

Columbia Elementary School Accountability Plan

2024-2025



The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the [SLPS Transformation 4.0 Plan](#), which support the Continuous Improvement Theory of Action:

Pillar 1: The District creates a system of excellent schools

Pillar 2: The District advances fairness and equity across its system

Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's [Transformation 4.0 Plan](#)



24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	March 12, 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	May 16, 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): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> X School	Name of LEA: St. Louis Public Schools Name of School: Columbia Elementary School School Code: 4420	Check if appropriate <input checked="" type="checkbox"/> X Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date: June 1, 2024		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: Columbia Elementary will be relentless in providing rigorous and robust learning experiences for all students that will empower them to become strategic and independent thinkers who compete globally.		
School Vision: Columbia Elementary will be restored to its original prominence as an integral part of the community by partnering with all stakeholders, empowering students and making academics, attendance and character education our priority.		
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 _____ 		

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	Tiffany D. Houston		tiffany.houston@slps.org 314-533-2750
Family Community Specialist (if applicable)	Ebony Davis		ebony.davis2@slps.org
SPED Staff (if applicable)	Piper Seling		piper.seling@slps.org
ISS/PBIS Staff (if applicable)	Chantell Thompson		chantell.thompson@slps.org
Teacher	Annette Smith-Rockett		annette.smith-rockett@slps.org
Teacher	Joann Brewer-Clemons		joann.brewer@slps.org
Parent	Danielle Gardner		danielle.gardner@slps.org
Parent	Eva Hemphill		eva.hemphill@slps.org
Support Staff	Leanna McCurry		leanna.mccurry@slps.org
Community Member/Faith Based Partner	Robin Boda		robin@hopeeducationstl.org
Network Superintendent	Dr. Shaimeka Humphrey		shaimeka.humphrey@slps.org 314-337-3815

What date did you and your School Planning Committee Complete Section 1? _____ March 12, 2024 _____

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	207	Enrollment remained steady with 200+ during the 2023-2024 school year.
Grade Level Breakdown	P3 – 11 P4 – 29 KG – 32 1 st – 17 2 nd – 34 3 rd – 28 4 th – 29 5 th – 27	Students who attend Columbia range in age from 3 through 12 years old. KG has the largest classroom, with 32 students. All other grade levels saw a slight increase from the previous school year or has remained steady from cohort to cohort.
Ethnicity	99% – African American 1% – Hispanic	The majority of students identify as African American, reflecting the demographics of the neighborhood.
Attendance	ADA – 86% 90/90 – 45.8%	Due to the high mobility rate, students who are in transition (homeless), or have chronic health issues, tend to have a higher absentee rate, which has adversely affected attendance as well as affected student achievement.
Mobility	15.9%	The mobility rate remains a significant concern as our families are transient, with many identifying as homeless or in transition. Columbia did see a 7% decrease in mobility in the 2023-2024 school year.
Socioeconomic status	Free and Reduced Lunch – 100%	Columbia students qualify for additional programs due to their socioeconomic status. Due to high levels of need, our students bring additional needs to school daily; many have housing and food instability, resulting in attendance and transportation challenges. Many have experienced significant trauma, which affects how they are able to engage in learning. Columbia has several community partnerships, who support students and families with meeting needs related to food insecurity, health, wellness, and school climate.
Discipline	0 suspensions	Columbia Elementary School team works closely with students and families to build strong and positive relationships. Teachers and staff work together to make sure that all students are safe throughout the

		school day. This includes weekly social and emotional support, student check-ins, home visits, and parent meetings.
English Language Learners/LEP	2 students – 1%	Two students have been identified as English as a Second Language students and receive services from an ESOL teacher who meets with them virtually on a weekly basis. The ESOL staff member will continue to work with the students throughout the 2024-2025 school year.
Special Education	17 students – 8%	One Special Education Teacher supports self-contained students and resource students. Two para-educators have been assigned to support the students with the greatest needs. The percent of students receiving special education services has remained the same since 2023-2024 school year.

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: 299.7		MPI: 381	There has been a greater focus on reading proficiency through foundation skills building, small group support, and push-in/pull out to support high quality grade level instruction.
Math	MPI: 256.1		MPI: 370	New teachers are still developing skills in implementing high quality math instruction through following the instructional framework, planning for misconceptions, and gradual release for independent practice.
Science	MPI: 289.9		MPI: 372	Science performance increases slightly.

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	14%	20%			100%	Reading data is based on 2 nd -5 th grade students. Reading data has shown small increases consistently year over year. .
STAR Math	20%	16%			100%	Math data is based on 2 nd -5 th grade students. Growth is more evident in K-1.
DRDP (PreK)						

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

Curriculum and Instruction <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
Data Type	Current Information
Learning Expectations	<ul style="list-style-type: none"> • myView • Pre-K Three Cheers for Literacy • Envision • MyWorld (Savvas) • Mystery Science <p>A focus of the 2023-2024 school year has been:</p> <ul style="list-style-type: none"> • 3rd grade reading/writing • curriculum implementation, focusing on MyView and Envision, particularly as it relates to scaffolding grade level instruction for students • implementing the district’s curriculum resources with fidelity • weekly data meetings and professional development attendance/participation
Instructional Programs	<p>Curriculum:</p> <ul style="list-style-type: none"> • Missouri Learning Standards <p>Curriculum Resources:</p> <ul style="list-style-type: none"> • Pk-5th – Savvas MyView ELA • K-5th – EnVision 2.0 Math • K-5th – Renaissance Learning

	<ul style="list-style-type: none"> • K-5th – MySci • K-5th – Social Studies Social and Emotional Learning – ReThinkEd
Instructional Materials	<ul style="list-style-type: none"> • Missouri Learning Standards • Access to teacher edition’s for Savvas and Envision curriculum resources • Student workbooks for Savvas and EnVision curriculum resources • Pacing Guides • MySci Kits Technology Software Licenses (Raz-Kids Reading A-Z, IXL, etc.)
Technology	<ul style="list-style-type: none"> • 1-1 iPads • Subscriptions and licenses for Freckle, MyOn, Successmaker, etc • Smartboard/Promethean board in every classroom
Support personnel	1.0 – Academic Instructional Coach 1.0 – Building Learning Associate 1.0 – Elem School Secretary 1.0 – Elementary Counselor 2.0 – Early Childhood Teacher Assistant 1.0 – In-School Suspension Monitor 0.5 – Library Aide 1.0 – Licensed Practical Nurse 1.0 – Reading Teacher 0.7 – Social Worker 2.0 – Special Education Instructional Care Aide 1.0 – Family Community Involvement Specialist
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	<ul style="list-style-type: none"> • 15 Professional Development Day built into schedule (district, site-based, network) • Weekly Team Meetings • Staff Meetings • Consultant Teachers and building mentors assigned to 1st and 2nd year teachers • Professional Development Academy for all Instructional Learning Associates

Staff Certification	<ul style="list-style-type: none"> 63 % of teaching staff are certified <table border="1" data-bbox="667 318 1549 800"> <thead> <tr> <th>Grade Level</th> <th># of Teachers</th> <th>Certification Notes</th> </tr> </thead> <tbody> <tr> <td>Pre-K</td> <td>2</td> <td>Certified</td> </tr> <tr> <td>KG</td> <td>1</td> <td>1 Non-Certified (ILA)</td> </tr> <tr> <td>1st</td> <td>1</td> <td>1 Non-Certified (ILA)</td> </tr> <tr> <td>2nd</td> <td>2</td> <td>1 Certified 1 Non-Certified (ILA)</td> </tr> <tr> <td>3rd</td> <td>2</td> <td>Certified</td> </tr> <tr> <td>4th</td> <td>2</td> <td>Certified 1 Non-Certified (ILA)</td> </tr> <tr> <td>5th</td> <td>2</td> <td>2 Non-Certified (ILA)</td> </tr> <tr> <td>Related Arts</td> <td>3</td> <td>2 Certified 1 Non-Certified (ILA/PE)</td> </tr> <tr> <td>Special Education</td> <td>1</td> <td>1 Non-Certified (ILA)</td> </tr> </tbody> </table>	Grade Level	# of Teachers	Certification Notes	Pre-K	2	Certified	KG	1	1 Non-Certified (ILA)	1 st	1	1 Non-Certified (ILA)	2 nd	2	1 Certified 1 Non-Certified (ILA)	3 rd	2	Certified	4 th	2	Certified 1 Non-Certified (ILA)	5 th	2	2 Non-Certified (ILA)	Related Arts	3	2 Certified 1 Non-Certified (ILA/PE)	Special Education	1	1 Non-Certified (ILA)
Grade Level	# of Teachers	Certification Notes																													
Pre-K	2	Certified																													
KG	1	1 Non-Certified (ILA)																													
1 st	1	1 Non-Certified (ILA)																													
2 nd	2	1 Certified 1 Non-Certified (ILA)																													
3 rd	2	Certified																													
4 th	2	Certified 1 Non-Certified (ILA)																													
5 th	2	2 Non-Certified (ILA)																													
Related Arts	3	2 Certified 1 Non-Certified (ILA/PE)																													
Special Education	1	1 Non-Certified (ILA)																													
Staff Specialist and other support staff	<p>1.0 – Academic Instructional Coach 1.0 – Elementary Counselor 2.0 – Early Childhood Teachers 1.0 – In-School Suspension Monitor 0.5 – Library Aide 1.0 – Reading Teacher 0.7 – Social Worker 1.0 – Special Education Teacher 1.0 – Family Community Involvement Specialist</p>																														
Staff Demographics	<ul style="list-style-type: none"> 93% Females 7% Males 79% African American 21% Caucasian 																														

School Administrators	1 – Elementary School 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?

Columbia Elementary provides all parents with a Student Compact that states the agreement between the parent, student, and homeroom teacher. It lists all the responsibilities for the current year. The compact is a document that is signed by all parties and the principal. We provide our parents with this information at the beginning of the school year during registration. Parents are also invited and expected to come to our Title 1 meetings that are held once each semester to obtain the agreement, and at our Spring Review and Revision where they can voice concerns and present any changes or suggestions.

What are the strengths of family and community engagement?

We have very good relationships with our families rooted in trust. Programs and events organized by the school have been well-received this school year. Parents are welcomed into the building. Community members and families have donated time, clothes, school supplies, and have attend every event at Columbia. Columbia works hard to promote community engagement among our students as well. At times, transportation has been a current barrier to strengthening family and community relationships.

What are the weaknesses of family and community engagement?

For many parents, providing transportation to/from Columbia to attend some events have been challenging

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

Columbia would like to foster additional partnerships with nonprofits and agencies positioned to provide social and emotional support to students/families. Columbia would like to boost the online footprint to build a stronger brand and open more channels for communication and engagement. Numerous families have experienced financial hardships that many end up in transitional situations, incarceration and experience substance abuse. Our community could benefit from additional programs that will assist families that are in transition with food, job opportunities, clothing, childcare and other resources.

Policy Involvement

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

Parents are notified in a timely manner and given the opportunity to attend the Bi-Annual Title 1 meetings offered in the fall and spring semesters. Meetings discuss parent's right to know, school compact, parent involvement plan, and student achievement. Also in the Spring, parents are invited to attend the Review and Revision planning meeting. In this meeting, changes are made to the parent compact, if warranted, and a discussion of strengths and weaknesses, as well as academic achievement. Parents can voice their concerns and recommendations at both meetings.

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

Parents are invited to all meetings to provide input for school improvement. Parents are also given surveys to provide input for school improvement.

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

At the beginning of the school year (fall), parents are invited to attend a Title I meeting. The second Title I informative meeting is scheduled during the 3rd quarter (spring). During both meetings, school academic data is shared with the parents, including plans for increasing student achievement and overall school effectiveness within the school and community. Timely information about the Title I.A. program is provided to parents and families via. Notification to families is given out multiple ways:

- Email
- School Newsletter (Eagle Enquirer)
- School Reach (Robo calls)
- Flyers
- ClassDojo

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

Columbia provides explanations of curriculum, assessments, and MAP achievement levels to parents and families via:

- Open House
- Parent – Teacher Conferences
- School Newsletter (Eagle Enquirer)

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 are conducted twice per year in the first and third quarters of the school year. Parents are informed of their child's progress via district progress reports and STAR assessment progress monitoring data. Parent participation is encouraged through volunteering, supporting classroom field trips, and other initiatives. Staff are available to meet with parents in person regarding their child's progress by scheduling an appointment during the teacher's planning time, via email, or via TEAMS/Zoom meetings.

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

- The school compact is shared with families during registration in August
- Parent-Teacher Conferences are conducted once each semester
- Quarterly progress reports, quarter report cards, and semester report cards are provided.
- Staff are available to families via telephone at school, district-provided email addresses, and for scheduled parent-teacher conferences. In addition to predetermined conferences, staff may meet with families during their planning period, or before/after school.
- All staff utilize Class Dojo as a communication tool in addition to those listed above.

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

We offer Open House to assist families in having all the available information regarding the school year. At Open House, families are invited to visit their child's classrooms to gain hands-on experiences in their child's learning environment and hear strategies for collaborating at home.

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

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

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

Ties between parents and the school are built through building positive relationships. The family and community specialist implements and coordinate parent programs. Parents have the opportunity to conference with any staff member regarding the progress of their child and all families are invited to attend all events.

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.

Resources for families are located inside the family and community specialist's office and the parent resource board directly outside office. Families are also encouraged to participate in a variety of school activities through information given in the school newsletter, webpage and ClassDojo.

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

Columbia Elementary has open communication with the SLPS ESOL Bilingual Migrant Program office and rely on their supports for limited English, migratory children and providing reports in specific languages. Columbia also has expectations aligned with IDEA and ADA to support individuals with disabilities.

Summary Statements

Summary of the Strengths

- Student mobility rate decreased
- 0 Suspensions (Discipline Infractions)
- Teacher/Staff Attendance Rate
- Teacher/Staff Retention Rate
- Community Partners
- All grade levels displayed growth on both STAR Reading and Math district assessments
- Materials available to students and teachers digitally Pre K – 5th
- Technology for grades PK– 5th
- Up-to-date curriculum plans/guides
- High staff participation response rates reflected on Panorama Survey
- Met goal of 80% or more teacher retention last school year
- Staff race reflects the population served
- parent communication (phone calls, text messages, emails, conferences, etc.)
- parents and families have a positive perspective of Columbia
- social media (ClassDojo)
- developed strong relationships with community partners
- increased the number of community partners
- parent participation in school events and field trips

Summary of the Weaknesses

- Low Attendance Rate
- High student mobility
- Rate of growth is not fast enough to close existing achievement gaps
- High quality Tier 1 Instruction
- Pacing
- Teachers are still developing skills in the areas of scaffolding instruction, the gradual release of instruction, as well as using data to drive instruction
- Vacancies in support personnel positions
- High number of Instructional Learning Associates (non-certificated teacher of record)
- staff vacancies
- attendance at academic events (buy-in)
- transportation needed for attendance if outside of school hours
- parents' timely responsiveness to communication
- parents need additional support with understanding the academic expectations and rigor at every grade level

Summary of the Needs

- Additional Certified Teachers
-due to the lack of candidates, Columbia has incorporated the “Grow Your Own” strategy. This strategy specifically focuses on hiring substitutes who are working toward their teacher certification
- Universal Testing
-to recruit more students who qualify for gifted services
- Community Partners
-continue to work with our community partners to broaden the scope of what we can provide to our families
- Research and revamp attendance team protocols
-develop ways to increase attendance of students
- Transportation
-Consistent bus transportation or backup transportation to get students to school when busses are not running, particularly SPED students and students not eligible to ride in a cab
- Recruitment/Marketing
- -Enrollment campaign
- More Certified Teachers
- Commit to intensive reading interventions throughout the entire school year
- Fully integrate guided reading into daily practice as a school

- More professional development for teaching team in guided reading/math instruction
- Develop a framework for Data Team Meetings that focuses on deeper on data and to utilize that data to “drive” instruction
- Aim to fill all vacancies in support personnel positions
- Tier 1 instruction best practices will be an area of focus next school year
- Digging deeper into the data through a more structured Data Team Meeting protocol
- Improving foundational literacy skills will assist students in accessing grade-appropriate text
- On-going professional development to understand how all curriculum resources should be implemented to provide best results and greatest student growth
- Leveled libraries are needed in classrooms for all grades
- 100% of staff vacancies for 2024-2025 filled by June 30, 2024
- Increase the number of certified teachers
- Aim to retain at least 85% of teaching staff

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. Growing student academic achievement and teacher performance through data teams and coaching.
2. Professional Development focused on implementing equitable, rigorous, high quality tier 1 instruction, with a high rate of student success for ELA and math instruction.
3. Increase school wide attendance percentages in ADA and 90/90 for the 2024-2025 school year.

What date did you and your School Planning Committee Complete Section 2? _____ May 16, 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:

<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
--	---	---	--	---

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. Establish, implement, and actively maintain attendance protocols
2. Establish, implement, and maintain PBS protocols to support a positive school culture and climate

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- RethinkEd Social Emotional Learning

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

<p>Observation and Feedback</p> <ul style="list-style-type: none"> Social emotional learning lessons including <i>RethinkEd</i> are implemented in classrooms for twenty minutes on the first day of each week. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support. Continue schoolwide daily Morning Meetings to promote positive behavior and core values. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> Students establish goals for the 2024-2025 school year. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Principal, Assistant Principal & AIC Leadership Team Members Attendance Team Members Classroom Teachers Counselor, Social Worker & PBIS Coordinator 	<ul style="list-style-type: none"> Districtwide PBIS Matrix PBIS Districtwide Bus and Building Expectations
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> Crisis Prevention Institute (CPI) provided to all teaching staff <p>Observation and Feedback</p> <ul style="list-style-type: none"> School Counselor and Social Worker begin monthly classroom lessons utilizing <i>RethinkEd</i> materials. ISS Monitor & Principal conduct regular review of discipline referral data to refine classroom supports. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> School Counselor & Social Worker receive ReThink curriculum training School counselor begins classroom lessons using the ReThink curriculum and other Character Strong resources Regular review of discipline data to refine classroom supports Continue celebrating Students of the Week Quarterly recognition of scholars meeting/exceeding or improving academically and socially <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> School Counselor & Social Worker receive ReThink curriculum training School counselor begins classroom lessons using the ReThink curriculum and other Character Strong resources Regular review of discipline data to refine classroom supports Continue celebrating Scholars of the Month Quarterly recognition of scholars meeting/exceeding or improving academically and socially 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Leadership Team Members 	<ul style="list-style-type: none"> Time allocated for school activities

<ul style="list-style-type: none"> ▪ Student Support Team Members ▪ School Secretary & Family Community Specialist ▪ School Counselor & Social Worker ▪ Classroom Teachers ▪ Instructional Leadership Team Members ▪ 	<ul style="list-style-type: none"> ▪ Resources to implement cross-age buddy activities ▪ Professional development for student support team members ▪ Access to <i>RethinkEd</i> curriculum resource
<p><u>90 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Staff meeting on interpreting data <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Frontline ▪ Walk Through Data ▪ Formal Observations <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Panaroma Data <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Mid-Year Data Review as part of SST and Attendance Team process. ▪ Mid-Year Celebration of students achieving academic and behavioral goals first semester. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Administrator ▪ Academic Instructional Coach ▪ School Change Team ▪ Teachers 	<ul style="list-style-type: none"> ▪ Frontline ▪ Create a calendar of classroom visits ▪ Dojo Access ▪ SIS Data/Reports ▪ Panorama Access
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 1, 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) 	

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

	<ul style="list-style-type: none"> ○ ELA Collaborative Lesson Planning Protocol (PLCs) <ul style="list-style-type: none"> ▪ UFLI Supplemental Phonics Program ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers
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 ▪ 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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Weekly Data Team meetings led by focused on standards-based lesson planning and data analysis initiated. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Teacher self-assessment of instructional model completed. ▪ STAR Reading BOY Assessment ▪ Initial implementation of UFLI for foundational literacy skills instruction in KG-5th grade. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading BOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Instructional 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) / myPerspectives (6-8) ▪ STAR Renaissance
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation ▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation 	

Observation and Feedback

- Classroom observations and feedback for Gradual Release & SLPS High Quality Instructional Design elements.
- Initial observations and feedback of UFLI implementation conducted with MTSS Coordinator.

Implementation/Monitoring

- Savvas professional development contract approval and job-embedded professional development dates identified.
- Hold first semester grade level parent literacy workshops.

Monitoring Student Progress

- Reading Success Plans initiated and plan for progress monitoring established as part of weekly data meetings.
- Review progress of weekly curriculum writing prompts and supplemental support resources (i.e. Lakeshore) as part of weekly data meetings.
- Review of project-based inquiry internalization and student work for Units 1 & 2 as part of weekly data meetings.

Person(s) Responsible

- Professional Development Department
- Director of Academic Instructional Coaches
- Academic Instructional Coaches
- District MTSS Coordinator

Resources

- [SLPS Collaborative Lesson Planning Protocol](#)
- [SLPS Gradual Release Rubric](#)

90 Days:**Professional Development**

- UFLI professional development for identified teachers.
- Provide additional PD for teachers based on observations (GR Model, UFLI Phonics, MTSS Strategies)

Observation and Feedback

- Classroom observations and feedback for Gradual Release & SLPS High Quality Instructional Design elements.

Implementation/Monitoring

- Continue data team meetings to plan reteach via direct instruction or guided discourse
- Continue PLCs to reinforce PD and LPIPs
- Implement Ready for Kindergarten program for P4 scholars and parents

Monitoring Student Progress

- STAR Reading MOY Assessment
- Analyze phonics intervention data and make appropriate adjustments based on data

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ School Leadership Team ▪ Teachers ▪ Test Coordinator 	<ul style="list-style-type: none"> ▪ STAR Renaissance
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 ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> -Resources for at-home libraries and literacy practice (Comprehensive) (\$2,000) -Writing supplemental resources (journals, composition books, chart paper, markers) (Comprehensive Budget) (\$700) -Cost associated with staff participation to conferences (Solution Tree, ASCD, Unbound Ed Standards Institute, Innovating Schools Conference, etc. (Title, Comprehensive) (\$10,000) -Resources for academic nights for families (Title I/Comprehensive) (\$2,000) -Resources for Ready for Kindergarten parent meetings (GOB/Title) (\$500) -Ready for Kindergarten Kits (Central Office) 	

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

30 Days:

Professional Development

- Leader PD - Gradual Release Model and Academic Conversations
- Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD
- Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation

Observation and Feedback

- Provide feedback on math lesson plan delivery areas of strength and growth

Implementation/Monitoring

- Analyze baseline data to identify priorities in lesson planning during PLCs
- Lesson plans demonstrate alignment with the Instructional Design Framework

Monitoring Student Progress <ul style="list-style-type: none"> STAR Math BOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Professional Development Department Curriculum Specialists Academic Instructional Coaches Principal Teachers 	<ul style="list-style-type: none"> SLPS Instructional Vision for Academic Excellence SLPS High Quality Instructional Design Savvas enVision Math (K-8) STAR Renaissance
60 Days: Professional Development <ul style="list-style-type: none"> Refresher PD on Academic Monitoring based on observation data Observation and Feedback <ul style="list-style-type: none"> Conduct classroom observations to observe math instruction specifically focused on GR Model and Academic Conversations, Total Participation Techniques Identify best practices and provide coaching for teachers who need additional support in facilitating Implementation/Monitoring <ul style="list-style-type: none"> Analysis of student data during PLCs-Data Team meetings to drive next steps in instruction (reteach protocols) Monitoring Student Progress <ul style="list-style-type: none"> STAR Math progress monitoring Student/Teacher Math SMART goal conferences 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Professional Development Department Curriculum Specialists Academic Instructional Coaches Principal Teachers 	<ul style="list-style-type: none"> SLPS Gradual Release Rubric Math Specialist PD for teachers on an as-needed basis to improve mathematics instruction
90 Days: Professional Development <ul style="list-style-type: none"> Additional PD as needed for teachers based on observation feedback and request Observation and Feedback	

- Conduct observations focused on the GR Model and Academic Monitoring utilization in all math classrooms

Implementation/Monitoring

- Continue reviewing student work during PLCs and WDM to make changes to instruction based on student need

Monitoring Student Progress

- STAR Math MOY Assessment
- Student/Teacher Math SMART goal conferences

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Principal ▪ Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ Funds for additional PD
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 (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> ▪ Math manipulatives and resources to support math instruction (Comprehensive) (\$1,200) ▪ Cost associated with staff participation to conferences (Solution Tree, ASCD, Unbound Ed Standards Institute, Innovating Schools Conference, etc. (Title, Comprehensive) (\$10,000) <ul style="list-style-type: none"> ○ Resources for academic nights for families (Title I/Comprehensive) (\$2,000) 	

(What date did you and your School Planning Committee Complete Section 3? ___September 27, 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

