

**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 a needs assessment given at the conclusion of the school year following District Continuous Improvement (DCI) collaborations. The LEA's Sponsor also partnered with SchoolWorks to conduct a School Quality Review (SQR).</i></p>	<ol style="list-style-type: none"> 1. The need to provide effective, ongoing professional development to improve instructional practices that yield higher student outcomes. 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. Maximize instructional development and delivery by hiring math and reading interventionists to support teachers through effective observation, coaching, and feedback.
<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 a Multi-Tiered System of Support (MTSS) 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.

<p style="text-align: center;">The Goals and the Plan (Choose no more than 3 goals to focus on with your improvement plan)</p>				
<p style="text-align: center;">Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under</p>				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision-Making	Alignment of Standards and Curriculum
<p>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1</p>				
<p>Through on-going job-embedded coaching and feedback professional development, teachers will improve instructional practices through lesson plan preparation and design, instructional strategies that embrace critical thinking, receive support for lesson modeling, scaffolding, and writing effective learning targets. In ELA/Reading and math achievement, at least 80% will demonstrate at least one year's growth as measured by their (scaled score/grade level equivalency score) on the STAR benchmark assessment administered in September 2022 by the end of the 2022-23 school year.</p> <p>Principal (across all goals), \$137,500; Assistant principal (across all goals), \$104,500; Math interventionist, \$76,140; ELA interventionist, \$68,207; Professional development (across all goals), \$12,000; USA Test Prep, \$2,600; Renaissance Learning Suite, \$5,600.</p>				
<p>Progress Monitoring Milestones</p>				
<p>August - October 2022 As unit assessments are administered, teachers review data to assess the effects of instructional strategies and practices. Review pre and post-data to redirect actions where there are misconceptions and continue on the path where there are areas of strength. Monitor the implementation of effective instructional strategies to move students forward continually.</p>				
<p>November 2022- January 2023 As unit assessments are administered, data teams assess student progress ensuring teachers are on pace with effective instructional delivery for student growth goals in ELA and math. Review pre and post-data to redirect actions where there are misconceptions and continue on the path where there are areas of strength. Monitor the implementation of effective instructional strategies to move students forward continually.</p>				
<p>February - April 2023 As unit assessments are administered, data teams assess student progress ensuring teachers are on pace with effective instructional delivery for student growth goals in ELA and math. Review pre and post-data to redirect actions where there are misconceptions and continue on the path where there are areas of strength. Monitor the implementation of effective instructional strategies to move students forward continually.</p>				

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 and Math Star Assessment data for the 2022-23 school year.

<i>ELA</i>	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
<i>Math</i>	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

- **ELA**

- 59% of students moved a minimum of one grade-level vs a goal of 50% for the 2021-22 school year.
- 25 students moved a minimum of one MAP-level equivalent, an average of +60 scale score points.
- 46 students stayed within a MAP-level equivalent but increased an average of 32 scale score points (more than one grade level).
- 36 students stayed within one MAP-level equivalent but dropped an average of -18 scale score points (average drop in 6th was 25 points, average drop in 7th and 8th was 16 points).
- 0 students dropped one MAP-level equivalent

- **MATH**

- 61% of students moved a minimum of one grade-level vs a goal of 50% for the 2021-22 school year.
- 12 students moved a minimum of one MAP-level equivalent, an average of +49 scale score points
- 61 students stayed within one MAP-level equivalent but increased an average of +32 scale score points (more than one grade level).
- 31 students stayed within one MAP-level equivalent but dropped an average of 23 scale score points (avg drop in 6th and 7th was 33 points, average drop in 8th was 15 points).
- 3 students dropped from one MAP-level equivalent to another, an average of 39 scale score (2 students scored their highest for the year on their baseline, one student only tested once after their baseline).

Evidence-Based Strategies for Improvement

1. Common Formative Assessment (CFA) to support ELA and math 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 the alignment of instructional strategies to learning targets.
8. Monitor teacher implementation of rigorous math tasks with students at all grade levels.

Goal 1; Effective Teaching and Learning Action Plan

Action Steps	Evidence of Progress	Timeline	Person Responsible
<ol style="list-style-type: none"> 1. Develop the Master Schedule to accommodate an intervention block and opportunities for increased collaboration time for teachers and staff. 	<ul style="list-style-type: none"> • Weekly data team and professional learning community (PLCs) meeting to review instructional practices and student achievement data. Fully functioning master schedule that guides the instructional objectives 	<p>July - August 2022</p>	<p>Principal and Assistant Principal</p>
<ol style="list-style-type: none"> 2. Developing Assessment Capable Learners (DACL) PD as a school-wide initiative to improve instructional practices. Teachers will meet consistently with DCI consultants, reading, and math interventionists to discuss and refine instructional practices. 	<ul style="list-style-type: none"> • Teachers will implement effective instructional practices from the District Continuous Improvement (DCI) profile that supports strengthening DAACL; learning targets, use of rubrics. 	<p>August - March 2023</p>	<p>Principal, Assistant Principal, and Interventionist</p>

<p>3. Provide teachers with differentiated instruction professional development to improve the facilitation of lesson plans that aim to meet varying learning needs of students and instructional rigor.</p>	<ul style="list-style-type: none"> Teachers will participate in semimonthly collegial instructional walks and calibrate with instructional leads and peers on observation data and receive feedback for continual improvement. 	<p>Ongoing</p>	<p>Principal and Assistant Principal</p>
<p>4. Professional development initiatives aligned to effective teaching practices for student improvement; evidence-based teaching techniques/strategies aligned to best practices, counseling/mentoring strategies, socio-emotional training, data-based decision making, strategies for connecting/engaging with families. Teacher training on school-wide data based decision making (DBDM), common formative assessments (CFA), and DACL protocols to ensure effective teaching to yield student achievement.</p>	<ul style="list-style-type: none"> Weekly PLCs and data team meetings that allow for continual progress monitoring of instructional practice to include on-going job-embedded coaching and feedback sessions, high quality, specific, and measurable learning targets and objectives. 	<p>August 2022 - May 2023</p>	<p>Principal and Assistant Principal</p>
<p>5. Facilitation of scheduled assessments; Star Custom by Renaissance, Common Formative Assessment (CFAs) from identified ELA & math priority standards, MAP practice and MAP tests to measure student curricular achievement, identify patterns in learning, determine student learning groupings, and track progress toward critical milestones.</p>	<ul style="list-style-type: none"> Implemented assessment calendar that lists testing cycles for the school year. 	<p>August 2022 - May 2023</p>	<p>Principal Assistant Principal Teachers Interventionist</p>

<p>6. 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 and academic content is rigorous and students are held to measurable learning objectives with degrees of competencies. The learning target drives the expected learning outcome.</p>	<ul style="list-style-type: none"> Implementation of Star Custom to facilitate student grade-level expectations to continually measure state standards progress as well as a consistent schedule to inform families of student performance data outcomes. 	<p>August - May 2023</p>	<p>Education Plus Staff Principal Assistant Principal Interventionist Teachers</p>
<p>7. Implement a student tutoring program to include tutors from outside agencies (St. Louis University and Ignatian Volunteer Corps, to provide one-on-one and small group math and ELA tutoring and instructional support. Tutoring is accessed through math and ELA classes based on student academic performance data.</p>	<ul style="list-style-type: none"> Fully accessible tutoring program to address learner needs that are offered during the instructional day. 	<p>September - May 2023</p>	<p>Principal Assistant Principal Interventionist Teachers</p>
<p>8. Teachers create and implement individualized, job-embedded PD plans directly related to CSIP goals and individual areas of personal professional growth.</p>	<ul style="list-style-type: none"> Completed individual professional development plans with SMART goals aligned to CSIP targets. 	<p>August 2022</p>	<p>Principal Assistant Principal Interventionist Teachers</p>
<p>9. Evaluate and assess instructional strategies and make any needed adjustments.</p>	<ul style="list-style-type: none"> Continual review of CFA, Star assessment data, and instructional walk findings with the support of DCI consultants. Continual review of instructional strategies to ensure high yield outcomes for student academic performance as 	<p>August - May 2023</p>	<p>Principal Interventionist Assistant Principal</p>

	<p>facilitated in the data based decision making process. Effectiveness of instructional strategies is measured in student performance outcomes in Star and Star Custom. Performance baseline is determined with initial assessment in September.</p>		
<p>10. Survey teachers and staff for feedback on PD effectiveness and future needs.</p>	<ul style="list-style-type: none"> Fully developed and functioning survey calendar to monitor progress of professional development and CSIP goals 	<p>August 2022 - May 2023</p>	<p>Interventionist Teachers</p>

<p>Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:</p>				
<p>Leadership</p>	<p>Collaborative Climate and Culture</p>	<p>Effective Teaching and Learning</p>	<p>Data-Based Decision-Making</p>	<p>Alignment of Standards and Curriculum</p>
<p>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2</p>				
<p>To address students’ socio-emotional learning needs and enhance academic growth, a socio-emotional wellness and Character Education program will be implemented by teachers, school counselor, and a counseling agency (Care and Counseling) that provides a formalized mechanism to assess student socio-emotional needs and appropriately provide them with the necessary socio-emotional supports. Character education ensures a standardized format for teaching age-appropriate social behavior aligned to our core values; Community, Service, Justice, Zeal, Care, and Inclusivity. Principal, see goal 1; Assistant principal, see goal 1; Partnership with Care and Counseling, \$22,000; Full-time counselor on site, \$68,207; PD, see goal 1.</p>				
<p>Progress Monitoring Milestones</p>				
<p>August 2022 - May 2023 Staff will initiate a functional socio-emotional wellness program and school-wide charter education system to monitor climate and culture of students by the use of Kickboard and the facilitation of on-going climate culture feedback assessment tool. Initial and on-going professional development will be provided by Care and Counseling to include socio-emotional needs assessments for</p>				

students. Professional development will be provided for Charter Education and monitored throughout the year with climate culture feedback assessment tool.

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

1. Multi-Tiered System of Supports (MTSS) for improved learning and socio-emotional outcomes for all students.
2. The school counselor in conjunction with teachers and Care and Counseling, will implement a school-wide socio-emotional learning and Character Education program and progress monitor throughout the school year utilizing climate and culture needs assessments.
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.

Goal 2; Collaborative Culture and Climate Action Plan

Action Steps	Evidence of Progress	Timeline	Person Responsible
1. Provide teachers and staff with professional development in support of MTSS initiative, SEL, and character ed program.	<ul style="list-style-type: none"> • Developed professional development calendar for the school year 	August 2022	Ed Plus, District Continuous Improvement consultant, Care and Counseling
2. Create opportunities within the Master Schedule for increased collaboration time for teachers and staff on MTSS and character education program.	<ul style="list-style-type: none"> • Fully created master schedule aligned to building-wide initiatives for improved climate and 	July 2022	Principal and Assistant Principal

	culture, MTSS, and chartered program		
3. Survey teachers and staff quarterly for feedback on MTSS and chartered initiative progress effectiveness, program effectiveness, and continued improvements.	<ul style="list-style-type: none"> Developed initiative survey for progress monitoring to include the facilitation of climate culture surveys. 	August 2022 - May 2023	Principal and Assistant Principal

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
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3

Using the MLDS Leadership Competencies Self-Assessment Tool and a 360 Feedback approach, the Principal 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.

Professional development, see goal 1; assessment tool provided by MLDS partners at no cost.

Progress Monitoring Milestones

October 2022 - April 2023
 By December of 2022, principal will have attended at least thirteen (prior) sessions through MLDS and fully implement the suggested strategies according to the MLDS program and respond to identified areas of strength and opportunity as raised by the 360 Feedback tool. Principal embeds previously gained strategies continuously and participates in MLDS meetings throughout the school year.

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.

Goal 3; Leadership Action Plan

Action Steps	Evidence of Progress	Timeline	Person Responsible
<p>1. Engage in CSI (Comprehensive School Improvement) planning efforts with a team of the Executive Director, Principal, Assistant Principal, Interventionists, RPDC support team, and state supervisor to assess implementation strategies and continued professional learning opportunities.</p>	<ul style="list-style-type: none"> Developed calendar of intentional collaboration dates for continual review of school-wide initiatives 	<p>July 2022 - May 2023</p>	<p>Principal and Assistant Principal</p>
<p>2. Communicate effectively (leader and leadership team) to staff about the goals and strategies of the 2022-2023 professional learning plan.</p>	<ul style="list-style-type: none"> Scheduled professional learning collaborative meetings throughout school year for continual review of CSIP goals and effective implementation 	<p>August-May 2023</p>	<p>Principal and Assistant Principal</p>
<p>3. Principal to participate in year four of CSI cadre to develop best leadership practices, instructional focus, and feedback training.</p>	<ul style="list-style-type: none"> Receipt of school-year meetings for ongoing collaboration 	<p>July 2022</p>	<p>Principal and Assistant Principal</p>
<p>4. Continued implementation and review of systems and protocols that resulted from CSI cadre participation years 1-3.</p>	<ul style="list-style-type: none"> Fully developed calendar of professional development, classroom instructional walks, and leadership debriefing meetings 	<p>July 2022</p>	<p>Principal and Assistant Principal</p>