Busch Middle School Accountability Plan

2024-2025

The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the SLPS Transformation 4.0 Plan, which support the Continuous Improvement Theory of Action:

Pillar 1: The District creates a system of excellent schools

Pillar 2: The District advances fairness and equity across its system

Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan

Creating the Profile

Setting the Goals

Planning to Improve

Implementing the Plan

SAINT LOUIS PUBLIC SCHOOLS

24-25 ACCOUNTABILITY PLAN TEMPLATE
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SECTION 1
School Profile

Accountability Plan Template

<table>
<tr>
<td colspan="3" align="center">Improvement/Accountability Plan</td>
</tr>
<tr>
<td>Focus of Plan (check the appropriate box):
☐ LEA
✓ School</td>
<td>Name of LEA: St. Louis Public Schools

Name of School: Busch Middle School

School Code:305</td>
<td>Check if appropriate
☐ Comprehensive School
   ***Requires a Regional School Improvement Team
☐ Targeted School
✓ X Title I.A</td>
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<td>Date:</td>
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<td colspan="3">Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</td>
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<td colspan="3">School Mission: School Mission: Our mission is to inspire our students to value academic and personal growth through character education, and to empower them to become contributing members of our global society.</td>
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<tr>
<td colspan="3">School Vision: School Vision: We aspire to provide a world-class education for all students by providing a safe and challenging environment where learners can achieve their fullest potential.</td>
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<tr>
<td colspan="3">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 _____</td>
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Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

School Planning Committee			
Position/Role	**Name**	**Signature**	**Email/Phone Contact**
Principal	Robert Lescher	*Robert Lescher*	Robert.Lescher@slps.org 314-324-2150
Assistant Principal (if applicable)	Dr. Valentine Malumbila	Valentine Malumbila	314-255-8973
Academic Instructional Coach	Dr. Svetlana Nikic	*Svetlana Nikic*	Svetlana.Nikic@slps.org 314-489-2219
Family Community Specialist (if applicable)	Laurie Warren	*Laurie Warren*	Laurie.Warren@slps.org 314-362-3241
ESOL Staff (if applicable)	Lisa Zambito	*Lisa Zambito*	Lisa.Zambito@slps.org
SPED Staff (if applicable)	Michelle Riley	*Michelle Riley*	Michelle.Riley@slps.org
ISS/PBIS Staff (if applicable)			
Teacher	Javier Trejo	*Javier Trejo*	Javier.Trejo@slps.org
Teacher	Jetaune Hall	*Jetaune Hall*	Jetaune.Hall@slps.org
Parent	Emily Koelzow		
Parent	Jen Dolde		
Support Staff	Andrea Hunzeker	*Andrea Hunzeker*	Andrea.hunzeker@slps.org
Community Member/Faith Based Partner	Teen Outreach Program		
Network Superintendent	Dr. Deanna Kitson		Deanna.kitson@slps.org
Other			

What date did you and your School Planning Committee Complete Section 1? April 30th, 2024 (Title I Annual Evaluation)

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	357	Increased (used to be 342 March 1st ,2024)
Grade Level Breakdown	6th (127) 7th (122) 8th (108)	Increased in 6th and 7th and decreased in 8th (used to be 6th (109) and 7th (115) 8th (118)) March 1st, 2024
Ethnicity	50 (H) 186 (B) 78 (W) 29 (A) 2(I) 12 (M)	We need to continue our journey in culturally responsive teaching. Ethnicity breakdown follows almost same patterns (used to be 54 (H) 184 (B) 71 (W) 21 (A) 2(I) 10 (10) March 1st, 2024).
Attendance	62.4% 90/90 add current	Start incentives earlier next year (used to be 62.4% 90/90) March 1st, 2024
Mobility	7.8 add current	Technology: Mobility
Socioeconomic status	357 (FRL)	Accountability/Technology: FRL
Discipline	5 suspensions Last years' total was 41	We have 5 suspension this year. This time last year we had 7. As a national school of character, our school adheres to the Principals of Character Education. Our character team, social worker, counselor, principal and assistant principal establish protocols and procedures that promote a positive school climate. This year, the "Busch's Matrix" was introduced, and staff are actively working to foster a shared understanding of restorative practices within the school and classrooms. All teachers will continue to implement the character education program and participate in morning reading sessions to set the tone for the day and thus support social-emotional learning in the classroom.
English Language Learners/LEP	124 (35%)	Very strong ELL staff (numbers are aligned with previous school year)
Special Education	66 (18%)	In process of hiring new staff. Possible shortage in ICAs (used to be 58, 17%)

Student Achievement- State Assessments				
(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)				
Goal Areas	**22-23 performance**	**23-24 performance**	**24-25 Goals**	**Explanation/Rationale for Current Performance**
ELA	345.7 (All)			MPI

	339.5 (Groups)				Two ILAs in 6th and 8th grade ELA with limited teaching experience Adoption of new Savvas curriculum with increased learning curve
Math	304.3 (All) 295.6 (Groups)				MPI Incoming 6th graders lack foundational math skills High ELL (35%) and IEP (18%) population that needs additional supports (SIOP strategies) Student attendance
Science	332.7 (All) 328.3 (Groups)				MPI Curriculum transitions (OpenSciEd) 70% of students are below grade level in reading
Social Studies					MPI (Secondary Only)
CCR					MPI (Secondary Only)
WIDA ACCESS (Progress Indicator)	17/74=24% (2022-23)				*For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)* *(ELL OFFICE WILL PROVIDE)*
WIDA ACCESS **(Proficiency Indicator)**	0/77=0%				*For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)* *(ELL OFFICE WILL PROVIDE)*

Student Achievement- Local Assessment						
Goal Areas	**22-23 performance**		**23-24 performance**		**24-25 Goals**	**Explanation/Rationale for Current Performance**
	BOY	EOY	BOY	EOY		
STAR Reading	16% Proficient and Advanced	96/336 =29% Proficient and Advanced	102/322=32% Proficient and Advanced	96/336 =29%	100% Proficient and Advanced	32 % Proficient Beginning of Year; EOY – 29% Proficient End of Year (2023-24) *Two uncertified teachers in 6th and 8th grade* *More training needed in active reading strategies and Science of Reading* *More than 50% of Busch's students are ELL and Sped-lack foundational reading skills*

STAR Math	32% Proficient and Advanced	41%=137/343 =30% Proficient and Advanced	89/294 =30% Proficient and Advanced	137/336=41% Proficient and Advanced	100% Proficient and Advanced	30%- % Proficient Beginning of Year; EOY -41 % Proficient End of Year (2023-24) *Each grade is being taught by a certified teacher*
DRDP (PreK)						
ELL Benchmark Assessment- Speaking *EL students only						
ELL Benchmark Assessment- Writing *EL students only						

BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

Curriculum and Instruction	
(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)	
Data Type	**Current Information**
Learning Expectations	- Continuous implementation of core curriculum and resources in ELA and Math using new Savvas and Envision adoptions - Weekly PLC with data analysis using Research for Better Teaching framework - Math PLC focus on "Thinking Classroom" strategies - ELA PLC focus on "Instructional Feedback" strategies - Reading PLC focus on "Science of Reading" strategies - Science PLC focus on "Cross Content Literacy" strategies - Schoolwide Character Education Program
Instructional Programs	- Savvas (ELA) - Envision (Math) - MyWorld Savvas (Social Studies) - OpenSciEd and HMH (science)

Instructional Materials	SIPPS reading intervention to support Tier 3 students
	Schoolwide daily readings (30 minutes) in morning session
	PD aligned with 11 Principles of Character Education and Restorative Practices
	ELA Classroom Libraries
Technology	1-1 iPads with keyboards for all students (6-8)
	One mobile Dell laptop lab
	One classroom computer lab
	SMART Boards in each classroom
	Document cameras
	Walking Classroom
	Subscriptions and licenses for Freckle in math and reading
Support personnel	Instructional Leadership Team
	Assistant Principal
	Academic Instructional Coach
	Reading Teachers for Grades 6-7
	Supplemental Teacher(s) Gifted, Speech

High Quality Professional Staff
(How are you ensuring that all students are taught by a high-quality teacher?)

Data Type	Current Information
Staff Preparation	2024-2025 PD Focus: Making Instruction Affirming and Meaningful for Students
	• Ongoing reflection on school values & personal missions
	• *MyView & Envision* curriculum implementation
	• Scaffolding instruction & unfinished learning
	• • Restorative practices
	• Intrinsic motivation
	• *Thinking Classroom, Visible Feedback*, *When Kids Can't Read What Teachers Can Do*, *Content Area Reading Texts and Lessons* book studies.
	Weekly data team meetings are held each Tuesday with a focus on lesson internalization.

Staff Certification	Grade Level	# of Teachers	Certification Notes
	6th	4	2 Certified
			1 Non-Certified (ILA)
	7th	4	3 Certified
			1 Non-Certified (ILA)

	8th	4	3 Certified
			1 Non-Certified (ILA)
	Related Arts	4	Certified
	Special Education	5	4 Certified
			1 Non-Certified
Staff Specialist and other support staff	Academic Instructional Coach, Counselor, Social Worker, Occupational, Physical and Mental Health Therapist, (provided SLPS and by outside agency) Family Community Specialist		
Staff Demographics	2024-25 Teacher Demographics: 28 Teachers Black-8 White-19 Hispanic-1 Male -14 Female-14		
School Administrators	Robert Lescher, Principal Dr. Valentine Malumbe, Assistant Principal		

24-25 School Parent and Family Engagement Policy

In addition to the LEA's Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?

At the Title 1 meetings held at Busch Middle School, parents receive the School-Parent Compact and the School Parent and Family Engagement Policy. For those unable attend, packets are sent home. Additionally, this information is available on the school's website. The School-Parent Compact is signed by all parties.

What are the strengths of family and community engagement?
Overall, the programs and events organized by the school this year have been well-received. Highlights include, Black History Program, Multicultural Night, Back to School Bash, Talent Show, Bobo Pizza Fundraising, Spelling Bee, and MAP-dog. A key strength is the ability of parents to suggest activities and events they would like to be involved in, and their willingness to volunteer and support these initiatives throughout the school community. We also support families in transition with packets for Thanksgiving and winter break holidays.
What are the weaknesses of family and community engagement?
While we offer monthly PTO and family engagement activities, we need to add Literacy Night and literacy workshops.
What are the needs identified pertaining to family and community engagement?
The identified needs for family and community engagement include boosting parent involvement during academic sessions like parent conferences, offering parenting workshops focused on effective discipline practices, and providing job readiness training for parents. Additionally, our community would benefit from programs that support families in transition with resources such as food, job opportunities, clothing, childcare, and other essential services.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Busch Middle School invites parents to join the School Planning Committee, where they can actively participate in shaping the schoolwide plan. This plan is also shared with families during PTO meetings. Additionally, families have the opportunity to provide input on school programming through the Panorama survey, conducted twice a year. The feedback collected from this survey is used to make necessary adjustments to the plan.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are informed and given the opportunity to attend Title 1 meetings held in the fall and spring. These meetings cover the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy. Parents are invited to a revision meeting prior to the finalization of the and School Parent and Family Engagement Policy.
How is timely information about the Title I.A program provided to parents and families?
Families receive notifications through various channels. Busch Middle School maintains a bulletin board displaying monthly events and meetings on its website. The Family and Community Specialist sends out flyers and notices promptly to ensure parents have the opportunity to attend events. Teachers regularly post updates on TEAMs to provide parents with ample notice.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?

Curriculum Nights are scheduled throughout the school year beginning in October, where families learn about grade level expectations/standards that students and teachers are held accountable for mastering. After the overview of the curriculum, families engage in fun-interactive games from the highlighted curriculum area. During the bi-annual Title 1 meetings, the principal reviews the curriculum, assessments, and MAP achievement levels. Additionally, parent conferences focus on student progress based on STAR and MAP assessments, and further information is provided during Parent-Teacher Conferences.

24-25 Shared Responsibility for Student Achievement-School Parent Compact

Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

What are the ways in which all parents will be responsible for supporting their children's learning?

SLPS Parents will support of academic achievement includes but may not be limited to the following.

· Make sure my child is in school every day possible and on time;

· Check that homework is completed including reading for 30 minutes per night;

· Monitor and limit screen time;

· Volunteer in my child's classroom/school when possible;

· Be aware of my child's extra-curricular time and activities;

· Stay informed about my child's education by reading all communications from the school and responding appropriately;

· Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and

· Notify school of all absences as they occur.

Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:
· We will provide high-quality instruction and materials to our students.
· We will plan and participate in high-quality professional development which incorporates the latest research.
· We will maintain a safe and positive school climate.

We will hold annual parent-teacher conferences in the fall and spring to:

· Discuss the child's progress/grades during the first quarter (Fall Conference)
· Discuss this compact as it relates to the child's achievement
· Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

Provide parents with frequent reports on their child's progress as follows:

· Frequent communication from the teacher;
· Mid quarter progress reports and quarterly grade reports; and
· MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

Be accessible to parents and offer them opportunities to   provide input through:

· Email, phone calls or person-to-person meetings;
· Scheduled consultation before, during, or after school and
· Scheduled school or home visits, as necessary.

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
· Listen to children read;
· Have an opportunity to become a room parent;
· Present a program on their culture, a different country, a special skill or career, etc.;
· Assist with programs or parties, educational trips,

Please provide assurance that the school is:
  ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
  ✓ Issuing frequent reports to parents on their children's progress
  ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  ✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand.

School Capacity for Involvement

How does the school provide assistance to parents in understanding the following items?
- Missouri Learning Standards
- Missouri Assessment Program
- Local Assessments
- How to monitor a child's progress
- How to work with educators to improve the achievement of their children

During Title 1 meetings, PTO, Curriculum Nights, Parent-Teacher Conferences information about grade level expectations, understanding assessments, and monitoring student's progress will be shared. During these sessions, we also provide parents with resources, websites, and activities that can be used at home to reinforce learning standards and support their children in meeting academic goals. To help parents become familiar with testing formats, we share sample questions similar to those on MAP and Star assessments. Additionally, we offer collaborative strategies for parents and teachers to work together in supporting their child's learning.

How does your school provide materials and trainings to help parents work with their children to improve achievement?

Parents will have various opportunities to participate in meetings and workshop sessions throughout the year:
September | Parent Meeting – A review of the previous year's academic achievement data, including MAP and Benchmark Assessments
Back to School Bash- for Climate and Culture
October | Parent Meeting/Curriculum Night – A presentation on grade-level expectations for each subject area, with websites shared that offer activities and resources to support Missouri Learning Standards at home.
November-January | Additional Curriculum Nights – Teachers will share strategies and ideas with parents to help improve their child's academic performance in specific content areas.
February-March | MAP Testing Preparation Workshop – An overview of the Missouri Assessment Program, including sample MAP-style questions, to help families understand testing expectations.
April | Parent Workshop – Strategies to address summer learning loss using community resources and materials provided by teachers.
May | End of Year Dinner – A gathering with parents to discuss data and share resources to help prevent summer learning loss.

How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?

We provide professional development sessions and staff meetings aimed at supporting all teachers, specialized instructional support personnel, principals, school leaders, and support staff. These trainings focus on building strong relationships with students and parents, effective communication techniques, and strategies for partnering with parents as equals in their child's education. Additionally, the district offers off-site training and professional development opportunities to further enhance these skills.

How does your school implement and coordinate parent programs, and build ties between parents and the school?
At the beginning of the year, we distributed a survey to parents to gather their feedback on programs from the previous year. Programs that received high attendance and positive feedback are scheduled again for families to participate in. Parents are also given opportunities to volunteer at events, with timely notifications provided to keep them informed. Our Family Community Specialist plays a key role in bridging the gap between school, home, and the community, making these connections clear and accessible to our parents. We keep parents informed through monthly newsletters, email, and Robo calls. Additionally, we hold regular meetings and activities that connect parents, the school, and community partners, fostering a strong and collaborative school community.
Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
Parents will receive timely notifications about programs and regularly scheduled parent meetings, enabling families to plan ahead and attend events related to their children.

Accessibility Assurance

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:
- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

Summary Statements

Summary of the Strengths
MAP scores improved in 2023 as compared to 2022 in ELA, MA and Science based on MPI indicators
Growth on STAR math scores from 30% BOY to 41% EOY by 11%
Decline in STAR reading scores from 30% BOY to 32% EOY by 29%
Attendance decline to 62.4%

Summary of the Weaknesses
*Summarize your current progress as a school, what is going well, where there is room for growth. Outline your **2** priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*   *Priorities:*   Decline in STAR reading scores from 30% BOY to 32% EOY by 29%   Attendance decline to 62.4% in 2023-2024

Summary of the Needs
*Summarize your current progress as a school, what is going well, where there is room for growth. Outline your **2** priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*   *Priorities:*   Focus on Active Reading Strategies and Science of Reading in all subject areas (Cross-content Literacy)   Emphasis on writing strategies in all subject areas.   Focus on foundational math strategies   Attendance incentives.

Summary of Focus Priorities for 24-25
Prioritized areas of *Need* for 24-25 based on needs assessment/data analysis   *Outline your **3** priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*
1.   Cross-content Reading
2.   Writing Strategies in all Content Areas
3.   Attendance Incentives

What date did you and your School Planning Committee Complete Section 2? _____

SECTION 3
The Goals and the Plan

The Goals and the Plan

Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
☐ **Pillar 1:** The District creates a system of excellent schools	☐ **Pillar 2:** The District advances fairness and equity across its system	☒ **Pillar 3:** The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	☐ **Pillar 4:** All students learn to read and succeed	☐ **Pillar 5:** Community partnerships and resources support the District's Transformation 4.0 Plan

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership
Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING
By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of 'Sense of Belonging', as evidenced by Spring 2025 Panorama Survey Results.

Leadership Plan

Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. *Please identify two areas of focus that most align with this goal.*

Priorities:
1. Leaders will promote a healthy school climate by maintaining a culture of high expectations, empowerment, recognition of success, and collaboration to foster a sense of belonging among the school community.
2. Leaders will promote a culture of student-centered goal setting and enthusiasm for learning

Evidence-based strategies	- Character Education Principles - Restorative Justice Practices - SLPS Positive Behavior Interventions and Supports (PBIS) Protocols

Implementation Plan
Action Steps
30 Days:

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Establish small group staff cohort professional development model to promote cross-role collaboration and support belonging, including socio-emotional check-ins and wellness activities. (Principles 4 & 9)
- Continue practice of school-based leadership team, staff committees, and student council (teen leadership skills). (Principle 8)
- Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support. (Principles 4 & 11)
- Schoolwide morning readings to promote positive behavior and core values. (Principle 5)
- Social emotional learning lessons including RethinkEd are implemented in classrooms for twenty minutes on the first day of each week. (Principle 5)

Students establish goals for the 2024-2025 school year. (Principles 5 & 6)

Person(s) Responsible	Resources
- Counselor, Social Worker & PBIS Coordinator - Principal, Assistant Principal & AIC - Leadership Team Members - Attendance Team Members - Classroom Teachers	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Funds and time for Character Plus Professional development - Time allocated for school activities

60 Days:
- Implement cross-age character connections to cultivate relationships among the students between grade levels. (Principles 2 & 4)
- Monthly Celebrating Character incentives aligned with school core values. (Principle 7)
- School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.
- Character Plus Professional Development
- Continue practicing new student welcoming protocol for students throughout the year. (Principles 4 & 10)
- PBIS Coordinator & Assistant Principal conduct regular review of discipline referral data to refine classroom supports. (Principle 11)
- Implement student-led conferences with students during October/March parent teacher conferences. (Principles 6 & 10)

Person(s) Responsible	Resources
- Leadership Team Members - CARE Team Members - School Secretary & Family Community Specialist - School Counselor & Social Worker - Classroom Teachers - Instructional Leadership Team Members	- Time allocated for school activities - Resources to implement cross-age character connections - Professional development for student support team members - Access to RethinkEd curriculum resource

90 Days:
- Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences. (Principle 11)
- Mid-Year Data Review as part of SST and Attendance Team process. (Principle 8)
- Mid-Year Celebration of students achieving academic and behavioral goals first semester. (Principle 7)

Person(s) Responsible	Resources
▪ Participating Staff ▪ Leadership Team Members ▪ Attendance Team & CARE Team Members	▪ Funds and time for Character rofessional development ▪ Time allocated for school activities

Funding Source(s)/ Cost to Support Implementation of Strategy

▪ *District-wide initiatives will be funded by the central office.*
  o Panorama Ed Survey Platform

▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  o Salary and benefits associated with Academic Instructional Coach (Title)
  o $2000 for professional development books and resources for staff (Title/Comprehensive)
  o Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
  o Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
☐ **Pillar 1:** **The District creates a system of excellent schools**	☐ **Pillar 2:** **The District advances fairness and equity across its system**	☐ **Pillar 3:** **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments**	☒ **Pillar 4:** **All students learn to read and succeed**	☐ **Pillar 5:** **Community partnerships and resources support the District's Transformation 4.0 Plan**

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading

GOAL 2: READING
    By May 2025,
- 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.

-	100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

Reading Plan

Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:
Pre-K, Elementary, and Secondary:
1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.
2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading).

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas (6-8) ELA Instructional Resources:
	○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
	○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol
	○ ELA Collaborative Lesson Planning Protocol (PLCs)
	○ Supplemental Phonics Instruction: SIPPS

Implementation Plan

Action Steps

30 Days:
Professional Development
- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree
- Staff PD –Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts
- Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation
- Visible Feedback framework and strategies

Observation and Feedback
- Conduct classroom walkthroughs to gather baseline data on current instructional practices related to gradual release, specifically looking for guided practice and student-led discussions around complex texts.
- Provide initial feedback focused on identifying strengths and areas for growth.
- Set up a schedule for phonics (SIPPS) instruction observations and provide feedback on implementation.

Implementation/Monitoring
- Establish PLCs dedicated to ELA collaborative lesson planning. Provide a structured agenda that includes the use of the Lesson Plan Internalization Protocol.
- Schedule regular PLC meetings and set expectations for collaborative planning using the protocol.

- Observation data will reflect initial efforts in implementing the Gradual Release Model and incorporating academic conversations into lessons.
- Lesson plans will begin to show alignment with the Instructional Design Framework and Internalization Protocols.
- Participation and engagement in PLCs will be tracked, with evidence of collaborative lesson planning using the ELA protocols.

Monitoring Student Progress
- Administer Star Reading beginning of year Assessment
- Administer SIPPS beginning of year assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student digital tracking tools for Star Reading and SIPPS
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classroom Teachers	▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA (6-8) ▪ STAR Renaissance ▪ Monthly Staff PD Schedule ▪ Instructional Leadership Team Schedule ▪ Weekly data meeting schedule and facilitation support

60 Days:

Professional Development
- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation
- Conduct follow-up professional development to address common challenges and deepen understanding of the Instructional Design Framework and Lesson Plan Internalization Protocols.
- Use PLCs to collaboratively refine lesson plans, focusing on integrating complex texts and tasks that align with ELA standards.
- Visible Feedback framework and strategies

Observation and Feedback
- Conduct targeted observations to assess the implementation of the Gradual Release Model, specifically looking for guided practice and student led discussions around complex texts.
- Provide feedback and coaching based on observations, with a focus on increasing the quality of academic conversations in the classroom.
- Continue to observe phonics instruction and provide feedback, focusing on the fidelity of SIPPS implementation.

Implementation/Monitoring
- Monitor the effectiveness of PLCs through attendance, engagement, and the quality of collaborative planning.
- Provide additional support or adjustments to the PLC process as needed to enhance teacher collaboration and lesson plan quality.
- Implementation of weekly curriculum writing prompts and supplemental resources (i.e. Lakeshore).
- Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.
- Participate in multi-tiered systems of support (MTSS) pilot to support implementation of the Science of Reading.

- Observational data will show increased use of the Gradual Release Model with effective academic conversations and student engagement with complex texts.
- Lesson plans will consistently reflect the Instructional Design Framework, with evidence of internalization during PLC meetings.
- Feedback from PLCs will demonstrate improvements in lesson planning and collaboration.

Monitoring Student Progress
- Analyze student work samples and assessment data to evaluate mastery of complex texts and tasks.
- Review STAR progress monitoring data to ensure students are making expected gains with the use of Freckle intervention program.
- Use progress monitoring data to identify students who may need additional support and adjust STAR groups accordingly.

Person(s) Responsible	Resources
- Instructional Leadership Team - Classroom Teachers & Support Staff - Professional Development Department	- SLPS Collaborative Lesson Planning Protocol - SLPS Gradual Release Rubric - Take-home literacy resources - Monthly Staff PD Schedule - Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources - Reading Intervention Teachers

90 Days:

Professional Development
- Provide additional professional development for teachers on cross-content literacy
- Observation and Feedback
- Conduct comprehensive observations to ensure that the Gradual Release Model is being effectively utilized across all classrooms.
- Provide targeted feedback and celebrate successful implementation, highlighting exemplary practices in academic conversations and complex text engagement.
- Visible Feedback framework and strategies

Implementation/Monitoring
- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.
- Observations and lesson plans will consistently reflect high-quality use of the Gradual Release Model and academic conversation strategies.
- Teachers will demonstrate proficiency in the Instructional Design Framework, evidenced through PLC discussions, lesson plans, and classroom
- practice.

Monitoring Student Progress
- Administer Star Reading middle of year assessment
- Review SIPPS intervention data and adjust instructional strategies based on student progress
- Summarize and analyze end-of-quarter assessment in ELA to evaluate the overall impact of instructional

strategies on student achievement.
- Use data to set new goals for further refinement and continued growth in literacy and academic conversation skills.
- Conduct goal setting conferences with students.

Person(s) Responsible	Resources
- Instructional Leadership Team - District MTSS Coordinator - Identified Classroom Teachers	- STAR Renaissance - MTSS Implementation Plan - Resources for classrooms to implement service learning and support of other staff/community resources

Funding Source(s) / Cost to Support Implementation of Strategy:

- *District-wide initiatives will be funded by the central office.*
  - o Tier 1 Instructional Tools Freckle ELA/Math
  - o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; SIPPS)
  - o Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*

- *Salary and benefits associated with Reading Intervention Teacher (Title/Comprehensive)*
- *Funds to renew licenses for supplemental resources (Title/Comprehensive)*
- *$1,000 for teacher extra service for planning in ELA and Math and reorganizing classroom libraries (Title/Comprehensive)*

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
☐ **Pillar 1:** **The District creates a system of excellent schools**	☐ **Pillar 2:** **The District advances fairness and equity across its system**	☐ **Pillar 3:** **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments**	☒ **Pillar 4:** **All students learn to read and succeed**	☐ **Pillar 5:** **Community partnerships and resources support the District's Transformation 4.0 Plan**
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
GOAL 3: MATH By May 2025, - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment.				

-	100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment.
-	100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

Mathematics Plan:

Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:
1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.
2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (Algebra and Geometry Instructional Resources:
	     o Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
	     o Instructional Design Framework and Math Lesson Plan Internalization Protocol

<div align="center">Implementation Plan</div>

Action Steps

30 Days:
   Professional Development
- Leader PD - Gradual Release Model and Academic Conversations
- Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - Math Lesson Planning and High-Quality Instructional Design / Plan for Staff PD
- Staff PD - Math Lesson Planning and High-Quality Instructional Design/ Plan for Implementation
  Thinking Classroom framework and strategies

   Observation and Feedback
- Conduct classroom walkthroughs to observe current practices in math instruction, particularly looking for opportunities where structured dialogue and student discussions can be enhanced.
- Provide initial feedback focused on identifying strengths and areas for growth.

   Implementation/Monitoring
- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.

- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.
- Observation data will show initial attempts at implementing the Gradual Release Model, with a focus on structured dialogue and academic discussions.
- Lesson plans will begin to reflect alignment with the Instructional Design Framework and Math Lesson Plan Internalization Protocol.

Monitoring Student Progress
- Administer Star Math beginning of year Assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student digital tracking tools for Star Math
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classroom Teachers	▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (Algebra and Geometry) ▪ STAR Renaissance

60 Days:

Professional Development
- Provide additional professional development on enhancing structured dialogue and academic discussions, focusing on strategies such as questioning techniques, peer discussions, and using mathematical language.
- Facilitate follow-up training sessions to address challenges and further refine lesson planning using the Instructional Design Framework and Internalization Protocol.
- Thinking Classroom framework and strategies

Observation and Feedback
- Conduct focused observations to provide specific feedback on the implementation of the Gradual Release Model, particularly on transitioning from guided practice to independent student discussions.
- Highlight best practices and provide coaching for teachers who need additional support in facilitating academic discussions in math.

Implementation/Monitoring
- Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.
- Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps. Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons.
- Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions.

Monitoring Student Progress
- • Use student work samples and dialogue records to assess the quality of academic discussions and their impact on understanding complex math concept.

- Use Daily Quick Checks to monitor student mastery of focused lesson standard
- • Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards

Person(s) Responsible	Resources
- Instructional Leadership Team - Classroom Teachers & Support Staff	▪ [SLPS Gradual Release Rubric](#) ▪ Instructional time and teacher professional development to implement mathematics tasks ▪ Professional development time for classroom teachers and support staff

90 Days:

Professional Development
- Provide additional professional development for teachers as needed to.
- Thinking Classroom Framework and strategies

Observation and Feedback
- Conduct comprehensive observations to ensure that the Gradual Release Model is effectively utilized across all math classrooms.
- Provide ongoing feedback and celebrate successful practices, highlighting examples of high-quality academic discussions and structured dialogues in math.

Implementation/Monitoring
- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement Monitor the impact of collaborative planning on student outcomes, and make adjustments as necessary to keep the focus on continuous improvement.

Monitoring Student Progress
- Administer STAR Math middle of year assessment
- Use data to set new goals and refine instructional approaches to support further growth in math understanding and performance.
- Use PLCs to review student data and collaboratively adjust instruction based on lesson plan effectiveness and student performance
- Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
▪ Instructional Leadership Team ▪ District MTSS Coordinator ▪ After School Program Staff ▪ Classroom Teachers	▪ STAR Renaissance ▪ Funds for professional development and release time for teacher engagement and collaboration ▪ Time for After School Staff to plan and collaborate with classroom teachers

Funding source(s) / Cost to Support Implementation of Strategy

District-wide initiatives will be funded by the central office.
     o   o Tier 1 Instructional Tools (enVision Math)
     o   o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
     o   o Academic Competitions
For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):
     o   o $5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive)

(What date did you and your School Planning Committee Complete Section 3? _____

__Robert Lescher_____   __9/27/2024_____

Principal (required)   **Date Completed (required)**

_____

Date Submitted to Network Superintendent (required)

_____   _____

Network Superintendent (required)   **Date received from Principal (required)**

_____

Date Submitted to State and Federal Team (required)

_____   _____

Superintendent   **Date**

_____   _____

State Supervisor, School Improvement   **Date**