

Carver 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 <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	April 16, 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	April 29, 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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: School Code:	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: Our scholars excel, and they are prepared for success in middle school, high school, college and beyond. Carver sparks inspiration in a public, urban school district by drastically exceeding the expectations placed on it.		
School Vision: We create an environment where scholars empower themselves and each other to be thier absolute best selves.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

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	Brandon Clay	<i>Brandon Clay</i>	Brandon.clay@slps.org
Academic Instructional Coach	David Bassett	<i>David Bassett</i>	David.bassett@slps.org
Family Community Specialist (if applicable)	Erica Blount	<i>Erica Blount</i>	Erica.blount@slps.org
SPED Staff (if applicable)	Daytona Howell	<i>Daytona Howell</i>	Daytona.howell@slps.org
Teacher	Breann Bersi	<i>Breann Bersi</i>	Breann.bersi@slps.org
Teacher	Nikola Skokovic	<i>Nikola Skokovic</i>	Nikola.skokovic@slps.org
Parent	Laton Shannon	<i>Laton Shannon</i>	latonshannon@yahoo.com
Parent	Wiletha Robinson	<i>Wiletha Robinson</i>	Letha07@yhoo.com
Support Staff	Nicole Richardson	<i>Nicole Richardson</i>	Nicole.richardson@slps.org
Community Member/Faith Based Partner	Aaron Turner	<i>Aaron Turner</i>	Christismyexample@gmail.com
Network Superintendent	Isaac Pollack	<i>Isaac Pollack</i>	Isaac.pollack@slps.org

What date did you and your School Planning Committee Complete Section 1? _____

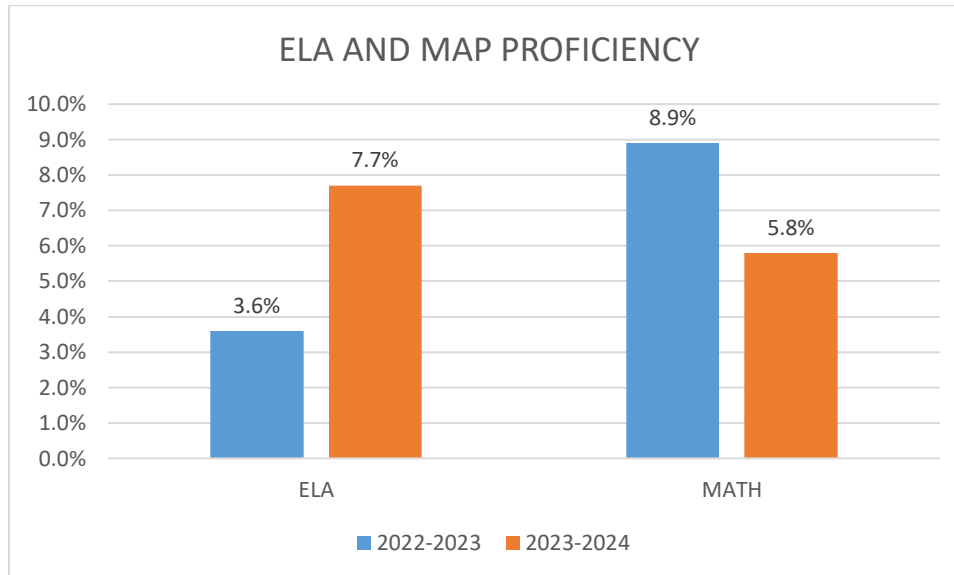
SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	112	Our population size lends more opportunities for relationship building across all grade levels.
Grade Level Breakdown	PreK-15 KG-12 1 st -17 2 nd -14 3 rd -19 4 th -15 5 th -20	Carver currently has 1 section per grade level (PK-5).
Ethnicity	B – 99%; H – 1%	Carver serves a predominantly African American student body.
Attendance	90/90 – 73.1% ADA 90.4%	Our 90/90 attendance data has increased since the implementation of the Ron Clark Academy (RCA) House System.
Mobility	21.49	About 20 students enrolled at Carver at the beginning of 2023-2024 withdrew and transferred to other schools/districts over the year. This does not account for the students who did not return from the last school year.
Socioeconomic status	100% Free/Reduced Lunch	Our students qualify for additional programs due to their socioeconomic status. Due to elevated levels of need, our scholars bring additional needs to school daily; many have housing and food instability, resulting in attendance and transportation challenges. Many have experienced significant trauma, which impacts how they're able to engage in learning.
Discipline	OSS-2	Carver's discipline infractions have decreased YOY since the implementation of the RCA House System.
English Language Learners/LEP	0%	Carver currently has 0 ELL students
Special Education	7	Carver started SY 2023-2024 with 7 SPED students.

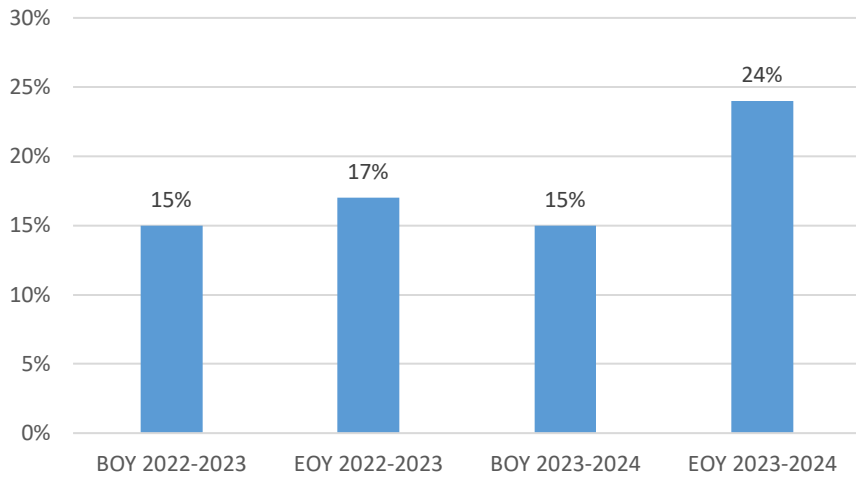
Student Achievement- State Assessments				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	MPI: 285	MPI: 298.4	MPI: 381	Carver saw growth in ELA over previous year. This is due in part to intense focus on quality Tier 1 instruction across all classrooms.
Math	MPI: 280.2	MPI: 268.6	MPI: 370	Due to lagging math scores, Carver has refocused its efforts around small group (Tier 2) instruction and math fluency across all grades.
Science	MPI: 287.7	MPI: 293.9	MPI: 372	Carver has seen promising growth in science since the implementation of Amplify Science.



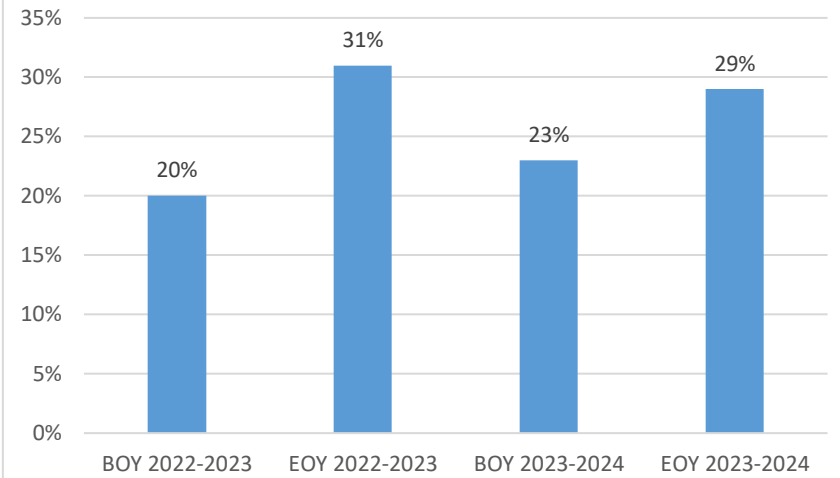
Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
STAR Reading	15%	17%	15%	24%	100%	2023-2024 Performance: The data for the 2023-2024 school year shows that the percentage of students reading at grade level at the beginning of the year (BOY) remained consistent at 15%. However, by the end of the year (EOY), we saw an increase to 24%. While this 9% increase is more substantial than the previous year's growth, it still underscores the need for more effective and consistent reading interventions.
STAR Math	20%	31%	23%	29%	100%	2023-2024 Performance: In the 2023-2024 school year, the percentage of students performing at grade level at the beginning of the year (BOY) increased slightly to 23%. However, by the end of the year (EOY), there was only a modest increase to 29%. This data shows a smaller improvement compared to the previous year, suggesting that while some progress was made, our strategies need refinement and additional support to achieve more substantial gains.
DRDP (PreK)	25%	91%	40%	94%	100%	2023-2024 Performance: In the 2023-2024 school year, 40% of PreK students were meeting developmental expectations at the beginning of the year (BOY), which is an improvement from the previous year's starting point. By the end of the year (EOY), 94% of students were meeting or exceeding these expectations. This shows continued success in our instructional approaches, with a 54% increase from the beginning of the year and an overall improvement from the previous year's results.

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

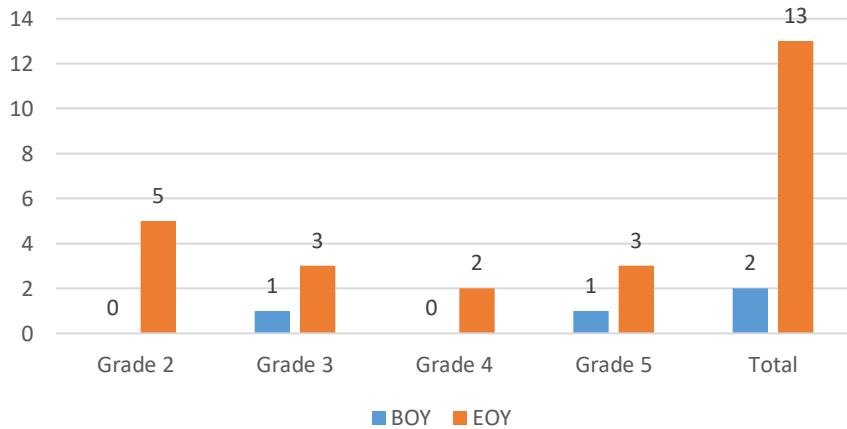
STAR Reading Proficiency (Grades 2-5)



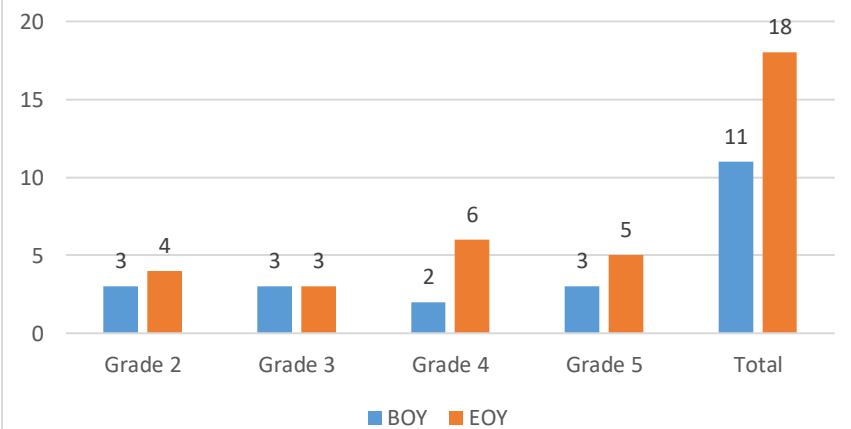
STAR Math Proficiency (Grades 2-5)



NUMBER OF STUDENTS ON GRADE LEVEL
2023-2024 STAR READING



NUMBER OF STUDENTS ON GRADE LEVEL
2023-2024 STAR MATH



Curriculum and Instruction <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
Data Type	Current Information
Learning Expectations	Teachers are expected to implement strong, rigorous Tier 1 ELA instruction aligned to the outcomes and learning pathways outlined in their curricular materials in all content areas. In addition, teachers are charged with teaching at least 3 separate 20-minute-long reading small group lessons daily across Kindergarten through 5 th grades.
Instructional Programs	PreK-5 ELA: MyView Literacy (SAVVAS) K-5 Math: EnVision Math 2.0 (SAVVAS) K-5 Science: Amplify Science K-5 Social Studies: MyWorld (SAVVAS) Reading Intervention: Really Great Reading (RGR) Advanced Math: Simple Solutions
Instructional Materials	K-5 ELA: student workbooks, online resources, and assessments K-5 Math: student workbooks and manipulatives to support math instruction
Technology	1:1 iPad in all grades; additional 2 computer labs able to serve up to 28 students at a time. Up-to-date Promethean boards in every classroom and Related Arts
Support personnel	Social Worker - .6 FTE Nurse - .5 FTE (Contracted) Secretary – 1.0 FTE Building Substitutes – 2 PreK TA – 1.0 FTE Family and Community Specialist – 1.0 FTE
High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
Data Type	Current Information
Staff Preparation	2024-2025 Carver PD Focus: Instructional Practices That Promote Equitable Learning Opportunities <ul style="list-style-type: none"> • Ongoing reflection on school values & personal missions • <i>MyView & enVision</i> implementation • RGR and Simple Solutions small group work • Scaffolding instruction & unfinished learning

	<ul style="list-style-type: none"> • Standards based grading • Ron Clark House System • PLCs: Weekly lesson plan internalization meetings/weekly data meetings
Staff Certification	1 PreK Teacher 1 KG Teacher 1 Music Teacher 1 Art Teacher 1 Physical Education Teacher 1 Academic Instructional Coach 1 Supplemental Support Teacher 4 Elementary Classroom Teachers
Staff Specialist and other support staff	1 Elementary Counselor 1 Nurse (contracted) 1 Social Worker
Staff Demographics	6 White Female 7 Black Female 5 White Male
School Administrators	Dr. Brandon Clay, 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?

<p>Carver Elementary obtains Parent and Family engagement policies in a variety of ways that include:</p> <ul style="list-style-type: none"> • Beginning of Year (BOY) Open House: This event provides an opportunity for parents to learn about the school's policies, including the parent and family engagement policy. It allows for direct communication and clarification of any concerns. • BOY Family Robocalls: Utilizing technology to reach out to families ensures that all parents are informed about the school's policies, including the parent and family engagement policy. Robocalls serve as an accessible and efficient method for disseminating important information to parents.
<p>What are the strengths of family and community engagement?</p>
<p>During the 2023-2024 school year, Carver has increased its family and community engagement despite uncontrollable events (flooding) through school events off-site. Our families have been understanding and supportive throughout the course of the year.</p>
<p>What are the weaknesses of family and community engagement?</p>
<p>Currently, we do not have a functioning Parent Teacher Organization. Our goal for the 2024-2025 school year is to establish a parent focus group. This group will aim to foster stronger collaboration between parents and the school, ensuring that we work together to enhance the educational experience and community engagement for all our students."</p>
<p>What are the needs identified pertaining to family and community engagement?</p>
<p>The identified need for family and community engagement at Carver is to rebuild a robust Parent-Teacher Organization (PTO) that aligns with the school's mission and vision</p>
<p style="text-align: center;">Policy Involvement</p>
<p>How are parents involved in the planning, review, and improvement of the Schoolwide plan?</p>
<p>Parents are integral to the planning, review, and improvement of the Schoolwide plan through various channels. They typically participate in committees or councils where they contribute ideas, provide feedback on existing plans, and help shape future initiatives. Additionally, Carver often organizes regular meetings, surveys, and forums to gather parental input and ensure their voices are heard in the decision-making process. This collaborative approach fosters a sense of community ownership and ensures that the Schoolwide plan reflects the diverse needs and perspectives of all stakeholders, including parents.</p>
<p>How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?</p>
<p>Parents play a crucial role in shaping and refining the school's parent and family engagement policy. They are involved in the planning process through active participation in meetings, surveys, and focus groups where their input is sought regarding the policy's content and implementation strategies. Additionally, parents contribute to the review process by providing feedback on the effectiveness of existing initiatives and suggesting</p>

areas for improvement. Their ongoing involvement ensures that the policy remains responsive to the diverse needs and preferences of families within the school community.

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

Information about the Title I.A program is disseminated to parents and families in a timely manner through various channels such as newsletters, school websites, parent meetings, and informational sessions. Additionally, schools may utilize email, phone calls, and social media platforms to ensure that parents stay informed about the program's activities, resources, and opportunities for involvement

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

Our school prioritizes transparent communication with parents and families regarding curriculum, assessments, and MAP achievement levels. We organize regular meetings, such as curriculum nights, information sessions, and Title I.A meetings, where educators provide in-depth explanations of the curriculum's scope and sequence, highlighting key learning objectives and standards. For assessments, including MAP tests, we offer detailed explanations of their purpose, format, and how they inform instructional planning. This includes providing examples of assessment questions and explaining how scores are interpreted to gauge student progress and identify areas for growth.

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

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

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

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

- Make sure my child is in school every day possible and on time;
- Check that homework is completed including reading for 30 minutes per night;
- Monitor and limit screen time;
- Volunteer in my child's classroom/school when possible;
- Be aware of my child's extra-curricular time and activities;
- Stay informed about my child's education by reading all communications from the school and responding appropriately;
- Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
- Notify school of all absences as they occur.

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

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

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

- Discuss the child's progress/grades during the first quarter (Fall Conference)
- Discuss this compact as it relates to the child's achievement
- Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

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

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

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

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

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Listen to children read;
- Have an opportunity to become a room parent;
- Present a program on their culture, a different country, a special skill or career, etc.;
- Assist with programs or parties, educational trips,

Please provide assurance that the school is:

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

- **Parent-Teacher Conferences:** We conduct parent-teacher conferences twice each school year. During these conferences, we discuss the compact, ensuring that parents are fully informed and engaged in their child's educational journey.
- **Progress Reports:** We issue frequent reports to parents on their children's progress. These reports provide detailed insights into academic performance and areas for growth, keeping parents well-informed and involved.
- **Access and Engagement:** We provide reasonable access to staff and create opportunities for parents to volunteer and observe classroom activities. This open-door policy strengthens the school community and allows parents to be actively involved in their child's education.
- **Communication:** We ensure regular, two-way, meaningful communication between family members and school staff. Our communication efforts include using languages that family members understand, ensuring inclusivity and clarity in all interactions.

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

Missouri Learning Standards:

The school offers workshops, informational sessions, and resources to explain the Missouri Learning Standards, ensuring parents understand what their children are expected to learn at each grade level.

Missouri Assessment Program (MAP):

Parents receive guidance on the MAP assessments, including information on test formats, scores, and how to interpret results. The school may also organize workshops to help parents support their children in preparing for these assessments.

Local Assessments:

<p>The school communicates details about local assessments, including their purpose, timing, and how results are used to gauge student progress. Parents are informed about opportunities to discuss these assessments with teachers and understand their child's performance.</p> <p>Monitoring a Child's Progress: Parents are provided with tools and strategies to monitor their child's academic progress, including access to online platforms where they can view grades, attendance, and teacher feedback. Additionally, the school offers parent-teacher conferences twice per year and progress reports quarterly to facilitate ongoing communication.</p> <p>Working with Educators: The school encourages and facilitates collaboration between parents and educators to enhance student achievement. This may involve setting up regular meetings with teachers, offering workshops on effective communication strategies, and providing resources for parental involvement in their child's learning journey.</p>
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>Our school provides materials and training opportunities to help parents work with their children to improve achievement through a variety of channels. This includes workshops, informational sessions, and online resources tailored to parents' needs and schedules. Additionally, we offer access to educational materials, such as reading lists, practice exercises, and educational games, to support learning at home. Our aim is to empower parents with the tools and knowledge they need to actively engage in their child's education and foster academic success.</p>
<p>How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?</p>
<p>The school educates its personnel on the importance of parental contributions and collaboration through comprehensive training programs. These programs aim to highlight the value and utility of parental involvement in students' education. Teachers, specialized instructional support personnel, principals, and other leaders receive guidance on reaching out to parents, effective communication strategies, and fostering equal partnerships. This approach ensures that all staff members understand and appreciate the vital role parents play in supporting student success.</p>
<p>How does your school implement and coordinate parent programs, and build ties between parents and the school?</p>
<p>Our school implements and coordinates parent programs through various initiatives aimed at fostering strong ties between parents and the school community. We host regular workshops, seminars, and informational sessions to engage parents in their child's education and development. These programs cover topics such as academic support strategies, parenting skills, and navigating the school system. Additionally, we utilize technology platforms, such as a dedicated school website and social media channels, to provide parents with updates, resources, and opportunities for involvement. Our school also encourages parent participation in decision-making processes through advisory committees led by our FCS, and volunteer opportunities. Furthermore, we prioritize open communication channels, including newsletters, email updates, and parent-teacher conferences, to ensure parents are informed and involved in their child's academic journey. By implementing these programs and strategies, we aim to build strong partnerships between parents and the school, ultimately enhancing student success and well-being."</p>
<p>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.</p>

To foster parental involvement, our school plans to coordinate and integrate various programs and activities. We will establish parent resource centers that provide educational materials and tools to help parents support their children's learning at home. Additionally, we will offer workshops and training sessions on curriculum standards, assessments, and strategies for monitoring and supporting student progress. Title 1.A meetings will focus on engaging parents in their children's education and providing them with essential resources. Collaborative events, such as curriculum nights and family literacy nights, will involve parents in the learning process and allow interaction with teachers. We will also collaborate with local organizations to offer additional support and resources to families. Regular updates via newsletters, school websites, and social media will keep parents informed and engaged. Starting in the 2024-2025 school year, we will create a parent focus group to enhance involvement and gather feedback. By integrating these initiatives, we aim to support and encourage parents to actively participate in their children's education.

Accessibility Assurance

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:

- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

- Parents and family members who have limited English proficiency: We ensure that all communications, including meetings and written materials, are available in multiple languages to accommodate non-English speaking families.
- Parents and family members with disabilities: We provide necessary accommodations, such as accessible meeting locations, sign language interpreters, and other assistive technologies, to ensure full participation.
- Parents and family members of migratory children: We make special efforts to reach out to and include families of migratory children, providing them with relevant information and support tailored to their unique needs.
- Provides information and school reports in a format and language parents understand: We ensure that all school reports and informational materials are presented in clear, understandable formats and translated into the primary languages spoken by our families.

Summary Statements

Summary of the Strengths

Our strengths include:

- Strong coordination between parental involvement programs and other initiatives, such as parent resource centers, enhancing parental engagement in children's education
- Strategic alignment of resources to create a cohesive support system for parents, maximizing effectiveness and avoiding duplication of efforts
- Availability of various tools and opportunities for parents to actively participate in their children's educational journey
- Integration of parental involvement programs with existing resources, fostering better communication and collaboration among stakeholders

Summary of the Weaknesses

Weakness Relative to the School Context and Organization:

- Utilization of ILAs as classroom teachers in second grade and special education roles for the past two years, potentially affecting instructional quality.
- Time-management challenges due to ELA block requirements and resource usage, impacting preparedness for grade-level writing.
- Loss of the reading specialist position leading to a restructuring of small group instruction, potentially affecting student support.

Summary of the Needs

Carver has made significant strides in several areas, particularly in mathematics education and technological integration. The implementation of strong curriculum resources like enVision SAVVAS and MDIS, along with the provision of enrichment opportunities and one-to-one technology access, has bolstered student learning experiences. Additionally, the utilization of a supplemental instruction teacher and regular PLC meetings has enhanced instructional practices and collaboration among staff.

However, there are notable areas for improvement, including the presence of ILAs serving as classroom teachers, time-management challenges related to ELA instruction, and the loss of the reading specialist position affecting small group instruction

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. Hiring Certified Staff: Prioritize the recruitment of a certified special education teacher and a second-grade teacher to fill existing vacancies. These additions will strengthen the instructional team and better support diverse student needs

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|---|
| <p>2. Enhancing Small Group Instruction: Implement programmatic shifts to optimize small group instruction, particularly in ELA. This may involve revising the ELA block schedule to accommodate structured grade-level appropriate writing preparation and providing additional support through the hiring of an additional supplemental instruction teacher</p> |
| <p>3. Sustainable academic improvements in literacy achievement including reading, language, and writing.</p> |

What date did you and your School Planning Committee Complete Section 2? _____

SECTION 3

The Goals and the Plan

The Goals and the Plan

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

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

GOAL 1: SENSE OF BELONGING

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

Leadership Plan

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

Priorities:

1. Effective implementation of Ron Clark House System
2. Building Community through Scheduled Morning Meetings

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Ron Clark House System

Implementation Plan

Action Steps

30 Days:

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- School PBIS Matrix

- Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support

House System:

- Launch the Ron Clark House System with an all-school assembly to introduce the houses and their significance.
- Organize initial house meetings where students learn their house chant, motto, and values.
- Begin incorporating house points into daily classroom routines to encourage participation.

Morning Meetings:

- Establish a daily morning meeting schedule across all grade levels, with a focus on building community and setting a positive tone for the day.
- Provide teachers with a structured framework and sample activities to facilitate effective morning meetings.
- Conduct initial training for teachers on the goals and structure of morning meetings.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> • Counselor, Social Worker • Principal, AIC • Leadership Team Members • Student Support Team Members • Classroom Teachers 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ RCA App

60 Days:

House System:

- Implement cross-grade buddy activities where students from different houses mentor each other, fostering relationships and teamwork.
- Begin monthly Celebrating Character events, recognizing students who exemplify core values within their houses.
- Organize the first house competition, integrating academic and physical challenges to build house spirit.

Morning Meetings:

- Introduce thematic weeks in morning meetings (e.g., kindness week, respect week) aligned with school core values.
- Begin monthly check-ins with teachers to share best practices and challenges in conducting morning meetings.
- Involve students in leading parts of the morning meetings to increase engagement and ownership.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Counselor, Social Worker ▪ Principal, AIC ▪ Leadership Team Members ▪ Student Support Team Members ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations

90 Days:

House System:

- Conduct a mid-term review of the House System’s effectiveness with staff and student feedback to refine strategies.
- Plan and execute a large-scale house event (e.g., talent show, quiz competition) to further build camaraderie and competition.

<ul style="list-style-type: none"> Start a mentorship program where older students in each house support younger students academically and socially. <p>Morning Meetings:</p> <ul style="list-style-type: none"> Implement student-led discussions or presentations during morning meetings, allowing them to share ideas or projects. Organize inter-class morning meeting collaborations to promote school-wide unity. Begin assessing the impact of morning meetings on student behavior and academic engagement through teacher feedback and observation. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Counselor, Social Worker Principal, AIC Leadership Team Members Student Support Team Members Classroom Teachers 	<ul style="list-style-type: none"> RCA App Districtwide PBIS Matrix PBIS Districtwide Bus and Building Expectations
Funding Source(s)/ Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> Panorama Ed Survey Platform <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> Salary and benefits associated with Academic Instructional Coach (Title) \$2000 for professional development books and resources for staff (Title/Comprehensive) Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB) Funds for RCA App for small school (\$1,800) 	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				

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)
- Really Great Reading (RGR) 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

- Staff PD - RGR for foundational literacy skills instruction in KG-5th grade.

Observation and Feedback

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

Implementation/Monitoring

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

Monitoring Student Progress

- Administer Star Reading beginning of year Assessment
- Administer RGR beginning of year assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student digital tracking tools for Star Reading and RGR
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ School Leadership Team ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA myView (K-5) ▪ STAR Renaissance ▪ Monthly Staff PD Schedule ▪ Instructional Leadership Team Schedule ▪ Weekly data meeting schedule and facilitation support ▪ RGR Platform

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/Continue 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.
- 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 RGR 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
- 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

- CBM (bi-weekly)
- RSP (bi-weekly)
- Star Progress monitor
- 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 RGR program.
- Use progress monitoring data to identify students who may need additional support and adjust phonics groups accordingly.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ School Leadership Team ▪ Classroom Teachers & Support Staff 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources ▪ Supplemental Teacher ▪ RGR Platform

90 Days:

Professional Development

- Provide additional professional development for teachers as needed to maintain high fidelity in RGR program implementation.
- Incorporate LETRS principles into ongoing professional development and instructional feedback.

Observation and Feedback

- Conduct comprehensive observations to ensure that the Gradual Release Model is being effectively utilized across all classrooms.
- Provide targeted feedback and celebrate successful implementation, highlighting exemplary practices in academic conversations and complex text engagement.
- Continue to observe phonics instruction and provide feedback, focusing on the fidelity of RGR program implementation.
- Provide coaching for teachers as needed to maintain high fidelity in RGR program implementation.
- Begin to integrate LETRS concepts into classroom observations and feedback, particularly in literacy instruction.

Implementation/Monitoring

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.
- Observations and lesson plans will consistently reflect high-quality use of the Gradual Release Model and academic conversation strategies.
- Teachers will demonstrate proficiency in the Instructional Design Framework, evidenced through PLC discussions, lesson plans, and classroom practice.

Monitoring Student Progress

- Administer Star Reading middle of year assessment
- Review phonics intervention data and adjust instructional strategies based on student progress.
- Summarize and analyze end-of-quarter assessment data, including phonics and ELA assessments, to evaluate the overall impact of instructional strategies on student achievement.
- Use data to set new goals for further refinement and continued growth in literacy and academic conversation skills.
- Conduct goal setting conferences with students.

Person(s) Responsible	Resources
<ul style="list-style-type: none">▪ School Leadership Team▪ District MTSS Coordinator▪ Identified Classroom Teacher	<ul style="list-style-type: none">▪ STAR Renaissance▪ MTSS Implementation Plan▪ Resources for classrooms to implement service learning and support of other staff/community resources▪ RGR Platform
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none">▪ <i>District-wide initiatives will be funded by the central office.</i><ul style="list-style-type: none">○ Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)	

- Academic Competitions
- **For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):**
 - Salary and benefits associated with Supplemental Support Teacher (Title/Comprehensive)
 - \$10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute, Solution Tree conferences, ASCD, Innovative Schools Conference, etc. (Title/Comprehensive)
 - \$5,000_RGR Platform

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District’s Transformation 4.0 Plan
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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	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts ○ Instructional Design Framework and Math Lesson Plan Internalization Protocol
Implementation Plan	
Action Steps	
<p>30 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations ▪ Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD ▪ Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ 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. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs. ▪ Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process. ▪ Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement. ▪ Observation data will show initial attempts at implementing the Gradual Release Model, with a focus on structured dialogue and academic discussions. ▪ Assign all students in grades 2-5 Reflex accounts and provide framework for use during class ▪ Lesson plans will begin to reflect alignment with the Instructional Design Framework and Math Lesson Plan Internalization Protocol <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Administer Star Math beginning of year Assessment ▪ Review and analyze baseline assessment data to identify trends and student needs. ▪ Establish initial student digital tracking tools for Star Math ▪ Conduct goal setting conferences with students 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ School Leadership Team 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance

<ul style="list-style-type: none"> ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Explore Learning Platform ▪ Weekly data meeting time and facilitation support 				
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Provide additional professional development on enhancing structured dialogue and academic discussions, focusing on strategies such as questioning techniques, peer discussions, and using mathematical language. ▪ Facilitate follow-up training sessions to address challenges and further refine lesson planning using the Instructional Design Framework and Internalization Protocol <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ 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 <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue. ▪ Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics. ▪ Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps. Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons. ▪ Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Use student work samples and dialogue records to assess the quality of academic discussions and their impact on understanding complex math concept. ▪ Use Daily Quick Checks to monitor student mastery of focused lesson standard ▪ Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards ▪ Review Reflex data and make adjustments to small groups 					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Person(s) Responsible</th> <th style="width: 50%; padding: 5px;">Resources</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 1068 1089 1269"> <ul style="list-style-type: none"> ▪ School Leadership Team ▪ Classroom Teachers & Support Staff </td> <td data-bbox="1094 1068 1990 1269"> <ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Instructional time and teacher professional development to implement mathematics tasks ▪ Professional development time for classroom teachers and support staff ▪ Supplemental Support Teacher </td> </tr> </tbody> </table>		Person(s) Responsible	Resources	<ul style="list-style-type: none"> ▪ School Leadership Team ▪ Classroom Teachers & Support Staff 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Instructional time and teacher professional development to implement mathematics tasks ▪ Professional development time for classroom teachers and support staff ▪ Supplemental Support Teacher
Person(s) Responsible	Resources				
<ul style="list-style-type: none"> ▪ School Leadership Team ▪ Classroom Teachers & Support Staff 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Instructional time and teacher professional development to implement mathematics tasks ▪ Professional development time for classroom teachers and support staff ▪ Supplemental Support Teacher 				
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Provide additional professional development for teachers as needed <p>Observation and Feedback</p>					

- Conduct comprehensive observations to ensure that the Gradual Release Model is effectively utilized across all math classrooms.
- Provide ongoing feedback and celebrate successful practices, highlighting examples of high-quality academic discussions and structured dialogues in math

Implementation/Monitoring

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement

Monitoring Student Progress

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

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ School Leadership Team ▪ District MTSS Coordinator ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ Funds for professional development and release time for teacher engagement and collaboration ▪ Explore Learning Platform

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 I, Comprehensive, Other):*
 - \$3,745.77__Explore Learning Platform

(What date did you and your School Planning Committee Complete Section 3? _____)

Brandon Clay

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