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

SECTION 1
School Profile

Accountability Plan Template

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ **LEA** ✓ **School**	**Name of LEA: St. Louis Public Schools** **Name of School: B**uder Elementary **School Code:4**20	**Check if appropriate** ☐ **Comprehensive School** ***Requires a Regional School Improvement Team** ☐ **Targeted School** ✓ **X Title I.A**
Date:9/19/2024		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: One team inspiring each other every day to grow in every way.		
School Vision: Students will achieve their personal best with the support of school, family, community.		
One plan may meet the needs of a number of different programs. Please check all that apply. ✓ <mark>**Title I.A School Improvement**</mark> ☐ **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** _____		

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	James Blankenship	*James Blankenship*	James.Blankenship@slps.org /314-471-5189
Assistant Principal (if applicable)	Lauren Price	*Lauren Price*	Lauren.Price@slps.org /314-406-3234
Academic Instructional Coach	Maria Medina	*Maria Medina*	Maria.Medina@slps.org /314-278-6396
Family Community Specialist (if applicable)	Ban Aljaafar	*Ban Aljaafar*	Ban.Aljaafar@slps.org /636-214-7773
ESOL Staff (if applicable)	Molly Brinkmann	*Molly Brinkmann*	Molly.Brinkmann@slps.org / 309-657-4681
SPED Staff (if applicable)	Michelle Barz	*Michelle Barz*	Michelle.Barz@slps.org /309-657-4681
Teacher	Brittanie Clement	*Brittanie Clement*	Brittanie.Clement@slps.org /618-550-1801
Teacher	Jenny Counts	*Jenny Counts*	Jennifer.Counts@slps.org /314-307-1669
Parent	Lynette Roeder	*Lynette Roeder*	
Parent	Angela Hurt	*Angela Hurt*	
Support Staff	Toinette Jones	*Toinette Jones*	Toinette.Jones@slps.org 618-746-7931
Community Member/Faith Based Partner	Jordan Dillon	*Jordan Dillon*	NA/ 314-832-9033
Network Superintendent	Crystal Gale	*Crystal Gale*	Crystal.Gale@slps.org /314-437-8896

What date did you and your School Planning Committee Complete Section 1? _____9/18/2024_____
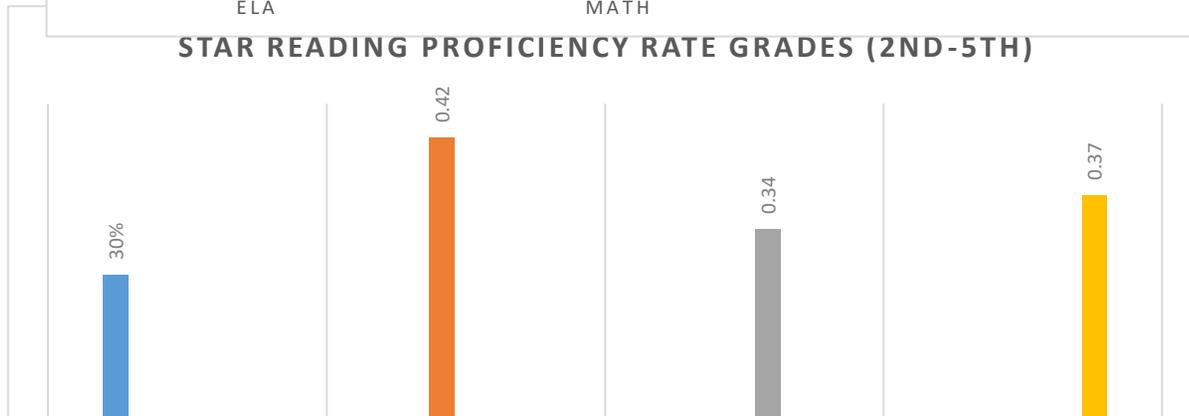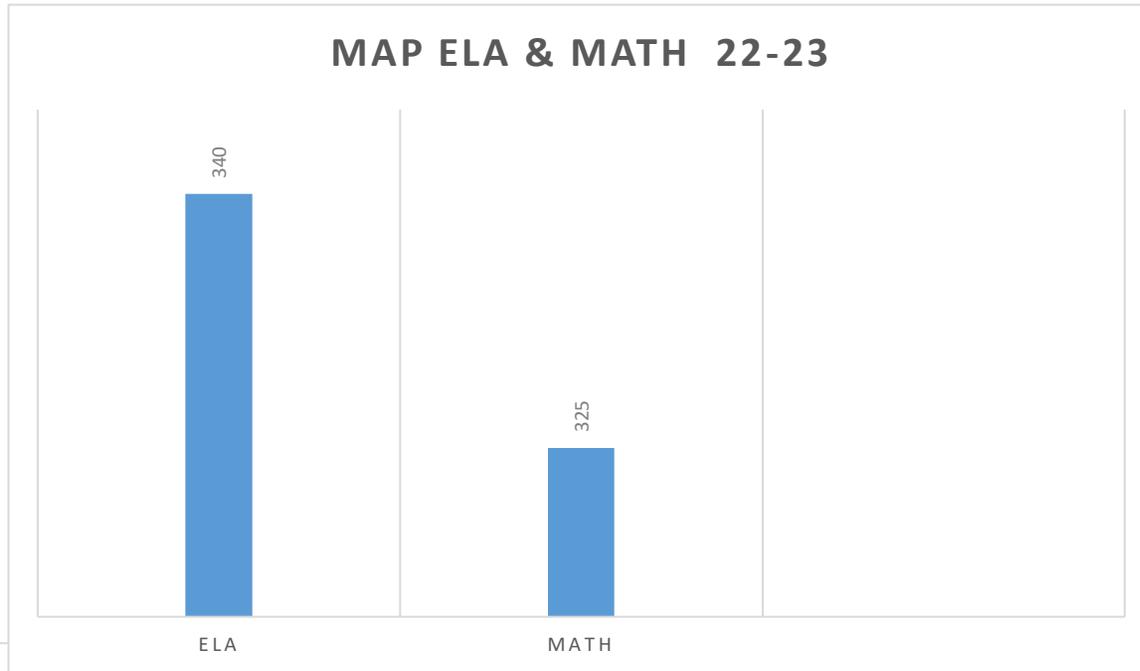
Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	380	Buder student enrollment has declined by 7 students as compared to last year.
Grade Level Breakdown	P3-36	Buder student grade level enrollments trend down as students enter 4th & 5th grades. This may be due to misconceptions regarding our middle school programs.
Ethnicity	Hispanic-62 Black-123 White-153 Asian-18 I-3 M-21	Buder has a diverse multi-cultural population. Multiple languages (12) are spoken by Buder's families. Our Family Community Specialist builds positive relationships with these families to create greater participation within the school setting.
Attendance	90/90-70%	Buder's 90/90 attendance rate has increased by 5 % as compared to last year's data. Our "Showing Up Together" schoolwide attendance plan impacted this increase.
Mobility	15.3%	Some of our immigrant (ELL) families move into our neighborhood with intentions of not staying permanently in our community. These families have long term plans of joining extended families throughout the state and country. These families are the biggest percentage of our mobility rate.
Socioeconomic status	100%	Buder is a Free and Reduced lunch school. All students receive free meal services.
Discipline	13 -OSS	Our school focuses on Socioemotional learning, Restorative practices, and Student Reflective Practices help keep discipline issues minimal. Less than .05% of our student population have received OSS.
English Language Learners/LEP	34%	Buder has a high percentage of English Language Learners. The largest two groups are Hispanic and Arabic. In addition, 8 different languages are spoken at Buder.
Special Education	21%	Buder has a moderately high special education population with 68 IEP's. We provide Cross Category -Self-Contained, Inclusion and Integrated classrooms to meet the social, emotional, and academic needs of our Special Education students.

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	340.4	---NA	381 On-Track	MPI data is not available as of 9/25/2024
Math	325	---NA	370 On-Track	MPI data is not available as of 9/25/2024
Science	337.6	---NA	372 On-Track	MPI data is not available as of 9/25/2024
WIDA ACCESS (Progress Indicator)	19/58 33%	---NA	---NA	Progress (ELLs Meeting DESE Expectations in Making Progress in Learning English is currently 33%.
WIDA ACCESS (Proficiency Indicator)	4/76 5.3%	---NA	---NA	Proficiency (ELLs Meeting DESE Expectations for Reaching Proficiency in English is currently 5.3%

Student Achievement- Local Assessment

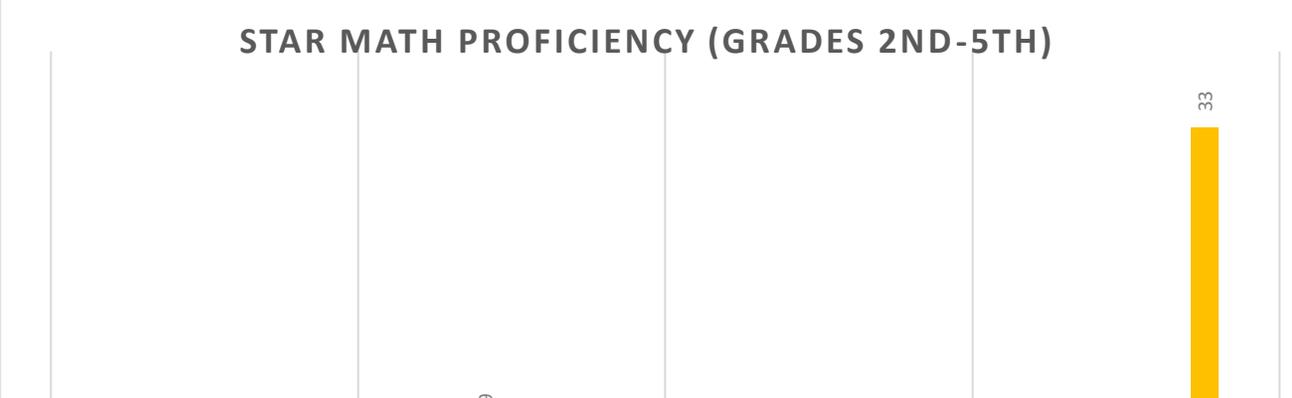| Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance

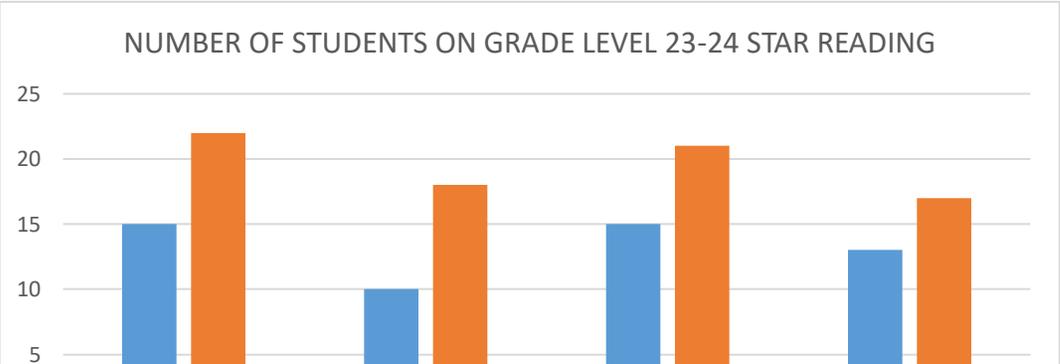|	BOY	EOY	BOY	EOY		
STAR Reading	Total-P/A-30% GE 2nd-5th 2.2	Total-P/A-42% GE 2nd-5th 3.0 CHG: + .8	Total-P/A-34% GE 2nd-5th 2.9	Total –P/A-37% GE 2nd-5th 3.8 CHG: + .9	100% Proficiency	-22-23 school year Proficient/Advanced BOY to EOY %– increased by 12% for grades 2nd-5th. -22-23 school year grades 2nd-5th EOY P/A percentage was 42%. -23-24 school year Proficient/Advanced BOY to EOY %– increased by 3% for grades 2nd-5th. -23-24 school year grades 2nd-5th EOY P/A percentage was 37%. -Teacher retention has added to overall reading gains from 22-23 to 23-24. Veteran teachers are internalizing and mastering the Savvas curriculum. In addition, Buder one-to-one tutoring and after tutoring are impacting student achievement.
STAR Math	Total P/A -28% GE 2nd-5th 2.1	Total P/A -28% GE 2nd-5th 3.2 CHG: +1.1	Total P/A 29% GE 2nd-5th 3.0	Total P/A 33% GE 2nd-5th 4.4 CHG: +1.4	100% Proficiency	-23-24 school year Proficient/Advanced BOY to EOY %– increased by 4% for grades 2nd-5th. -23-24 school year grades 2nd-5th EOY P/A percentage was 33%. -5th grade had the highest P/A growth of 12%. -Teachers continue to grow students from year to year. -Teacher retention has added to overall math gains from 22-23 to 23-24. Veteran teachers are internalizing and mastering the Savvas curriculum creating additional yearly GE growth. In addition, teachers have been implementing Freckle with fidelity, impacting student math achievement. Buder math students continue to show 1 or more years growth in math grades 2nd-5th .
ELL Benchmark Assessment-Speaking	BOY 11/78 14%	EOY 24/77 31%	BOY 15/80 19%	EOY 27/76 36%		

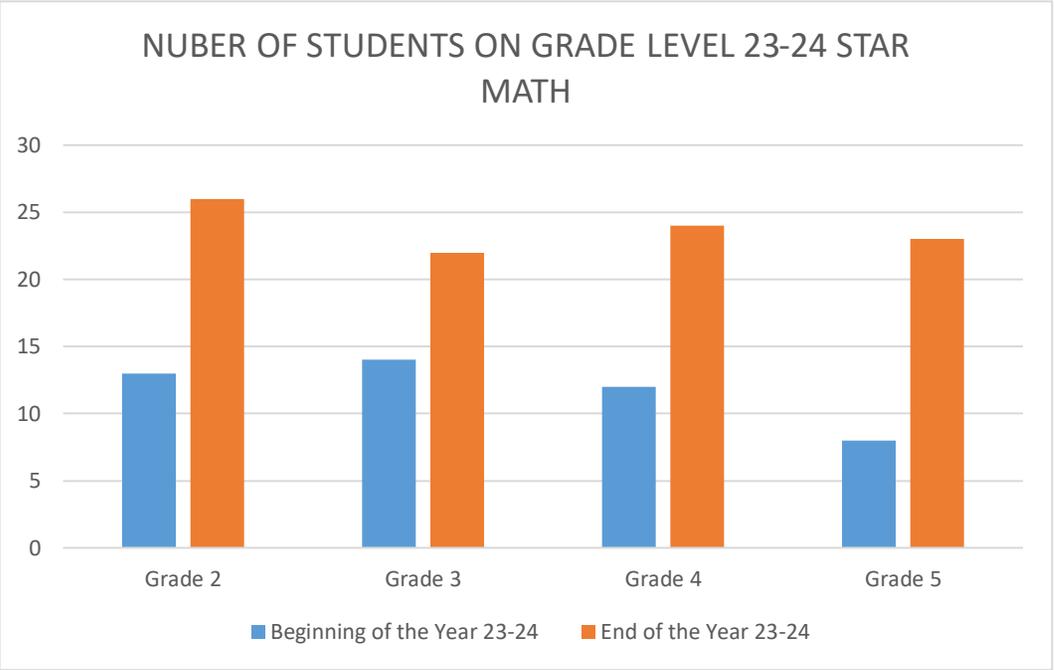| *ELL students only					
ELL Benchmark Assessment- Writing *EL students only	BOY 4/78 5%	EOY 19/77 25%	BOY 6/79 8%	EOY 15/76 20%		PreK students increased 26% for the 22-23 school year.

MAP ELA & MATH 22-23

STAR READING PROFICIENCY RATE GRADES (2ND-5TH)

STAR MATH PROFICIENCY (GRADES 2ND-5TH)

33

NUMBER OF STUDENTS ON GRADE LEVEL 23-24 STAR READING

NUBER OF STUDENTS ON GRADE LEVEL 23-24 STAR MATH

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 design and implement strong, rigorous Tier 1 ELA/Math instruction/CFU's/DOK levels from SAVVAS and are aligned to the learning objectives for state standards. Daily small group reading instruction kindergarten through 5th grade. -School wide reading intervention schedule for struggling readers. -All staff support student learning. -90 minutes of Daily Math instruction.
Instructional Programs	-K-5 Savvas curriculum: workbooks - My View KG-5 - Math Envision -Freckle -Mystery Science - PreK Three Cheers - KG-5 ELA IXL - Learning A-Z - UFLI -Heggerty - Step Up To Writing KG-5th
Instructional Materials	SAVVAS, UFLI/Heggerty-Phonics supports, Freckle ,MyOn, Success maker, Learning A-Z for reading comprehension supports IXL math supplemental supports and assessments. Step Up To Writing-writing supplemental supports.
Technology	Microsoft teams, Staff Laptops, Smartboards, Student iPads, Document cameras iPad Keyboards for all students in grades 1-6 Subscriptions and licenses for Freckle, MyOn, Success maker
Support personnel	Instructional Leadership team, ELL staff, AIC, Counselor, Nurse, FCS, BLA's, Support staff tutors & Social Worker.
High Quality Professional Staff	
(How are you ensuring that all students are taught by a high-quality teacher?)	
Data Type	**Current Information**
Staff Preparation	Non-traditional teacher routes: 2nd Year teachers, 3-ILA teachers doing a very good job.

	- PD provided focused on the district instructional priorities for the Gradual Release Model and Structured dialogue and discussion for academic content and Complex Texts. -Ongoing Coaching cycles. -Weekly data team meetings to analyze, collaborate and plan instruction for all student learning needs. - Scaffolding instruction as needed. -Standards-based grading. -Restorative practices
Staff Certification	30 certified teachers 1 certified full-time counselor 1 certified Social Worker 1- School Nurse 1-Library Aid
Staff Specialist and other support staff	ELL-3 AIC-1 Nurse-1 SW-1 FCS-1 Counselor-1
Staff Demographics	Black-11 Middle Eastern-4 White-43

	Total-58
School Administrators	Principal-1
	Assistant Principal-1

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?
Buder holds annual Title One Informational and Evaluation meetings to discuss all required components for Title One. The School Parent Compact is signed ensuring that everyone is involved in creating a positive support school community for our students. By signing the Parent-School compact, parents are actively engaging in the educational support of their children and supporting the school's mission. The FSS assists with various meetings throughout the year and provides resources and general school information on a need-to-know basis, and keeps parents informed about their rights and responsibilities within the school system.
What are the strengths of family and community engagement?
Buder is located in the South Hampton community. Buder families see the school not just as an educational institution but also as a central gathering place for neighborhood activities and events. Utilizing the school grounds and playgrounds for neighborhood gatherings, bike parades, trunk or treats, field days, fun days and children's play dates fosters a sense of community and belonging among local residents and our Buder school community. Our Family and Support Specialist (FSS) provides support for family members who want to volunteer at our school. In addition, the FSS provides assistance with language translation needs to ensure all families have equitable access to fully engage with our school community.
What are the weaknesses of family and community engagement?
Buder will sponsor more STEAM literacy and cultural events that are inclusive for our whole school community. Buder will need to provide more effective communication options for diverse language needs. Buder needs to increase its family volunteers to assist students and teachers in our classrooms.
What are the needs identified pertaining to family and community engagement?
Buder will need to provide more strategies for effective communication with our ELL students and families. This includes translations for all school forms, parent-teacher conferences, IEP meetings, daily communications and providing in-person translators for schoolwide events. These communication efforts not only support the academic success of students but also strengthen the school's connection to its diverse school wide community. The FSS will expand our parent volunteer list to assist in classrooms, school wide events and field trips.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are invited to Title One yearly informational meetings to inform families about the current School wide plan and then each section is discussed and reviewed by those who have attended the meetings. Parents can be involved in the initial planning stages by providing input and feedback on the development of the School Parent Compact. Parents are invited back in the spring to the Title One yearly evaluation meeting to inform families about the current School wide plan and then each section is discussed, reviewed and revisions are made by those who have attended the evaluation meeting.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents can be involved in the informational and evaluative stages of the family engagement policy which is presented at both Title One meetings. Parental perspectives and collaboration ensure that the plan reflects the needs and priorities of the entire school community. Parents can be involved with the engagement policy by supporting the tenants of the engagement policy for their children and school.
How is timely information about the Title I.A program provided to parents and families?
It is available to parents upon request. Via Class DOJO and our school webpage. Meetings are communicated two weeks in advance allowing parents the opportunity to decide to participate.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Open House and Parent Teacher Conferences are held throughout the year to share and explain Student Achievement as it relates to our Savvas curriculum, MAP achievement levels , STAR assessments and various other assessments used to monitor student academic achievement.

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;

· 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
-        Buder conducts Open House, Parent Teacher Conferences & Literacy Events to inform parents of Missouri Learning Standards, MAP assessments & Local Assessments. Buder monitors student progress through STAR Progress Monitoring for ELA and Math. STAR Family reports are shared during PTC's. Buder staff work with families to improve the achievement of their children through weekly and monthly communications to promote student academic achievement. Buder conducts literacy events to assist parents in understanding various assessments used throughout the school year. Buder has a school to home, home to school philosophy which encourages two-way communication to support all students, social, emotional, and academic success.
How does your school provide materials and trainings to help parents work with their children to improve achievement?
Buder has PTO meetings, and parent-teacher conferences that offer opportunities for face-to-face interaction and communication. Buder utilizes ongoing platforms like smores newsletters, the school website, ClassDojo, and individual meeting request to ensure information reaches parents through multiple mediums, catering to different preferences and needs. By actively engaging with parents and providing them with accessible information, Buder fosters a partnership between home and school. This collaborative approach not only supports student success but also strengthens the overall school community.
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?
Buder has an established PTO and parental involvement and positive participation within our school community. Staff are encouraged to participate in monthly PTO meetings to provide support and input to our parents. Through these meetings, they gain an understanding of the parental perspectives, expectations and the desire to be a part of the schooling process. School staff will have opportunities to see first-hand parents' contributions to student learning and our school community. In addition, school events are held at various times throughout the day to provide all working parents with the opportunity to attend school wide events.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
The school implements and coordinates parent programs, while building ties between parents and school through the following: Members of partnerships/businesses Great River Run Company, Macklind & SOHA business associations which allow school community and business connections. Promoting a school with a safe and open atmosphere for parents/families.

Title One Survey forms.
Panorama surveys.
School wide literacy and cultural events and activities.
Volunteering in the school setting.
Attending school sponsored events.
Home visits.

Buder Elementary School's commitment to assisting parents with volunteer registration and service opportunities not only strengthens the school community but also provides valuable support for students' educational experience. Buder encourages parents to play an active role in their children's schooling, fostering a sense of ownership and investment in their academic success.

Hosting literacy events throughout the school year to help parents understand academic content, achievement standards, and assessments like the Ensuring that information related to Title 1 activities is available in parents' native languages demonstrates a commitment to inclusivity and accessibility. By disseminating materials in languages parents can understand, Buder ensures that all families can participate fully in school activities and decision-making processes. Our Family Support Specialist Office is expanding Parent Literature to assist with Parenting Skills and children's social and emotional growth.

Offering opportunities for parents to be involved in parent meetings, school activities/events, and the Parent Teacher Organization (P.T.O.) fosters a collaborative relationship between home and school. This partnership is essential for supporting students socially, emotionally, and academically.

Accessibility Assurance

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:
- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

Parents and family members who have limited English proficiency
Buder Elementary School will use translators provided by the district for parents/families who have limited English proficiency.
Parents and family members with disabilities. Buder Elementary School has wheelchair accessibility. Two elevators are also available on the interior and lower level of the school.
Parents and family members of migratory children.
Buder Elementary School will communicate to parents/families of migratory children resources provided by our school and our district to the extent practicable.
Provides information and school reports in a format and language parents understand. Buder Elementary School programs that provide support for parental involvement under Title III English Language Learners (ELL). In addition, Buder uses two online platforms (Smores newsletters & ClassDoJo) that can be instantly translated into multiple languages.

Summary Statements

-Buder has experienced modest growth over the prior two years.
-Buder implemented schoolwide attendance initiatives to improve our ADA 90/90 attendance rates.
-Buder has 380 students. We have a low frequency of discipline infractions with Detention/ISS/OSS totaling 16.
-Buder is diverse with a high percentage of English Language Learners. The largest two groups are Hispanic and Arabic. In addition, 12 different languages are spoken at Buder.
-The SAVVAS curriculum is being implemented with fidelity.
-PLC meetings have impacted our data decision making, creating a stronger focus on student learning needs and adapting teaching strategies to meet these needs.

Summary of the Weaknesses

-Buder has experienced a decline in student enrollment this school year.
-A viable PR initiative to promote the high quality of our school program and excellent opportunities for student transitions into middle and high school programs needs to be designed and implemented.
-Buder has a Low 90/90 Attendance Rate at 70%. Our schoolwide attendance programs, individual classroom incentives and Muli-tiered Student - Support Team (SST) supports have not been impactful for a small percentage of our families that struggle with being on time and daily absences.
-A consistent schoolwide phonics and writing curriculum needs to be selected and implemented with fidelity.
-Learning gaps are still prevalent among all grade level students.
-Teachers will need time to learn and master UFLI & Step Up To Writing supplements.
-Identifying weaknesses and barriers, such as the need for a focused communication system for multilingual families, is an important step in addressing areas for improvement. Ensuring that all parents receive CONSISTENT communication in their native language demonstrates a commitment to inclusivity and accessibility and will help bridge communication gaps between the school and families for the 2024-2025 school year.
-Capacity building to meet the 2.5 years growth in Reading and Math for students.

Summary of the Needs

-Extra instructional time/scheduling/supports and tutoring are needed for our ELL struggling readers to address learning/fluency gaps.
-Continue to grow our School Culture Systems focused on academic deficiencies by adding additional support staff to provide one-to-one Reading and Math intervention services.
-Redesign our SEL/Character Education Systems to include a School wide Culture program/schedules and daily implementation of Rethink Ed with fidelity.
-Buder needs to design and implement a one-to-one Math Intervention Program during the Instructional day for KG-5th grade students.

Summarize your current progress as a school, what is going well, where there is room for growth. Outline your 2 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

-Developing individualized family-specific attendance plans to increase the 90/90 attendance rate is a targeted strategy that recognizes the importance of family involvement in promoting regular school attendance. By communicating and providing attendance supports/plans weekly via the Family and Community Specialist (FSS) and Classroom Attendance Plans.

-Focusing on SEL curriculum through the Rethink Ed platform to increase students' Sense of Belonging is a valuable initiative that supports students' emotional well-being and overall school experience.

-Designing and implementing a schoolwide master ELA/Math block schedules to implement Reading/Phonics/Math tutoring interventions for grades KG-5th demonstrates a proactive approach to addressing academic needs. By providing targeted interventions, Buder aims to support students in developing essential literacy and numeracy skills, ultimately improving academic outcomes.

-Increasing support staff tutors for the 24-25 school year and utilizing additional support staff for tutoring intervention programs.

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. Ongoing Sense of Belonging Social Emotional Lessons for grades KG-5th. (Panorama survey results)
2. School wide Master schedule that provides Reading/Phonics interventions for grades KG-5th.
3. School wide Master schedule that provides Math interventions for grades KG-5th.

What date did you and your School Planning Committee Complete Section 2? _____August 1, 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. Student "Sense of Belonging" will increase by 30% for the 2024-2025 school year as evidenced by Spring 2025 Panorama Student Surveys
2. Staff "Sense of Belonging" will increase by 30% for the 2024-2025 school year as evidenced by Spring 2025 Panorama Staff Surveys.

Evidence-based strategies	- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols - Panorama Platform. Panorama Playbook. (SEL)'s Rethink Ed Platform. (SEL)'s ClassDojo Social/Emotional Lessons. (SEL)

	▪ Find Your Happy At Work: 50 Ways to Get Unstuck. Move Past Boredom, and Discover Fulfillment, Beverly E. Jones.

Implementation Plan

Action Steps

30 Days:
Professional Development
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Find Your Happy At Work: 50 Ways to Get Unstuck. Move Past Boredom, and Discover Fulfillment, Beverly E. Jones. 50% completion.

Observation and Feedback
- Panorama Surveys. Panorama Playbook. (SEL)'s Rethink Ed Platform. (SEL)'s ClassDojo Social/Emotional Lessons. (SEL) 50% of classroom teachers observed implementing one or more of the platforms during Morning meetings.
- PD presentations and discussions of the book 30 % completion.

Implementation/Monitoring
- BOY data point: Buder Staff Survey Results for Staff Sense of Belonging.
- BOY data point: Fall Panorama Student Survey Results "Sense of Belonging."
- "Stronger Together" Attendance Back to School BBQ for all students and families. 75% family participation.

Monitoring Student Progress
- Panorama Playbook. (SEL)'s Rethink Ed Platform. (SEL)'s ClassDojo Social/Emotional Lessons. (SEL)
- BOY data point: Buder designed Student Survey Increase for "Sense of Belonging."
- BOY data point: Fall Panorama Student Survey Results "Sense of Belonging."

Person(s) Responsible	Resources
▪ Culture & Climate Coordinator ▪ School Leadership Team: Dr. Blankenship, Ms. Price, Mrs. Aljaafar, Mr. Moushey.	▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ Buder GOB, Title One, Buder Foundation funds. ▪ Panorama Platform. Panorama Playbook. (SEL)'s ▪ Rethink Ed Platform. (SEL)'s ▪ ClassDojo Social/Emotional Lessons. (SEL)'s ▪ Buder designed student and staff surveys.

60 Days:
Professional Development
- Find Your Happy At Work: 50 Ways to Get Unstuck. Move Past Boredom, and Discover Fulfillment, Beverly E. Jones. 75% completion.

Observation and Feedback
- Panorama Platform. Panorama Playbook. (SEL)'s Rethink Ed Platform. (SEL)'s ClassDojo Social/Emotional Lessons. (SEL) 75% of classroom teachers observed implementing one or more of the platforms during Morning meetings.
- Buder Staff Survey Results for Staff Sense of Belonging 15 % increase compared to BOY data point.

Implementation/Monitoring
- Find Your Happy At Work: 50 Ways to Get Unstuck. Move Past Boredom, and Discover Fulfillment, Beverly E. Jones. 75% completion.
- Buder Staff Survey Results for Staff Valued by others 15 % increase. Totaling a 30 % increase overall.

Monitoring Student Progress
- Panorama Student Surveys 15% increase for Sense of Belonging.
- Buder designed Student Survey Results 15 % Increase for "Sense of Belonging." As compared to BOY data point.

Person(s) Responsible	Resources
▪ **School Leadership Team: Dr. Blankenship, Ms. Price, Mrs. Aljaafar, Mr. Moushey.**	▪ Buder GOB, Title One, Buder Foundation funds. ▪ Panorama Platform. Panorama Playbook. (SEL)'s ▪ Rethink Ed Platform. (SEL)'s ▪ ClassDojo Social/Emotional Lessons. (SEL)'s ▪ Buder designed student and staff surveys.

90 Days:
Professional Development
- Find Your Happy At Work: 50 Ways to Get Unstuck. Move Past Boredom, and Discover Fulfillment, Beverly E. Jones. 100% completion.

Observation and Feedback
 Implementation of (SEL)'s Rethink Ed Platform. (SEL)'s ClassDojo Social/Emotional Lessons. (SEL) observed.
- Buder Staff Survey Results for Staff Sense of Belonging 15 % increase.

Monitoring Student Progress
- Buder designed Student Survey Results 15 % Increase for "Sense of Belonging." Totaling 30 % increase overall.
- Panorama Student Survey Student Sense of Belonging increase of 15% and 30 % overall by EOY. 100% of classroom teachers observed implementing one or more of the platforms during Morning meetings.

Person(s) Responsible	Resources
▪ **School Leadership Team: Dr. Blankenship, Ms. Price, Mrs. Aljaafar, Mr. Moushey.**	▪ Buder GOB, Title One, Buder Foundation funds. ▪ Panorama Platform. Panorama Playbook. (SEL)'s ▪ Rethink Ed Platform. (SEL)'s ▪ ClassDojo Social/Emotional Lessons. (SEL)'s

Funding Source(s)/ Cost to Support Implementation of Strategy
- *District-wide initiatives will be funded by the central office.*
  - Panorama Ed Survey Platform
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - Salary and benefits associated with Academic Instructional Coach (Title)
  - $3000 for professional development books and resources for staff (Title/Comprehensive)
  - Buder GOB, Title One, Buder Foundation funds.
  - Funds for Student Sense of Belonging Incentives. (GOB) $1000 incentives.

- Funds for School wide Sense of Belonging "Stronger Together" Attendance Incentives. (Comprehensive/GOB) $1000 incentives.

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 my View (K-5) and ELA Instructional Resources:
	   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 Planning Protocol (PLCs)
	
	▪ UFLI/Heggerty 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
- Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility. Douglas Fisher Book study 100 % completion.
- UFLI professional development Certificated and intervention staff. Book study 100 % completion.

Observation and Feedback
Teacher observed GRM and academic discourse used and documented on Frontline at 60% implementation.

Implementation/Monitoring
- -2nd-5th STAR Reading Base line data Students scoring below proficiency in reading base line data.
- -2nd-5th STAR Reading Base line data for students scoring proficiency in reading.
- -2nd-5th STAR Reading Base line data for students scoring advanced.
- - STAR Reading Monitoring Student Progress every 5 weeks via STAR Progress Monitoring

Person(s) Responsible	**Resources**
▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ School Leadership Team: Dr. Blankenship, Ms. Price, Mrs. Aljaafar, Mr. Moushey.	▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance ▪ UFLI ▪ Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility. D. Fisher ▪ Text Complexity: Stretching Readers With Texts and Tasks 2nd edition. D. Fisher & N. Frey

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
- Text Complexity: Stretching Readers with Texts and Tasks. Book study 100 % completion.

Observation and Feedback
- Teacher observed GRM and academic discourse used as evidenced through Frontline entries. 80 % teacher implementation.
- UFLI 100 % implementation as evidenced through walk through observations.

Implementation/Monitoring
- Teacher observed GRM and academic discourse used as evidenced through Frontline entries. 80 % teacher implementation.

Monitoring Student Progress
- -2nd-5th STAR Reading 60% data increase for Students scoring below proficiency in reading base line data.
- -2nd-5th STAR Reading 60% data increase for students scoring proficiency in reading.
- -2nd-5th STAR Reading 60% data increase for students scoring advanced.
- - STAR Reading Monitoring Student Progress every 5 weeks via STAR Progress Monitoring.

Person(s) Responsible	Resources
- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches - School Leadership Team: Dr. Blankenship, Ms. Price, Mrs. Aljaafar, Mr. Moushey.	- SLPS Collaborative Lesson Planning Protocol - SLPS Gradual Release Rubric - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance - UFLI - Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility. Douglas Fisher - Text Complexity: Stretching Readers With Texts and Tasks 2nd edition. D. Fisher & N. Frey

90 Days:

Professional Development
- 100 % completion of all district and site-based PD's.

Observation and Feedback
- 100% observed implementation and school leadership feedback for all certified staff Implementation of GRM and academic discourse as evidenced through Frontline entries.
- 100 % implementation of UFLI as evidenced through walkthrough observations.

Implementation/Monitoring
- 100 % implementation and weekly (rotational) Frontline feedback.

Monitoring Student Progress
- STAR Reading Progress monitoring assessments providing appropriate growth to meet the 100% and 2.5 years growth for all students.

- -2nd-5th STAR Reading 90% data increase for Students scoring below proficiency in reading base line data.
- -2nd-5th STAR Reading 90% data increase for students scoring proficiency in reading.
- -2nd-5th STAR Reading 90% data increase for students scoring advanced.

Person(s) Responsible	Resources
School Leadership Team: Dr. Blankenship, Ms. Price, Mrs. Aljaafar, Mr. Moushey.	- STAR Renaissance - Weekly Data Team Meetings - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance - UFLI - Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility. Douglas Fisher - Text Complexity: Stretching Readers With Texts and Tasks 2nd edition. D. Fisher & N. Frey

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).
   - 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):*
   - *($1,500)   Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility. Douglas Fisher*
   - *(2,000) UFLI.*
   - *($1,500) Text Complexity: Stretching Readers With Texts and Tasks 2nd edition. D. Fisher & N. Frey*

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
	
	▪ Freckle

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
- Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility. Douglas Fisher Book study 100 % completion.
- UFLI professional development Certificated and intervention staff. Book study 100 % completion.

Observation and Feedback
- Professional development for the Gradual Release Model.
- Professional development for Structured dialogue and academic discussion.
- 50% observed implementation and school leadership feedback for all certified staff Implementation of GRM and academic discourse as evidenced through Frontline entries.

Implementation/Monitoring
-2nd-5th STAR Math base line data for Students scoring below proficiency in math.
-2nd-5th STAR Math base line data increase for students scoring proficiency in math.
-2nd-5th STAR Math base line data increase for students scoring advanced.
- STAR Math Monitoring Student Progress every 5 weeks via STAR Progress Monitoring. STAR Math BOY Assessments 50% STAR Math/ Freckle implementation & 50% IXL implementation 2nd -5th.

Monitoring Student Progress
- STAR Math BOY Assessments
- IXL Math BOY Assessments.

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - School Leadership Team: Dr. Blankenship, Ms. Price, Mrs. Aljaafar, Mr. Moushey.	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - STAR Renaissance - Weekly Data Team Meetings - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance - UFLI - Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility. Douglas Fisher - Text Complexity: Stretching Readers With Texts and Tasks 2nd edition. D. Fisher & N. Frey

60 Days:
Professional Development
- Freckle Professional Development and Savvas. IXL Math Professional Development.

- Text Complexity: Stretching Readers with Texts and Tasks. Book study 100 % completion.
- Professional development for the Gradual Release Model.
- Professional development for Structured dialogue and academic discussion.

Observation and Feedback

☐50% observed implementation and school leadership feedback for all certified staff Implementation of GRM and academic discourse as evidenced through Frontline entries.

☐Professional development for Structured dialogue and academic discussion.

Implementation/Monitoring

- 100 % implementation and weekly (rotational) Frontline feedback.
- --2nd-5th STAR Math 60% data increase for Students scoring below proficiency in math.
- -2nd-5th STAR Math 60% data increase for students scoring proficiency in math.
- -2nd-5th STAR Math 60% data increase for students scoring advanced.
- STAR Math Progress monitoring assessments providing appropriate growth to meet the 100% and 2.5 years growth for all students.

Monitoring Student Progress
- ☐ STAR Math MOY Assessments
- ☐ IXL Math MOY Assessments.

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - School Leadership Team: Dr. Blankenship, Ms. Price, Mrs. Aljaafar, Mr. Moushey.	- SLPS Gradual Release Rubric - Freckle - IXL Math - STAR Renaissance - Weekly Data Team Meetings - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance - UFLI - Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility. Douglas Fisher - Text Complexity: Stretching Readers With Texts and Tasks 2nd edition. D. Fisher & N. Frey

90 Days:

Professional Development

- 100 % Math Professional Development completed.
- 100 % High Quality Instructional Lesson Planning implementation.

Observation and Feedback

- Freckle and IXL Analytics.
- Frontline weekly feedback

Implementation/Monitoring
- Frontline weekly feedback for GRM Math instruction. 100 %
- envision progress monitoring data at 60 % student proficiency grades 2nd-5th.
- 100 % implementation and weekly (rotational) Frontline feedback.

Monitoring Student Progress
- 100 % implementation and weekly (rotational) Frontline feedback.
- --2nd-5th STAR Reading 90% data increase for Students scoring below proficiency in math.
- -2nd-5th STAR Reading 90% data increase for students scoring proficiency in math.
- -2nd-5th STAR Reading 90% data increase for students scoring advanced.
- STAR Math Progress monitoring assessments providing appropriate growth to meet the 100% and 2.5 years growth for all students.
- 100% STAR Math/ Freckle implementation

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - School Leadership Team: Dr. Blankenship, Ms. Price, Mrs. Aljaafar, Mr. Moushey.	- SLPS Gradual Release Rubric - Freckle - IXL Math - STAR Renaissance - Weekly Data Team Meetings - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance - UFLI - Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility. Douglas Fisher - Text Complexity: Stretching Readers With Texts and Tasks 2nd edition. D. Fisher & N. Frey

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

- *District-wide initiatives will be funded by the central office.*
  - Tier 1 Instructional Tools (Envision Math K-8)
  - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
  - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - ($2,000) Math Manipulative Resources Hand2Mind.

(What date did you and your School Planning Committee Complete Section 3? August 1, 2024

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

                                        _____
                                        Date Submitted to Network Superintendent (required)

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

                                        _____
                                        Date Submitted to State and Federal Team (required)

_____   _____
Superintendent   **Date**

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