Froebel Accountability Plan

2024-2025

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

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

Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan

24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; **2024-2025** Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	**September 20, 2024**
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		**September 27, 2024**
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1
School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ **LEA** ✓ **School**	**Name of LEA: St. Louis Public Schools** **Name of School: Froebel Elementary School** **School Code:0466**	**Check if appropriate** ☐ **Comprehensive School** *****Requires a Regional School Improvement Team** ☐ **Targeted School** ✓ **X Title I.A**
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: We are committed to inspiring students to achieve and take ownership for their learning and behavior.		
School Vision: Students will be engaged in critical thinking, reading and writing across the curriculum.		
One plan may meet the needs of a number of different programs. Please check all that apply. ✓ **Title I.A School Improvement** ☐ **Title I.C Education of Migratory Children** ☐ **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** ☐ **Title II.A Language Instruction for English Learners and Immigrant Children** ☐ **Title IV 21st Century Schools** ☐ **Title V Flexibility and Accountability** ☐ **Individuals with Disability Education Act** ☐ **Rehabilitation Act of 1973** ☐ **Carl D. Perkins Career and Technical Education Act** ☐ **Workforce Innovation and Opportunities Act** ☐ **Head Start Act** ☐ **McKinney Vento Homeless Assistance Act** ☐ **Adult Education and Family Literacy Act** ☐ **MSIP** ☐ **Other State and Local Requirements/Needs** _____		

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

School Planning Committee			
Position/Role	**Name**	**Signature**	**Email/Phone Contact**
Principal	Tim Craig	*Tim Craig*	Timothy.craig@slps.org
Academic Instructional Coach	Anne Thomas	*Anne Thomas*	Anne.Thomas@slps.org
Family Community Specialist (if applicable)	Patrica Costello		Patricia.Costello@slps.org
SPED Staff (if applicable)	Donna Horton		Donna.horton@slps.org
Teacher	Audrey Tomlin		Audrey.Tomlin@slps.org
Teacher	Christina Nolan		Christina.Nolan@slps.org
Parent	Shakara McCoy		Shakara.McCoy@slps.org
Parent			
Support Staff	Jennifer Buwalda		Jennifer.buwalda@slps.org
Community Member/Faith Based Partner	David Godbout		dgbout@gmail.com
Network Superintendent	Angela Glass		Angela.Glass@slps.org
Other			

What date did you and your School Planning Committee Complete Section 1? _____4/22/24_____

SECTION 2

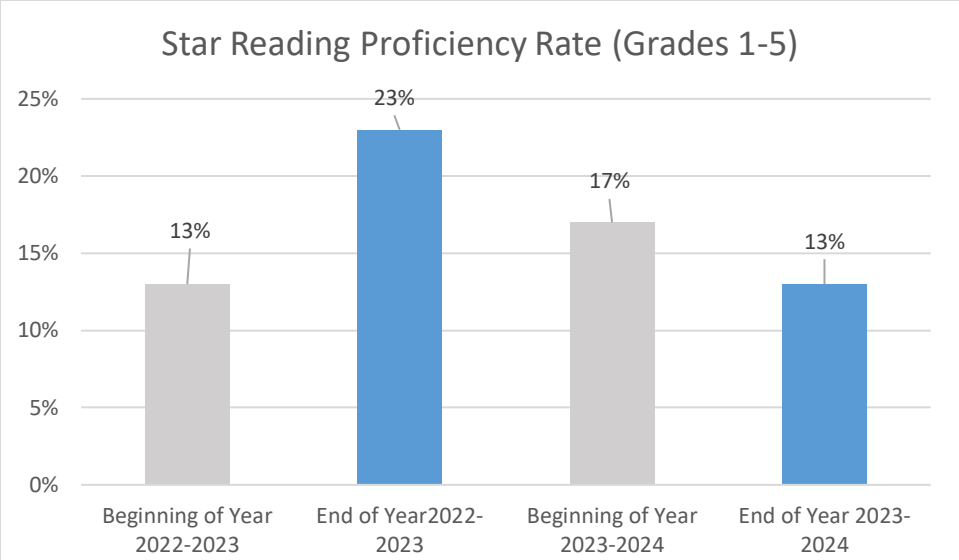
Comprehensive Needs Assessment

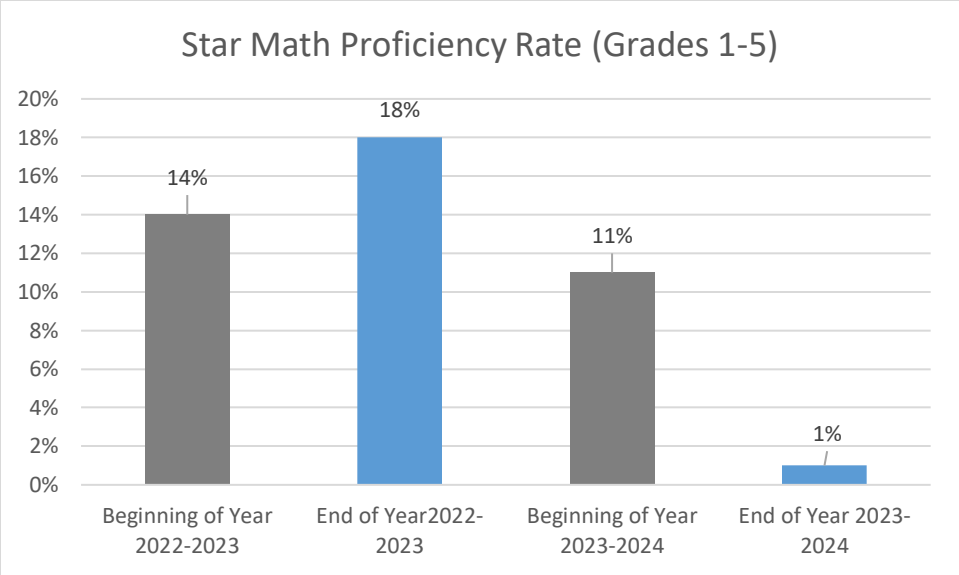
Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	169	Student enrollment has steadily increased each year. Both K-5 and Pre K enrollment has shown growth
Grade Level Breakdown	PK- 38 Kindergarten-25 1st Grade- 20 2nd Grade- 22 3rd Grade- 14 4th Grade- 21 5th Grade- 24	
Ethnicity	Black or African American 87.5% White- 5.4 % Hispanic- 2.3% Asian- 1.2 % Indian-1.8% P- 1.2% M-.5%	The schools demographics reflect those of the surrounding neighborhood.
Attendance	90/90- 48.9% ADA- 87.5	The 90/90 attendance rate has seen a slight increase since the 2022-2023 school year.
Mobility	32.1%	
Socioeconomic status	100%	
Discipline	.011	
English Language Learners/LEP	4 Students	
Special Education	16.5%	The special education population at Froebel Elementary has increased due to several factors. One key reason is the addition of an Integrated Pre-K classroom, which serves multiple students receiving special education services. Additionally, the Early Childhood Special Education (ECSE) classroom is now at full capacity, unlike in previous years. Currently, three cross-categorical teachers provide support to students across Kg-5th.

Student Achievement- State Assessments *(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)*				
Goal Areas	**22-23 performance**	**23-24 performance**	**24-25 Goals**	**Explanation/Rationale for Current Performance**
ELA	306.8	2 of 58 students Proficient/ Advanced	330 MPI	
Math	255.4	0 students Proficient/Advanced	275 MPI	
Science	328.6	1/25 students proficient	350 MPI	
Social Studies				
CCR				
WIDA ACCESS (Progress Indicator)				
WIDA ACCESS **(Proficiency Indicator)**				

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	13%	23%	17%	13%	100% Proficient and Advanced	The average student at Froebel grew 0.6 years in reading during the 23-24 school year according to Star. Nearly half of our students are showing low growth and low proficiency. Targeted support will be provided to students/teachers in this area. This data indicates a need for teacher support in our 2nd (ILA) and 3rd

						(BLA) grade. It reflects the current 2nd graders who also were taught by an ILA in the previous academic year.
STAR Math	14%	18%	11%	1%	100% Proficient and Advanced	The average student at Froebel grew 0.8 years in reading during the 23-24 school year according to Star. Over half of our students are showing low growth and low proficiency. Targeted support will be provided to students/teachers in this area. This data indicates a need for teacher support in our 2nd grade (ILA).
DRDP (PreK)	53%	99%	81%	96%		
ELL Benchmark Assessment- Speaking *EL students only						
ELL Benchmark Assessment- Writing *EL students only						


Star Reading Proficiency Rate (Grades 1-5)
25%
20%
15%
10%
5%
0%
13%
23%
17%
13%
Beginning of Year 2022-2023
End of Year2022-2023
Beginning of Year 2023-2024
End of Year 2023-2024


Star Math Proficiency Rate (Grades 1-5)
20%
18%
16%
14%
12%
10%
8%
6%
4%
2%
0%
14%
18%
11%
1%
Beginning of Year 2022-2023
End of Year2022-2023
Beginning of Year 2023-2024
End of Year 2023-2024

Curriculum and Instruction ***(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)***	
Data Type	**Current Information**
Learning Expectations	A focus of the 2023-2024 school year has been high-quality curriculum implementation, focusing on MyView and Envision and Priority & GE Standards
Instructional Programs	Envision Math, MyView, Freckle, MyOn
Instructional Materials	Textbooks and Curriculum Guide
Technology	iPads, Laptops, Smartboards, Computer lab
Support personnel	Academic Instructional Coach Family Community Specialist Counselor Administrative Assistant
High Quality Professional Staff ***(How are you ensuring that all students are taught by a high-quality teacher?)***	
Data Type	**Current Information**
Staff Preparation	***2024-2025 Froebel Elementary PD Focus: Making Instruction Affirming and Meaningful for Students*** ***• Ongoing reflection on school values & personal missions*** ***• MyView & Envision curriculum implementation*** ***• Scaffolding instruction & unfinished learning*** ***• Academic Conversations*** ***• Standards-based grading*** ***• Restorative practices*** ***• Intrinsic motivation*** ***• Weekly data team meetings are held each Wednesday with a focus on lesson internalization.***
Staff Certification	5 of 12 Teachers are fully certified
Staff Specialist and other support staff	Academic Instructional Coach Family Community Specialist Guidance Counselor

	ISS Monitor Administrative Assistant 2 teacher's aide Part-Time Library Aide
Staff Demographics	Our Staff identifies as follows: 12 Black Females/ 2 Black Males 6 White Females/ 4 White Males
School Administrators	Mr. Tim Craig

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?
Froebel obtains agreement of parents during the Title I Informational meeting and by sending a copy of the parent and family engagement policy home with students. Parents sign and return the agreement, ensuring that they have read and understood the policy.
What are the strengths of family and community engagement?
Strengths are communications between staff and parents during Title I Informational meeting, communication via phone calls, special monthly meetings and newsletters and maintaining up-to-date contact information for reaching parents.
What are the weaknesses of family and community engagement?
A weakness is parent participation at school functions, parent-teacher conferences, and other activities.
What are the needs identified pertaining to family and community engagement?

Needs identified are incentivizing attendance at events and helping resolve transportation issues that often prevent parents from participating in events.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are invited to be involved in the planning, review, and improvement in the Title I Informational meeting, as well as via newsletters,Phone Calls, and invitations of parents to attend other school meetings.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are invited to be involved in the planning, review, and improvement at the Title I Informational meeting via newsletters, Phone Calls, emails inviting parents to attend meetings.
How is timely information about the Title I.A program provided to parents and families?
Title I Informational meeting, Newsletter, School Website, Phone Calls
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
During Title I Informational meeting, Newsletter, School Website, Phone Calls, Family Literacy and/or Math Nights, Parent Teacher Conferences

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

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

What are the ways in which all parents will be responsible for supporting their children's learning?
SLPS Parents will support of academic achievement includes but may not be limited to the following. · Make sure my child is in school every day possible and on time; · Check that homework is completed including reading for 30 minutes per night; · Monitor and limit screen time; · Volunteer in my child's classroom/school when possible;

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

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

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

· Notify school of all absences as they occur.

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

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

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

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

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

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

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

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

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

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

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

Please provide assurance that the school is:

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

School Capacity for Involvement

How does the school provide assistance to parents in understanding the following items?

- Missouri Learning Standards
- Missouri Assessment Program
- Local Assessments
- How to monitor a child's progress
- How to work with educators to improve the achievement of their children

Family Community Specialist and school leader provide information to families during Title I Annual Informational meeting. Teachers meet with parents.

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

Title I Annual Informational meeting and workshops for parents are provided throughout the year.

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?

School provides regular professional development for staff.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
By telephone, parent teacher conferences, parent engagement events, newsletters, emails, report cards, home visits, school-initiated meetings, parent-initiated meetings, website announcements.
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.
Invite community partners to present at parents' meetings, allow community partners to host tables during parent teacher conferences and family event held at the school, regular communication about opportunities available to families using social media, school website and flyers. Create a list of available partners and programs for parents.
Accessibility Assurance
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: ✓ Parents and family members who have limited English proficiency ✓ Parents and family members with disabilities ✓ Parents and family members of migratory children ✓ Provides information and school reports in a format and language parents understand

Summary Statements

Summary of the Strengths
Family and Community Engagement initiatives showcase strengths in sponsoring informative parent workshops, fostering accessibility through an open-door policy for school leaders and teachers, and facilitating seamless communication channels via phone calls, emails, and text messages. Our teaching staff consistently implements grade-level instructional resources and actively seeks feedback and support. Teachers have participated in ongoing professional development in ELA and Math at the school level, along with receiving differentiated group support.

Summary of the Weaknesses

Teachers require additional professional development and support to deliver instruction that is affirming and relevant to students' identities and experiences.

In the 2024-25 academic year, Froebel will prioritize areas identified as needing improvement based on the assessment data from 2023-24. Our overarching mission is to provide comprehensive support to students, fostering academic, social, and emotional growth.

The procedures established by the Attendance Team have been effective in addressing the root causes of attendance concerns, but both the Attendance and Student Support Teams need to further refine these procedures and evaluate the effectiveness of the caseload mode

Summary of the Needs

Teachers require ongoing instructional support in implementing the ELA and Math curriculum, with a particular focus on scaffolding grade-level content for students who are significantly below grade level.
Additional support is also needed for teachers to effectively utilize district curriculum programs and make content relevant and affirming for students.
Students who are reading significantly below grade level will receive additional support from a Reading Intervention Teacher/Supplemental Reading Teachers will work with individuals and small groups to improve reading skills.
Continued support from Counselor and Social Worker will ensure a team-based approach to addressing students' social-emotional needs.

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. **Professional Development:** Establishing a structured plan for professional development and coaching to provide ongoing support and feedback to teachers, focusing on instructional practices and strategies for differentiation; Providing professional development for teachers focused on improving math content knowledge, pedagogy, and instructional strategies; Offering professional development for teachers on effective writing and reading instruction, including phonics, fluency, vocabulary, and comprehension strategies.
2. **Reading:** Continuing to work on evidence-based reading instruction, writing, and literacy interventions; Providing additional support and resources for students reading below grade level, such as intervention programs and tutoring.

3. **Math**: Ensuring access to high-quality math resources that align with standards and support differentiated instruction; Implementing targeted intervention programs for students who are struggling in math, including small group instruction and ongoing progress monitoring.

What date did you and your School Planning Committee Complete Section 2? _____4/22/24_____

SECTION 3

The Goals and the Plan

The Goals and the Plan

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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership

Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING

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

Leadership Plan

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

Priorities:

1. Creating systems to establish a clear focus on attaining student achievement goals: Establish specific, achievable student achievement goals for each testing period, communicated clearly to both students and teachers. Use student-led data tracking and teacher-student data conferences to inform instructional planning and track progress. Hold stakeholders accountable for goals and foster a culture of continuous improvement.

2. Establishing a Positive Culture and Climate: Foster a supportive and collaborative environment where teachers and staff feel valued, respected, and motivated to grow. Emphasize the importance of mutual respect, open communication, and a shared commitment to continuous improvement. Provide opportunities for teachers to collaborate, share best practices, and celebrate successes, creating a culture of trust and camaraderie. Foster a supportive and inclusive environment for students that prioritizes their diverse needs, celebrates their achievements, and promotes positive relationships among students and staff.

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
- PBIS Matrix
- Staff meeting to identify mentor/mentee
- Goal Setting
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Continue practice of school-based leadership team and staff committees
- Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support.
- Begin schoolwide assemblies to promote positive behavior
- Social emotional learning lessons implemented in classrooms.
- Students establish goals for the 2024-2025 school year

Person(s) Responsible	Resources
▪ Principal ▪ **Aic** ▪ **Leadership Team Members** ▪ **Attendance Team Member** ▪ **Classroom Teachers**	▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations

- Begin monthly Celebrating incentives aligned with school core values.
- School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.
- Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students.
- Conduct regular review of discipline referral data to refine classroom supports.
- Implement student-led conferences with students during October/March parent teacher conferences.

Person(s) Responsible	Resources
▪ **Principal** ▪ **Student Support Team** ▪ **Classroom Teachers**	▪

90 Days:

- 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
▪ **Principal** ▪ **Classroom Teachers** ▪ **FCS** ▪ **Counselor/ Social Worker**	▪

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

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

- ***For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):***
  - 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 (GOB)
  - Funds for student incentives (GOB)

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

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

GOAL 2: READING

By May 2025,

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

- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

Reading Plan

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

Priorities:

Pre-K, Elementary, and Secondary:

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

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: o Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks o Instructional Design Framework and ELA Lesson Plan Internalization Protocol o ELA Collaborative Lesson Planning Protocol (PLCs) ▪ Supplemental Phonics Program: UFLI Phonological Awareness Program

Implementation Plan

Action Steps

<u>30 Days:</u>

Professional Development

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

Observation and Feedback

- Conduct classroom walkthroughs to gather baseline data on current instructional practices related to gradual release, specifically looking for guided practice and student led discussions around complex text.
- Provide initial feedback focused on identifying strengths and areas for growth.
- Schedule 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.

- 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.

Monitoring Student Progress

- STAR Reading BOY Assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Conduct goal setting conferences with students

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

60 Days:

Professional Development

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

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪	▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric

90 Days:

Professional Development

- Provide additional professional development for teachers as needed to maintain high fidelity in UFLI program implementation.
- Provide Small Group professional development.

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 UFLI program implementation.
- Provide coaching for teachers as needed to maintain high fidelity in UFLI program implementation

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

- STAR Reading MOY Assessment

Person(s) Responsible	Resources
▪ Instructional Leadership Team ▪ Identified Classroom Teacher	▪ STAR Renaissance

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

- ***District-wide initiatives will be funded by the central office.***
  - Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)

- Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
- Academic Competitions

- ***For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):***
  - Approx. $1500 for replacement classroom rugs (GOB)
  - $2000 for literacy kits and materials for family literacy workshops (Title)
  - Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title)

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

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

GOAL 3: MATH

By May 2025,

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

Mathematics Plan:

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

Priorities:

1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.

2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources: o Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts o Instructional Design Framework and Math Lesson Plan Internalization Protocol

Implementation Plan

Action Steps

30 Days:

Professional Development

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

Observation and Feedback

- Conduct classroom walkthroughs to observe current practices in math instruction, particularly looking for opportunities where structured dialogue and student discussions can be enhanced.
- Provide initial feedback focused on identifying strengths and areas for grow

Implementation/Monitoring

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement. Observation data will show initial attempts at implementing the Gradual Release Model, with a focus on structured dialogue and academic discussions.

Monitoring Student Progress

- STAR Math BOY Assessment
- Goal Setting conferences with students

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Classroom Teachers	▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance

60 Days:

Professional Development

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

Observation and Feedback

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

Implementation/Monitoring

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

Monitoring Student Progress

- Use student work samples and dialogue records to assess the quality of academic discussions and their impact on understanding complex math concept.
- CFU to monitor student mastery of focused lesson standard.

Person(s) Responsible	Resources
▪ Instructional Leadership Team ▪ Classroom Teachers & Support Staff	▪ SLPS Gradual Release Rubric ▪ Professional development time for classroom teachers and support staff

<u>90 Days:</u>

Professional Development

- Provide additional professional development for teachers as needed to.

Observation and Feedback

- 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.

Monitoring Student Progress

- STAR Math MOY Assessment
- Conduct goal setting conferences with students

Person(s) Responsible	Resources

▪ Instructional Leadership Team ▪ Classroom Teacher	▪ STAR Renaissance
Funding source(s) / Cost to Support Implementation of Strategy	
▪ ***District-wide initiatives will be funded by the central office.*** o Tier 1 Instructional Tools (enVision Math K-8) o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) o Academic Competitions ▪ ***For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*** o	

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

*Tim Craig*_____ _____**9/26/2024**_____

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**