

GRISCOM 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:

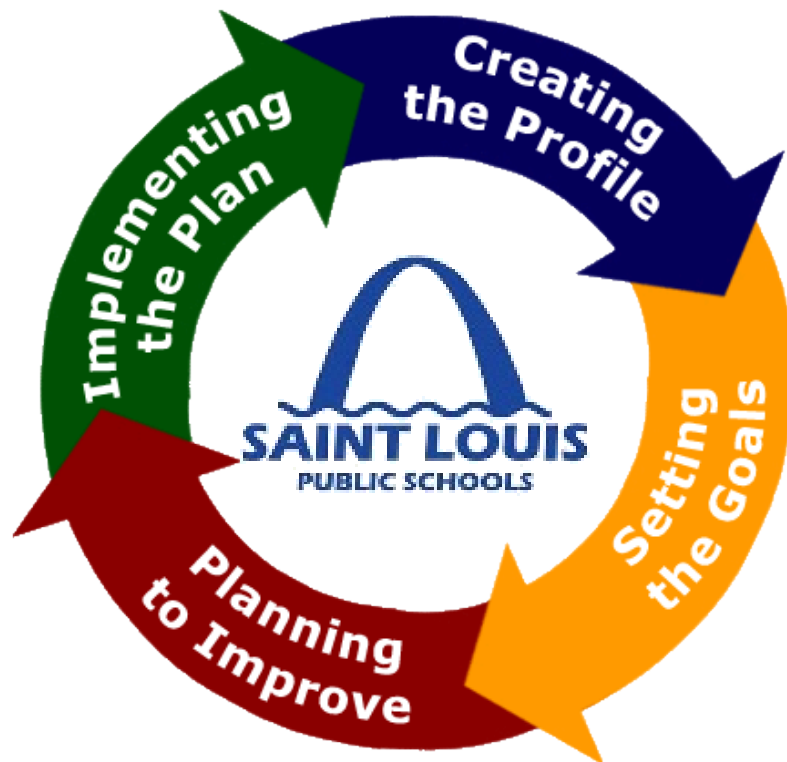
Pillar 1: The District creates a system of excellent schools

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	
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): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: School Code:	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission:		
School Vision:		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

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

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Bobby Edwards		Bobby.edwards@slps.org
Assistant Principal (if applicable)	N/A		
Academic Instructional Coach	N/A		
Family Community Specialist (if applicable)	N/A		Angela.djones@slps.org
ESOL Staff (if applicable)	N/A		
SPED Staff (if applicable)	Amanda Marshall		Amanda.marshall@slps.org
ISS/PBIS Staff (if applicable)	N/A		
Teacher	Greg Lidell		Greg.lidell@slsps.org
Teacher			
Parent			
Parent			
Support Staff	Kimberly.scales@slps.org		Kimberly.scales@slps.org
Community Member/Faith Based Partner	Min. Rapheal Rogers		Raphal.rogers@slps.org
Network Superintendent	Dr. Tonya Bailey		Tonya.bailey@slps.org
<i>Other</i>	N/A		

What date did you and your School Planning Committee Complete Section 1? _____ 9/18/24 _____

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment	30 Updated total Admission	
Grade Level Breakdown	5, 12 th graders 8, 11 th graders 11, 10 th graders 4, 9 th graders 1, 8 th grader 1, 7 th grader	
Ethnicity	Black	
Attendance	100%	
Mobility		
Socioeconomic status		
Discipline		
English Language Learners/LEP		
Special Education	50% of total population	

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				
Math				
Science				
Social Studies				
CCR				
WIDA ACCESS (Progress Indicator)				
WIDA ACCESS				

(Proficiency Indicator)				
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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						
STAR Math						
DRDP (PreK)						
ELL Benchmark Assessment- Speaking *EL students only						
ELL Benchmark Assessment- Writing *EL students only						

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	
Instructional Programs	
Instructional Materials	
Technology	
Support personnel	
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	
Staff Certification	
Staff Specialist and other support staff	
Staff Demographics	
School Administrators	

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?
The school collaborates with the Juvenile Detention Center and various DJO's to communicate with parents and caregivers. Parent also attend PTO conferences where they are informed about various polices.
What are the strengths of family and community engagement?
n/a
What are the weaknesses of family and community engagement?
n/a
What are the needs identified pertaining to family and community engagement?
n/a

Policy Involvement

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

Parents are involved in the planning during parent teacher conferences and through communication from the detention center.

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

Parent-teacher conferences and specific programs focused on parent and family engagement are held. Parents receive timely phone calls and letters regarding valuable information and updates. There is a high mobility rate of student population, therefore parents tend to change depending on the student tenure.

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

Parents will receive information during parent teacher conferences and will continue to receive letters regarding valuable information and updates.

What are the methods and plans to explain curriculum, assessments and MAP achievement levels to parents and families?

Parents are provided updated regarding curriculum, assessment, and student performance during parent teacher conferences. Information is also shared with the JDC to further communicate with parents.

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

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

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

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

Parent teacher conferences are held to update parents on their children's learning. Parents receive timely phone calls and letters regarding valuable information and updates. Parent Teacher conferences are held in accordance with SLPS district calendar. Parents and families are included in conferences and follow up meetings to ensure students enroll in their assigned school.

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: Ensure teachers receive high quality professional development opportunities.

- 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

Parent teacher conferences are held to update parents on their children's learning. Parents receive timely phone calls and letters regarding valuable information and updates. Parent Teacher conferences are held in accordance with SLPS district calendar. Parents and families are included in conferences and follow up meetings to ensure students enroll in their assigned school.

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

The school remains committed to ensuring parents receive timely communication about their students' performance. During conferences and through coordination with the detention center, the school will work with parents to provide materials.

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?

The teachers will provide ongoing training to teachers to ensure they partner appropriately and effectively with parents.

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

The teachers will provide ongoing training to teachers to ensure they partner appropriately and effectively with parents.

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.

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

Strength: School partners with the JDC to work with parents. They collaborate with Griscom weekly. We also follow up with parents after a student is released.

Summary of the Weaknesses

Weaknesses: Due to the students being incarcerated, parents can only visit a maximum of three times per week.

Summary of the Needs

Need: School needs protected Wi-Fi access and lack of technological infostructure.

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. Continue too invest in staff training through relying on best practices for professional development Oppurtunites.**
- 2. Partner with local organizations to assist with providing programs and services with a focus on Behavioral and SEL. Support.**
- 3. Partner with the JDC & District to formalize a plan for technology with inference on restricted Wi-Fi for students learning.**

What date did you and your School Planning Committee Complete Section 2? 9/18/24

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:

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

GOAL 1: SENSE OF BELONGING

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

Leadership Plan

Based on your needs assessment and evaluation, our two areas of growth are improving culture and climate and quality of professional development for staff.

Priorities:

1. Providing high-level-quality professional development to teachers.
2. Becoming an effective instructional leader.

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- School PBIS Matrix
- Staff meeting to identify mentor/mentee

Observation and Feedback <ul style="list-style-type: none"> ▪ PBIS Carousel Implementation/Monitoring <ul style="list-style-type: none"> ▪ Pre-Survey (student and teacher) Monitoring Student Progress <ul style="list-style-type: none"> ▪ Weekly check-ins 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Culture & Climate Coordinator 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
60 Days: Professional Development <ul style="list-style-type: none"> ▪ Mini Lessons on Club Pamoja Observation and Feedback <ul style="list-style-type: none"> ▪ Observation checklist by administration Implementation/Monitoring <ul style="list-style-type: none"> ▪ Teacher Survey Monitoring Student Progress <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
90 Days: Professional Development <ul style="list-style-type: none"> ▪ Staff meeting on interpreting data Observation and Feedback <ul style="list-style-type: none"> ▪ Implementation/Monitoring <ul style="list-style-type: none"> ▪ Post Survey Monitoring Student Progress <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
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> 	

- Panorama Ed Survey Platform

▪ **For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):**

- Salary and benefits associated with Academic Instructional Coach (Title)
- \$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
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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:

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 (6-8) and myPerspectives (9-12)
 ELA Instructional Resources:
 - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
 - Instructional Design Framework and ELA Lesson Plan Internalization Protocol
 - ELA Collaborative Lesson Planning Protocol (PLCs)
- [Insert] Supplemental Phonics Program
- LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan

Action Steps

30 Days:

Professional Development

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

Observation and Feedback

-

Implementation/Monitoring

-

Monitoring Student Progress

- STAR Reading BOY Assessment

Person(s) Responsible

- Professional Development Department
- Curriculum Specialists
- Director of Academic Instructional Coaches
- Academic Instructional Coaches

Resources

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- Savvas ELA myView (6-9) / myPerspectives (9-12)
- STAR Renaissance

60 Days:

Professional Development

<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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ CBM (bi-weekly) ▪ RSP (bi-weekly) ▪ Star Progress monitor 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric
<p><u>90 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ STAR Renaissance
<p>Funding source(s) / Cost to Support Implementation of Strategy</p> <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 (6-9) and myPerspectives (9-12) 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 I, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

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				
<p>GOAL 3: MATH By May 2025,</p> <ul style="list-style-type: none"> - 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. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
<ol style="list-style-type: none"> 1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition. 2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations. 				
Evidence-based strategies	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts ○ Instructional Design Framework and Math Lesson Plan Internalization Protocol 			

Implementation Plan

Action Steps

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

-

Implementation/Monitoring

-

Monitoring Student Progress

- STAR Math BOY Assessment

Person(s) Responsible

Resources

- Professional Development Department
- Curriculum Specialists
- Academic Instructional Coaches

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- Savvas enVision Math (6-12)
- STAR Renaissance

60 Days:

Professional Development

-

Observation and Feedback

-

Implementation/Monitoring

-

Monitoring Student Progress

-

Person(s) Responsible

Resources

-

- [SLPS Gradual Release Rubric](#)
-

90 Days:

Professional Development

-

Observation and Feedback <ul style="list-style-type: none"> ▪ 	
Implementation/Monitoring <ul style="list-style-type: none"> ▪ 	
Monitoring Student Progress <ul style="list-style-type: none"> ▪ STAR Math MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<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 (enVision Math 6-12) ○ 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> <ul style="list-style-type: none"> ○ 	

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

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