Pierre Laclede 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
Table of Contents

Section	Contents	Completion Dates (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; **2024-2025** Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	**September 20, 2024**
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		**September 27, 2024**
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1
School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ **LEA** ✓ **School**	**Name of LEA: St. Louis Public Schools** **Name of School:** **School Code:**	**Check if appropriate** ☐ **Comprehensive School** *****Requires a Regional School Improvement Team** ☐ **Targeted School** ✓ **X Title I.A**
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission:		
School Vision:		

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** _____		

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	Kimberly Wilson		Kimberly.wilson@slps.org
Assistant Principal (if applicable)	Phyllis Miller		Phyllis.Miller@slps.org
Academic Instructional Coach	Daleria Porter-Brooks		Daleria.Porter-Brooks@slps.org
Family Community Specialist (if applicable)	Roxana Jones		Roxana.Jones@slps.org
SPED Staff (if applicable)	Jennifer Orr		Jennifer.Orr@slps.org
Teacher	Jasmyn Camp		Jasmyn.Camp@slps.org
Teacher	Teffany Gladney-Black		Teffany.Gladney-Black@slps.org
Parent	Maureen Lovejoy		
Support Staff	Deepkia Cannon		Deepkia.Cannon@slps.org
Community Member/Faith Based Partner	The Gathering Church		michelle.burford@gatheringnow.org

What date did you and your School Planning Committee Complete Section 1? _____

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	259	During the academic 2023-2024 school year, the number of students enrolled at Laclede remained consistent at approximately 260. However, Laclede has a high mobility rate, which indicates that students withdraw and enroll frequently.
Grade Level Breakdown	Pre K (1)-15 Pre K (2)-15 Kindergarten (1)-25 First Grade- First/Second Grade- (18-1st)(5- 2nd) Second Grade-27 Third Grade-20 Fourth Grade-25 Fifth Grade-28 Sixth Grade-24 Seventh Grade-27 Eighth- 13	Laclede initially began the academic year with one second grade classroom. However, the continued enrollment of students into Laclede created a need for a first/second grade classroom was split. If this trend persists and all of our current kindergarten students remain, we will require a 2nd /3rd grade split classroom.
Ethnicity	African America= %100	The population of the school closely resembles that of the surrounding neighborhood.
Attendance	**90/90= 35.2%**	**90/90= 35.2%** Evidence demonstrates a clear correlation between the lack of stable school transportation services, heightened mobility, defined by frequent student transfers, and a decrease in academic performance. This relationship underscores the impact of instability on students' ability to consistently engage with their education and achieve desired learning outcomes. Moreover, the pervasive nature of mobility within our student population presents considerable hurdles in maintaining regular attendance at Laclede. Addressing these challenges is imperative in fostering an environment conducive to academic success and student well-being.
Mobility		**Mobility** Research indicates that mobility, referring to frequent changes in student enrollment due to factors like housing instability or family relocation,

		can significantly influence various aspects of the educational environment. It can disrupt class pacing, elevate school disciplinary issues, and diminish parent engagement. Consequently, the academic performance of students may decline, alongside the morale of teachers and staff, leading to teacher dissatisfaction. Presently, our school faces challenges related to student mobility, with several students transitioning between schools. Additionally, numerous families within our school community are grappling with transportation issues and the coordination of care among family members. These circumstances underscore the importance of addressing mobility-related issues to foster a more stable and supportive educational environment.
Socioeconomic status	*Accountability:* **100%**	*Accountability:* **100%** Laclede facilitates robust collaborations with esteemed organizations such as the Urban League, The St. Louis Food Bank Fresh Food School Market, and the Little Bit Foundation to extend vital support to numerous families within our school community throughout the academic year. This comprehensive aid encompasses various forms of assistance, including provision of clothing, guidance and support in securing housing arrangements, facilitation of access to nutritious food through partnerships with local food banks, and financial support to alleviate the burden of utility expenses. By leveraging these strategic partnerships, Laclede endeavors to address the multifaceted needs of our diverse student body and their families, thereby fostering an environment that nurtures holistic well-being and equitable access to essential resources. These collaborative efforts underscore our commitment to promoting socio-economic stability and enhancing the educational experience for all members of our school community.
Discipline		*Principals (SIS):* **OSS** The presence of high poverty rates underscores the importance of addressing equity and access within our school community. Students from economically disadvantaged backgrounds may face additional barriers to academic success and social-emotional well-being. As such, our improvement plan should prioritize initiatives that promote equity in

		educational opportunities and support services to ensure all students have the resources they need to thrive**.** The data revealing high rates of in-school and out-of-school suspensions suggest a need for proactive interventions to address behavioral challenges and promote positive disciplinary practices. Instead of solely relying on punitive measures, our improvement plan should emphasize the implementation of supportive interventions such as restorative justice practices, social-emotional learning programs, and counseling services to address the root causes of behavioral issues and foster a positive school climate.
English Language Learners/LEP		*Principals (SIS)*
Special Education	8%	Laclede's population of students receiving special education services has increased significantly. This rise can be attributed to a higher number of students being tested and subsequently identified as needing these services.

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	MPI- 308.8 (Approaching)		381 (On Track)	MPI=308.8 Approaching - majority of students struggled to demonstrate competency in reading, writing, comprehension, and language skills
Math	MPI=251.6 (Floor)		370 (On Track)	MPI=251.6 Approaching - majority of students faced challenges in understanding mathematical concepts, problem-solving, and applying mathematical skills
Science	MPI=297.1 (Floor)		372 (On Track)	MPI=297.1 Approaching- larger proportion of students demonstrated competency in scientific knowledge, inquiry skills, and understanding scientific principles
Social Studies				MPI (Secondary Only)

CCR				MPI (Secondary Only)
WIDA ACCESS (Progress Indicator)				*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)**				*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	**STAR Prof/ Adv 4%**	**STAR Prof/ Adv 12%**	**STAR Prof/Adv= 9%**	**STAR Prof/Ad=1 3%**	**STAR Prof/Adv** 100% for all students	According to STAR, Laclede's data shows that more than 80% of students struggle in the areas of reading comprehension, word recognition, vocabulary and fluency.
STAR Math	**STAR Prof/Adv** 4%	**STAR Prof/Adv** 5%	**STAR Prof/Adv** 7%	**STAR Prof/Adv** 9%	**STAR Prof/Adv** 100% for all students	According to STAR, Laclede's data shows that more than 80% of students struggle in the areas of number and operations, algebra, geometry, measurement, and data analysis.
DRDP (PreK)	58.0%	84%				
ELL Benchmark Assessment- Speaking *EL students only	N/A	N/A	N/A	N/A		*(ELL OFFICE WILL PROVIDE)*
ELL Benchmark	N/A	N/A	N/A	N/A		*(ELL OFFICE WILL PROVIDE)*

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	In the classroom, instructional approaches are tailored to accommodate the diverse needs of individual students through the utilization of data derived from benchmark assessments such as Star and Envision Topic exams. This data informs the customization of instruction to align with students' specific learning profiles and areas of development. Through this process, students benefit from targeted support and scaffolding within the instruction, facilitating their progression towards mastering grade-level standards. Moreover, an integral component of our instructional framework involves the incorporation of Social-Emotional Learning (SEL) skills. These skills are systematically integrated into the curriculum to cultivate students' socio-emotional competencies, which in turn enhances their capacity to engage effectively in the learning process. By nurturing SEL skills alongside academic content, students are equipped with essential tools for holistic development and academic success.
Instructional Programs	Science Social Studies Math ELA Physical Education Music Art Special Education (resource, inclusion, self-contained cross categorical)
Instructional Materials	-Leveled Book Room -My View and My Perspective (ELA) -Savvas (Math) -Missouri Learning Standards -Renaissance (Star Reading and Math) -APPS to support skills practice- (MyOn, Success Maker, Freckle, IXL, EPIC)

	-Foundational Skills Supplemental Resources -Practice Skills Supplemental Resources -DRC and MAP Training Material
Technology	-iPads for all Prek-8th grade students -Keyboard and mouse attachments for iPad -Promethean boards and/or projectors in all classrooms -LUE System in the Physical Education Classroom -Student Centered STEAM and Robotics Activities
Support personnel	-AIC -Library aide -2 Prek Teacher's Aides -1 Instructional Care Aide -FCS -Social Worker -Counselor -ISS Monitor

High Quality Professional Staff *(How are you ensuring that all students are taught by a high-quality teacher?)*	
Data Type	**Current Information**
Staff Preparation	-Targeted Professional Development -Weekly Newsletter with academic and SEL focus -PLCs/WDMs -Weekly Observations -Individual Coaching cycles -Daily Operating procedures
Staff Certification	Principal- Certificated Assistant Principal- Certificated

	Pre-k- 1 Certificated Staff and 1 Non-Certificated Staff
	Kg- Certificated Staff
	1st grade-Certificated
	1st/ 2nd grade- Non-Certificated
	2nd /3rd grade- Certificated
	3rd grade- Certificated
	4th grade- Non-Certificated
	5th grade- Non-Certificated
	Middle School ELA (6th, 7th, 8th)- Non-Certificated
	Middle School Social Science (6th, 7th, 8th)- Non-Certificated
	Middle School Sciene/Math- Certificated
	SPED- Certified
	Art- Non-Certificated
	Music- Non-Certificated
	Physical Education- Non-Certificated
	Counselor- Certificated
	Social Worker-Certificated
	Academic Instructional Coach (AIC)- Certificated
Staff Specialist and other support staff	N/A
Staff Demographics	5%- White
	95%- Black

School Administrators	Principal- Certificated
	Assistant Principal- Certificated

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?

Upon registration, parents and caretakers will receive Laclede's Parent and Student Handbook. In this document, expectations and opportunities for parent involvement are outlined. With that, parent/guardian signature is required on the signature page which agrees to the terms and conditions outlined in the Laclede Parent Student Handbook as well as the guidance provided by St. Louis Public Schools for conduct. Furthermore, it is the expectation that up-to-date contact information is kept on file in the Laclede school office for ease of communication.

What are the strengths of family and community engagement?

When families are actively engaged in their children's education, students tend to perform better academically. Parents and caregivers who are involved in their children's learning demonstrate a vested interest in their success, which can motivate students to strive for excellence. Family and community engagement contribute to a positive school culture where collaboration, communication, and mutual respect are fostered. When families and community members feel welcomed and valued by the school, it creates a supportive environment conducive to learning. It also allows for a comprehensive approach to supporting students' academic, social, emotional, and physical well-being. By working together, schools, families, and community organizations can identify and address a wide range of student needs more effectively.

What are the weaknesses of family and community engagement?

Research indicates that nontraditional work hours, lack of transportation and childcare, as well as language and cultural barriers, can prevent low-income parents from being involved in their children's schools, particularly when resources are not available. A large number of families, notably in the Goodfellow and Wells region, struggle economically and live in poverty, which also contributes to the low participation rate. Our incapacity to invest in the expansion of our communities is a significant obstacle to providing for our families. Not only is there a limited amount of technology in the home, but a significant number of families also lack the necessary skills to operate it.

What are the needs identified pertaining to family and community engagement?

There are numerous families experiencing financial difficulties, which can lead to transitional housing, incarceration, and abuse of substances. Our community would benefit from programs that provide food, employment opportunities, clothing, child care, and other resources to families in transition. The donation of technology would also aid in meeting requirements, as parents would be able to submit job applications, participate in virtual school parent meetings, and provide educational resources for their children.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?

Parents are notified in a timely manner and given the opportunity to attend the Bi-Annual Title 1 meetings offered in the fall and spring. This meeting discusses parent's right to know, compact, parent involvement plan and more. Also in the Spring, they are invited to attend the Review and Revision planning meeting. In the meeting changes are made to the Parent Compact, Title 1 Strengths and Weakness, as well as Academic Achievement is discussed.

How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?

All parents are welcome and invited to attend all meetings that discuss the school planning. Parents are given the opportunity to attend the yearly meeting scheduled in the Spring to review improvements of the school plan and the family engagement policy. In addition, parents are notified personally when they are in the building during special events in the school.

How is timely information about the Title I.A program provided to parents and families?

In addition to a Robocalls home, Pierre Laclede has a monthly board that displays upcoming events. On the school's website, parents can also access information. In addition, the FCS sends home timely leaflets and notices to inform parents of parental involvement opportunities. Teachers also frequently post on the class DOJO to inform parents.

What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?

Parents can attend the two scheduled Bi-Annual Title 1 meetings, which are offered in the Fall and Spring. The AIC or Principal will discuss curriculum, assessments, and MAP achievement levels. Families will also have the chance to look at different boards that highlight students' progress on Star and MAP assessments, attend afterschool activities geared at of curriculum, assessments and MAP achievement levels. Laclede parents are always welcome to make an appointment with the Principal, AIC, Teachers, or FCS with any further questions or concerns. The school also provides Awards Day Ceremonies to recognize academic successes.

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
- The school organizes workshops and meetings to explain student progress, Missouri Learning Standards, and MAP helping parents understand what is expected at each grade level. - Detailed packets or guides are distributed to parents, providing an overview of the standards and how they relate to the curriculum. - The school provides access to sample tests and practice materials to help parents familiarize themselves with the assessment content and structure. - Teachers provide regular updates on local assessment schedules, formats, and results through newsletters, emails, or parent-teacher meetings.
How does your school provide materials and trainings to help parents work with their children to improve achievement?
The school organizes a variety of workshops and meetings to explain key educational components to parents. These sessions cover student progress, the Missouri Learning Standards, and the Missouri Assessment Program (MAP). Through these initiatives, the school aims to help parents gain a comprehensive understanding of what is expected at each grade level. Workshops provide detailed explanations of the learning standards, ensuring parents know the specific skills and knowledge their children are expected to acquire. Meetings also delve into how student progress is measured, offering insights into assessment methods and timelines. Additionally, parents receive guidance on how to interpret MAP results, enabling them to better support their children's academic journey.
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?
Training on effective communication techniques, cultural competence, and building strong home-school partnerships is provided to all staff members. -Regular collaborative planning meetings involve school leaders and staff discussing best practices for parent engagement and sharing successful strategies from their own experiences. These meetings also serve as a platform for brainstorming new ideas and addressing any challenges faced in engaging parents.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
-Regular family nights and school events, such as open houses, cultural festivals, and academic family nights, encourage parents to visit the school and interact with teachers and staff in a relaxed, informal setting. These events often include activities that involve both parents and students, fostering a sense of community. The school utilizes multiple communication channels to keep parents informed and engaged. This includes newsletters, email updates, and a user-friendly school website.

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.
- Our school has developed comprehensive plans to coordinate and integrate parental involvement programs and activities with other educational and support programs, ensuring that parents are fully engaged in their children's education. Central to this effort is the establishment of a centralized Parent Resource Center, which serves as a hub for information, support, and resources tailored to the diverse needs of our school community. This center collaborates with various school programs, such as special education, English language learner (ELL) support, and after-school initiatives, to provide parents with tailored resources and training workshops. By organizing joint events, such as family literacy nights and health fairs, we create opportunities for parents to participate in activities that encompass multiple programs, making it easier for them to engage comprehensively.

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
-Laclede has made significant progress in increasing parental involvement through targeted programming for families. -Events such as family literacy nights, cultural festivals, and educational workshops cater to the needs of all family members, creating opportunities for family bonding and participation. -Whole-family engagement fosters an inclusive and welcoming school environment, strengthening the connection between families and the school community. -Growing attendance and positive feedback from parents reflect the success of these programs. -The school has expanded its programming to involve more parents and families in school activities, showing a commitment to fostering a strong school community.

Summary of the Weaknesses
-Laclede continues to struggle with low participation, with less than 25% of families attending family and engagement events regularly. -There are challenges in maintaining consistent family involvement in school programs. -The current communication strategies may not be sufficient, requiring improvement to reach more families effectively. -The school needs to better understand the needs and preferences of parents to make programs more accessible and appealing. -Efforts to increase family engagement require ongoing refinement, including enhanced outreach and feedback collection from parents.
Summary of the Needs
- By addressing teacher capacity, student achievement, and social-emotional learning (SEL) through our carefully defined priorities, Laclede will enhance teacher skills and improve student outcomes. Focusing on professional development and providing teachers with the necessary resources and training will ensure they are well-equipped to meet diverse student needs. Simultaneously, prioritizing student achievement through data-driven instruction and targeted support will boost academic performance. Incorporating SEL into our framework will foster a supportive and inclusive environment, promoting the overall well-being and success of students. Together, these efforts will result in a more skilled teaching staff and higher student achievement levels.

24-25 Focus Areas/ Priorities
Prioritized areas of _Need_ for 24-25 based on needs assessment/data analysis
Priority #1- Laclede will prioritize the acquisition of resources tailored to delivering trauma-informed care and mental health services for families. This will ensure that our students are in optimal mental health conditions for effective learning.
Priority #2- Laclede will prioritize the recruitment and hiring of certified staff to ensure that students receive high-quality instruction in academic subjects as well as social-emotional skills.
Priority #3- Laclede will prioritize the identification and provision of support for all tiers of teachers, with particular emphasis on those non-certified teachers assigned to certified roles.

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.*

1. **Cultivating Inclusive Practices in Curriculum and Instruction:** One crucial lever for promoting a sense of belonging is ensuring that our curriculum and instructional practices reflect the diverse backgrounds, experiences, and perspectives of our student body. By intentionally integrating inclusive pedagogical approaches, diverse voices, and culturally relevant content into our curriculum, we can create learning environments where all students feel valued, represented, and empowered to engage fully in their education. This includes providing professional development opportunities for teachers to enhance their cultural competence and teaching strategies that support diverse learners.
2. **Increased School-Wide Academic and Fun Activities:** Creating more building-wide activities that combine academics and fun would provide opportunities for students, parents, and staff to come together. Events such as academic fairs, science nights, math challenges, and literacy carnivals would engage students in learning while making it a family-centered, enjoyable experience. These events would not only strengthen students' academic engagement but also foster a sense of belonging by creating shared, enjoyable experiences across the entire school community.

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols

Implementation Plan

Action Steps

30 Days:
Professional Development
- ▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- ▪ School PBIS Matrix
- ▪ Staff meeting to identify mentor/mentee
- ▪ Student Support Team

Observation and Feedback
- ▪ PBIS Carousel

Implementation/Monitoring
- ▪ Pre-Survey (student and teacher)

Monitoring Student Progress
- ▪ Weekly check-ins

Person(s) Responsible	Resources
▪ Culture & Climate Coordinator	▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations

60 Days:
Professional Development
- ▪ **Mini Lessons on Club Pamoja**

Observation and Feedback
- ▪ Observation checklist by administration

Implementation/Monitoring
- ▪ Teacher Survey

Monitoring Student Progress
- ▪

Person(s) Responsible	Resources
▪	▪

90 Days:
Professional Development

▪ **Staff meeting on interpreting data**	
Observation and Feedback	
▪	
Implementation/Monitoring	
▪ **Post Survey**	
Monitoring Student Progress	
▪	

Person(s) Responsible	Resources
▪	▪

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 myView (K-5) and myPerspectives (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 Program: 95% Group - LETRS Training: School Leaders, Instructional Coaches, and Teachers

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 – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD
- 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

Observation and Feedback

- Leveraging Leadership 2.0

Implementation/Monitoring
- **Weekly PLCs and Data Team Meetings**

Monitoring Student Progress
- STAR Reading BOY Assessment
- Informal Classroom Assessments

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Director of Academic Instructional Coaches - Academic Instructional Coaches - Principal - Assistant Principal	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas ELA MyView (K-5) / MyPerspectives (6-8) - STAR Renaissance

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
- Staff PD- 95% Group Foundational Skills Training

Observation and Feedback
- Leveraging Leadership 2.0

Implementation/Monitoring
- Weekly PLCs and Data Meetings

Monitoring Student Progress
- CBM (bi-weekly)
- RSP (bi-weekly)
- Star Progress monitor
- Informal Classroom Assessments

Person(s) Responsible	Resources
- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches - Building Administration	- SLPS Collaborative Lesson Planning Protocol - SLPS Gradual Release Rubric 95% Group Foundational Skills Program

90 Days:

Professional Development

- Staff PD- Gradual Release-Emphasis on "I do and We do"

Observation and Feedback
- Leveraging Leadership 2.0

Implementation/Monitoring
- Weekly PLCs and Data Meetings

Monitoring Student Progress
- STAR Reading MOY Assessment
- Informal Classroom Assessments

Person(s) Responsible	Resources
- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches Building Administration	STAR Renaissance

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

- *District-wide initiatives will be funded by the central office.*
  - o Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)
  - o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
  - o Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - o

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 (K-8) Instructional Resources: - Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts - Instructional Design Framework and Math Lesson Plan Internalization Protocol [Insert] Site-based focus strategy if applicable

Implementation Plan
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

Observation and Feedback
- Leveraging Leadership 2.0

Implementation/Monitoring
- Weekly PLCs and Data Meetings

Monitoring Student Progress
- STAR Math BOY Assessment
- Informal Classroom Assessments

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Building Administration	▪ [SLPS Instructional Vision for Academic Excellence](#) ▪ [SLPS High Quality Instructional Design](#) ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance

60 Days:

Professional Development
- Staff- Guided Math

Observation and Feedback
- Leveraging Leadership 2.0

Implementation/Monitoring
- **Weekly PLCs and Data Team Meetings**

Monitoring Student Progress
- STAR (MOY)
- Informal Classroom Assessments

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches Building Administration	▪ [SLPS Gradual Release Rubric](#) ▪

90 Days:

Professional Development
- **Staff-Gradual Release**

Observation and Feedback
-

Implementation/Monitoring
-

Monitoring Student Progress
- STAR Progress Monitoring Assessment

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches Building Administration	▪ STAR Renaissance ▪

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

- *District-wide initiatives will be funded by the central office.*
  - o Tier 1 Instructional Tools (enVision Math K-8)
  - o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
  - o Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - o

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

_____   _____

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

_____

State Supervisor, School Improvement

_____

Date

_____

Date