

Humboldt Academy of Higher Learning 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:

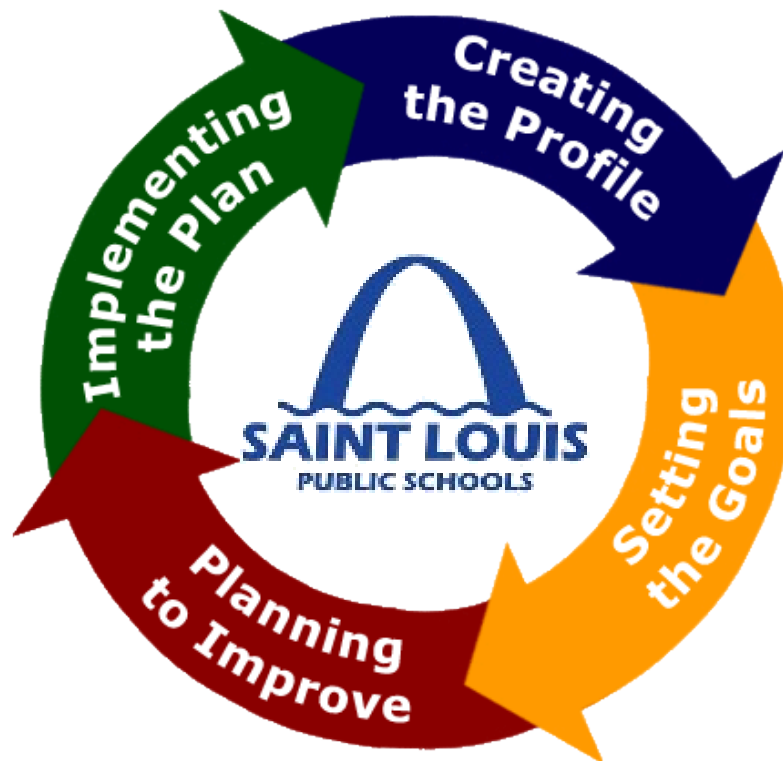
Pillar 1: The District creates a system of excellent schools

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	September 20, 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	September 20, 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"/> School	Name of LEA: St. Louis Public Schools Name of School: Humboldt Academy of Higher Learning School Code: 4960	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> Title I.A
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: To develop life-long learners with strong character by fostering autonomy, facilitating a sense of belonging, and cultivating competence through a constructivist approach.		
School Vision: Humboldt Academy of Higher Learning serves as a model for excellence in student academic achievement and character development.		
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	Belinda Quimby		Belinda.Quimby@slps.org
Academic Instructional Coach	Stephanie Baker	Stephanie Baker	Stephanie.Baker@slps.org
ESOL Staff (if applicable)	Elizabeth Trapp	Elizabeth Trapp	Elizabeth.Trapp@slps.org
SPED Staff (if applicable)	Kaitlynn Lowrie	Kaitlynn Lowrie	Kaitlynn.Lowrie@slps.org
ISS/PBIS Staff (if applicable)	Shon Haynes	Shonni Haynes	Shon.Haynes@slps.org
Teacher	Amy Merzweiler	Amy Merzweiler	Amy.Merzweiler@slps.org
Parent	Antoinette Foote	Antoinette Foote	toniefoote@hotmail.com
Parent	Sierra Moore-Blackmon	Sierra Moore-Blackmon	Sierra.Moore@slps.org
Support Staff	Virginia Ford	Virginia Ford	Virginia.Ford@slps.org
Community Member/Faith Based Partner	Kim Dann-Messier/Trinity Church	Kim Dann-Messier	Kimdannmessier@trinitystlouis.com
Network Superintendent	Dr. Isaac Pollack	Dr. Isaac Pollack	Isaac.Pollack@slps.org
Other			

What date did you and your School Planning Committee Complete Section 1? 04/30/2024

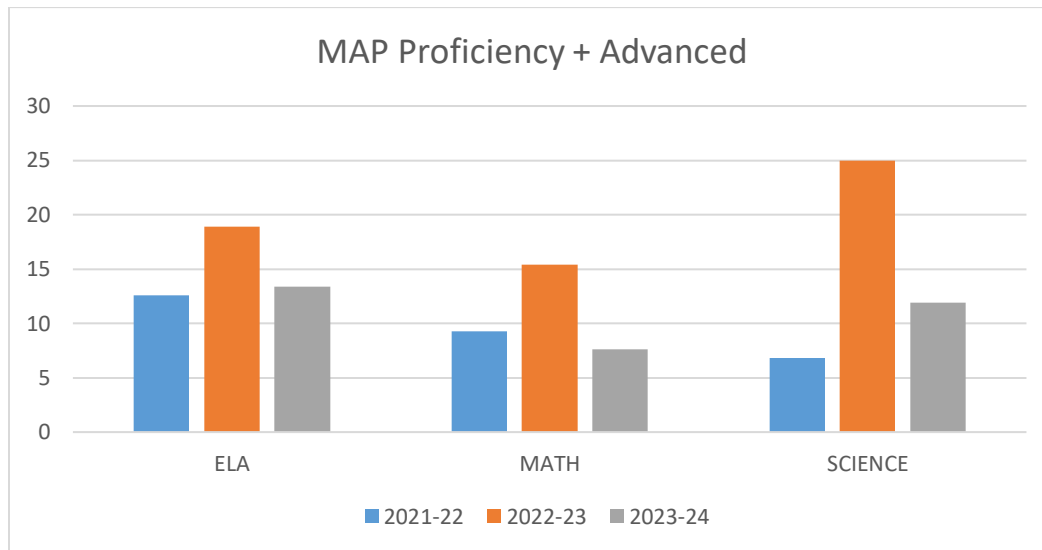
Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 9/26	108	Enrollment has been steadily declining, and we are working with K-2 schools to recruit more families.
Grade Level Breakdown	3 rd -38 4 th -30 5 th -40	Smaller class sizes for 3 rd graders, divided by three teachers verses two teachers in 4 th and 5 th grades. Our two cross-categorical SPED classes have 18 students combined.
Ethnicity	Asian: 2% (2) Black: 87% (94) Hispanic: 1% (1) American Indian: 1% (1) Multi-Racial: 1% (1) White: 8% (9)	We are hoping to increase diversity of student body to reflect the larger culture of the city.
Attendance	ADA: 92.8% 90/90: 68.1%	We are planning supports and incentives to increase attendance. Bus driver shortages negatively impacted attendance.
Mobility	6.0%	We will continue to support students and families in need and share resources as needed. Our mobility is far lower than the district average.
Socioeconomic status	100% FRL	High poverty has negative impacts on student success and correlates with increased need for supports for students inside the classroom and family supports at home.
Discipline	OSS = 0	We will focus on improving our Student Support Team and comprehensive schoolwide discipline practices infused with PBIS, trauma-sensitivity training, restorative practices, and character education.
English Language Learners/LEP	6% (7)	We have a low number of ELLs and would like to increase our efforts for recruitment.
Special Education	30% (32)	We have a high percentage of students with IEPs which impacts our STAR Reading and Mathematics growth scores, and greatly increases the need for additional support in reading instruction for the students with IEPs in the general education setting.

Student Achievement- State Assessments

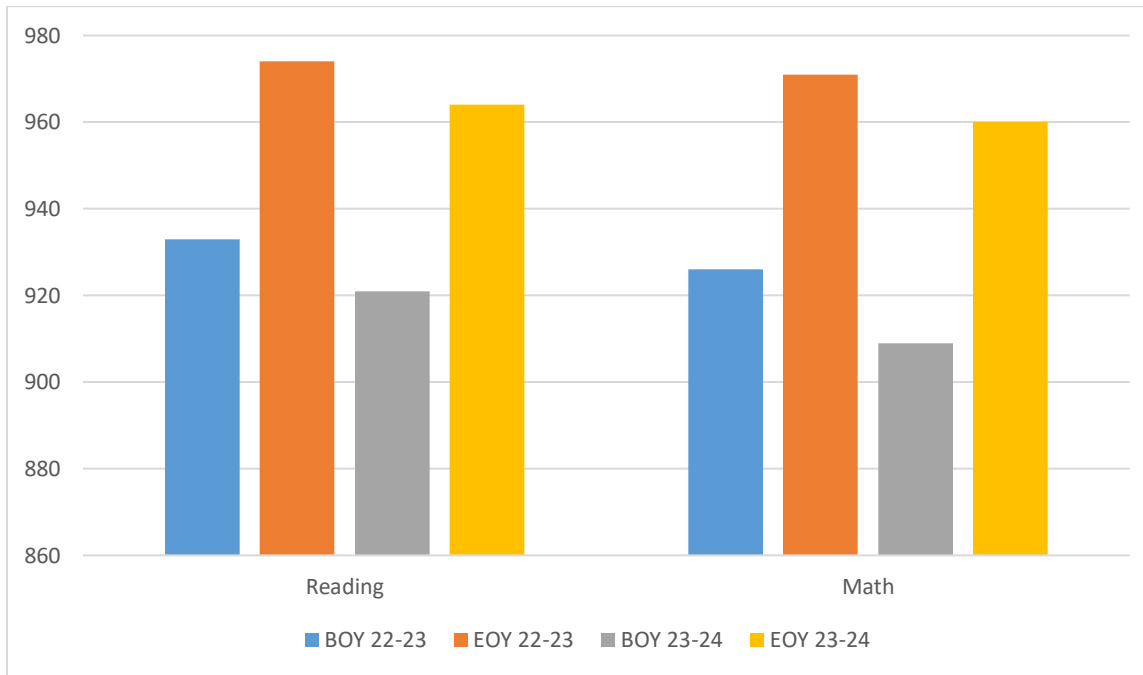
(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)

Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	MPI 338.9	Pending	MPI 381	Students' performance still reflects learning gaps acquired during the pandemic Gaps in foundational reading skills impede progress and learning at grade-level
Math	MPI 306.2	Pending	MPI 370	Students' performance still reflects learning gaps acquired during the pandemic Gaps in foundational reading skills impede progress and learning at grade-level
Science	MPI 336	Pending	MPI 372	Students' performance still reflects learning gaps acquired during the pandemic Gaps in foundational reading skills impede progress and learning at grade-level



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	25 % P/A	36% P/A	24% P/A	23% P/A	100% P/A	BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year
STAR Math	20% P/A	23% P/A	19% P/A	27% P/A	100% P/A	BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

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



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	<ul style="list-style-type: none"> • Teachers plan and implement instruction based on district’s curriculum and pacing guides. • Bulletin Board Configuration: Clear and communicated learning targets for all lessons • Goal of Success Criteria for all assessments <p>Focus on Key 3: Data-driven lesson planning and instruction, Depth of Knowledge questioning levels, Checking for Understanding using Total Participation techniques</p>
Instructional Programs	<p>ELA & Reading: MyView Literacy by SAVVAS Mathematics: Envision 2.0 Science: Mystery Science, Generation Genius Social Studies: MyWorld Interactive Targeted interventions by classroom teachers and support staff Enrichment for gifted students by Gifted Teacher</p>
Instructional Materials	<p>Leveled classroom libraries Pacing Guides Proficiency Scales MyView Literacy by SAVVAS, digital and hard copies of student workbooks District provided lesson plans for Science</p>
Technology	<p>Generation Genius Mystery Science Savvas Success Maker STAR Freckle and MyOn</p>
Support personnel	<p>Counselor, full-time Family Community Specialist, vacant Social Worker, part-time Nurse, full-time Library Aide, full-time Building Learning Associates, full-time Positive Behavior Intervention Specialist, full-time</p>
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	LETRS training – AIC and three teachers TACE – 3 rd grade teacher (2024)
Staff Certification	<ul style="list-style-type: none"> • 6/11 teachers fully certificated • 2 Certification Pathway teachers • 2 ILAs • 1 Contracted teacher • Teachers’ average years of experience: 8.6
Staff Specialist and other support staff	Part-time Gifted & Talented Teacher Part-time ESOL Teacher (virtual) Full-time Counselor Part-time Social Worker Full-time FCS (vacant) 2 full-time ILAs 4 full-time ICAs Full-time Library Aide 3 custodians
Staff Demographics	Women: 16 Men: 5 Black: 8 White: 13
School Administrators	<i>Principal</i> – 11 years with SLPS (5 as administrator, 6 as teacher), doctoral candidate, Graduate Certificate in TESOL; certificates in SIOP, Leadership Academy in Character Education, MLDS Leadership Foundations, Cognitive Coaching, RBT

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?

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 Evaluation Review and Revision where they can voice concerns and present any changes or suggestions. A parent/guardian signature is required on the signature page which agrees to terms and conditions outlined in the Parent/Student Handbook. We include the policy in the front of the Student/Family Handbook.

What are the strengths of family and community engagement?

Family and Community engagement is important to us at our school. Our Family Community Specialist conducts monthly PTO meetings with a learning component. Our parents are provided quarterly newsletters, updates, and event information on ClassDojo, and information on our school website. Each month we look forward to an increase in parental involvement with our various events. We also have dedicated community partners that contribute to our school community. Such partners include Trinity Church, Little Bit Foundation, Price-Waterhouse Coopers, Zulu St. Louis, Girl Scouts, and BWorks. Some of our families also utilize Gene Slay's Boys & Girls Club for after-school care and join sports team leagues at the YMCA. In addition, we offer After-School Academy program for families.

What are the weaknesses of family and community engagement?

Humboldt Academy is a magnet school with students from all areas of St. Louis city. For many parents, transportation to and from Humboldt Academy is challenging for events that occur during after-school hours. In addition, many of our parents need before-school care and we have not been able to provide this due to a need for staffing. We need more families to attend our events so that they feel like an important part of our school community.

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

Humboldt Academy has an open door policy. We encourage our parents to voice their needs and communicate any concerns or ideas to improve their experience at our school. Many parents are utilizing our After School Academy program, Monday-Friday from 4:30-6:30. Our families have expressed the need for a Before School Care program and transportation for the After School program. Parents have also expressed needs to have dates for events in advance to assist them in planning to attend.

Policy Involvement

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

We have our annual Information meeting in the fall and our Evaluation Review and Revision meeting every spring semester. At these meetings, parents are invited to voice their suggestions and concerns with the schoolwide plan. In addition, we ask parents to be involved in school planning all year round through PTO meetings and surveys after events
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are involved in the revision of the family engagement policy at the annual Evaluation Review and Revision meeting. The Family Community Specialist seeks and receives input from parents and works with the principal to revise documents.
How is timely information about the Title I.A program provided to parents and families?
Humboldt Academy provides a quarterly newsletter, and some teachers provide classroom updates to their students' families via email. We also have School Reach phone calls for reminders, along with flyers for each event. Also, in the beginning of the school year, we will provide a calendar to our parents with dates of meetings, school events, and holidays.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
In the fall at our Open House, we will introduce curriculum to parents. Prior to MAP Testing in the spring, we host a MAP Preview Night in which our teachers demonstrate to parents how testing is done, what it entails, share student and parent expectations, test taking tips, and general tips for parental support.

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?
<p>SLPS Parents will support of academic achievement includes but may not be limited to the following.</p> <ul style="list-style-type: none"> · 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,

<p>Please provide assurance that the school is:</p> <ul style="list-style-type: none"> ✓ 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.
<p>Parent-Teacher Conferences happen in October and March. Parents are provided progress reports mid-quarter and report cards at the end of each quarter. Parents are always welcome to visit and volunteer. The school office staff and teaching staff frequently communicate with parents and families in their preferred or native language.</p>

<p>School Capacity for Involvement</p>
<p>How does the school provide assistance to parents in understanding the following items?</p> <ul style="list-style-type: none"> - 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
<p>To help parents understand state and local assessments, we hold PTO meetings, parent teacher conferences, and supply informational letters. Parents are provided strategies and resources to help them plan for what is needed to ensure their child’s success.</p>
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>Our AIC and FCS have various tools and materials to provide parents with what they need, and assist in coordinating with the classroom teachers. Using Title I funding, these materials can be purchased solely for our parents. We plan a training element for each PTO monthly meeting.</p>
<p>How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?</p>
<p>Staff meetings, professional development, and participation in parent meetings/events. Educate staff on the benefits and emphasize the importance of parental involvement in working together for student success. Ensure teaching staff is proactive in communicating with parents through multiple means.</p>

How does your school implement and coordinate parent programs, and build ties between parents and the school?
We include community partners and PTO leaders in planning events and programming for parents. We assist them with acquiring needed resources and sometimes refer families in need to Behavioral Health Services for additional supports. The Little Bit Foundation provides us with a Market for free groceries for families, and a Boutique to supply students with needed clothing and hygiene items. We also invite families from the PK-2 feeder schools to join us at schoolwide 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.
The Family Community Specialist works to bridge the gap between the school, community, and home. Newsletters are sent home quarterly, and parents are encouraged to visit the website and join ClassDojo. We also use bulletin boards and a school calendar to share information. In addition, we hold meetings with community partners to discuss opportunities for supporting our school, and to assess the value of partner programming.
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: <ul style="list-style-type: none"> ✓ 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
Utilize ESOL Office’s Translation services. We host events on the ground floor or utilize the disabled access entrance for events. We provide translations of important documents provided by the district or upon request.

Summary Statements

Summary of the Strengths
<p>Strengths:</p> <ul style="list-style-type: none"> • Parent communication has grown a great deal at Humboldt. Parents are notified multiple ways, including personalized phone calls, mass emails, robo calls, quarterly school newsletter, SIS Portal, PTO events, and school and district handbooks. • Community Engagement has involved many community partners adding to the success for our students. For example, Trinity Church aids with supplies and events, The Little Bit Foundation that provides access to free groceries and clothing needs through the Market and Boutique, and Pricewaterhouse Coopers helped us with numerous projects to beautify the school. • Parent Involvement increased and parents assisted with the Book Fair, Trunk or Treat, Carnival Day, Field Day, and 5th Promotion • List of Community Partners:

- - CharacterPlus Way
- -Pricewaterhouse Coopers
- -Zulu St. Louis / Washington University SLAM
- - Trinity Church
- - Humboldt After School Academy Program
- - The Little Bit Foundation
- - Biking 4 Books
- - Gene Slay's Boys & Girls Club
- - Girl Scouts

Our community partnerships have helped elevate the school as a place that provides for families and remains a high quality learning institution. We have been able to offer families free groceries, clothing, shoes, winter hats and coats, and hygiene items, thanks to our partners. Our families have, in turn, volunteered for various events throughout the school year.

Summary of the Weaknesses

Weaknesses:

- **PTO Attendance** is still low but we have a small number of dedicated parents.
- **Attendance at after school events** for families that have transportation needs (Magnet school; therefore, students travel from all over the city of St. Louis)

Summary of the Needs

While we have greatly improved family and community engagement for events and support, we are still in need of a well-attended PTO.

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.

Monthly PTO meetings with parent learning component

1.

Recruit increased enrollment from Stix and Wilkinson families

- | |
|---|
| 2. |
| 3. Implement targeted intervention for foundational literacy gaps |

What date did you and your School Planning Committee Complete Section 2? April 30, 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
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership
 Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING

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

Leadership Plan

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

Priorities:

1. Promoting positive peer relationships through Jaguar Clubs, Reading Buddies, and Grade-Level Teambuilding
2. Implement weekly SEL lessons from Rethink Ed to increase students' sense of belonging, climate, and safety

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Biweekly Jaguar Clubs with 10-12 students from multiple grade-levels per club of choice
- Monthly Teambuilding in grade-level groups with Art/Music/PE teachers and Counselor/PBIS

Implementation Plan

Action Steps

30 Days:

Professional Development

<ul style="list-style-type: none"> ▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Club leader reporting on mixed grade level groups, fostering relationships and belonging ▪ Grade-level teambuilding activities focused on cooperative tasks and goals <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Monthly reports for clubs ▪ Bi-monthly observations for grade-level teambuilding <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Issuing student surveys about sense of belonging 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Culture & Climate Coordinator ▪ School Leadership Team 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
<p><u>60 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Classroom Management using PBIS protocols <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Club leader reporting on mixed grade level groups, fostering relationships and belonging ▪ Grade-level teambuilding activities focused on cooperative tasks and goals <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Monthly reports for clubs ▪ Bi-monthly observations for grade-level teambuilding <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Issuing student surveys about sense of belonging 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ School Leadership Team 	<ul style="list-style-type: none"> ▪
<p><u>90 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Self-reflections on teacher leadership in PLCs <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Club leader reporting on mixed grade level groups, fostering relationships and belonging ▪ Grade-level teambuilding activities focused on cooperative tasks and goals <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Monthly reports for clubs ▪ Bi-monthly observations for grade-level teambuilding <p>Monitoring Student Progress</p>	

<ul style="list-style-type: none"> ▪ Final Panorama Survey 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ School Leadership Team 	<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> <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				
<p>GOAL 2: READING By May 2025,</p> <ul style="list-style-type: none"> - 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. <i>Please identify two areas of focus that most align with this goal.</i>	
Priorities: Pre-K, Elementary, and Secondary: <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: <ul style="list-style-type: none"> ○ 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) ▪ UFLI: Supplemental Phonics Program ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers
Implementation Plan	
Action Steps	
30 Days: Professional Development <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 Observation and Feedback <ul style="list-style-type: none"> ▪ BBC learning targets ▪ Small group planning Implementation/Monitoring <ul style="list-style-type: none"> • Whole group and small group instruction Monitoring Student Progress <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 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design

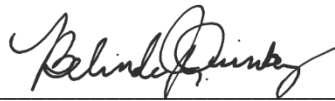
<ul style="list-style-type: none"> ▪ Director of Academic Instructional Coaches ▪ Principal and AIC 	<ul style="list-style-type: none"> ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation ▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Lesson plan implementation <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Collaborative planning in PLCs <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Students meeting learning target outcomes on exit tickets 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Principal and AIC 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ UFLI for small group instruction <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Small group instruction <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Reading success plans ▪ STAR progress monitoring <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"> ▪ Principal and AIC ▪ Teachers 	<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 I, Comprehensive, Other):</i> 	

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:				
<p>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></p>				
<p>Priorities:</p> <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. 				
<p>Evidence-based strategies</p>	<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 			

	<ul style="list-style-type: none"> ▪ Clear learning targets posted and communicated to students. ▪ Clear criteria for success on performance tasks ▪ Teachers model use of manipulatives for problem-solving and mathematical concepts
Implementation Plan	
Action Steps	
<p>30 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations ▪ Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD ▪ Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Gradual Release Model <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Lesson plans <p>Monitoring Student Progress</p> <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 ▪ Principal and AIC 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Clear learning targets and success criteria <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ BBC objectives and alignment with success criteria <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Whole group instruction <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Student outcomes on exit tickets 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Principal and AIC ▪ Teachers 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪

90 Days: Professional Development <ul style="list-style-type: none"> ▪ Modeling with manipulatives Observation and Feedback <ul style="list-style-type: none"> ▪ Lesson plans and teacher modeling Implementation/Monitoring <ul style="list-style-type: none"> ▪ Whole group and small group instruction Monitoring Student Progress <ul style="list-style-type: none"> ▪ STAR Math MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Principal and AIC ▪ Teachers 	<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 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> <ul style="list-style-type: none"> ○ Title I and Comprehensive for Reflex Math and manipulatives 	

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



Principal (required)

09/27/2024

Date Completed (required)

09/27/2024

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