

ADAMS 2024-25 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**



24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	April 25, 2024
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	September 12, 2024
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

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Adams School Code: 4000	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: At Adams Elementary School, we are a family of learners committed to educating, empowering, and encouraging each student so they can reach their full academic and social potential.		
School Vision: Through collaboration and continuous learning, Adams Elementary will be the community school of choice that prepares life-long learners to be successful in a global community by providing a world-class education for all children.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

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. Felicia Miller		Felicia.miller@yahoo.com
Academic Instructional Coach	Kathy Allen		Kathy.Allen@slps.org
SPED Staff (if applicable)	Terri Knight		Terri.Knight@slps.org
Teacher	Albert Sanders		Albert.Sanders@slps.org
Teacher	Elizabeth Allen		Elizabeth.Allen@slps.org
Parent	Victoria Bolden		Vbolden91@yahoo.com
Parent	Roxi Whetstone		roxiwetstone@gmail.com
Support Staff	Dana Hope		Dana.Hope@slps.org
Community Member/Faith Based Partner	William Wichmann (Friends of Adams)		FriendsofAdams@gmail.com
Network Superintendent	Dr. Isaac Pollack		Isaac.Pollack@slps.org

What date did you and your School Planning Committee Complete Section 1? 4/23/24

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

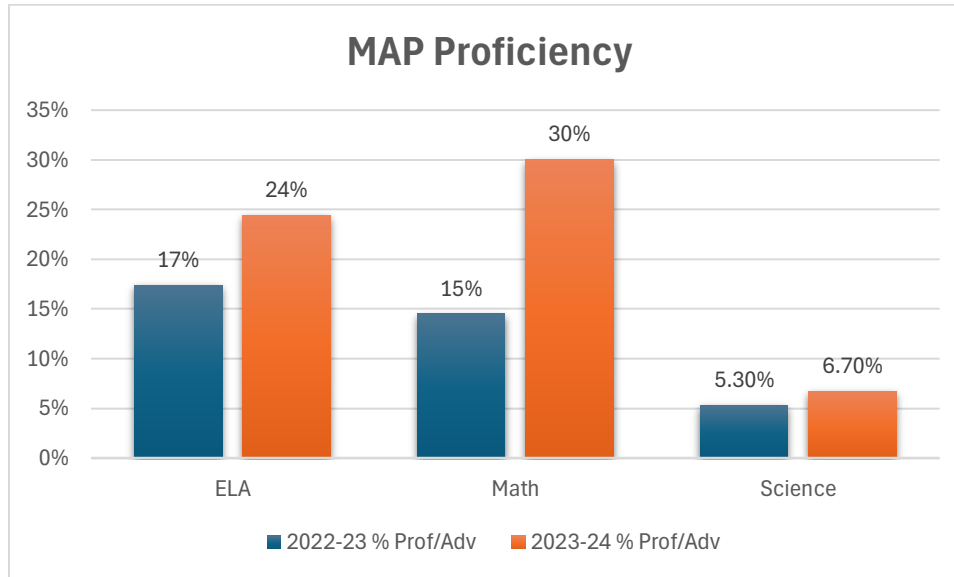
Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 9/24/24	171	neighborhood changing (value of property too high; families moving), families are sending their children to private or Charter schools.
Grade Level Breakdown	PreK - 35; K - 25; 1st - 21; 2nd - 22; 3rd - 19; 4th - 18; 5th - 23; 6th - 9	Only 7 of our 5th-grade students returned to Adams for 6th grade. Some parents mentioned that they wanted their children to have a middle school experience, while others said that they didn't feel their children were ready for middle school but didn't want them to feel out of place in seventh grade.
Ethnicity	B - 91%; W - 4%; H - 1%; A - 2% M-2%	School demographics do not match the neighborhood demographics. White-52.8% Black 40.3%
Attendance	90/90- 81% ADA-95%	Attendance remains a major concern. Parents begin the year stronger but by mid-November attendance begins to plummet. We have been struggling to reach above 60% attendance for our 90/90 goal for the past 3 years. Many parents are keeping their children at home for several days due to common colds. Additionally, some families have been affected by bus issues, with 5 families severely affected because the bus didn't show up and the parents didn't have cars to get their children to school. The Attendance Team has refined its protocols and adjusted caseloads to address the root causes of student attendance issues more effectively.
Mobility	25.7%	Moving in the right direction here. Mobility is down 9.2% from the previous year.
Socioeconomic status	97%	Maintain key partnerships with our Faith Based Partners, Friends of Adams, and Assistance League of St. Louis. These partnerships provide support to families by supplying school uniforms, athletic shoes and socks, personal care items for women and children in shelters, books for aspiring readers, and items to help families through tough times.
Discipline	OSS-3 students	We were able to utilize ISS and restorative practices for most discipline issues. OSS was used for Type 1 violations.
English Language Learners/LEP	2 students; 1%	
Special Education	25 students; 16%	This number continues to grow every year, we are up 2% from previous year.

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-324.8 P/A-17.4%	MPI-343.7 P/A-24.4%	381	<p>There was an increase in ELA proficiency from 2023 to 2024. In addition, the number of students performing Below Basic has also decreased. 5th grade had the highest proficiency in ELA during 2024, with 13.3% of students being proficient and/or Advanced. While 6th grade had 0% which is not consistent with their STAR results.</p> <p>We need to strengthen Tier 1 instruction through the use of evidence-based practices such as: the gradual release of responsibility model (I Do, We Do, You Do Together, You Do Alone); increasing the amount of independent practice; and increasing time in small group instruction.</p> <p>We also need to add enrichment plans along with our intervention plans to accelerate students in during our school-wide intervention time.</p>
Math	MPI-298.9 P/A-14.5%	MPI-349 P/A-30%	370	<p>There was an increase in Math proficiency by 15.5% from 2023 to 2024. In addition, the number of students performing Below Basic has also decreased. 3rd grade had the highest proficiency in ELA during 2024, with 18.8% of students being proficient and/or Advanced. While 6th grade had 0% which is not consistent with their STAR results.</p> <p>We need to strengthen Tier 1 instruction through the use of evidence-based practices such as: the gradual release of responsibility model (I Do, We Do, You Do Together, You Do Alone); increasing the amount of independent practice; and increasing time in small group instruction.</p> <p>We also need to add enrichment plans along with our intervention plans to accelerate students in during our school-wide intervention time.</p>

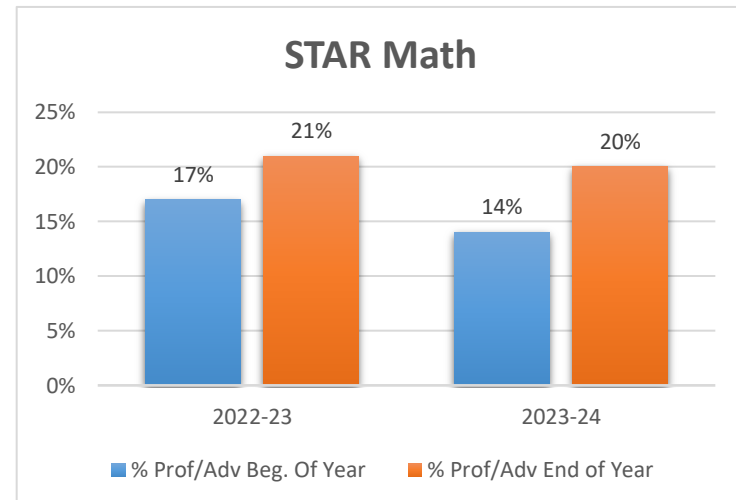
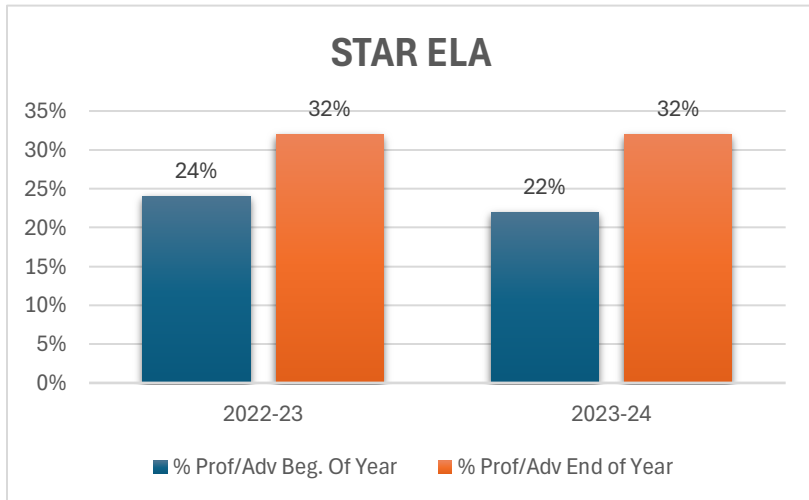
Science	MPI-324.6 P/A-5.3%	MPI-251 P/A-6.7%	310	<p>There was a significant decrease in MPI but a slight increase in Science proficiency from 2023 to 2024.</p> <p>Teachers still require job-embedded professional development in Science instruction and ongoing coaching to effectively implement Mystery Science.</p>
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Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
					EOY	

STAR Reading	24% P/A	32% P/A	22% P/A	32% P/A	100%	The percentage of students achieving proficiency or advanced scores on the Star Reading assessment showed a 10% increase from the beginning to the end of the year in 2024, slightly surpassing the previous year's performance. However, over the span of two years, our proficiency and advancement rates remained constant at 32% of students. Despite showing growth according to the STAR assessment, we fell short of our target of attaining 50% proficiency or advanced levels in reading.
STAR Math	17% P/A	21% P/A	14% P/A	20% P/A	100%	The percentage of students achieving proficiency or advanced scores on the Star Math assessment showed a 6% increase from the beginning to the end of the year in 2024, slightly surpassing the previous year's performance. Despite showing growth according to the STAR assessment, we fell short of our target of attaining 50% proficiency or advanced levels in math.
DRDP (PreK)	47%	64%	44%	67%	100%	The data shows 23% growth from the beginning of the year to the end of the year. This seems to be consistent year over year.

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



Curriculum and Instruction <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
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 intervention and scaffolding grade-level instruction for students.
Instructional Programs	<ul style="list-style-type: none"> • MyView • My Perspective • Envision 2.0 • Big Ideas • Mystery Science. • District pacing guides with Nystrom Social Studies (K-5) & World and Ancient History (6)
Instructional Materials	ELA- Trade Books & Classroom Libraries; MyView workbooks and materials Math- Envision 2.0 workbooks Leveled books and materials
Technology	1:1 iPads for all students (PK-6) 2 SMART Boards in each classroom, including teacher webcams Laptops and iPads for classroom teachers Document cameras
Support personnel	
High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
Data Type	Current Information
Staff Preparation	2023-2024 Adams Professional Development Focus: High Quality Curriculum Implementation and Restorative Practices <ul style="list-style-type: none"> • <i>MyView & Envision</i> curriculum implementation • Scaffolding instruction & Intervention • Standards-based grading • Restorative practices • Weekly lesson plan internalization meetings/ weekly data meetings • Ongoing reflection on school values & personal mission.

	<ul style="list-style-type: none"> Intrinsic motivation 		
Staff Certification	Grade Level	# of Teachers	Certification Notes
	Pre-K	2	Certified
	KG	1	Certified
	1 st	1	Certified
	2 nd	1	ILA
	3 rd	1	Certified
	4 th	1	ILA
	5 th	1	Certified
	6 th	1	Certified
	Related Arts	3	Certified
Special Education	2	Certified	
Staff Specialists and other support staff	Nurse- 1FTE Social Worker .4 FTE Counselor- 1 FTE Librarian Aid- 1FT Reading Teacher-1FT		
Staff Demographics	Teachers- 60% White, 40% Black Staff-45% White, 55% Black		
School Administrators	Dr. Felicia Miller		

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?
The Leadership Team holds meetings and designs opportunities for parents and the community to engage in the school environment. During these meetings, the policy is discussed and reviewed. The administration takes into consideration any parent comments.
What are the strengths of family and community engagement?
Strengths of family engagement include allowing parents and the community a physical space (Family and Community Resource Room) within the school, which is equipped with resources for families. It also provides parents and the community with a platform to become informed on the progress of their child and the school in general. Lastly, it provides parents with an opportunity to voice concerns and accolades regarding school performance.
What are the weaknesses of family and community engagement?
No Family Community Specialist and PTO meets consistently.
What are the needs identified pertaining to family and community engagement?
The needs include building a stronger community presence and increasing overall parental involvement throughout the school year.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are invited and involved in the Title I Informational Meeting to learn about and review school performance data and provide input regarding the analysis of the data. In addition, parents are provided with opportunities to have their voice heard through meetings and surveys. The parents were instrumental in the creation of our pilot school-wide intervention program called "What I Need (WIN) through Redesign. Their valuable input helped shape the structure and content of the pilot, ensuring that it was tailored to meet the specific needs of our students.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are invited to attend monthly meetings to plan, review, and provide input for the Schoolwide Plan.
How is timely information about the Title I.A program provided to parents and families?
Information about Title I A is shared through monthly meetings, informational literature, and newsletters.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?

Adams will hold its Family Instructional Night during open house in August or September and again in January. During this time the Principal and select grade level teachers will discuss academics and provide explanations of student summative scores, the curriculum, and identify interventions and services that are provided by the school. Staff will also make themselves available throughout the school year. In addition, the Instructional Leadership Team facilitates meetings to inform parents of any additional information and expectations.

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 two times each year.
- Teachers provide frequent updates to parents and families about their students' progress by using e-mail, Class Dojo and REMIND.
- Parents and families are encouraged to visit the school, participate in activities, and visit classrooms.

- Communication from school staff is frequent and aligned to school priorities.

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

Family Instructional Night will be held twice per year, hosted by the Principal to review and discuss State, District, and classroom assessments, expectations, and more. The school will provide and keep material on hand in the family resource room. Parents will continue to be introduced and orientated on the Parent Portal and via REMIND. Workshops addressing academic achievement will also be held at least twice per year.

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

The school will share materials monthly that will help parents work with their children to improve achievement.

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?

During back-to-school professional development, the Instructional Leadership Team and other members of the school planning committee will review data on the history of parental contribution and the positive effects of it. Teachers will be expected to make positive contact with parents within the first 2 weeks of school. Staff will be given pointers on communicating with parents on issues outside of negative/behavior problems. The Leadership Team will collaborate with staff to determine which opportunities and partnerships would best address the needs of our students, families, and community.

How does your school implement and coordinate parent programs, and build ties between parents and the school?

Our school will hold workshops at the end of the previous school year and present to parents during PTO/open house to gather feedback. Parents and staff will be surveyed on types of programs and events that would be most effective.

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.

Plans to encourage and support our parents to participate in the education of their children more fully are to coordinate and integrate parental involvement programs and activities with other programs:

- Further develop our resource center with materials such as parenting books, job skills training, return-to-school plans, and information.
- Programs will be developed so that parents are more aware of what the programs are all about and feel more comfortable participating.

- Tutoring will be provided for parents and children together.
- Offer computer/word processing classes.
- Develop a lending library of resources for parents.
- Provide parents to technology usage to assist with employment purposes.

Current resources in the school building, more specifically the parent resource room, will be evaluated to see what needs to be added. Other schools and parent centers will be researched for suggestions and best practices. Parents will be included in planning.

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

Adams provides consistent parent and family engagement opportunities regardless of English proficiency, disability, migratory status, or language. Efforts are made when needed to accommodate all parent and family needs.

Summary Statements

Summary of the Strengths

Adams offers a variety of opportunities for parents and families to be involved in the instructional program. Parents and families generally have a positive perception of the school and community partners recognize Adams as being an important part of the community. We will continue to welcome parents and the community to provide input and share any concerns.

Strengths

- Monthly parent meetings/events are held to promote a positive home-school connection.
- Parents and families generally have a positive relationship with school staff.
- Student Support Team and Attendance Team meet weekly to address academic, behavior, and attendance concerns.
- Positive community partnerships with Boys and Girls Club, Mentor STL, Assistance League, Nine PBS and Sun Patch Youth Garden.

Summary of the Weaknesses

<p>Weaknesses</p> <ul style="list-style-type: none"> • PTO needs to be fully functional. • Parents and families need additional support with understanding the academic expectations and rigor at each grade level. • Parents and families need additional support with understanding the importance of students being in school every day and on time.
Summary of the Needs
<p>We need to strengthen Tier 1 instruction through the use of evidence-based practices such as: the gradual release of responsibility model (I Do, We Do, You Do Together, You Do Alone); increasing the amount of independent practice; and increasing time in small group instruction</p> <p>Teachers require ongoing instructional support in implementing the ELA, Math and Science curriculum, with a particular focus on scaffolding grade-level content for students who are significantly below grade level.</p> <p>Additional support is required to enable teachers to effectively implement district curriculum programs and ensure that the content is pertinent and affirming for students. Students who demonstrate significant challenges in reading, falling notably below the expected grade level, will benefit from supplementary assistance during our schoolwide intervention period. To adequately address the needs of these students, the presence of a Reading Intervention Specialist or a full-time Academic Intervention Coordinator is imperative.</p>

Summary of Focus Priorities for 24-25
<p>Prioritized areas of <u>Need</u> for 24-25 based on needs assessment/data analysis</p> <p><i>Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.</i></p>
<p>1. Focus on Literacy: With a more refined focus, teachers will have additional professional development opportunities and targeted support around literacy in all content areas. The focus on literacy will drive additional student performance progress in every goal, as literacy is necessary in all content areas. <u>Communication with home regarding benchmarks and opportunities will continue but in more varied and frequent ways.</u></p>
<p>2. Collaborative Teams: Collaborative teams would serve as the caveat that will drive improvement in student achievement. It is collaborative teams that will allow Adams’ staff to develop a common language, set and monitor goals, analyze student work, and provide instructional strategies to assist with teaching and learning. This transparent process will ensure we will develop a shared knowledge that focuses on improved student achievement.</p>
<p>3. WIN (What I Need) Intervention: Implement a cross-grade intervention for reading. Dedicate 60 minutes, 4x a week to reading support groups of 10-12 students. Students are grouped by reading level, skill, and need. Groups focus on the five specific domains of reading to promote growth using curriculum or resources familiar in the school.</p>

What date did you and your School Planning Committee Complete Section 2? _____ 4/30/2024

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:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership
 Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING

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

Leadership Plan

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

Priorities:

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

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- RethinkEd Social Emotional Learning

Implementation Plan

Action Steps

30 Days:

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Implement team-building activities and back-to-school events for the Adams Family community.

- Continue practice of school-based leadership team, staff committees, and student council.
- Establish weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support.
- Implement schoolwide morning meetings to promote positive behavior and core values.
- Begin social-emotional learning lessons including RethinkEd are implemented in classrooms for twenty minutes weekly.
- Establish monthly staff collaboration meetings to share ideas, successes, and challenges around student engagement and behavior.
- Students establish goals for the 2024-2025 school year.

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Aligning curriculum goals with personalized student growth targets.

Observation and Feedback/Monitoring Student Progress

- Are high expectations communicated clearly, and are students and teachers encouraged to meet them?
- Survey staff and students to gather feedback on the effectiveness of the reflection desk, buddy rooms, and climate-building activities.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Culture & Climate Coordinator ▪ Social Worker and Counselor ▪ Principal, Assistant Principal & AIC ▪ Leadership Team Members ▪ Attendance Team Members ▪ Student Support Team Members ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ Access to RethinkEd curriculum resource

60 Days:

- Begin monthly recognition celebrating birthdays, attendance and characters incentives aligned with school values.
- School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.
- Implement a cross-age buddy program to cultivate relationships among the students between grade levels.
- Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students.
- School Discipline Team conduct regular review of discipline referral data to refine classroom supports.
- Implement student-led conferences with students during October/March parent teacher conferences.

Professional Development

- Building collaborative classrooms, addressing behavior challenges, and fostering inclusion.
- Restorative Practices and Reflective Discipline

Observation and Feedback/ Monitoring Student Progress

- Are students recognized for their achievements—academically and behaviorally?

<ul style="list-style-type: none"> ▪ Is staff acknowledged for fostering a supportive and empowering classroom and school climate? ▪ Are restorative practices, such as buddy rooms or reflection desks, being used effectively? ▪ Do students know what they are working towards, and are goals visible in the classroom? 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Leadership Team Members ▪ Student Support Team Members ▪ School Secretary & Family Community Specialist ▪ School Counselor & Social Worker ▪ Classroom Teachers ▪ Instructional Leadership Team Members 	<ul style="list-style-type: none"> ▪ Time allocated for school activities ▪ Resources to implement cross-age buddy activities ▪ Professional development for student support team members ▪ Access to RethinkEd curriculum resource
<p>90 Days:</p> <ul style="list-style-type: none"> • Partner with community organizations or local businesses to recognize student achievements and support school events. • Assess the performance of leadership teams and provide additional support or training as needed to maintain a collaborative, positive environment. • Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences. • Mid-Year Data Review • Mid-Year Celebration of students achieving academic and behavioral goals first semester. • <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Data-Driven Instruction and Reflection <p>Observation and Feedback/ Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Conduct a full review of the student goal-setting process to identify successes and areas for improvement. ▪ Share best practices across classrooms and grade levels for fostering enthusiasm for learning. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Participating Staff ▪ Leadership Team Members ▪ Attendance Team & Student Support Team Members 	<ul style="list-style-type: none"> ▪ Time allocated for school activities
<p>Funding Source(s)/ Cost to Support Implementation of Strategy</p> <ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Panorama Ed Survey Platform ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 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:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
<p>GOAL 2: READING By May 2025,</p> <ul style="list-style-type: none"> - 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. <i>Please identify two areas of focus that most align with this goal.</i>				
<p>Priorities: Pre-K, Elementary, and Secondary:</p> <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks ○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol 			

	<ul style="list-style-type: none"> ○ ELA Collaborative Lesson Planning Protocol (PLCs) <ul style="list-style-type: none"> ▪ [Insert] Supplemental Phonics Program ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers
Implementation Plan	
Action Steps	
<p><u>30 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ 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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ 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. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Establish PLCs dedicated to ELA and Math 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. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Administer STAR 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 ▪ Conduct goal setting conferences with students 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance

<ul style="list-style-type: none"> ▪ Principal ▪ Teacher Leaders 	
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ 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 - UFLI for foundational literacy skills instruction in KG-6th grade. ▪ Use PLCs to collaboratively refine lesson plans, focusing on integrating complex texts and tasks that align with ELA standards. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ 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. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ 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. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Principal ▪ Teacher Leaders 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric
<p>90 Days:</p> <p>Professional Development</p>	

- 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

- 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

- Instructional Leadership Team
- District MTSS Coordinator
- Academic Instructional Coach
- Principal
- Teachers Leaders

Resources

- 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 (6-8) 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 I, Comprehensive, Other):*
-

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> 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, <ul style="list-style-type: none"> - 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. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities: <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources: <ul style="list-style-type: none"> ○ 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 			

Implementation Plan	
Action Steps	
30 Days:	
Professional Development	
<ul style="list-style-type: none"> ▪ 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	
<ul style="list-style-type: none"> ▪ 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	
<ul style="list-style-type: none"> ▪ 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	
<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Principal 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance
60 Days:	
Professional Development	
<ul style="list-style-type: none"> ▪ 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

- Academic Instructional Coach
- Curriculum Specialist
- Principal
- Teacher Leaders

- [SLPS Gradual Release Rubric](#)

90 Days:

Professional Development

- Job-embedded professional development for teachers as needed.

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

<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ District MTSS Coordinator ▪ Academic Instructional Coach ▪ Principal ▪ Teacher Leaders 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ MTSS Resources
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

(What date did you and your School Planning Committee Complete Section 3? 5/24/2024)

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date