Herzog Elementary Accountability Plan

2024-2025

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

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

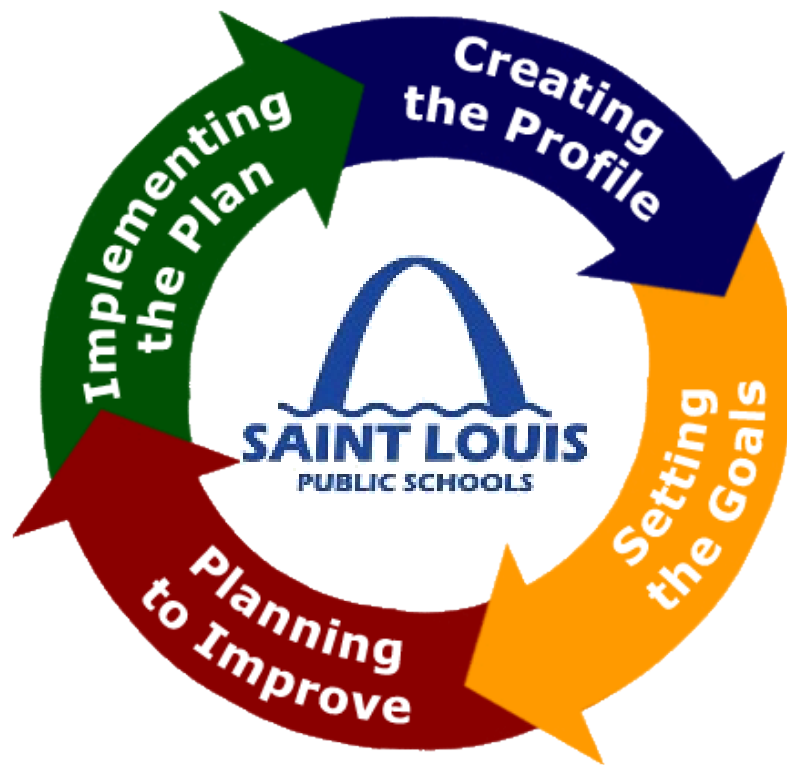Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

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

Creating the Profile

Setting the Goals

Planning to Improve

Implementing the Plan

SAINT LOUIS PUBLIC SCHOOLS

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24-25 ACCOUNTABILITY PLAN
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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):
☐ **LEA**
   X School
	Name of LEA: St. Louis Public Schools
	
	Name of School: Herzog Elementary School
	
	School Code: 0490
		Check if appropriate
		☐ **Comprehensive School**
		   ***Requires a Regional School Improvement Team**
		☐ **Targeted School**
		X Title I.A

Date:	**4/30/2024**	

Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.	

School Mission: We are committed to setting high expectations and providing an exceptional learning experience through rigorous and engaging instructional practices. Our goal is to develop successful students that care for others, that supports and builds character through addressing the social, emotional, physical and intellectual needs of each student.

School Vision: Our vision is to empower students to value knowledge and demonstrate skills in a safe, inviting environment. While creating relationships, we are building compassionate, lifelong learners that will be productive in a diverse and ever-changing world.

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 _____

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	Oluyemisi Folarin		Oluyemisi.Folarin@slps.org
Assistant Principal (if applicable)			
Academic Instructional Coach	Jasmin Moore		Jasmin.Moore@slps.org
Family Community Specialist (if applicable)	Susan Henry		Susan.Henry@slps.org
ESOL Staff (if applicable)			
SPED Staff (if applicable)			
ISS/PBIS Staff (if applicable)			
Teacher	Elizabeth Rauls		Elizabeth.Rauls@slps.org
Teacher	Martisha Holmes		Martisha.Holmes@slps.org
Parent	Kendra Mack		Kennicmac@yahoo.com
Parent	Sharretta Williams-Grayson		sharrettawilliams30@gmail.com
Support Staff	Aiesha McIntosh		Aiesha.McIntosh@slps.org
Community Member/Faith Based Partner	Cierra Moore		cmoore@urbanleague-stl.org
Network Superintendent	Isaac Pollack		Isaac.Pollack@slps.org
Other			

(What date did you and your School Planning Committee complete Section 1? 4/29/2024_____

SECTION 2

<table>
<tr><td colspan="5">Student Achievement- State Assessments
(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</td></tr>
<tr><th>Goal Areas</th><th>22-23 performance</th><th>23-24 performance</th><th>24-25 Goals</th><th>Explanation/Rationale for Current Performance</th></tr>
<tr><td>ELA</td><td>MPI: 291.3</td><td>MPI: 298.4</td><td>MPI: 381</td><td>Carver saw growth in ELA over previous year. This is due in part to intense focus on quality Tier 1 instruction across all classrooms.</td></tr>
<tr><td>Math</td><td>MPI: 238.3</td><td>MPI: 268.6</td><td>MPI: 370</td><td>Due to lagging math scores, Carver has refocused its efforts around small group (Tier 2) instruction and math fluency across all grades.</td></tr>
<tr><td>Science</td><td>MPI: 294.9</td><td>MPI: 293.9</td><td>MPI: 372</td><td>Carver has seen promising growth in science since the implementation of Amplify Science.</td></tr>
</table>

ELA AND MAP PROFICIENCY

	2022-2023	2023-2024
ELA	3.6%	7.7%
MATH	8.9%	5.8%
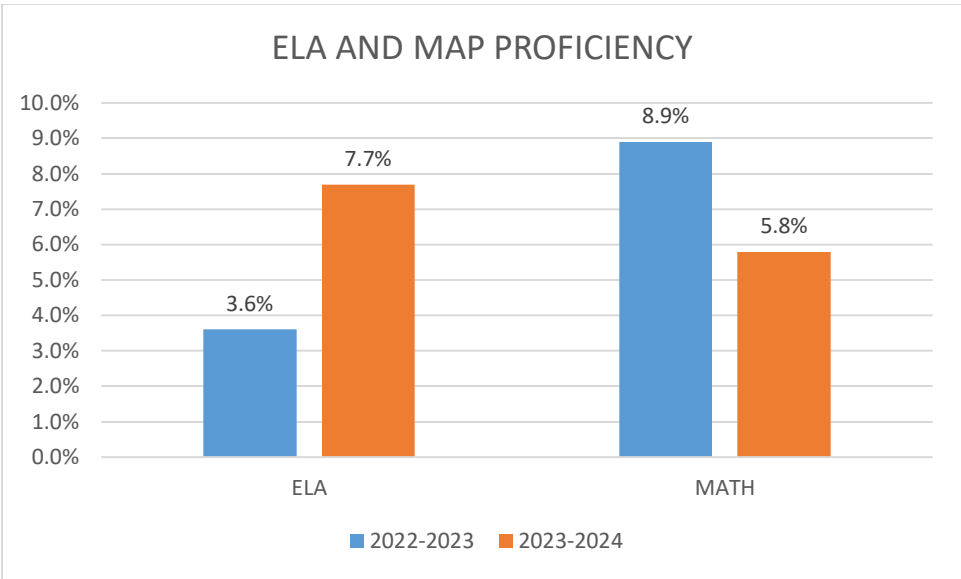
Student Achievement- Local Assessment						
Goal Areas	**22-23 performance**		**23-24 performance**		**24-25 Goals**	**Explanation/Rationale for Current Performance**
	BOY	EOY	BOY	EOY		
STAR Reading	1%	17%	9.6%	23%	100%	**2023-2024 Performance:** The data for the 2023-2024 school year shows that the percentage of students reading at grade level at the beginning of the year (BOY) was 9.6%. By the end of the year (EOY), this increased to 23%, reflecting a 13% overall growth. While this progress is encouraging, it highlights the continued need for effective and consistent reading interventions to further improve student outcomes.
STAR Math	3%	9%	16%	27%	100%	**2023-2024 Performance:**

						The data for the 2023-2024 school year shows that the percentage of students performing at grade level at the beginning of the year (BOY) was 16%. By the end of the year (EOY), this increased to 27%, reflecting an 11% overall growth. While this progress is encouraging, it highlights the continued need for effective and consistent Math interventions to further improve student outcomes.
DRDP (PreK)	0%	15%	39%	87%	100%	**2023-2024 Performance:** The data for the 2023-2024 school year shows that 39% of PreK students met developmental expectations at the beginning of the year (BOY), showing an improvement compared to the prior year's starting point. By the end of the year (EOY), 87% of students were meeting or exceeding these expectations. This reflects a 48% increase over the course of the year and marks continued success in our instructional strategies, along with overall growth from the previous year's results.

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

STAR Reading Proficiency (Grades 2-5)

- BOY 2022-2023: 1%
- EOY 2022-2023: 17%
- BOY 2023-2024: 9.6%
- EOY 2023-2024: 23%

STAR Math Proficiency (Grades 2-5)

- BOY 2022-2023: 3%
- EOY 2022-2023: 9%
- BOY 2023-2024: 16%
- EOY 2023-2024: 27%
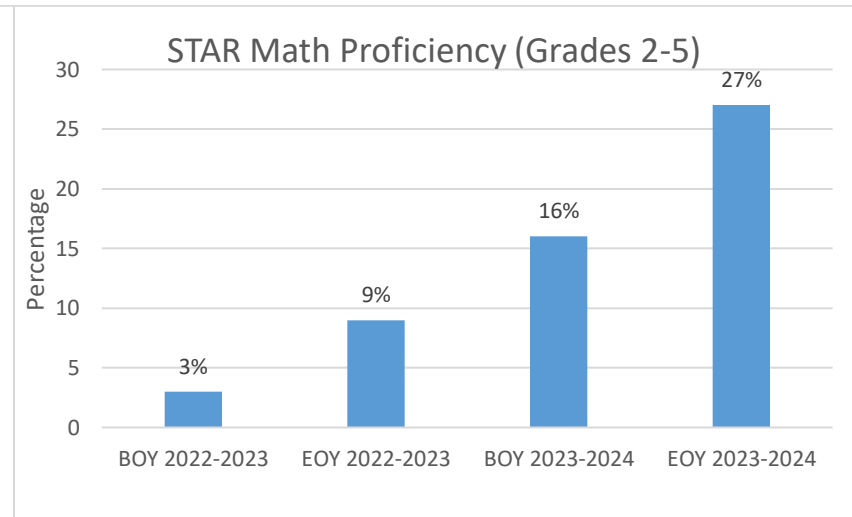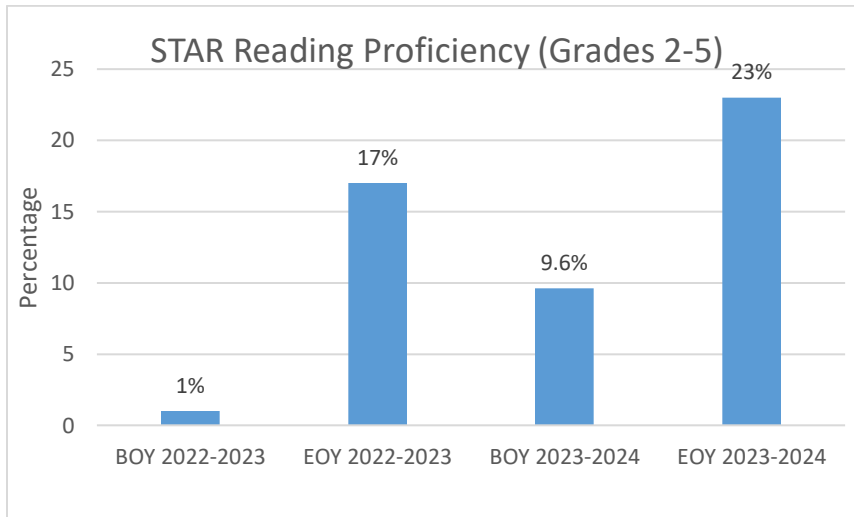
2023- 2024 STAR Reading
Number of Students on Grade Level

Grade	BOY	EOY
2nd Grade	4	10
3rd Grade	7	4
4th Grade	6	3
5th Grade	3	2.8
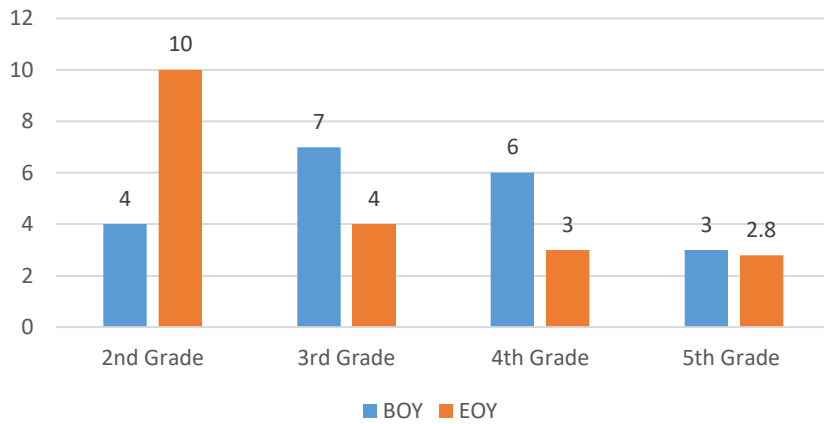
2023-2024 STAR Math
Number of Students on Grade Level

Grade	BOY	EOY
2nd Grade	13	14
3rd Grade	5	8
4th Grade	3	0
5th Grade	1	3
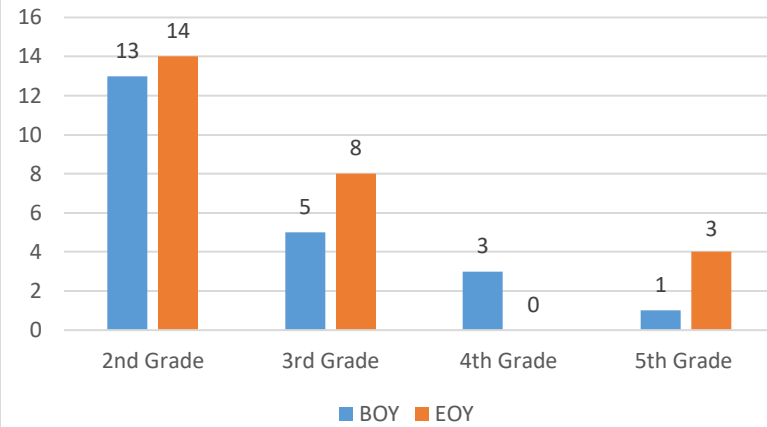
Curriculum and Instruction	
(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)	
Data Type	**Current Information**

10

Learning Expectations	Teachers are expected to deliver strong, rigorous Tier 1 ELA instruction aligned with the outcomes and learning pathways outlined in their curriculum across all content areas. Additionally, teachers are required to conduct at least three 20-minute small group reading lessons each day for students in Kindergarten through 5th grade.
Instructional Programs	PreK: Three Cheers (SAVVAS) K-5 ELA: MyView Literacy (SAVVAS) K-5 Math: EnVision Math 2.0 (SAVVAS) K-5 Science: Mystr Science K-5 Social Studies: MyWorld (SAVVAS) Reading Phonics and Phonemic Awareness: UFLI Foundations
Instructional Materials	K-5 ELA: student workbooks, online resources, and assessments K-5 Math: student workbooks and manipulatives to support math instruction
Technology	1:1 iPad in all grades Up-to-date Promethean boards in every classroom and Related Arts Rooms
Support personnel	Social Worker - .6 FTE Nurse – 1.0 FTE Secretary – 1.0 FTE Building Substitutes – 2 PreK TA – 2.0 FTE Family and Community Specialist – 1.0 FTE ISS Monitor- 1.0 FTE

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 Herzog PD Focus: Instructional Practices That Promote Positive Student Outcomes • Ongoing reflection on school values & personal missions • *MyView & enVision* implementation • UFLI small group work • Scaffolding instruction & unfinished learning • PLCs: Weekly lesson plan internalization meetings/weekly data meetings
Staff Certification	2 PreK Teacher 6 Elementary Classroom Teachers

	1 Physical Education Teacher 1 Academic Instructional Coach 1 Teaching and Learning Methods Coach 1 Special Education Teacher 4 Instructional Learning Associates (ILA)
Staff Specialist and other support staff	1 Elementary Counselor 1 Nurse 1 Social Worker 1 ISS monitor 1 Family and Community Specialist (FCS)
Staff Demographics	3 White Female 21 Black Female 3 White Male
School Administrators	Dr. Oluyemisi Folarin, Principal

24-25 School Parent and Family Engagement Policy

In addition to the LEA's Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?

Herzog Elementary provides all parents with a School-Parent Compact that states the responsibilities of the parents, school and student for the current year. The document must be signed by the principal and the parent. We provide families with a paper copy that is attached to the family handbook. We also email copy to our families that prefer electronic documents.

What are the strengths of family and community engagement?

Herzog offers opportunities for parents to engage during the school day, which has positively impacted parent participation. Families facing transportation challenges or those with flexible work hours can join parent-teacher conferences, celebrations, events, and meetings virtually. We plan to continue utilizing virtual options more frequently to accommodate our families' needs.

What are the weaknesses of family and community engagement?

Even though we have increased our family participation, we still struggle with engagement. We typically have the same families participate in our events. Various hardships such as challenges with transportation still contribute to the lack of engagement.

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

Herzog families recommend more communication on events that occur at the school including upcoming assessments.
Herzog families also face various hardships that affect not only the academic achievement of the students, but their overall condition. Our families are transient and face financial hardships. They could benefit from financial resources, housing assistance, and job training.

Policy Involvement

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

Parents are actively involved in the planning, review, and improvement of the Schoolwide plan through their participation in the Bi-Annual Title 1 meetings, where they can discuss the plan and share any concerns or suggestions. Additionally, they are invited to the Review and Revision planning meetings, where they contribute to updating the School Parent Compact, addressing the strengths and weaknesses of the Title 1 parental involvement program, and focusing on improving academic achievement.

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

Parents are invited to participate in the spring review and revision meeting, where they have the opportunity to review the school's parent and family engagement policy. During this meeting, parents can provide feedback and make recommendations to help improve the policy, ensuring it better meets the needs of our families and supports stronger engagement.

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

Timely information about the Title I.A program is communicated to parents and families through multiple channels:

- Event Bulletin Board
- Flyers: Emailed to all families, sent home with each student, posted at all school entrances, and available on the school website.
- School Messenger: Notifications sent via Class Dojo, email, and posted on the school website.
- Face-to-Face: Personal invitations from staff for upcoming family engagement events.

These methods ensure that parents receive important updates and have multiple ways to stay informed.

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

Parents and families are provided with explanations of curriculum, assessments, and MAP achievement levels through a variety of methods:

- Bi-Annual Title I meetings
- Parent-Teacher conferences
- Leadership meetings and events hosted by the Principal and Academic Instructional Coach
- Scheduled meetings with classroom teachers or the leadership team to discuss curriculum, assessments, and MAP achievement levels
- Data displayed on the hallway data wall for ongoing visibility
- Curriculum nights and culminating awards day ceremonies, where parents can learn more about student progress

These strategies ensure parents are well-informed and involved in their child's academic progress.

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

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

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

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

· Make sure my child is in school every day possible and on time;

· Check that homework is completed including reading for 30 minutes per night;

· Monitor and limit screen time;

· Volunteer in my child's classroom/school when possible;

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

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

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

· Notify school of all absences as they occur.

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

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

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

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

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

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

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

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

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

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
· Listen to children read;
· Have an opportunity to become a room parent;
· Present a program on their culture, a different country, a special skill or career, etc.;
· Assist with programs or parties, educational trips,

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

- **Parent-Teacher Conferences:** We conduct parent-teacher conferences twice each school year. During these conferences, we discuss the compact, ensuring that parents are fully informed and engaged in their child's educational journey.

- **Progress Reports:** We issue frequent reports to parents on their children's progress. These reports provide detailed insights into academic performance and areas for growth, keeping parents well-informed and involved.

- **Access and Engagement:** We provide reasonable access to staff and create opportunities for parents to volunteer and observe classroom activities. This open-door policy strengthens the school community and allows parents to be actively involved in their child's education.

- **Communication:** We ensure regular, two-way, meaningful communication between family members and school staff. Our communication efforts include using languages that family members understand, ensuring inclusivity and clarity in all interactions.

School Capacity for Involvement

How does the school provide assistance to parents in understanding the following items?
- Missouri Learning Standards
- Missouri Assessment Program
- Local Assessments
- How to monitor a child's progress
- How to work with educators to improve the achievement of their children

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

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

Local Assessments:

The school communicates details about local assessments, including their purpose, timing, and how results are used to gauge student progress. Parents are informed about opportunities to discuss these assessments with teachers and understand their child's performance.

Monitoring a Child's Progress:

Parents are provided with tools and strategies to monitor their child's academic progress, including access to online platforms where they can view grades, attendance, and teacher feedback. Additionally, the school offers parent-teacher conferences twice per year and progress reports quarterly to facilitate ongoing communication.

Working with Educators:

The school encourages and facilitates collaboration between parents and educators to enhance student achievement. This may involve setting up regular meetings with teachers, offering workshops on effective communication strategies, and providing resources for parental involvement in their child's learning journey.

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

Our school provides materials and training opportunities to help parents work with their children to improve achievement through a variety of channels. This includes workshops, informational sessions, and online resources tailored to parents' needs and schedules. Additionally, we offer access to educational materials, such as reading lists, practice exercises, and educational games, to support learning at home. Our aim is to empower parents with the tools and knowledge they need to actively engage in their child's education and foster academic success.

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 school educates its personnel on the importance of parental contributions and collaboration through comprehensive training programs. These programs aim to highlight the value and utility of parental involvement in students' education. Teachers, specialized instructional support personnel, principals, and other leaders receive guidance on reaching out to parents, effective communication strategies, and fostering equal partnerships. This approach ensures that all staff members understand and appreciate the vital role parents play in supporting student success.

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

Our school implements and coordinates parent programs through various initiatives aimed at fostering strong ties between parents and the school community. We host regular workshops, seminars, and informational sessions to engage parents in their child's education and development. These programs cover topics such as academic support strategies, parenting skills, and navigating the school system. Additionally, we utilize technology platforms, such as a dedicated school website and social media channels, to provide parents with updates, resources, and opportunities for involvement. Our school also encourages parent participation in decision-making processes through advisory committees led by our FCS, and volunteer opportunities. Furthermore, we prioritize open communication channels, including newsletters, email updates, and parent-teacher conferences, to ensure parents are informed and involved in their child's academic journey. By implementing these programs and strategies, we aim to build strong partnerships between parents and the school, ultimately enhancing student success and well-being."

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.

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

Accessibility Assurance

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:
- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

- Families are welcomed and treated with respect. Herzog support staff will reach out and ask for suggestions on assisting with access to the school, teacher, and resources. Herzog will also reach out to central office departments for assistance as needed.

Summary Statements

Summary of the Strengths

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

Summary of the Weaknesses

Weakness Relative to the School Context and Organization:
- Utilization of ILAs as classroom teachers, potentially affecting instructional quality.
- Time-management challenges due to ELA block requirements and resource usage, impacting preparedness for grade-level writing.
- Loss of the reading specialist position leading to a restructuring of small group instruction, potentially affecting student support.

Summary of the Needs

Herzog Elementary made significant gains in establishing a strong school culture and repairing stakeholder relationships. These structures included arrival and departure, morning meetings, positive affirmations, and positive interactions among stakeholders including our students. These targeted areas have helped reduce interruptions in the overall learning. We have increased our knowledge in the area of social emotional learning practices, restorative strategies, and growth mindsets. We will continue to analyze and revise our systems to have a greater impact on our school culture. We still need continued support and training in the areas of strong school cultures.

Herzog Elementary must focus on improving academic achievement. We made academic gains; However, many of our families were very transient this school year and struggles with consistent attendance. We also had several vacancies, which influenced our academic achievement. We plan to hire for those vacancies and continue to provide coaching and training on reviewing student learning towards mastery and plan re-teaches as needed. We will need to lean heavily on our Academic Coach for modeling and co-teaching to help improve teacher capacity. For Herzog to continue to improve academic outcomes, we will continue to use our Set-Up for Success model as a guide for student intervention.

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. **Lesson Planning:** Lesson plan internalization is a key focus to ensure teachers are thoroughly prepared and able to deliver effective instruction.
2. **Small Group Instruction:** Maximizing small group instruction in both Reading and Math is a priority to provide targeted support and improve student outcomes. Which include making revisions to instructional blocks in both Reading and Math.
3. **Social Emotional Learning:** Social emotional learning is an important component, fostering a positive learning environment and addressing the emotional needs of students.

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

SECTION 3

The Goals and the Plan

The Goals and the Plan

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

☐ **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.*

1. Develop a schoolwide culture of high expectations through the implementation of "Tiger's Club," Herzog's Redesign protype focused on using high-interest activities to increase student/staff voice and collaboration.
2. Leverage Tiger Clubs to foster stronger relationships and a sense of community by providing opportunities for students and staff to engage in shared interests and build positive connections outside of traditional classroom settings

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ Panorama Comprehensive Culture and Climate Playbook ▪ Newsletter highlighting evidence of voice and collaboration

Implementation Plan

Action Steps

30 Days:
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

- Train in methods for allowing students to have input in their learning process, such as student-led projects
- Train in teacher behaviors that demonstrate high expectations and a sense of belonging.
- Begin schoolwide Monday Morning Meetings to promote positive behavior and core values.
- Organize cross- grade Tiger Clubs based on student and staff interest

Person(s) Responsible	Resources
- Counselor, Social Worker - Principal, AIC - Leadership Team Members - Classroom Teachers	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Time allocated for school activities - Resources to implement Tiger Club activities

60 Days:
- Implement cross-grade Tiger Club activities where students from different grade levels participate in weekly activities, fostering relationships and teamwork.
- Measure the effectiveness of "Tiger Clubs" and identify areas for improvement.
- Develop survey to measure sense of belonging.

Person(s) Responsible	Resources
- Counselor, Social Worker - Principal, AIC - Leadership Team Members - Classroom Teachers	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Time allocated for school activities - Resources to implement Tiger Club activities

90 Days:
- Conduct a mid-term review of the House System's effectiveness with staff and student feedback to refine strategies.
- Administer survey to students to measure their growing sense of belonging.
- Measure the effectiveness of "Tiger Clubs" and identify areas for improvement.

Person(s) Responsible	Resources
- Counselor, Social Worker - Principal, AIC - Leadership Team Members - Classroom Teachers	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Time allocated for school activities - Resources to implement Tiger Club activities

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):*

o

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) ▪ UFLI Foundations Supplemental Phonics Program ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan

Action Steps

30 Days:

Professional Development
- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree
- Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD
- Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts
- Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation
- Staff PD – UFLI Foundations for foundational literacy skills instruction in KG-5th grade.

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

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

Monitoring Student Progress
- Administer Star Reading beginning of year Assessment
- Administer UFLI Foundations beginning of year assessment
- Review and analyze baseline assessment data to identify trends and student needs.

- Establish initial student digital tracking tools for Star Reading and UFLI Foundations
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Director of Academic Instructional Coaches - Teaching and Learning Methods Coach - Academic Instructional Coaches - School Leadership Team - Classroom Teachers	[SLPS Instructional Vision for Academic Excellence](#) [SLPS High Quality Instructional Design](#) - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance - UFLI Foundations

60 Days:

Professional Development
- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation
- Leader and Staff PD – Begin/Continue LETRS training
- Conduct follow-up professional development to address common challenges and deepen understanding of the Instructional Design Framework and Lesson Plan Internalization Protocols.
- Use PLCs to collaboratively refine lesson plans, focusing on integrating complex texts and tasks that align with ELA standards

Observation and Feedback
- Conduct targeted observations to assess the implementation of the Gradual Release Model, specifically looking for guided practice and student led discussions around complex texts.
- Provide feedback and coaching based on observations, with a focus on increasing the quality of academic conversations in the classroom.
- Continue to observe phonics instruction and provide feedback, focusing on the fidelity of UFLI Foundations program implementation

Implementation/Monitoring
- Monitor the effectiveness of PLCs through attendance, engagement, and the quality of collaborative planning.
- Provide additional support or adjustments to the PLC process as needed to enhance teacher collaboration and lesson plan quality.
- Implementation of weekly curriculum writing prompts and supplemental resources
- Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.
- Participate in multi-tiered systems of support (MTSS) pilot to support implementation of the Science of Reading including completing the Reading Tiered Fidelity Inventory.
- Observational data will show increased use of the Gradual Release Model with effective academic conversations and student engagement with complex texts.
- Lesson plans will consistently reflect the Instructional Design Framework, with evidence of internalization during PLC meetings.
- Feedback from PLCs will demonstrate improvements in lesson planning and collaboration

Monitoring Student Progress

- CBM (bi-weekly)
- RSP (bi-weekly)
- Star Progress monitor
- Analyze student work samples and assessment data to evaluate mastery of complex texts and tasks.
- Review phonics progress monitoring data to ensure students are making expected gains with the UFLI Foundations program.
- Use progress monitoring data to identify students who may need additional support and adjust phonics groups accordingly.

Person(s) Responsible	Resources
- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches - School Leadership Team - Teaching and Learning Methods Coach - Classroom Teachers & Support Staff	- 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 Foundations program implementation.
- Incorporate LETRS principles into ongoing professional development and instructional feedback.

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

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

Monitoring Student Progress
- Administer Star Reading middle of year assessment
- Review phonics intervention data and adjust instructional strategies based on student progress.

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

Person(s) Responsible	Resources
- School Leadership Team - District MTSS Coordinator - Identified Classroom Teacher	- STAR Renaissance - MTSS Implementation Plan - Resources for classrooms to implement service learning and support of other staff/community resources

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):*
  - Salary and benefits associated with Teaching and Learning Methods Coach (Title/Comprehensive)

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: - 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

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Implementation Plan

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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 growth.

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.
- Lesson plans will begin to reflect alignment with the Instructional Design Framework and Math Lesson Plan Internalization Protocol

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

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - Teaching and Learning Methods Coach - 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.
- Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics.
- Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps. Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons.
- Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions

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.
- Use Daily Quick Checks to monitor student mastery of focused lesson standard
- Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Teaching and Learning Methods Coach ▪ Teachers	▪ [SLPS Gradual Release Rubric](#) ▪

90 Days:
Professional Development
▪ Provide additional professional development for teachers as needed

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.
▪ Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement

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

Person(s) Responsible	Resources
▪ Instructional Leadership Team ▪ District MTSS Coordinator ▪ Classroom Teachers ▪ Academic Instructional Coaches ▪ Teaching and Learning Methods Coach	▪ STAR Renaissance ▪ Funds for professional development and release time for teacher engagement and collaboration ▪ Explore Learning

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)

> - *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
>   - $3,745.77__Explore Learning Platform
>   - $5000 for teacher extra service for After school ELA & math program
>   - $5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive)

(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**