Ashland Elementary 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** (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	March 6th, 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 10, 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

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: Ashland Elementary** **School Code:4060**	**Check if appropriate** ☒Comprehensive School ***Requires a Regional School Improvement Team** ☐Targeted School ☒Title I.A
Date: September 24, 2024		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: At Ashland Elementary School student grow academically, socially, emotionally and mentally. Ashland student will be the problem solvers of their generation.		
School Vision: Ashland Elementary School is a hub where every member of the community belongs and finds hope. We believe by understanding the cultural history of our place on earth we will enrich the world view of our students and affect positive change in our community.		

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

 X **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

 X **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	Paula Boddie		Paula.boddie@slps.org
Academic Instruction Coach	Marjorie Patton		Marjorie.patton@slps.org
Family Community Specialist	JoAnn Carmon		Joann.carmon@slps.org
SPED Staff	Karen Eason		Karen.eason@slps.org
ISS/PBIS Staff	Jay'la Jenkins		Jayla.jenkins@slps.org
Teacher	Andrew Eason		Andrew.eason@slps.org

Teacher	Christie Nelson		Christie.nelson@slps.org
Parent	Marie Childs		Mariababy12@gmail.com
Parent			@yahoo.org
Support Staff	Stacie Powell Michal Krevenas		Stacie.powell@slps.org Michal.krevenas@slps.org
Community Member/Faith Based Partner	Jamie Hudson		JamieHudson12@gmail.com
Network Superintendent	Angela Glass		Angela.glass@slps.org
Other			

(What date did you and your School Planning Committee Complete Section 1? March 6th, 2024 (Title 1 Annual Evaluation)

SECTION 2
Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	193	Student enrollment continues to fluctuate due to declining affordable housing and high transition.
Grade Level Breakdown	Pre-K: 40 KG: 27 1st: 28 2nd: 27 3rd: 36 4th: 21 5th: 19	If most students remain enrolled in the 2024-2025 school year, the following regular classroom allocations will be used for planning purposes: Pre-K- 2, KG- 1, 1st- 1 2nd- 1, 3rd- 2, 4th- 1, 5th- 1 The distribution of students in grades K through 5 is relatively even, though high in grades K-2. 1 Cross-Cat Special Education classrooms.
Ethnicity	97% Black 2% White <1% Hispanic	The school's demographics reflect those of the surrounding neighborhood.
Attendance	71.34 (90/90) as of 9/20/24 91.31(ADA) as of 9/20/24	Attendance is impacted due to the high mobility rate of the area. The student support team places a high priority on attendance with graphs, charts and incentives.

Mobility	22.5%	The mobility rate at Ashalnd Elementary has seen a substantial decline over the past two years. In 2022, the rate was 37%, which decreased to approximately 35% in 2023. As of 2024, the mobility rate has significantly reduced to 14.6%.
Socioeconomic status	100% Free & Reduced Lunch	Ashland Elementary maintains several key partnerships, including Operation Food Search and The Little Bit Foundation, which provide essential support to students and families by addressing needs related to food insecurity, health, wellness, and overall school climate.
Discipline	1 - OSS	The ISS monitor collaborates with the School Counselor, Social Worker, Family Support Specialist and Principal to establish protocols and procedures that promote a positive school climate. This year, the "The Bear" matrix was introduced, and staff are actively working to foster a shared understanding of restorative practices within the classroom. An all school meeting is held daily creating a place for voicing need and receiving social/emotional support. Last school year 2023/2024 we had 1 type I and 1 OSS. The 2024/2025 school year has seen no referrals.
Limited English Proficiency	<1%	There are zero EL students at this time.
Special Education	18% 9 current referrals	The special education population at Ashland Elementary has increased due to several factors. Multiple new students have presented with special needs and three students have never attend school age 7 and up.

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	14.8% Proficient MPI: 340	24.0% Proficient MPI: 333.1	MPI On-Track for ELA 381-399.9	Students have shown significant growth between the 22-23 and 23-24 school years in reading. Staff received LETRS training and received coaching and feedback both from the school and district reading program. Mobility continues to be an issue that impact outcomes for students.
Math	12% Proficient MPI: 296.2	17.0% Proficient MPI: 305	MPI On-Track for Math 370-399.9	Growth was slight between 22-23 and 23-24 math continue as a lagging indicator with the schoolwide trend being lower in math than in reading. High mobility and struggling attendance contribute to the current performance pattern. Multiple measures are in place to support teach growth and development and student attendance and outcomes.
Science	10.2% Proficient	18.4% Proficient MPI: 321.5	MPI On-Track for Science 372-399.9	A focus on teaching placed based education connecting learning to the environment has shown growth over the past two school years.

Student Achievement- Local Assessment

Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		

8

STAR Reading (Grades 1-5)	23.3% Proficient and Advanced	13.6% Proficient and Advanced	26.2% Proficient and Advanced	26.6% Proficient and Advanced	100% Proficient and Advanced	The percentage of students scoring proficient or advanced on Star Reading shows in school year 2022-2023 a significant decrease in the number of students in proficient and advanced. That number has shown slight improvement during the 2023-2024 school year but overall higher than previous years. High mobility and the lack of properly credentialed staff contribute to the data.
STAR Math (Grades 1-5)	15% Proficient and Advanced	22% Proficient and Advanced	21% Proficient and Advanced	29% Proficient and Advanced	100% Proficient and Advanced	The percentage of students scoring proficient or advanced on Star Math increased by 8%. Which is slightly higher than last year. The slight increase is reflective of the students in population at the time of assessment 12% of students that tested in BOY are different from the EOY students. Students that continue over time show a 18% high level of growth as compared to new student entering.
DRDP (PreK)	29%	60%	36%	66%	N/A	

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

Curriculum and Instruction *(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)*	
Data Type	**Current Information**
Learning Expectations	A focus of the 2023-2024 school year has been high-quality curriculum implementation, focusing on Tier 1 instruction using Amplify Core Knowledge 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	• *Amplify Core Knowledge* • *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) One mobile Dell laptop labs for STEAM SMART Boards in each classroom, including teacher webcams Document cameras iPad Keyboards for all students in grades 3-6 Subscriptions and licenses for Freckle, MyOn, Successmaker, etc.
Support personnel	Instructional Leadership Team Principal Academic Instructional Coach LETRS trained support staff

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

Data Type	Current Information
Staff Preparation	2024-2025 Ashland Elementary PD Focus: Making Learning Visible • Ongoing reflection on school values & personal missions • *Amplify & Envision* curriculum implementation • Scaffolding instruction & unfinished learning • MTSS support • Standards-based grading • Restorative practices • Internal Classroom Observations • *Grading for Equity*, *Cultivating Genius, Unearthing Joy Visible Learning for Teachers, The Confident Teacher,* and *Morning Meetings and Closing Circles* book studies. Weekly team meetings are held each Wednesday with a focus on lesson internalization and implementation.
Staff Certification	<table><tr><th>Grade Level</th><th># of Teachers</th><th>Certification Notes</th></tr><tr><td>Pre-K</td><td>2</td><td>Certified</td></tr><tr><td>KG</td><td>1</td><td>1 Certified</td></tr><tr><td>1st</td><td>1</td><td>Certified</td></tr><tr><td>2nd</td><td>1</td><td>Certified</td></tr><tr><td>3rd</td><td>2</td><td>Certified</td></tr><tr><td>4th</td><td>1</td><td>Non-Certified (BLA)</td></tr><tr><td>5th</td><td>1</td><td>Certified w/consultant</td></tr><tr><td>Related Arts</td><td>3</td><td>2 Certified 1 Non-Certified (ILA/P.E.)</td></tr><tr><td>Special Education</td><td>2</td><td>Certified</td></tr></table>

Staff Specialist and other support staff	Academic Instructional Coach part-time ISS - vacant
	Counselor, Social Worker & Embedded Therapist (provided by outside agency) Family Community Specialist
Staff Demographics	24-25 Teacher Demographics: Black- 127 White- 2 Male- 3 Female-25
School Administrators	Dr. Paula Boddie, Principal

24-25 School Parent and Family Engagement Policy

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

Program Evaluation Results

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

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

What are the strengths of family and community engagement?

Overall, the programs and events organized by the school this year have been well-received. Highlights include: Grandparents Day, Open House, Winter Program, Black History Program, Literacy Night, Fall Festival, Awards Ceremony, and various showcases. A key strength is the ability of parents to serve as residents in the school, parents are able to present skills such as cooking, hair braiding, art and music.

What are the weaknesses of family and community engagement?

While we offer monthly PTO and family engagement activities, we need to improve parent participation and attendance. For events like the Winter Program, attendance is strong, but events like Literacy Night see much lower turnout compared to overall enrollment.

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

The identified needs for family and community engagement include boosting parent involvement during academic sessions like parent conferences, offering parenting workshops focused on effective parental support, and providing job and housing resources. Additionally, our community would benefit from programs that support families in transition with housing and transportation. We provide food, clothing and hygiene products for the whole family. Housing is a large concern contributing to mobility and attendance deficits which impact academic growth.

Policy Involvement

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

Ashland Elementary invites parents to join the School Planning Committee, where they can actively participate in shaping the schoolwide plan. This plan is also shared with families during PTO meetings. Additionally, families have the opportunity to provide input on school programming through the Panorama survey, conducted twice a year. Monthly "How are we doing surveys that contain three question are sent to parent monthly. The feedback collected from this survey is used to make necessary adjustments to the plan.

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

Parents are informed and given the opportunity to attend Title 1 meetings held in the fall and spring. These meetings cover the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy. Parents are invited to a revision meeting prior to the finalization of the and School Parent and Family Engagement Policy.

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

Families receive notifications through various channels. The principal distributes the Ashland Parents and Family Newsletter and calendar each month. Additionally,
Ashland Elementary maintains a bulletin board displaying all monthly events and meetings. Information is also available via Class Dojo and the school website. The Family and Community Specialist sends out flyers and notices promptly to ensure parents have the opportunity to attend events. Teachers regularly post updates on Class Dojo to provide parents with ample notification of current and upcoming events.

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

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

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

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

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

SLPS Parents will support 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;
· Establish a consistent bed time for my child
· 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;
· 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 student's progress by using e-mail, Class Dojo, and phone calls/text messages. 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. Teachers create QR codes for parents to observe instruction and support homework.

School Capacity for Involvement

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

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

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

Parents will have various opportunities to participate in meetings and workshop sessions throughout the year:

Ashland host a "Bring your Parent to School Night – parents participate in a lesson, hold a goal setting conference and receive resources to help support student learning.
Each year Ashland host two parent/teacher conference events, parents receive information on academic performance, social/emotional training and best practices for reinforcing learning.

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

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

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

At the beginning of the year, we distributed a survey to parents to gather their feedback on programs from the previous year. Programs that received high attendance and positive feedback are scheduled again for families to participate in. Parents are also given opportunities to volunteer at events, with timely notifications provided to keep them informed. Our Family Community Specialist plays a key role in bridging the gap between school, home, and the community, making these connections clear and accessible to our parents. We keep parents informed through monthly newsletters, and ClassDojo. Additionally, we hold regular meetings and activities that connect parents, the school, and community partners, fostering a strong and collaborative school community.

Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
Parents will receive timely notifications about programs and regularly scheduled parent meetings, enabling families to plan ahead and attend events related to their children. The parent resource center will be easily accessible and clearly marked, providing a welcoming space for families to engage fully. Resources are readily available for parents, including computer workstations for internet access, materials for resume building, information on continuing education opportunities (such as GED class schedules and tuition assistance), and pamphlets from various community-based agencies. This support aims to empower parents and enhance their involvement in their children's education.

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
Ashland Elementary is committed to inclusive parent and family engagement, accommodating all needs regardless of English proficiency, disability, migratory status, or language. We recognize that parent involvement is crucial to student success, leading to better academic outcomes and positive attitudes. To support this, we will ensure that parents stay informed and have access to resources that meet the needs of families in the community. One of Ashland's core beliefs is that we are a hub where every member of the community belongs and finds hope.

Summary Statements

Summary of the Strengths
Ashland provides a variety of opportunities for parents and care givers to participate with the instructional programs and student activities. The overall perception of families is very positive. Panaroma Survey data shows that 87% of the parent's rate Ashland high in terms of meeting the needs of the whole child. Families look to Ashland for food, clothing, hygiene, dental, medical and vision needs. In the 2024-2025 school year we plan to increase the advertisement of resources available at and through the school to increase the number of families that utilize our services and increase the home/school partnership. We will use social media, class dojo, flyers, posters, newsletters and community meetings to spread the word. We continue to struggle with attendance and an increasing number of families in transition. Our single grade-level classrooms hold large numbers of students who present multiple grade levels behind. With current staffing allocations we struggle to meet the needs of all learners. Some students present unique concerns that stretch our ability such as physical, medical and developmental delays.

Summary of the Weaknesses
Teachers require additional professional development and support to deliver instruction that is affirming and relevant to students' identities and experiences.   While there has been an increase in the number of students proficient in both Reading and Math, only 26% of students in grades 1-5 are currently reading at or above grade level, and 15.8% are performing at or above grade level in Math, according to end-of-year screening data. Teachers are continuing to develop their skills in scaffolding instruction and understanding student mastery through diverse assessment methods. Staff has on-going need of reaching the high bar set for student growth 2.5 years.
The procedures established by the Attendance Team have been effective in addressing the root causes of attendance concerns, Attendance issues continue overtime with the same families and an effective solution has not yet been developed to reach all involved. Although school discipline incidents are declining, there is an ongoing need for staff to reflect on and enhance their use of restorative practices and culturally responsive instructional strategies. Pre-K to 1st-grade students have the highest rates of behavior incidents, highlighting the need for additional support and intervention for school staff.

Summary of the Needs
Teachers require ongoing instructional support in implementing the ELA and Math curriculum, with a particular focus on scaffolding grade-level content for students who are significantly below grade level. Additional support is also needed for teachers to effectively utilize district curriculum programs, developmental scope and sequence (the what and when to teach) and make content relevant and affirming for students.   Weekly Meeting Note will be placed in an on-line folder with resource links for review after meetings. Weekly meetings serve to support academics in reading and math increasing internalization and understanding of instructional strategies such as chunking, chorale reading, time stamping and economy of language.   Students who are reading significantly below grade level will receive additional support from support staff to address unfinished foundational learning in phonics and phonemic awareness.   Continued support from Therapist, ISS Monitor, Counselor, and a full-time Social Worker will ensure a team-based approach to addressing students' social-emotional needs.

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. Leadership will provide support for self-care through a monthly posting with tips for wellness. A book study of "The Confident Teacher" will be used to encourage staff growth and development.

2. Sustainable academic improvements in literacy achievement including reading, language, vocabulary and writing.   Developing the love of reading for students and families.
3. Enhancing instructional practices in the use of conceptualizing Math instruction.

What date did you and your School Planning Committee Complete Section 2? <u>April 16th, 2024</u>

SECTION 3
The Goals and the Plan

The Goals and the Plan

Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:

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

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

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

Leadership Plan

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

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

Evidence-based strategy	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ Unearthing Joy by Gholdy Muhammad ▪ *RethinkEd* Social Emotional Learning

Implementation Plan

Action Steps

30 Days:
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Continue practice of school-based leadership team, staff committees, and student council group
- Continue weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support.
- Begin schoolwide daily meetings to support community and learn empathy practices
- Social emotional learning lessons including RethinkEd are taught by the Counselor and Social Worker and reinforced by the classroom teachers
- Students establish goals for the 2024-2025 school year, goals are review in a teacher-student conference quarterly

Person(s) Responsible	Resources
▪ Counselor, Social Worker & ISS Monitor ▪ Principal, & AIC ▪ Leadership Team Members ▪ Attendance Team Members ▪ Classroom Teachers	▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ Time allocated for professional development ▪ Time for Attendance Team, Student Support Team & Leadership Team collaboration ▪ Purchase Book Study Materials

60 Days:
- Implement cross-age study groups to meet specific academic and social needs
- Begin monthly Celebrating Character incentives aligned with school core values.
- School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.
- Leadership focus and support from MDLS.
- Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students.
- Student Support Team conduct regular review of discipline referral data to refine classroom supports.
- Implement student-led conferences with students during March parent teacher conferences.

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

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

Person(s) Responsible	Resources
- Participating Staff - Leadership Team Members - Attendance Team & Student Support Team Members	- Funds and time for Character Plus Professional development - Time allocated for school activities
Funding Source(s)/ Cost to Support Implementation of Strategy	

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

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

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:
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 strategy** Resources: | ▪ | SLPS Instructional Vision for Academic Excellence utilizing Amplify Core Knowledge (K-5) Instructional o Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks o Instructional Design Framework and ELA Lesson Plan Internalization Protocol o ELA Collaborative Lesson Common Planning |
| | ▪ | Supplemental Phonics Instruction: Fundations Phonological Awareness Program |

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 BTS 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
- Teachers participating in Reading/Writing Cohort and Learning Labs

- Staff PD - UFLI for foundational literacy skills instruction in KG-5th

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
- Administer Star Reading beginning of year Assessment
- Administer Fundation 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 Fundations
- 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 - Amplify Core Knowledge (K-5) - STAR Renaissance - Monthly Staff PD Schedule - Instructional Leadership Team Schedule - Weekly data meeting schedule and facilitation support

60 Days:

Professional Development

- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation
- 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 3rd and 4th grade specifically.
- 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 Fundations 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.
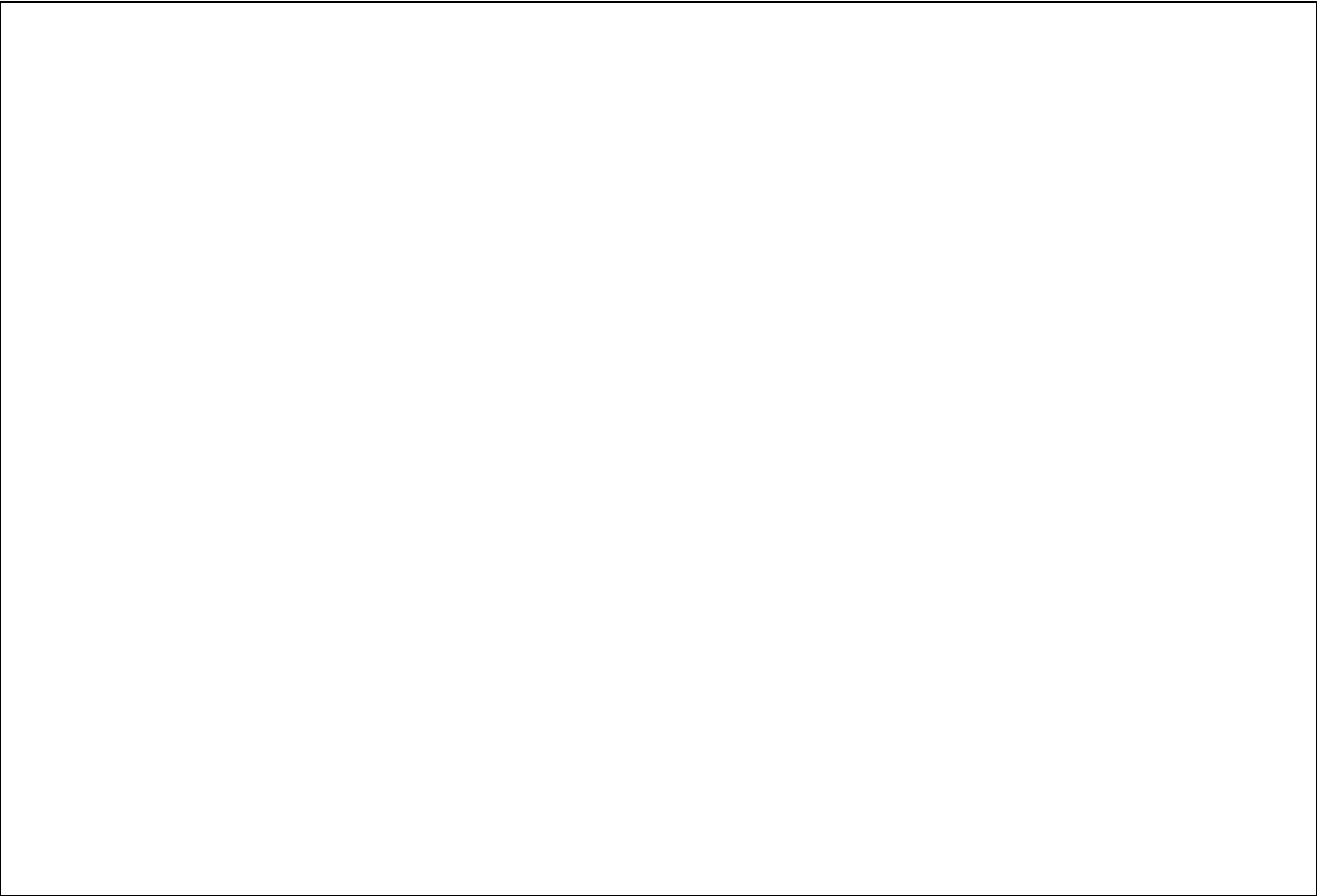
Person(s) Responsible	**Resources** ▪ Instructional Leadership Team ▪
	[SLPS Collaborative Lesson Planning Protocol](#)
▪ Classroom Teachers &	
▪ Support Staff	▪ [SLPS Gradual Release Rubric](#) ▪ Professional Development Department ▪ Take-home literacy resources
	⬚ Monthly Staff PD Schedule
	⬚ Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources

90 Days:

Professional Development
▪   Provide additional professional development for teachers as needed to maintain high fidelity in Fundations program implementation. ▪

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 Fundations program implementation.
▪   Provide coaching for teachers as needed to maintain high fidelity in Fundations 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 for progress monitoring

staff/community resources

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

▪ *District-wide initiatives will be funded by the central office.*

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- o Tier 1 Instructional Tools (Amplify Literacy & MTSS) o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON) o Academic Competitions

▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
- o Salary and Benefits to hire Supplemental ELA teacher
- o $10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute, Solution Tree conferences, ASCD, Innovative Schools Conference, etc. (Title/Comprehensive) o Funds to

renew licenses for supplemental resources (Title/Comprehensive) o Approx.
$1500 for replacement classroom rugs (Comprehensive/GOB) o $2000 for
literacy kits and materials for family literacy workshops (Title)
- o Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, handwriting books etc.) (Title/Comprehensive)
- o $5,000 for teacher extra service for planning in ELA and Math

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.
- 100   year.

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 strategy	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-5) 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
- 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.
- Train teachers on the use of feedback for student growth when analyzing student work.
- 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 math talks.
- Implement building level classroom observation and feedback session to bolster understanding and align implementation of Tier 1 instruction.

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

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

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

- *District-wide initiatives will be funded by the central office.*
  o Tier 1 Instructional Tools (enVision Math)
  o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
  o Academic Competitions

- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
- o $15,000 for professional development from Savvas (Title/Comprehensive)
- o $10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute,

  o $7,000 for purchase of *Envision* Extra Practice workbooks (KG-5th) (Title/Comprehensive)

  o $5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive)

What date did you and your School Planning Committee Complete Section 3? September 12, 2024

Paula Boddie
_____

Principal (required)

September 26, 2024
_____

Date Completed (required)

September 27, 2024
_____

Date Submitted to Network Superintendent (required)

_____

Network Superintendent (required)

_____

Date received from Principal (required)

_____

Date Submitted to State and Federal Team (required)

_____

Superintendent

_____

Date

_____
Supervisor, School Improvement   **Date**

_____ **State**