# Bryan Hill Elementary School 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:
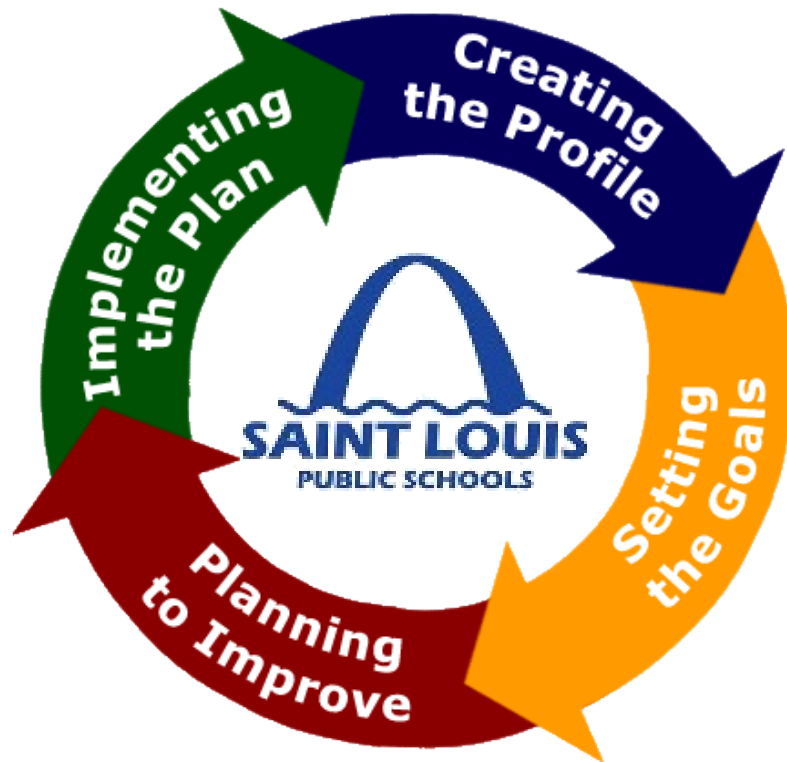
Pillar 1: The District creates a system of excellent schools

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	**September 20,2024**
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	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	**September 20, 2024**
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		**September 27, 2024**
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1
School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ **LEA** ✓ **School**	**Name of LEA: St. Louis Public Schools** **Name of School: Bryan Hill Elementary** **School Code: 4180**	**Check if appropriate** ☐ **Comprehensive School** *****Requires a Regional School Improvement Team** ☐ **Targeted School** ✓ **X Title I.A**
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: We are committed to developing a safe environment where rigorous teaching and learning is evident, creativity is fostered, and high expectations are set.		
School Vision: Bryan Hill Elementary is a remarkable community-based school inspired to develop passionate lifelong learners and quality citizens in society.		

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	Jason Bressman		Jason.bressman@slps.org
Academic Instructional Coach	LaKeisha Redding		Lakeisha.redding@slps.org
SPED Staff (if applicable)	Maria Montgomery		Maria.montgomery@slps.org
Teacher	Sharonda Blount		Sharonda.blount@slps.org
Teacher	Sheronda Tate		Sheronda.tate@slps.org
Parent	Jessica Boston		Jessica.boston@slps.org
Parent	LaShea Drake		Lashea.drake@slps.org
Support Staff	LaRose Priest		Larose.priest@slps.org
Community Member/Faith Based Partner	Tracy Sansoucie		tsansoucie@bbbsemo.org
Network Superintendent	Shameika Humphrey		Shameika.Humphrey@slps.org

What date did you and your School Planning Committee Complete Section 1? _September 20th, 2024_____

SECTION 2

Comprehensive Needs Assessment

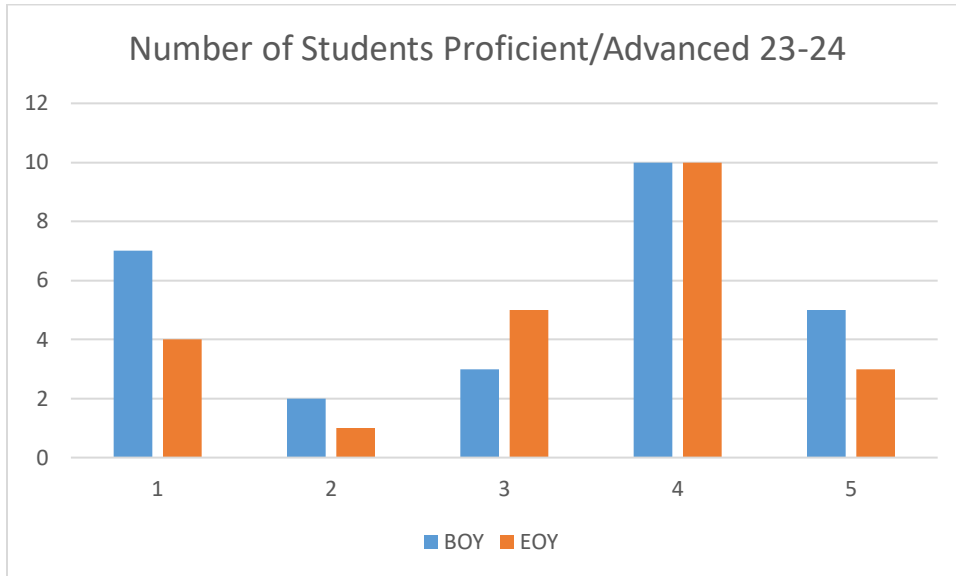| Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 9/20	173	Although enrollment is down slightly from last year, we continue to get newly registered students on a consistent basis.
Grade Level Breakdown	PK-31 Kg-31 1st-22 2nd-16 3rd-22 4th-21 5th-27	With PreK and KG making up our largest population, this bodes well for sustainability of our enrollment moving forward.
Ethnicity	Black 170-98.2% Multi-Racial 3->2%	
Attendance	93.18% ADA	Our attendance is similar to the previous year, however we continue to work on getting students to school daily.
Mobility		
Socioeconomic status		
Discipline	OSS-0	Discipline referrals continue to decline. Zero Type 1 referrals.
English Language Learners/LEP	N/A	
Special Education	6%	Special Education caseload is down compared to last year, but we have several students in the initial IEP process

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	18% Proficient/Advanced	19% Proficient/Advanced	100% Proficient/Advanced	Number of students P/A continues to grow but not at an acceptable rate. Focus is now on small group reading and phonics instruction.
Math	11% Proficient/Advanced	12.6% Proficient/Advanced	100% Proficient/Advanced	Number of students P/A continues to grow but not at an acceptable rate. Students need support with number sense and fact fluency and this is keeping them from performing at grade-level proficiency.

Science	6.8% Proficient/Advanced	16.6% Proficient/Advanced	100% Proficient/Advanced	Ensuring that all grade-levels have dedicated time to teach science daily has provided students the opportunity to show growth in proficiency.
WIDA ACCESS (Progress Indicator)	N/A	N/A	N/A	
WIDA ACCESS (Proficiency Indicator)	N/A	N/A	N/A	

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	UNK	19.2%	20.1%	20.8%	100% Proficiency	We have shown slight growth in ELA, but not enough to close the significant achievement gap. Putting a new focus on UFLI phonics instruction should help solidify foundational skills and increase scores in all grade level.
STAR Math	UNK	UNK	16,2%	16.9%	100% Proficiency	Although scores are increasing, we are still not achieving at a rate to show acceptable gains. A new focus on fluency using multiple platforms including Reflex and Focused Math Intervention is in place to improve on this.
DRDP (PreK)	8%	29%	62%	90%		With kindergarten readiness being a district focus for ECE, we have seen growth in the number of students kindergarten ready. This has been done by using a more structured learning environment with various learning centers used throughout the school day.
ELL Benchmark Assessment- Speaking *EL students only	N/A	N/A	N/A	N/A		

ELL Benchmark Assessment- Writing *EL students only	N/A	N/A	N/A	N/A		

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

Number of Students Proficient/Advanced 23-24

	1	2	3	4	5
BOY	7	2	3	10	5
EOY	4	1	5	10	3

BOY ■ EOY

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	Teachers are expected to implement data-driven Tier 1 instruction that includes small group instruction on targeted skills. Teachers are expected to collect data during lessons to adapt instruction according to student needs. Teachers are expected to participate in Professional Learning Community (PLC) and Data Meetings to analyze student achievement data, reflect on instructional strategies, and collaboratively plan reteach lessons.

Instructional Programs	Pre-K Curriculum: SAVVAS Three Cheers
	K-5th ELA: SAVVAS MyView
	K-5 Reading: Structured Literacy approach that includes Phonemic Awareness, Phonics (UFLI), Fluency, Vocabulary, and Comprehension
	K-5th Math: SAVVAS envision
	K-5 Science and Social Studies: district standards-based curriculum plan (available in Teams)
	Pre-K-5 Related Arts: standards-based curriculum plan
	ESOL: district standards-based curriculum plan that includes co-teaching and data-driven pull-out small groups
	Special Education: multiple models that include Resource, Inclusion, self-contained Cross-Categorical, and Autism classrooms
Instructional Materials	SAVVAS curriculum
	UFLI phonics
	District-provided standards-based curriculum plan
	Inclusive classroom libraries
	School Book Room
	Manipulatives for Math and Reading
	IXL
	iPads and Teams
	Supplemental resources developed in PLC meetings to fill curriculum gaps of Missouri Learning Standards
Technology	iPads for all students
	Promethean/SMART boards in all rooms
Support personnel	AIC .4
	TA – 1.0 FTE
	Library Aide - .5 FTE
	Pre-Kindergarten Teacher's Assistants – 1.0 FTE
	SPED Instructional Care Aides – 1.0 FTE
	Social Worker – .5 FTE
	Counselor – 1.0 FTE
	Secretary – 1.0 FTE
	Nurse- 1.0 FTE

	Building Substitutes: 2.0 FTE
High Quality Professional Staff *(How are you ensuring that all students are taught by a high-quality teacher?)*	
Data Type	**Current Information**
Staff Preparation	
Staff Certification	All teachers: 7/13 certified Counselor- certified Social Worker - certified
Staff Specialist and other support staff	1 AIC 0.5 Library Aide (Vacant) 0.2 Gifted Teacher 3 Pre-Kindergarten Teacher's Assistants 2 Instructional Care Aides (1 Vacant 1 Social Worker (Status Unknown) 1 Counselor (Vacant) 1 ISS Monitor (Vacant)
Staff Demographics	16 African American; 4 White
School Administrators	1 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?

Bryan Hill provides every parent with a School/Parent/Student Compact stating the partnership for parents, students and classroom teacher responsibilities and expectations for the school year. All parties, including the school principal, sign the compact. This is provided in the Title meeting, via email and a paper copy
What are the strengths of family and community engagement?
We believe our parents are very interested and connected with what is happening at school for their child. They are connected with teachers and support activities at the school.
What are the weaknesses of family and community engagement?
One of the weaknesses of family and community engagement is low parent participation in education functions or activities. Our parents are involved, but they cannot always physically be on our campus. We are unsure how to provide training to parents to support their students at home to increase reading and math skills.
What are the needs identified pertaining to family and community engagement?
We need flexibility for funding our family functions to increase our participation in school and community activities.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Every parent is encouraged to attend the monthly meetings where we plan, review and make improvements to our school plan. These meetings are offered in person and on zoom.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Every parent is encouraged to attend monthly meetings where we plan, review and make improvements to our parent and family engagement plan. These meetings are offered in person and on zoom.
How is timely information about the Title I.A program provided to parents and families?
Information regarding Title I is disseminated at the beginning of the school year in the annual information meeting and reiterated throughout the year with Parent Right to Know information. It is also reviewed in the spring during the Title I planning meeting. The information is also mass emailed so all families have access if they are unable to attend.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
We invite all parents to attend our monthly Title I meetings where we provide information on curriculum, assessments and MAP achievements. Family nights also provide parents the opportunity to learn about curriculum and instruction. Our parent teacher conferences also provide an opportunity for teachers to explain the curriculum and assessments to parents.

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

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

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

SLPS Parents will support of academic achievement includes but may not be limited to the following.

· Make sure my child is in school every day possible and on time;

· Check that homework is completed including reading for 30 minutes per night;

· Monitor and limit screen time;

· Volunteer in my child's classroom/school when possible;

· Be aware of my child's extra-curricular time and activities;

· Stay informed about my child's education by reading all communications from the school and responding appropriately;

· Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and

· Notify school of all absences as they occur.

Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:
· We will provide high-quality instruction and materials to our students.
· We will plan and participate in high-quality professional development which incorporates the latest research.
· We will maintain a safe and positive school climate.

We will hold annual parent-teacher conferences in the fall and spring to:

· Discuss the child's progress/grades during the first quarter (Fall Conference)
· Discuss this compact as it relates to the child's achievement

· Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

Provide parents with frequent reports on their child's progress as follows:

· Frequent communication from the teacher;
· Mid quarter progress reports and quarterly grade reports; and
· MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

Be accessible to parents and offer them opportunities to   provide input through:

· Email, phone calls or person-to-person meetings;
· Scheduled consultation before, during, or after school and
· Scheduled school or home visits, as necessary.

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
· Listen to children read;
· Have an opportunity to become a room parent;
· Present a program on their culture, a different country, a special skill or career, etc.;
· Assist with programs or parties, educational trips,

Please provide assurance that the school is:
  ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
  ✓ Issuing frequent reports to parents on their children's progress
  ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  ✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand.

School Capacity for Involvement

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

Bryan Hill families are informed and assisted at Title I meetings, parent teacher conferences, and special events in the following areas:

- Missouri Learning Standards

- Missouri Assessment Program

- Local Assessments

- How to monitor a child's progress

- How to work with educators to improve the achievement of their child.

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

- Social emotional learning

- Also engaging families with Math, Literacy, Reading and STEAM nights

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

In addition to parent meetings, online tools and resources will be provided to give parents support and training. Parents are also encouraged to meet teachers during their planning time if they need additional support. Introduce parents to current technology so that they are equipped to perform and understand what the students are experiencing, proving them with college and career readiness skills. PreK parents are also invited to the SLPS "Parent University" sessions in which they are provided training on how to extend learning for their students at home.

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

SLPS has scheduled Professional Development days, which are designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents and families. The district also offers off-site training and professional development opportunities. Bryan Hill School also has two monthly scheduled school-wide meetings to address many concerns educationally and professionally.

How does your school implement and coordinate parent programs, and build ties between parents and the school?
Parents are given a survey at the beginning of the year to weigh their opinion on programs from the previous year. Also, programs that were highly attended are scheduled for families to attend. Parents are also given opportunities to volunteer for events, while receiving timely notification about the events. This assists in building relationships between parents, school and community.
Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
Bryan Hill will send surveys to access parent needs. Literacy Night, Math night, STEAM night, Title 1 Night, and any others will cater to the needs of families. In addition, the FCS and teachers will also reach out to parents in need of specialized support, so they can provide specialized support.
Accessibility Assurance
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: ✓ Parents and family members who have limited English proficiency ✓ Parents and family members with disabilities ✓ Parents and family members of migratory children ✓ Provides information and school reports in a format and language parents understand

Summary Statements

Summary of the Strengths
Strengths • Parents and families generally have a positive relationship with school staff • Student Support Team and Attendance Team meet weekly to address academic, behavior, and attendance concerns • Monthly parent meetings/events are held to promote a positive home-school connection • Principal sends monthly newsletters to stakeholders • Part-time Trauma Informed Specialist was added to staff to aid students with extreme emotional needs • Two Urban League Mentors have been added to the staff to provide additional support to parents and families • Parents and families have been receptive to the changes made in the school and have been supportive with getting students to school • Overall community perception of the school is strong

Summary of the Weaknesses
- Parent meeting attendance is low considering the size of the school population   - There are few parents who consistently advocate and support school improvement efforts   - Parents and families need additional support with understanding the academic expectations and rigor at each grade level   - Majority of the staff is non-certificated, underexperienced, and lack proper training in instructional strategies.
Summary of the Needs
- Additional materials to support parents with understanding academics for students   - Providing new ways for parents to engage with the school community that enhance understanding of the academic program

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: Leadership must increase teaching capacity to positively affect student outcomes.
2. Reading- Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA.
3. Mathematics- Increase the number of students demonstrating mastery of math standards and grade level proficiency on the MAP assessment in mathematics.

What date did you and your School Planning Committee Complete Section 2? ___9/20/2024_____

SECTION 3
The Goals and the Plan

The Goals and the Plan

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

☐ **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. Building staff community through book study of "Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation" by Cobb and Krownapple.
2. Building School Community through Scheduled Morning Meetings

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ Site-based Professional Development through book study. ▪ ReThink ED social/emotional curriculum implementation

Implementation Plan
Action Steps

30 Days:

Professional Development
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Introduction of book study at site-based PD

Observation and Feedback
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- School PBIS Matrix
- Staff meeting to identify mentor/mentee
- Begin Weekly Student Support Team
- Begin SEL lessons from ReThink Ed
- ReThink Ed – Professional Development Refresher
-

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

Monitoring Student Progress
- Monitoring behavior referral data
- Weekly check-ins

Person(s) Responsible	Resources
- Counselor - Social Worker - Leadership Team Members	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations

60 Days:

Professional Development
- Offer coaching on integrating SEL activities into morning meetings.
- Share best practices on engaging all students in classroom discussions.

Observation and Feedback
- Conduct peer observations focused on relationship-building strategies.
- Provide structured feedback sessions with teachers.

Implementation/Monitoring
- Introduce monthly recognition events for positive behaviors.
- Start using student focus groups to gather input on their sense of belonging.

Monitoring Student Progress
- Administer a mid-point survey on sense of belonging.
- Analyze behavior data for improvements.

Person(s) Responsible	Resources
▪ Counselor ▪ Social Worker ▪ Leadership Team Members	▪ [Districtwide PBIS Matrix](#) ▪ [PBIS Districtwide Bus and Building Expectations](#) ▪

90 Days:
Professional Development
  - ▪ Staff meeting on interpreting data
Implementation/Monitoring
  - ▪ Post Survey(Panorama)

Person(s) Responsible	Resources
▪ Counselor ▪ Social Worker ▪ Leadership Team Members	▪ [Districtwide PBIS Matrix](#) ▪ [PBIS Districtwide Bus and Building Expectations](#) ▪ Panorama Survey

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

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

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

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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading

GOAL 2: READING

By May 2025,
- 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

Reading Plan

Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:

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

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

Implementation Plan

Action Steps

30 Days:

Professional Development
- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree
- Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD

- ▪ Leader PD - ELA Lesson Planning and High-Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts
- ▪ Staff PD - ELA Lesson Planning and High-Quality Instructional Design/ Plan for Implementation

Observation and Feedback
- ▪ Conduct classroom walkthroughs to gather baseline data on current instructional practices related to gradual release, specifically looking for guided practice and student-led discussions around complex texts.
- ▪ Provide initial feedback focused on identifying strengths and areas for growth.
- ▪ Set up a schedule for phonics instruction observations and provide feedback on implementation

Implementation/Monitoring
- ▪ Establish PLCs dedicated to ELA collaborative lesson planning
- ▪ Provide a structured agenda that includes the Lesson Plan Internalization Protocol
- ▪ Schedule regular PLC meetings and set expectations for collaborative planning using the protocol
- ▪ Observation data will reflect initial efforts in implementing the Gradual Release Model and incorporating academic conversations into lessons
- ▪ Lesson plans will begin to show alignment with the Instructional Design Framework and Internalization Protocols
- ▪ Participation and engagement in PLCs will be tracked, with evidence of collaborative lesson planning using the ELA protocols

Monitoring Student Progress
- ▪ STAR Reading BOY Assessment
- ▪ Administer Star Reading beginning of year Assessment
- ▪ Administer beginning of year assessment
- ▪ Review and analyze baseline assessment data to identify trends and student needs.
- ▪ Establish initial data tracking tool for Star Reading
- ▪ Conduct goal setting conferences with students

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

60 Days:

Professional Development
- ▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- ▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation
- ▪ 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.

Person(s) Responsible	Resources

- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches - Teachers - Principal	- [SLPS Collaborative Lesson Planning Protocol](#) - [SLPS Gradual Release Rubric](#)

90 Days:

Professional Development
- Incorporate LETRS principles into ongoing professional development and instructional feedback

Observation and Feedback
- Conduct comprehensive observations to ensure that the Gradual Release Model is being effectively utilized across all classrooms.
- Provide targeted feedback and celebrate successful implementation, highlighting exemplary practices in academic conversations and complex text engagement
- Continue to observe phonics instruction and provide feedback
- 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 adjust as necessary to keep the focus on continuous improvement
- Observations and lesson plans will consistently reflect high-quality use of the Gradual Release Model and academic conversation strategies
- Teachers will demonstrate proficiency in the Instructional Design Framework, evidenced through PLC discussions, lesson plans, and classroom practice

Monitoring Student Progress
- STAR Reading MOY Assessment

Person(s) Responsible	Resources
- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches - Teachers - Principal	- STAR Renaissance - [SLPS Collaborative Lesson Planning Protocol](#) - [SLPS Gradual Release Rubric](#) -

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

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

o	

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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics

GOAL 3: MATH
> By May 2025,
> - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment.
> - 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment.
> - 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

Mathematics Plan:

Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:
1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.
2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources:
	     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

	• Reflex Fluency Suite

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	▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design

▪ Academic Instructional Coaches ▪ Classroom Teachers ▪ Principal	▪ Savvas enVision Math (K-8) ▪ STAR Renaissance

60 Days:

Professional Development
- Provide additional professional development on enhancing structured dialogue and academic discussions, focusing on strategies such as questioning techniques, peer discussions, and using mathematical language.
- Facilitate follow-up training sessions to address challenges and further refine lesson planning using the Instructional Design Framework and Internalization Protocol

Observation and Feedback
- Conduct focused observations to provide specific feedback on the implementation of the Gradual Release Model, particularly on transitioning from guided practice to independent student discussions.
- Highlight best practices and provide coaching for teachers who need additional support in facilitating academic discussions in math.

Implementation/Monitoring
- Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.
- Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons.

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.
- CFU to monitor student mastery of focused lesson standard.

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

90 Days:

Professional Development
▪

Observation and Feedback
▪ Formal scheduled and unscheduled observations will be conducted on classroom and EL teachers. Feedback will be given in the form of the PBTE rubric and a post-observation meeting.

Monitoring Student Progress

STAR math and ELA MOY Assessment	
Monitoring Student Progress	
▪ STAR Math MOY Assessment	

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Classroom Teachers ▪ Principal	▪ STAR Renaissance ▪

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

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

(What date did you and your School Planning Committee Complete Section 3? 9/20/2024

_____*Jason Bressman*_____   _____9/20/2024_____

Principal (required)   **Date Completed (required)**

                                             _____9/27/2024_____

                                             Date Submitted to Network Superintendent (required)

_____ _____
Network Superintendent (required) **Date received from Principal (required)**

_____
Date Submitted to State and Federal Team (required)

_____ _____
Superintendent **Date**

_____ _____
State Supervisor, School Improvement **Date**