# Woodward Career Academy 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:
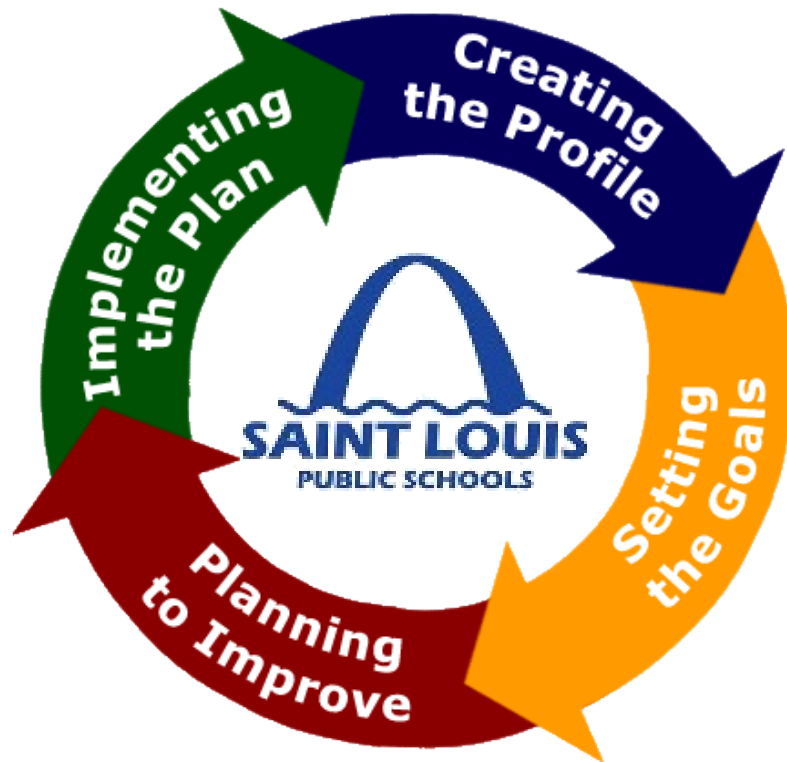
Pillar 1: The District creates a system of excellent schools

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: Woodward** **School Code: 6120**	**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	Dr. Carla F. Cunigan		
Academic Instructional Coach			
Family Community Specialist (if applicable)	Mr. Von Smith		von.smith@slps.org
ESOL Staff (if applicable)	Mrs. Amy Eleta		amy.eleta@slps.org
SPED Staff (if applicable)	Ms. Lori Carter		lori.carter@slps.org
Teacher	Mrs. Beverly Tretter		beverly.tretter@slps.org
Teacher			
Parent	Mr. Antoine McFadden		
Parent	Ms. Carrie Daniels		
Support Staff	Ms. Victoria West		victoria.west@slps.org
Community Member/Faith Based Partner	Ms. June Bryant		
Network Superintendent	Dr. Isaac Pollack		isaac.pollack@slps.org

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

SECTION 2

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	290	Our enrollment shows an increase from last year at 247 from last school year. This number does not include families that were in transition or students that we were not able to locate. At one point during the school year our enrollment was 293. We have continued to enroll students from ELL population. Next year we already have 21 students coming from the new comer school.
Grade Level Breakdown	Pre K – 32, Kdg. – 43, 1st – 46, 2nd – 60, 3rd – 29, 4th-39, 5th 41	This school year we provided 2 classes per each grade level section. Our 2nd grade numbers were a concern due to the large classrooms.
Ethnicity	Black-60%, White- 10%, Asian - 4%, Multi-Racial- 17%, Hispanic – 24%	Our enrollment for African American is not a true reflection for the diversity that is within our student population. A number of our students are from various countries in Africa.
Attendance	<table><tr><td></td><td>2021-22</td><td>2022-23</td><td>2023-2</td></tr><tr><td>90/90</td><td>43.4%</td><td>53.5%</td><td>53.7%</td></tr><tr><td>ADA</td><td>85.8%</td><td>89.6%</td><td>88.0%</td></tr></table>	Our attendance continues to be a concern. One of the areas is due to buses not running consistently.
Mobility	25.2%	We have approximately 68 families that have moved to another school and or in transition.
Socioeconomic status	100%	We receive assistance from Operation Food Search. Additionally, The assistance League currently assists families with uniforms, coats, under clothing and shoes throughout the year. We have also partnered with 2 churches that provide food all year to 5 families per month and one that provides Thanksgiving and Holiday Meals for families.
Discipline	OSS - 1	Our goal for the school year was to have 7 or less suspensions for the entire year. We met our goal.
English Language Learners/LEP	34%	Our ELL population has increased by 32 students over the past year. This does not include our pre school population. We opened up a 3rd section of Pre K in the middle of the school year. We also had a number families that moved to other states. We have continued to enroll students. Next year we have 21 students coming from the newcomer school.
Special Education	20%	This year we had 1 Cross Cat Teacher, 1 Resource Teacher, 1 Speech Teacher and 3 ICA's to service all 57 students, this included a self-contained classroom as well.

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	**ELA** BB: 53.8, B: 29.5, P: 12.8, A: 3.8	MAP Index	MAP Index	MAP data - n/a
Math	**Reading**			STAR - See chart on page 9.
Science	**Math** BB: 80.8, B: 12.5, P: 7.7, A: 0	MAP Index	MAP Index	MAP data – n/a STAR - See chart on page 9.
Social Studies	**Science** BB: 78.6, B: 7.1, P: 14.3, A: 3.8	MAP Index	MAP Index	MAP data - n/a
CCR	7/34 21% - making progress 1/59 1.7% Proficiency	Data is not available	Data is not available	
WIDA ACCESS (Progress Indicator)	**ELA** BB: 53.8, B: 29.5, P: 12.8, A: 3.8	MAP Index	MAP Index	MAP data - n/a
WIDA ACCESS (Proficiency Indicator)				

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	BOY	EOY	BOY	EOY		
STAR Math	2.18	2.94	2.14	n/a	n/a	BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

DRDP (PreK)						
ELL Benchmark Assessment- Speaking *EL students only	12/47	n/a	6/87	n/a	n/a	
ELL Benchmark Assessment- Writing *EL students only	1/47	n/a	1/87	n/a	n/a	

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

Reading STAR Proficient and Advanced

BOY STAR Reading 2022-23		
Total Tested	*# Proficient and Advanced*	*% Proficient and Advanced*
95	22	23%
EOY STAR Reading 2022-23		
Total Tested	*# Proficient and Advanced*	*% Proficient and Advanced*
95	22	23%
BOY STAR Reading 2023-24		
Total Tested	*# Proficient and Advanced*	*% Proficient and Advanced*
114	28	25%
EOY STAR Reading 2023-24		
Total Tested	*# Proficient and Advanced*	*% Proficient and Advanced*
114	32	32%

Math STAR Proficient and Advanced

BOY STAR Reading 2022-23		
Total Tested	*# Proficient and Advanced*	*% Proficient and Advanced*
134	23	17%
EOY STAR Reading 2022-23		
Total Tested	*# Proficient and Advanced*	*% Proficient and Advanced*

134	27	20%
BOY STAR Reading 2023-24		
Total Tested	*# Proficient and Advanced*	*% Proficient and Advanced*
186	26	14%
EOY STAR Reading 2023-24		
Total Tested	*# Proficient and Advanced*	*% Proficient and Advanced*
186	32	17%

STAR Reading Data – Grade Equivalent Scores

GRADE	BOY	MOY	EOY
1	1.5	2.8	2.15
2	1.4	2.3	2.6
3	2.3	2.0	2.6
4	2.4	2.8	2.75
5	3.1	3.4	3.65

STAR Math Data - Grade Equivalent Scores

GRADE	BOY	MOY	EOY
1	.6	1.2	1.6
2	1.5	1.6	2.5
3	1.8	2.1	2.5
4	2.6	3.1	3.4
5	3.3	3.5	3.75

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	A focus of the 2023-2024 school year has been high-quality curriculum implementation, focusing on MyView and Envision, particularly as it relates to scaffolding grade level instruction for students. Small group instruction has also been an area of focus during this school year.
Instructional Programs	• MyView • Envision • MyWorld (Savvas) • Mystery Science, National Geographic Science
Instructional Materials	ELA- Trade Books & Classroom Libraries; MyView workbooks and materials Math- Envision 2.0 workbooks Leveled books and hands-on materials for small groups STEAM materials and resources
Technology	1:1 iPads for all students (PK-6) Two mobile Dell laptop labs Desktop classrooms in each classroom (if requested by teacher) SMART Boards in each classroom, including teacher webcams Document cameras iPad Keyboards for all students in grades 1-6 Subscriptions and licenses for Freckle, MyOn, Successmaker, etc.
Support personnel	Instructional Leadership Team Academic Instructional Coach Reading Intervention Teacher for Grades 3-5
High Quality Professional Staff	
(How are you ensuring that all students are taught by a high-quality teacher?)	
Data Type	**Current Information**
Staff Preparation	
Staff Certification	Pre K / ECSE – 2 certified / 1 ILA Kdg. – 2 vacancies filled with ILA teachers 1st Grade – 1 certified / 1 BLA 2nd Grade – 2 certified 3rd Grade – 1 certified 4th Grade – 1 certified / 1 substitute

	5th grade – 2 certified
	1 Cross Cat Teacher
	1 SPED resource teacher
	ELL teachers – 3 certified
	Art Teacher – 1 ILA
	Music Teacher – 1 certified
	PE Teacher – 1 certified
	Counselor – 1 certified
	Social Worker – 1 part-time
	Nurse – 1 agency provided nurse
Staff Specialist and other support staff	Academic Instructional Coach Family Community Specialist 3 ICA's
Staff Demographics	24-24 Staff Demographics Black- 19 White – 14 Male – 7 Female - 26
School Administrators	Dr. Carla F. Cunigan - 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?
Woodward Elementary provides all parents with a Student Compact that states the agreement between the parent, student, and classroom teacher. This lists all the responsibilities for the current year. The compact is a document that must be signed by all parties and the principal.
What are the strengths of family and community engagement?
The small core (10) of parents that participate really do a great job. The core parents assist with breakfast duties, making copies for teachers, working with students one to one in reading and math. They also assist with all school events, field trips, community events and more. It is important to note that 2 of the volunteers do not have children that do not attend Woodward. They impact our community daily.
What are the weaknesses of family and community engagement?
One of our weaknesses is the involvement from our parent meetings. Many of our parents work and even though we have attempted to have the meetings at various times the attendance is still low.
What are the needs identified pertaining to family and community engagement?
There are numerous families in financial hardship that many end up in transitional situations, incarceration and experience substance abuse. Our community would benefit from programs that assists families that are in transition with food, job opportunities, clothing, childcare, and other resources.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are notified in a timely manner regarding all planning, review, and improvements for the School wide Plan – Bi-Annual Title I meeting is offered in the fall and the spring. This meeting discuses parent's right to know, Parent Compact, and the parent involvement plan. In the spring the Review and Revision planning meeting is held to make any changes to Parent Compact, Title I strengths and weaknesses as well as academic achievement.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?

All parents are invited and welcomed to attend all PTO meetings. Parents are notified through school newsletters, robo calls, and fliers with an RSVP given. All events held at school have reminders sent home so that parents do not miss special events; (i.e. awards programs, celebrations, promotion ceremonies, picture day, multi-cultural day, parent meetings, etc.).

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

Woodward has a monthly board displayed throughout the building with upcoming events. Monthly newsletter are sent home with these important dates and the information is displayed on our school's website. We also send home reminders the week of and the day before an event.

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 I meetings which are offered in the Fall and Spring. The AIC and / 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 Scan Tron, STAR and MAP assessments. At any time parents can make an appointment with their child's teacher, AIC, FCS and or Principal to discuss any questions or concerns. The school provides awards day celebrations at the end of the year and monthly rewards for improvement on the STAR reading assessment.

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.

Parent teacher conferences are held twice a year where report cards are given to families. Progress reports are sent home quarterly. Parents may volunteer at any time. A volunteer form must be completed and approved by the school district. Parents may also attend field trips or assist with day to day supports at the school. A monthly newsletter is sent home with all important dates to remember and information about the school. Fliers are also sent home with reminders of upcoming events.

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

Regularly scheduled PTO meetings provide assistance to parents in understanding the following areas:

- - 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 child.
- - Helping parents understand growth and development of children in multiple stages

Also engaging families with Math, Literacy, Reading and Science nights

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

Materials and trainings are provided during our PTO meetings and during parent teacher conferences held twice a year. At any time a parent can come to the school to set up a meeting if there are additional questions or concerns

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?
SLPS has scheduled Professional Development days, which are designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents and families. The district also offers off-site training and professional development opportunities.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Parents are given a survey at the beginning of the year to weigh their opinion on programs from the previous year. Also programs that were highly attended is scheduled for families to attend. Parents are also given opportunities to volunteer for events, while receiving timely notification about the events. This will build relationships between parents, school and 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 be given timely notifications of programs and Regular schedule PTO meetings which will help families to be prepared to attend events relative to their children. The parent resource center (area) will be available and visible for parents to use and be fully participating families. Nance will encourage and support parents with the education of 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
Parents will be given timely notifications of programs and Regular schedule PTO meetings which will help families to be prepared to attend events relative to their children. The parent resource center (area) will be available and visible for parents to use and be fully participating families. Nance will encourage and support parents with the education of their children.

Summary Statements

Summary of the Strengths
The need for strong family involvement starts by the time children are in preschool and continues through high school. The keys to successful partnerships with parents and the community is supported by Joyce Epstein 6 types of Parental Involvement. When we follow this model, it allows parents to be engaged in many areas and will encourage them to continue to support and advocate for their child. Long term objective is for families to empower their children and have the skills necessary to be a productive citizen, while gaining college readiness skills.

Summary of the Weaknesses

Strengths
    • CARE team meets regularly to address behavior/attendance concerns
    • Family Community Specialist sends weekly/monthly newsletters and organizes activities to promote parent involvement
Weaknesses
    • Parental attendance of school events and meetings is low.
Parent's perception of the school as an organization.

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.
  - Alternative discipline training and supports for staff
  - Outreach materials for parents in transition
  - Continued supports in the area of being a Trauma Informed School to support students, parents, and staff.

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. Maintain a systematic approach to school culture and climate that incorporates social emotional learning, schoolwide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.
2. Sustainable academic improvements in literacy achievement including reading language, and writing.
3. Enhancing instructional practies to make learning affirming and meaningful for student in literacy and math.

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. Effective implementation of Responsive Classroom Foundation Model (four pillars)
2. Building Community through Scheduled Morning Meetings

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ RethinkEd Social Emotional Learning Site-based focus strategy if applicable

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

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 - Building Counselor, Social Worker & PBIS Team Leader - Principal - Leadership Team Members - Attendance Team Member - Classroom Teachers	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Time for Attendance Team, Student Support Team and Leadership Team Collaboration.

60 Days:
- **Implement cross-age buddy program to cultivate relationships among the students between grade levels.**
- **Begin monthly Celebrating Character incentives aligned with school core values.**
- **School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.**
- **Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students. (**
- **PBIS Team conduct regular review of discipline referral data to refine classroom supports.**

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

90 Days:
Professional Development
- **Staff meeting on interpreting data**
- **Observation and Feedback**
- **Implementation**
- **Monitoring Student Progress**

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

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

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

- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - Salary and benefits associated with Academic Instructional Coach (Title)
  - $2000 for professional development books and resources for staff (Title/Comprehensive)
  - Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
  - 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)
	▪ 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)
	▪ UFLI Supplemental Phonics Program
	▪ 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
- 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 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
- STAR Reading BOY Assessment
- Administer Star Reading beginning of year Assessment
- Administer UFLI 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 UFLI
- 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 myView (K-5) - 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
- Leader and Staff PD – Begin LETRS training
- 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.

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 UFLI program 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 including completing the Reading Tiered Fidelity Inventory.
- 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 phonics progress monitoring data to ensure students are making expected gains with the UFLI program.
- Use progress monitoring data to identify students who may need additional support and adjust phonics groups accordingly

Person(s) Responsible	Resources
- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches - Classroom Teachers	- 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 - Supplemental Teacher/Reading Intervention Teacher

90 Days:
Professional Development
- Provide additional professional development for teachers as needed to maintain high fidelity in UFLI program implementation.
- Incorporate LETRS principles into ongoing professional development and instructional feedback.
-
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.
- Continue to observe phonics instruction and provide feedback, focusing on the fidelity of UFLI program implementation.
- Provide coaching for teachers as needed to maintain high fidelity in UFLI program implementation.
- Begin to integrate LETRS concepts into classroom observations and feedback, particularly in literacy instruction

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
- STAR Reading MOY Assessment
- Administer Star Reading middle of year assessment
- Review phonics intervention data and adjust instructional strategies based on student progress.
- Summarize and analyze end-of-quarter assessment data, including phonics and ELA assessments, 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. - Tier 1 Instructional Tools (myView (K-5) and myPerspectives, ELA Instructional Resources) - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)	

- Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - Professional development (Title/GOB)
  - Staff participation in conferences- Unbound Ed Standards Institute, Solution Tree conferences, ASCD, Innovative Schools Conference, etc. (Title/GOB)
  - Funds to renew licenses for supplemental resources (Title/GOB)
  - Replacement classroom rugs (Title/GOB)
  - Literacy kits and materials for family literacy workshops (Title/GOB)
  - Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title/GOB)
  - Myview teacher edition and extra practice workbooks (Title/GOB)
  - Teacher extra service for planning in ELA and Math (Title/GOB)

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-5) 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

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
- 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
- STAR Math BOY Assessment
- 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 (K-5) - STAR Renaissance Time for professional development with teachers and collaboration with Instructional Leadership Team - Professional book study resources and materials for teachers - Weekly data meeting time and facilitation support

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

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.
- Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics.
- 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 - Supplemental Teacher/Reading Intervention Teacher

90 Days:
Professional Development
- Provide additional professional development for teachers as needed to.

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
- STAR Math MOY Assessment

- 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.*
   - Tier 1 Instructional Tools (enVision Math K-5)
   - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
   - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
   - Professional development (Title/GOB)
   - Staff participation in conferences- Unbound Ed Standards Institute, ASCD, Innovative Schools Conference, etc. (Title/GOB)
   - Envision Extra Practice workbooks (KG-5th) (Title/GOB)
   - After school program costs (Title/GOB)
   - Teacher extra service for planning in ELA and Math (Title/GOB)

(What date did you and your School Planning Committee Complete Section 3? <u>June 4, 2024</u>

_____   _____

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**