next steps. Outline specific leadership support strategies will allow this professional learning to be successful.</p> <p>2. Principal to participate in year three of CSI cadre to develop best leadership practices, instructional focus, and feedback training.</p>	<p>Aug 2022</p>	<p>Executive Director, Principal, Assistant Principal</p>	
<p><u>Ongoing</u> Continued implementation and review of systems and protocols that resulted from CSI cadre participation years 1-3.</p>		<p>Executive Director, Principal, Assistant Principal</p>	