

Hickey Elementary School Accountability Plan

2024-2025

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

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

Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

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



24-25 ACCOUNTABILITY PLAN TEMPLATE

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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	3/27/24
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	4/29/24
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	4/30/24
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		*April 30, 2024
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Hickey Elementary School School Code: 4890	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A
Date:	24-25	
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: Our commitment is to bridge the gap between home, school and the community to meet the social, emotional and academic needs of all students so they receive a high-quality education.		
School Vision: At Hickey Elementary School we strive to create positive relationships with families, the community and within the school to create an environment of love and learning.		

One plan may meet the needs of a number of different programs. Please check all that apply.

- Title I.A School Improvement**
- Title I.C Education of Migratory Children**
- Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
- Title II.A Language Instruction for English Learners and Immigrant Children**
- Title IV 21st Century Schools**
- Title V Flexibility and Accountability**
- Individuals with Disability Education Act**
- Rehabilitation Act of 1973**
- Carl D. Perkins Career and Technical Education Act**
- Workforce Innovation and Opportunities Act**
- Head Start Act**
- McKinney Vento Homeless Assistance Act**
- Adult Education and Family Literacy Act**
- MSIP**
- Other State and Local Requirements/Needs _____**

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

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Cynthia Williams-Peters	<i>Cynthia Williams-Peters</i>	Cynthia Williams-Peters@slps.org 314-383-2550
Academic Instructional Coach	Deborah Stevens-Peebles	<i>Deborah Stevens-Peebles</i>	Deborah.Peebles@slps.org 314-383-2550
Family Community Specialist (if applicable)	JaMya Duren	<i>JaMya Duren</i>	JaMya.Duren@slps.org 314-383-2550
Teacher	John Davis	<i>John Davis</i>	John.Davis@slps.org 314-383-2550
Parent	Jessica Johnson	<i>Jessica Johnson</i>	314-614-9871
Counselor	Taylor Frost	<i>Taylor Frost</i>	Taylor.Frost@slps.org 314-383-2550
Social Worker	Reniya Banks-Franklin	<i>Reniya Banks-Franklin</i>	Reniya.Banks-Franklin@slps.org 314-383-2550
Community Member/Faith Based Partner	Zachary Smelcer	<i>Zachary Smelcer</i>	314-939-9465
Network Superintendent	Peggy Meyer	<i>M. Meyer</i>	Margeret.Meyer@slps.org 314-934-5454

(What date did you and your School Planning Committee complete Section 1? 3-27-24)

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	308	Our enrollment has increased by about 100 students over the last three years. Families continue to choose to send students to our school because of the relationships we've created with our families and the way in which we support our students and families.
Grade Level Breakdown	Pk- 40 Kdg-48 1 st -36 2 nd -37 3 rd - 47 4 th -43 5 th - 29 6 th - 36	Our pre-k enrollment continues to grow. We currently have a waitlist for the 23-24 school year. Last year, we had enough sixth grade students to fill one classroom. This year, we have two classrooms. Each year, more of our fifth graders choose to remain at Hickey as sixth graders.
Ethnicity	Asian – 3 Black – 304 White- 1	
Attendance	64%	<i>Several factors have contributed to our low 90/90 attendance rate:</i> <ul style="list-style-type: none"> • Transportation • Illness • Students/Families in transition. Our attendance team continues to seek out ways to support families with getting scholars to school every day.
Mobility	13.7%	
Socioeconomic status	100% Free and Reduced Lunch	
Discipline	OSS - 1	We have created ways to support scholars in meeting school and district expectations with limited use of OSS. We have also supported teachers in the use of effective classroom management techniques to decrease the number of tier 2 and 3 infractions.
English Language Learners/LEP	English Language Learners- 0 Limited English Proficiency - 1	During the fourth quarter, we enrolled a student with limited English proficiency. Our staff is identifying ways to support the student and his family.
Special Education	Pk - 2 K - 4	The number of students receiving special education services has increased during the 23-24 school year. To meet the needs of our

	1 - 0 2 - 3 3 - 2 4 - 7 5 - 5 6 - 9 Total - 32	students, we've requested to have our 0.5 resource teacher allocation changed to 1.0.
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Student Achievement- State Assessments <i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	Percent of Students Proficient and Advanced 6.0 %	Percent of Students Proficient and Advanced 5.0%		During the 22-23 school year, our students demonstrated growth in ELA, as measured by the MAP assessment. We showed a slight decrease during the 23-24 school year. After appeals have been reviewed, we expect the percentage to be higher. Over the last few years, we've demonstrated growth. However, our proficiency rate continues to be low. We must implement strategies that will allow us to address skill gaps.
Math	Percent of Students Proficient and Advanced 1.0%	Percent of Students Proficient and Advanced 1.0%	MPI = 370	During the 22-23 school year, our students demonstrated growth in math, as measured by the MAP assessment. We showed no growth or decrease during the 23-24 school year. After appeals have been reviewed, we expect the percentage to be higher. Over the last few years, we've demonstrated growth. Our proficiency rate continues to be low. We must implement strategies that will allow us to address skill gaps.
Science	Percent of Students Proficient and Advanced	Percent of Students Proficient and Advanced		Our science MPI during the 23-24 school year was lower than our MPI during the 22-23 school year. Our MAP scores were not representative of our performance on the 23-24 CSA assessments. Our performance on the CSA assessments was higher than our

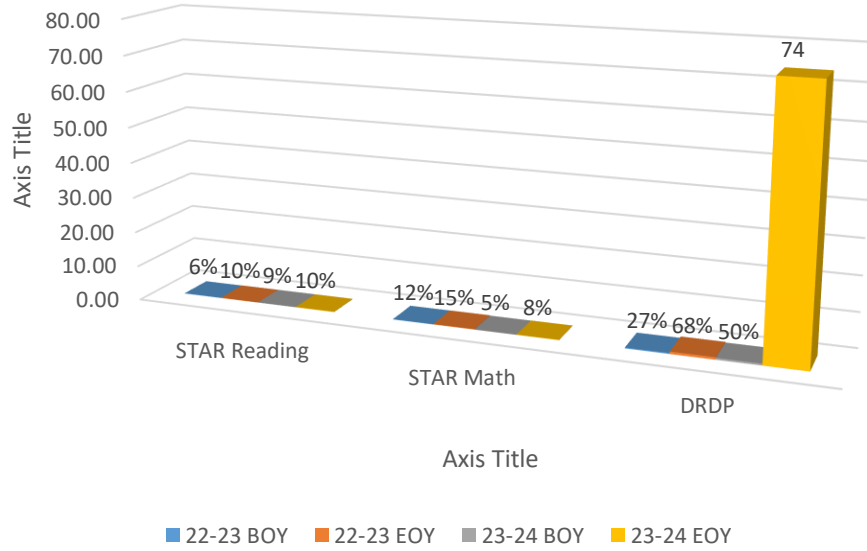
	7.1%	0%		performance on the MAP assessment. At the end of the the 22-23 school year, we lost one of our certified fifth grade teachers.
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Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY: TBD		
STAR Reading	AVG = 6%	AVG= 10%	AVG = 9%	AVG =10%	100%	<p>The percentage of students at or above the 50th percentile ranking increased from 9% at the beginning of the year to 10% at the end of the year.</p> <ul style="list-style-type: none"> • 46% of 2nd – 6th grade students had a SGP of 50 or higher on the Winter Star Reading assessment. • 40% of 2nd -6th grade students had an SGP of 60 or higher on Winter Star Reading assessment. • 15% of k – 1st grade students had a SGP of 60 or higher on the Winter Star Early Lit assessment.

						<ul style="list-style-type: none"> • 25% of k – 1st grade students had a SGP of 50 or higher on the Winter Early Lit assessment.
STAR Math	AVG = 12%	AVG= 15%	AVG = 5%	AVG =8%	100%	<ul style="list-style-type: none"> • The percentage of students at or above the 50th percentile ranking increased from 5% at the beginning of the year to 8% at the end of the year. Only 25% of 1st grade students assessed in Winter 2023 were at or above the 50th percentile ranking according to Star Math. <ul style="list-style-type: none"> ○ Grade 2 – 12% ○ Grade 3-12% ○ Grade 4-5% ○ Grade 5-12% ○ Grade 6-14%
DRDP (PreK)	27%	68%	50%	74%		

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

Percentage of Students Scoring Proficient or Advanced



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	Reflections
Learning Expectations	<ul style="list-style-type: none"> • The focus of the 23-24 school year has been implementing high-quality tier 1 lessons designed with the learning objective, criteria for success, and all components of the instructional cycle. • Weekly Data Team Meetings/PLC's 	<ul style="list-style-type: none"> • Some teachers struggle to design instruction that demonstrate their lesson's learning objective, criteria for success, and instructional cycle. • Teachers need more professional development in identifying criteria for success and collecting and responding to data during and after instruction.
Instructional Programs	<ul style="list-style-type: none"> • Missouri Learning Standards • SLPS Unpacked Standards Document • SLPS Proficiency Scales 	<ul style="list-style-type: none"> • Teachers need support in internalizing the state standards as the curriculum with instructional materials as support.
Instructional Materials	<ul style="list-style-type: none"> • Three Cheers/MyView/MyPerspectives • Savvas Reading Companion • Envision 2.0 • National Geographic/Mystery Science • MyWorld • 	<ul style="list-style-type: none"> • Teachers will continue to use the Savvas Reading Companion to provide intervention to address foundational reading gaps.
Technology	<ul style="list-style-type: none"> • 1:1 iPads (Pk-6th grade) • Smart boards/Promethean boards in each classroom • Document Cameras 	<ul style="list-style-type: none"> • While technology is an engaging component in classroom activities, few classes have moved beyond using technology in place of

	<ul style="list-style-type: none"> • iPad keyboards (Pk-6th grade) • Active Learning Floor • Lu • Success Maker/Freckle/Renaissance 	<p>traditional resources (notebooks, textbooks, etc.)</p>
Support personnel	<ul style="list-style-type: none"> • Academic Instructional Coach • Reading Teacher (1st semester of 23-24 school year) • Counselor • Social Worker • Two TA's • Two ICA's • Nurse • Two BLA's • FCS • Secretary • Four Custodians 	<ul style="list-style-type: none"> • During the 2nd semester, our reading teacher began serving in a different capacity. This role has been vacant. • The role of ISS monitor has been inconsistently occupied throughout the 23-24 school year. • The role of secretary became vacant during fourth quarter of the 23-24 school year.

High Quality Professional Staff

(How are you ensuring that all students are taught by a high-quality teacher?)

Data Type	Current Information	Reflections
Staff Preparation	<ul style="list-style-type: none"> • The focus of the 23-24 school year has been internalizing and implementing high-quality tier 1 lessons: <ul style="list-style-type: none"> • designed with the learning objective, criteria for success, and all components of the instructional cycle in mind that include cycles of intervention and small group • Focused on 3 Cheers, My View, My Perspective, and Envision Curricular Resources • Using Weekly Data Team Meetings/PLC's to promote teacher efficacy • Supporting teachers through an individual coaching, reflecting and planning model (coaching cycles, observations, and feedback) 	<ul style="list-style-type: none"> • As a result of a new principal and AIC put in place mid-year, we will continue to lead our staff in a focus on designing high quality tier 1 lessons that are: <ul style="list-style-type: none"> ▪ designed with the learning objective, criteria for success, and all components of the instructional cycle in mind that include cycles of intervention and small group <ul style="list-style-type: none"> • Focused on 3 Cheers, My View, My Perspective, and Envision Curricular Resources ▪ Using Weekly Data Team Meetings/PLC's to promote teacher efficacy. ▪ Supporting teachers through an individual coaching, reflecting and planning model (coaching cycles, observations, and feedback)
Staff Certification	PK – 2 certified teachers Kdg – 1 certified teacher, 1 provisional teacher 1 st - 1 certified teacher, 1 provisional teacher 2 nd - 2 certified teachers 3 rd - 2 certified teachers 4 th - 2 certified teachers 5 th - 1 certified teachers 6 th - 1 certified teacher, 1 provisional teacher Cross Cat – Non certified teacher (ILA) Resource- Non certified teacher (ILA) PE - 1 certified teacher Art- 1 provisional teacher	<ul style="list-style-type: none"> • We are currently working to staff our cross cat and resource positions with certified teachers. All other teachers without teacher certification are in residency programs working towards full certification.

	Music- 1 certified teacher	
Staff Specialist and other support staff	Academic Instructional Coach Counselor Social Worker (0.6) Family Community Specialist (1.0) Library Aide (0.5) Nurse Reading Teacher (1st Semester)	<ul style="list-style-type: none"> • Our social worker will move from 0.6 to 1.0 during the 24-25 school year. • Our reading teacher moved into a different position in the building at the beginning of the 2nd semester. This vacancy has not been filled. • Our school counselor has served in her role with provisional certification for the last three years. She became fully certified during the fourth quarter of the 23-24 school year.
Staff Demographics	30 FTE; 3 PTE 27 Female, 6 Male 24 African American = 72% 8 Caucasian = 24% 1 Hispanic = 3%	<ul style="list-style-type: none"> • Over the last few years, we have worked to add more males to our staff. While we are losing 4 certificated staff members, we will retain the six males who are currently on a staff.
School Administrators	Cynthia Williams-Peters	<ul style="list-style-type: none"> • 2nd semester 2023-2024 hire, will be entering first full year during the 2024-2025 school year

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?

Hickey Elementary provides all parents with a Student Compact that states the agreement between the parent, student and homeroom teacher. It lists all the responsibilities for the current year. The compact is a document that must be signed by all parties and the principal.

What are the strengths of family and community engagement?

The need for strong family involvement starts by the time children are in preschool and continues through high school. The keys to successful partnerships with parents and the community is supported by Joyce Epstein 6 types of Parental Involvement:

1. Helping families establish home environments to support children as learners.
2. The use of effective forms for school to home and home to school communications.
3. The recruitment and organization of the school's volunteer program.
4. Helping families assist their children with homework and recognizing other learning at home opportunities.
5. Including parents, students, and community members in the school decision making process
6. The identification and integration of resources and services from the community.

What are the weaknesses of family and community engagement?

Parent participation in meetings and community events has historically been low due to a lack of communication, scheduling, and lack of transportation.

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

A number of our families struggle with maintaining adequate housing and employment. Our parents could benefit from programs that help to provide housing and job training.

Policy Involvement

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

The school notifies parents of the opportunity to attend the Bi-Annual Title 1 meetings offered in the fall and spring. This meeting covers parent's right to know, compact, parent involvement plan and more. Also in the Spring, parents are invited to attend the Review and Revision planning

meeting. In this meeting, participants identify Title I strengths and weaknesses, discuss academic achievement, and make any necessary changes to the Parent Compact.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are given the opportunity to attend the Annual Title 1 Evaluation meeting scheduled in the Spring to review improvements of the school plan and the family engagement policy. In addition, parents are notified personally when they are in the building during special events in the school, ex black history program, winter program etc.
How is timely information about the Title I.A program provided to parents and families?
Each year, parents are given information regarding our Title 1 program during our Annual Title 1 Informational Meeting. Additionally, Hickey Elementary has a monthly board with all engagements for the month in the main foyer of the school. The FCS sends home flyers and notices in a timely manner so that parents have the opportunity to attend. We also use the robo call system.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Parents can attend the two scheduled Bi-Annual Title 1 meetings which are offered in the Fall and Spring. The AIC or Principal will discuss curriculum, assessments, and MAP achievement levels. Hickey parents are always welcomed to make an appointment with the Principal, AIC, Teachers, or FCS with any further questions or concerns.

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,
Please provide assurance that the school is: <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.

School Capacity for Involvement
How does the school provide assistance to parents in understanding the following items? <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
Regularly scheduled Parent conferences and Monthly Events will assist parents in understanding the: <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 child. - Growth and development of children in multiple stages - Integration of Content Areas of Math, Literacy, Social Studies, and Science
How does your school provide materials and trainings to help parents work with their children to improve achievement?

During the 24-25 school year, we will offer workshops to give parents support and training. Parents are also encouraged to meet teachers during their planning time if they need additional support. Introduce parents to current technology so that they are equipped to perform and understand what the students are experiencing, providing them with college and career readiness skills.
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?
SLPS has scheduled Professional Development days, which are designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents and families. The district also offers off-site training and professional development opportunities. Hickey School also has two yearly scheduled school-wide meetings to address many concerns educationally and professionally.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Parents are given opportunities to volunteer for events, while receiving timely notification about the events. This will build relationships between parents, school and community.
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.
Parents will be given timely notifications of programs and Parent meetings which will help families to be prepared to attend events relative to their children. The parent resource center (area) will be available and visible for parents to use and be fully participating families. Hickey will encourage and support parents with the education of their children.
Accessibility Assurance
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: <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

Summary Statements

Summary of the Strengths.

Hickey has been able to build positive relationships with parents. Several student-centered activities were planned this year. We used the results from the Panorama Culture & Climate surveys to identify needs as voiced by students and created a plan to address the need to feel safe, and heard while at school. With the donations of several community partners, we were able to help families with additional food items, hygiene products, and cleaning supplies.

- We have created and maintain strong relationships between school and families
- Our , leadership team social worker, and after-school coordinator work to maintain positive relationships with community partners

Summary of the Weaknesses

- Parental attendance of school events and meetings is low.
- Lack of communication via monthly newsletter or updated website.

Summary of the Needs

We need to hire an ISS monitor, continue to revamp our ISS program, and implement a systematic approach to behavior management with fidelity to support the school climate. Students can only thrive in an environment that is safe and conducive to learning.

24-25 Focus Areas/ Priorities

Prioritized areas of *Need* for 24-25 based on needs assessment/data analysis

Develop and implement a systematic approach that increases our 90/90 weekly attendance by 20% (from 64% to 84%).

Professional Development focused on implementing equitable, high-quality, and rigorous tier 1 instruction with a high rate of student success for ELA and math instruction.

Continue to refine a systematic approach to school culture and climate that incorporates trauma informed strategies, social emotional learning, school wide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.

(What date did you and your School Planning Committee complete Section 2? 4-29-24)

SECTION 3

The Goals and the Plan

The Goals and the Plan

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

<ul style="list-style-type: none"> Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> X Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> 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 Development 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.

Priorities:

1. Fall: Panorama data 55% To increase student sense of belonging in our school environment
2. Fall: Panorama data 83% To increase staff connectedness to one another

Evidence-based strategy	<ul style="list-style-type: none"> • SLPS Positive Behavior Interventions and Supports (PBIS) Protocols • Universal morning meetings that include school wide morning announcements led by the student leadership team. We will use Collaborative Classrooms as a resource for our morning meetings. • Weekly impact and shout out circle, staff member of the week/month selected by colleagues- receives celebratory descriptors to display in their classroom, parking space, celebrated member to receive gift card.
Implementation Plan	
Action Steps	
30 Days <ul style="list-style-type: none"> • Scholars are introduced to the building wide routine (student leadership will submit protocols for morning video, content, and delivery) • Teachers and students establish their classroom meeting expectations, routines, and criteria for success. (classes will submit their protocols/content) • Introduce weekly impact and shout out protocol <ul style="list-style-type: none"> ○ Staff member of the week selected by colleagues ○ Parking spot privilege ○ Gift card 	
Person(s) Responsible	Resources
Teachers, Student Leadership Team, School Leadership Team	Collaborative Classrooms Class Meetings Program Resources and Professional Development Staff and student surveys
60 Days <ul style="list-style-type: none"> • Morning Meetings occur 2-3 days a week • Building/Class wide Morning Meetings meet expectations as defined by rubric. • Student survey data will show a 10% increase in sense of belonging from Spring 2024 data • Impact meetings occur weekly • Teacher survey data will show a 6% increase in sense of belonging from Spring 2024 data 	
Person(s) Responsible	Resources
Teachers, Student Leadership Team, School Leadership Team	<ul style="list-style-type: none"> • Collaborative Classrooms Class Meetings Program Resources and Professional Development • Staff and Student Surveys • Morning Meeting Expectation Rubric
90 Days <ul style="list-style-type: none"> • Morning Meetings occur 3-4 days a week • Building/Class wide Morning Meetings continue to meet expectations as defined by rubric. 	

<ul style="list-style-type: none"> • Student survey data will show a 20% increase in sense of belonging from the Spring 2024 data • Impact meetings occur weekly • Teacher survey data will show a 12% increase in sense of belonging from Spring 2024 data 	
Persons Responsible	Resources
Teachers, Student Leadership Team, School Leadership Team	<ul style="list-style-type: none"> • Collaborative Classrooms Class Meetings Program Resources and Professional Development • Student and staff surveys • Morning Meeting Expectation Rubric
Funding Sources/Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> • Panorama Ed Survey Platform (Central Office) • 2000.00 (array of gift cards, frames, gel pens, etc.) (GOB) • 5,000 for Collaborative Classroom Meetings Resources (Title) 	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:

<ul style="list-style-type: none"> Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> X Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading

GOAL 2: READING

By May 2025,

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

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.

Priorities:

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

Evidence-based strategy	<ul style="list-style-type: none">• Utilize tier 2 and tier 3 Savvas materials (Myfocus Reader, Success Maker, Reading Companion, Language Handbook) during daily intervention blocks to address foundational skill gaps.• Gradual Release of Responsibility ·• Direct and Explicit Instruction in the Five Pillars of Literacy ·• Support teachers in providing data-driven, targeted, and engaging standards-based instruction through the use of the Progress Learning Program.• Structured dialogue and discussion on Academic Content about Complex Texts• SLPS Writing Framework
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Implementation Plan	
Action Steps	
30 Days	
<ul style="list-style-type: none"> To gather accurate baseline data for each student, 100% of students will take the STAR Reading and Early Literacy assessment. Professional Development for phonics program (UFLI), gradual release model, and academic discourse. Create daily intervention blocks 	
Person(s) Responsible	Resources
District Instructional Leadership Team, School Instructional Leadership Team	<ul style="list-style-type: none"> STAR Reading Assessment UFLI Program Presenters District MTSS Specialist Updated Lesson Plan Template
60 Days	
<ul style="list-style-type: none"> Decrease students in need of phonemic awareness k-6 reading skill goals by 10% + or 17+ students Utilize STAR Instructional Reports to provide targeted support during daily small groups 	
Person(s) Responsible	Resources
School Leadership Team, Teachers	<ul style="list-style-type: none"> Renaissance Platform UFLI Program District MTSS Specialist Updated Lesson Plan Template
90 Days	
<ul style="list-style-type: none"> 33% of scholars scoring below proficient at the beginning of the year will score proficient. 100% of scholars scoring advanced at the beginning of the year will increase their scaled score by 18 points. 	
Persons Responsible	Resources
School Leadership Team, Teachers	<ul style="list-style-type: none"> Renaissance Platform UFLI Program District MTSS Specialist Updated Lesson Plan Template
Funding Sources/Cost to Support Implementation of Strategy	
Funding Source(s): <ul style="list-style-type: none"> District-wide initiatives will be funded by the central office. Tier 1 Instructional Tools Identified Tier 2 and Tier 3 Instructional Tools (Freckle) 	

- Academic Competitions
Title 1; GOB
- \$10,000 (Extra service pay for Professional Development after contractual hours.)
- \$9,000 (Progress Learning Program)

Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:

<ul style="list-style-type: none"> • Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> • Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> • Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> • Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> • 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 #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

- Freckle
- Utilize tier 2 and tier 3 Savvas materials (Reteach Lessons, Vocabulary Review, MDIS- Math Diagnosis and Intervention System, Fluency Practice)
- Gradual Release of Responsibility · Structured dialogue and academic discussion on complex math concept
- Support teachers in providing data-driven, targeted, and engaging standards-based instruction through the use of the Progress Learning Program.
- Building Thinking Classrooms
- Use of manipulatives for visual representation

Implementation Plan	
Action Steps	
30 Days	
<ul style="list-style-type: none"> To gather accurate baseline data for each student, 100% of students will take the STAR math assessment. Professional Development for gradual release model and effective lesson planning. Create daily intervention blocks 	
Person(s) Responsible	Resources
District Instructional Leadership Team, School Instructional Leadership Team	<ul style="list-style-type: none"> STAR Math Assessment District MTSS Specialist Updated Lesson Plan Template Gradual Release Rubric
60 Days	
<ul style="list-style-type: none"> Professional Development: Designing effective tier 1 instruction (MTSS Specialist) Utilize STAR Instructional Reports to provide targeted support during daily small groups Professional Development: Effective lesson planning 	
Person(s) Responsible	Resources
School Instructional Leadership Team, Teachers, MTSS Specialist	<ul style="list-style-type: none"> Renaissance Platform District MTSS Specialist Updated Lesson Plan Template Gradual Release Rubric
90 Days	
<ul style="list-style-type: none"> Data from classroom observations used to design professional development: Designing effective tier 1 instruction (MTSS Specialist and School Instructional Leadership team) Utilize STAR Instructional Reports to provide targeted support during daily small groups 33% of scholars scoring below proficient at the beginning of the year will score proficient. 100% of scholars scoring advanced at the beginning of the year will increase their scaled score by 18 points. 	
Persons Responsible	Resources
School Instructional Leadership Team, Teachers	<ul style="list-style-type: none"> Renaissance Platform District MTSS Specialist Updated Lesson Plan Template Effective Tier 1 Instruction Observation Tool
Funding Sources/Cost to Support Implementation of Strategy	

Funding Source(s):

Title I; GOB

District-wide initiatives will be funded by the central office.

- Tier 1 Instructional Tools

- Identified Tier 2 and Tier 3 Instructional Tools (Freckle)

- - Academic Competitions
- \$10,000 (Extra service pay for Professional Development after contractual hours.)
- \$9,000 (Progress Learning Program)

(What date did you and your School Planning Committee complete Section 3? April 30, 2024)

Cynthia Williams-Peters
Principal (required)

4/30/24
Date Completed (required)

4/30/24
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

