

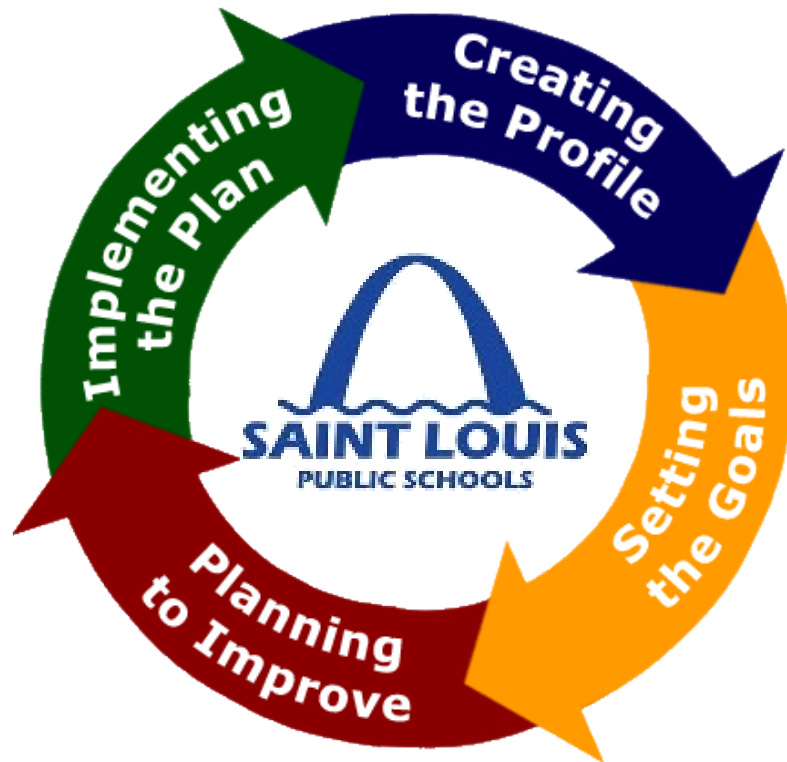
Betty Wheeler CJA Accountability Plan

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	4/17/24
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	4/24/24
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

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: Betty Wheeler Classical Junior Academy School Code:5030	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: The mission of Betty Wheeler Classical Junior Academy is to meet the unique academic and affective needs of the gifted and talented student.		
School Vision: The vision of Betty Wheeler Classical Junior Academy is to provide a unique, safe and nurturing school fostering academic achievement and serving the diverse population of gifted and talented students, and providing: Student-centered inquiry based gifted curriculum designed to develop creativity, critical thinking and problem solving skills. We are committed to implementing problem and project based learning for all students. Employing technology to aid learning in and out of the classroom setting and providing opportunities for students to apply skills learned to help understand real world problems. We are committed to participating in hands-on technology training. We are committed to developing and implementing technology curriculum to ensure that students are proficient in these areas. Collaborating with faculty, students, parents, and the community to build a sense of school pride, responsibility, belonging, and a desire for academic excellence. We are committed to developing community partnerships. We are committed to working with parents in the area of school programming.		

One plan may meet the needs of a number of different programs. Please check all that apply.

- Title I.A School Improvement
- Title I.C Education of Migratory Children
- Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk
- Title II.A Language Instruction for English Learners and Immigrant Children
- Title IV 21st Century Schools
- Title V Flexibility and Accountability
- Individuals with Disability Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act
- Workforce Innovation and Opportunities Act
- Head Start Act
- McKinney Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- MSIP
- Other State and Local Requirements/Needs _____

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Dr. Robert Narrow		Robert.narrow@slps.org
SPED Staff (if applicable)	Ms. NaTacia Zaricor		natacia.zaricor@slps.org
ISS/PBIS Staff (if applicable)	Mrs. Carlet Harvey		Carlet.harvey@slps.org
Teacher	Ms. Laurie Batres		Laurie.batres@slps.org
Teacher	Ms. Jamie Spitznagel		Jamie.spitznagel@slps.org
Parent	Mrs. Cindy Ulmenstine-Fitzgerald		culmenstine@gmail.com
Parent	Ms. Amber Gray		Deangela816@gmail.com

Support Staff	Dr. Thomas Sorensen		Thomas.sorensen@slps.org
Network Superintendent	Dr. Angela Glass		Angela.glass@slps.org
<i>Other</i>			

What date did you and your School Planning Committee Complete Section 1? _____9/26/24_____

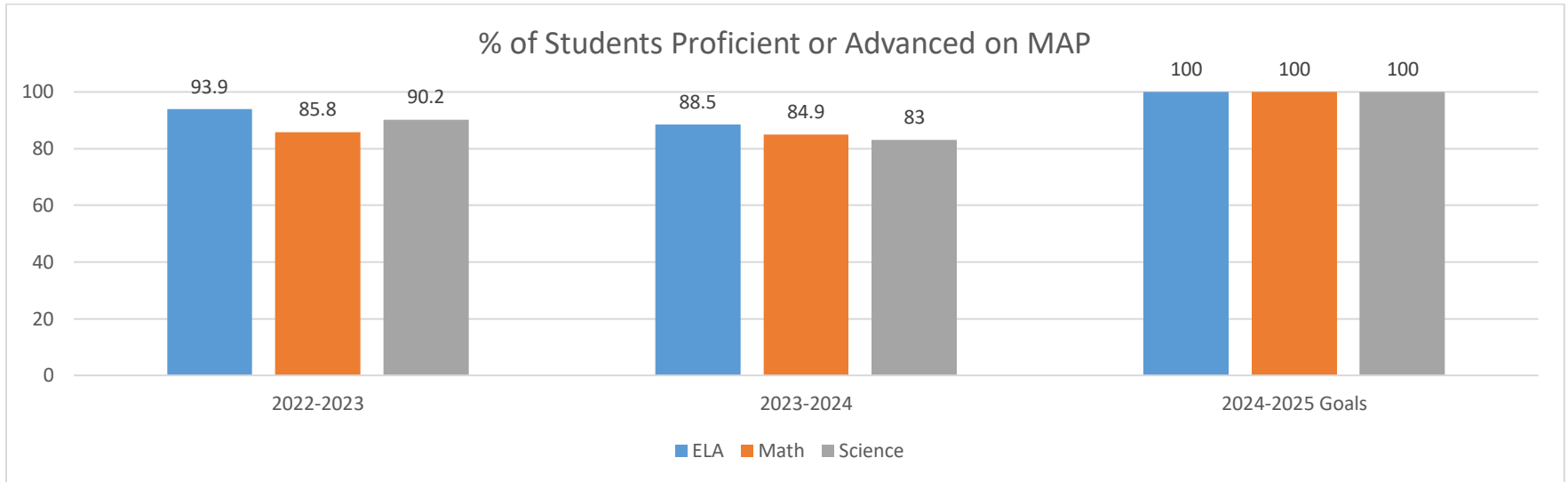
SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

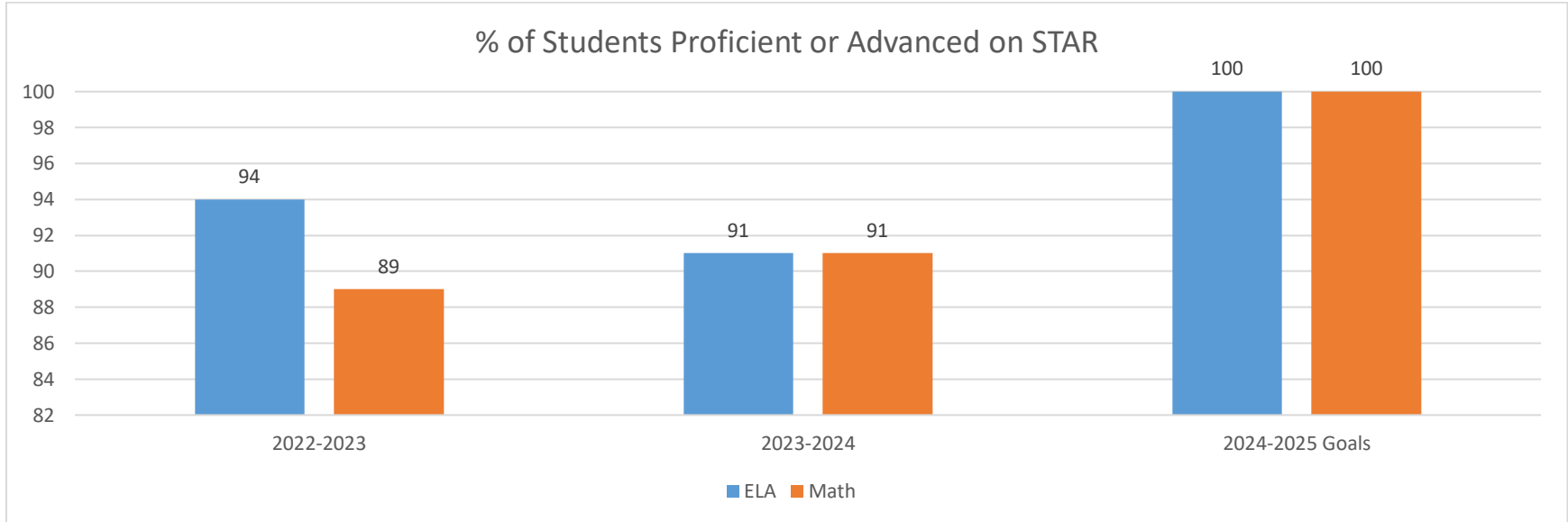
Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	224	We are working on increasing our enrollment through community outreach events and networking.
Grade Level Breakdown	Grade PreK: 15 Grade K: 28 Grade 1: 15 Grade 2: 27 Grade 3: 51 Grade 4: 41 Grade 5: 47	PK enrollment is low which always makes finding a whole new class at Kindergarten challenging. We have the room we just need the students.
Ethnicity	Black: 68 Students White: 114 Students Asian: 25 Students Hispanic: 7 Mixed: 10 Students	The African American population at Betty Wheeler CJA does not match Saint Louis Public School's Equity Index.
Attendance	Average Daily Attendance: 94.53% Proportional Attendance (90/90): 97.14%	Several absences are documented due to late arrivals and missing partial days due to doctor's appointments, and transportation needs. Attendance can also be delicate due to the school's time allocations: our day begins at 9:10 am and ends at 4:07 pm.
Mobility	2.2%	Some students have left the school due to their parents taking new jobs out of state or moving away from the Local Educational Agency.
Socioeconomic status	100% FRL	The school community and LEA are classified as FRL.
Discipline	0%	We are continuing our work as a school of character, utilizing strategies to help our students when disruption or misbehavior occurs.
English Language Learners/LEP	0%	Our classroom teachers provide support for our students with limited English proficiency, additional resources are provided as needed.
Special Education	6 Students	Our school has one assigned Special Education Teacher, and the position is split .5 with Mallinckrodt AGI. This teacher supports classroom teachers in understanding the IEP process and accommodations. Our classroom teachers work to understand the necessary accommodations and work to ensure students are successful and meet the goals within their IEP.

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	432.7 MPI 93.9% Proficient/Adv.	430.4 MPI 88.5% Proficient/Adv.	100% of students will be reading at least on grade level.	Students are using an accelerated curriculum. We have been working with teachers to use the district-provided curricular resources and target student errors.
Math	430.4 MPI 85.8% Proficient/Adv.	421.7 MPI 84.9% Proficient/Adv.	100% of students will be performing at or above grade level.	Students are using an accelerated curriculum. We have been working with teachers to use the district-provided curricular resources and target student errors.
Science	348 MPI 90.2% Proficient/Adv.	348 MPI 83% Proficient/Adv.	91% of students will be performing proficient or advanced.	We have a dedicated science teacher who provides enrichment for the students. This, coupled with the instruction occurring in their homeroom class, gives students the opportunity to excel at a higher rate.



Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
STAR Reading	93% Prof./ Adv.	94% Prof./ Adv.	91% Prof./ Adv.	91% Prof./ Adv.	100% of students will be reading at least on grade level.	Students are using an accelerated curriculum. We have been working with teachers to use the district-provided curricular resources and target student errors.
STAR Math	90% Prof./ Adv.	89% Prof./ Adv.	91% Prof./ Adv.	91% Prof./ Adv.	100% of students will be performing at or above grade level.	Students are using an accelerated curriculum. We have been working with teachers to use the district-provided curricular resources and target student errors.
DRDP (PreK)	100%	100%	100%	100%	100%	

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	Culturally responsive, inquiry based curriculum for gifted learners
Instructional Programs	Savvas, Envision
Instructional Materials	Savvas Reading Program K-5
Technology	30 Promethean/SMART Boards iPads Laptops/Chromebook(s)
Support personnel	Gifted Specialists, Culture and Climate Coach, Counselor, Social Worker, TA in preschool, Resource teacher for SPED
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	PD that addresses: <ul style="list-style-type: none"> • DOK level questioning and TPT Supporting students who struggle
Staff Certification	Teachers 100% certified
Staff Specialist and other support staff	We have two gifted specialists. One who does a lot of push in work with students and the other who serves more as an AIC role.
Staff Demographics	<ul style="list-style-type: none"> • Female:91% • Male:9% • Asian-Amer. 0/0% • African-Amer:17% • American Indian 0/0% • Caucasian-Amer: 80% • Other (Hispanic):3% • Advanced Degree 63% • Gifted Certification 19/25/76% • National Board Certification 3/9%

	<ul style="list-style-type: none"> • Years of Experience 18.6
School Administrators	1 st year administrator

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?

Parents are invited to sign up to volunteer when they enroll their child in school. Opportunities are available throughout the school year for parents to volunteer on and off site.

Teachers send out weekly newsletters, and the principal sends them out once a month. Through the district, we offer the panoramic survey.

We also have monthly PTO planning meetings in addition to general meetings.

What are the strengths of family and community engagement?

Families are engaged through digital, written, and oral communication. We are also holding community engagement events every other month.

What are the weaknesses of family and community engagement?

We seem to get only the same volunteers for certain events.

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

We need to continue to support our families and the community in which we operate. This takes continue buy in from all school staff. We need to set the example for our students that we have a civic duty to help others.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
PTO feedback and goals are shared on a monthly basis.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Yearly review, with feedback and changes.
How is timely information about the Title I.A program provided to parents and families?
Not Applicable
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Open House and PTO meetings. Conferences with families.

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?
<p>SLPS Parents will support of academic achievement includes but may not be limited to the following.</p> <ul style="list-style-type: none"> · 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: <ul style="list-style-type: none"> ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed ✓ Issuing frequent reports to parents on their children's progress ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities ✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand.

School Capacity for Involvement
How does the school provide assistance to parents in understanding the following items? <ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> • Open house, parent conferences, and PTO Meetings • Newsletters and information about SIS Parent Portal. • Student Support Team Meetings
How does your school provide materials and trainings to help parents work with their children to improve achievement?
<ul style="list-style-type: none"> • Open house, parent conferences, and PTO Meetings • Newsletters and information about SIS Parent Portal. • Student Support Team Meetings
How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) 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?
Staff meetings, newsletters, and professional development

How does your school implement and coordinate parent programs, and build ties between parents and the school?
With the support of the school PTO, we plan and coordinate various school events and activities to build 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.
Activities at least once a month—some hosted by the school and school staff, others hosted by the school community or PTO.
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: <ul style="list-style-type: none"> ✓ 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
We partner with outside agencies and district offices as needed for the success of the child.

Summary Statements

Summary of the Strengths
<ul style="list-style-type: none"> • Family engagement: increased participation at PTO events throughout the school year • Communication with the school community. • Attendance at the Family Nights and participation on all family committees. <p>Academic development has been a strength at Betty Wheeler Classical Junior Academy. Each classroom has continued to utilize cooperative learning small group that are individualized based on student instructional level. Parents participate a school and PTO sponsored events. The PTO board meeting and general PTO meetings give parents an opportunity to consider the needs and concerns of all students. An area of weakness that we are working on is to be more inclusive and inviting to all families. We are working on making the building more inviting as people enter the building.</p>

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Summary of the Weaknesses

Family engagement: does not always consider the needs of all parents that are not active/ present at PTO meetings.
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Summary of the Needs

- | |
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| <ul style="list-style-type: none">• National Blue Ribbon School – Continued high academic performance, need to work on things mentioned above to ensure we are still challenging and supporting our students the best we can. Specifically, we need to start utilizing PBLs that are predominantly led by students to encourage student autonomy and responsibility for their own learning.• Continued National School of Character – Instilling good character habits in students/adults is an ongoing task. We will continue to instill character education throughout our school curriculum. We need to do a better job of helping students who are new to the school understand how to do things the BWCJA way. This includes providing avenues to students to voice concerns, get help when needed, and solve conflicts when they arise. |
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Summary of Focus Priorities for 24-25
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Prioritized areas of <u>Need</u> for 24-25 based on needs assessment/data analysis

<i>Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.</i>

- | |
|---|
| <ol style="list-style-type: none">1. Increase understanding of how to perform actual PBLs.2. Increase enrollment across the board but also see how we can recruit more diverse students.3. Training on how to ask higher DOK questions for the gifted learner while providing extension activities when needed. |
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What date did you and your School Planning Committee Complete Section 2? 9/26/24

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. Improve the culture and climate of the building.
2. Provide high quality professional development.

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

<ul style="list-style-type: none"> ▪ School PBIS Matrix ▪ Staff meeting to identify mentor/mentee <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ PBIS Carousel <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Pre-Survey (student and teacher) <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Weekly check-ins 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Culture & Climate Coordinator 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
<p><u>60 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Mini Lessons <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Observation checklist by administration <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Teacher Survey <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Survey Data 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Principal/ Culture and Climate Coordinator 	<ul style="list-style-type: none"> ▪ Panorama Survey Data
<p><u>90 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Staff meeting on interpreting data <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Gallery Walk around school to gather feedback on school environment. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Post Survey <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Weekly Check ins with teachers to gauge implementation of PD 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Principal/ Culture and Climate Coordinator 	<ul style="list-style-type: none"> ▪ Panorama Survey Data

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"> ○ Panorama Ed Survey Platform ▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ NA

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>				
Priorities: Pre-K, Elementary, and Secondary:				

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

Evidence-based strategies

- SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8)
 ELA Instructional Resources:
 - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
 - Instructional Design Framework and ELA Lesson Plan Internalization Protocol
 - ELA Collaborative Lesson Planning Protocol (PLCs)
- UFLI Phonics Program
- LETRS Training: School Leaders, Gifted Specialists, and Teachers

Implementation Plan

Action Steps

30 Days:

Professional Development

- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree
- Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD
- Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts
- Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation

Observation and Feedback

- Classroom Observation and feedback forms.

Implementation/Monitoring

- Classroom observations, Weekly PLC meetings to discuss implementation.

Monitoring Student Progress

- STAR Reading BOY Assessment

Person(s) Responsible

Resources

- Professional Development Department
- Curriculum Specialists
- Director of Academic Instructional Coaches
- Academic Instructional Coaches
- Principal, Gifted Specialists

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- Savvas ELA myView (K-5) / myPerspectives (6-8)
- STAR Renaissance

60 Days:

Professional Development

<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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Post PD Survey <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Classroom Observations, Attendance at PLC's <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ CBM (bi-weekly) ▪ RSP (bi-weekly) ▪ Star Progress monitor 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Principal, Gifted Specialists 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Implementing rigor across the school. Homeroom and Related Arts included. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Post PD Survey. Classroom observations and feedback forms. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Classroom Observations <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Principal and Gifted Specialists 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ https://files.eric.ed.gov/fulltext/ED537693.pdf ▪ How K-12 School Leaders Can Support Enhanced Rigor in Instruction Edutopia
<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"> ○ 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):*
 - NA

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				
<p>GOAL 3: MATH By May 2025,</p> <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>				
<p>Priorities:</p> <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	
<p><u>30 Days:</u></p> <p>Professional Development</p> <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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Classroom Observation and feedback forms. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Classroom observations, Weekly PLC meetings to discuss implementation. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math BOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Gifted Specialists 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance
<p><u>60 Days:</u></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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Post PD Survey <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Classroom Observations, Attendance at PLC’s <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ CBM (bi-weekly) 	

<ul style="list-style-type: none"> ▪ Star Progress monitor 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Principal, Gifted Specialists 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ SLPS Collaborative Lesson Planning Protocol
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Implementing rigor across the school. Homeroom and Related Arts included. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Post PD Survey. Classroom observations and feedback forms. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Classroom Observations <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Principal and Gifted Specialists 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ https://files.eric.ed.gov/fulltext/ED537693.pdf ▪ How K-12 School Leaders Can Support Enhanced Rigor in Instruction Edutopia
<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"> ○ 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 I, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ NA 	

What date did you and your School Planning Committee Complete Section 3? _____9/26/24_____

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