

Jefferson Elementary School Accountability Plan

2024-2025N



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

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

Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

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



24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	March 12, 2024
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	April 23, 2024
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	September 20, 2024
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		September 27, 2024
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October , 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Jefferson Elementary School School Code: 502	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A
Date: 4.21.24		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: We empower scholars to appreciate knowledge and cultivate essential skills, instilling lifelong learning and preparing them for a productive future in the twenty-first century.		
School Vision: We foster a student-centered school community, providing a welcoming, safe, and supportive learning environment where everyone belongs and strives to reach their fullest potential.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Leslie A. Bonner		leslie.bonner@slps.org 314-231-2459
Academic Instructional Coach	Amanda Patty-Ingram		amanda.patty-ingram@slps.org 314-231-2459
ESOL Staff (if applicable)	Cheryl Boesch		Cheryl.boesch@slps.org 314-231-2459
SPED Staff (if applicable)	Lexie Montileone		Lexie.montileone@slps.org 314-231-2459
Teacher	Melissa Murphy		Melissa.murphy@slps.org 314-231-2459
Teacher	Stacee Bayha		Stacee.bayha@slps.org 314-231-2459
Parent	Amanda Ingram		Amanda.pattyingram@slps.org 314-231-2459
Parent	Teiarra Gibbs		teiarraigibbs@gmail.com
Support Staff	LaVonda Carter		Lavonda.carter@slps.org 314-231-2459
Urban League Community Partner	Erica Weathersby		eweathersby@urbanleaguestl.org
Network Superintendent	Dr. Shaimeka Humphrey		Shaimeka.humphrey@slps.org
<i>Community Partner</i>	Chelsea Chapman ABC Today		cchapman@bbbs.org

What date did you and your School Planning Committee Complete Section 1? March 12, 2024

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 9/1	127	Enrollment is low due to the redevelopment of the neighborhood housing complex and a transient population. We serve scholars residing at the Gateway 180 Homeless Shelter which provides temporary housing.
Grade Level Breakdown	P3-5, P4-11, KG-16, 1 st -19, 2 nd -24 3 rd -22, 4 th -13, 5 th -17	The average class size is 18 with the largest classes in second and third grades.
Ethnicity	Black-99% Hispanic-1%	The majority of our scholars identify as African American, reflecting the demographics of the surrounding neighborhood.
Attendance	37.2% - 90/90 85% - ADA	The 90/90 attendance rate has increased slightly by 5% compared to last year. This increase can be attributed to families returning to the area after being displaced when their homes were torn down. The displacement of many families due to the redevelopment of the housing project in the school's neighborhood, as well as the transient nature of some families and others residing in the Gateway 180 Homeless Shelter, contribute to attendance continuing to be low.
Mobility		The mobility rate remains a significant concern as our families are transient, with many identifying as homeless or in transition.
Socioeconomic status	100%	One hundred percent of our families qualify for free or reduced lunch with many considered living below the poverty line.
Discipline	5 Discipline Incidents Total OSS-1 Safe School Act Infraction	Discipline data speaks to the strong foundation of high expectations set forth for our scholars. Establishing and sustaining positive relationships contribute to our climate and culture of kindness and character. Our SST will continue reinforcing character education, ReThink SEL lessons and PBIS to ensure an atmosphere focused on academics and scholar's overall well-being.
English Language Learners/LEP	2.3% (3/127)	Three scholars are identified as LEP. The LEP teacher will continue collaborating with classroom teachers to address academic concerns and use WIDA assessment data to determine student needs.
Special Education	12% (15/127)	Fifteen scholars from various grade levels are supported via special education services including speech, OT, PT, Resource, and Self-Contained. 8-self contained; 7- resource

Student Achievement- State Assessments

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

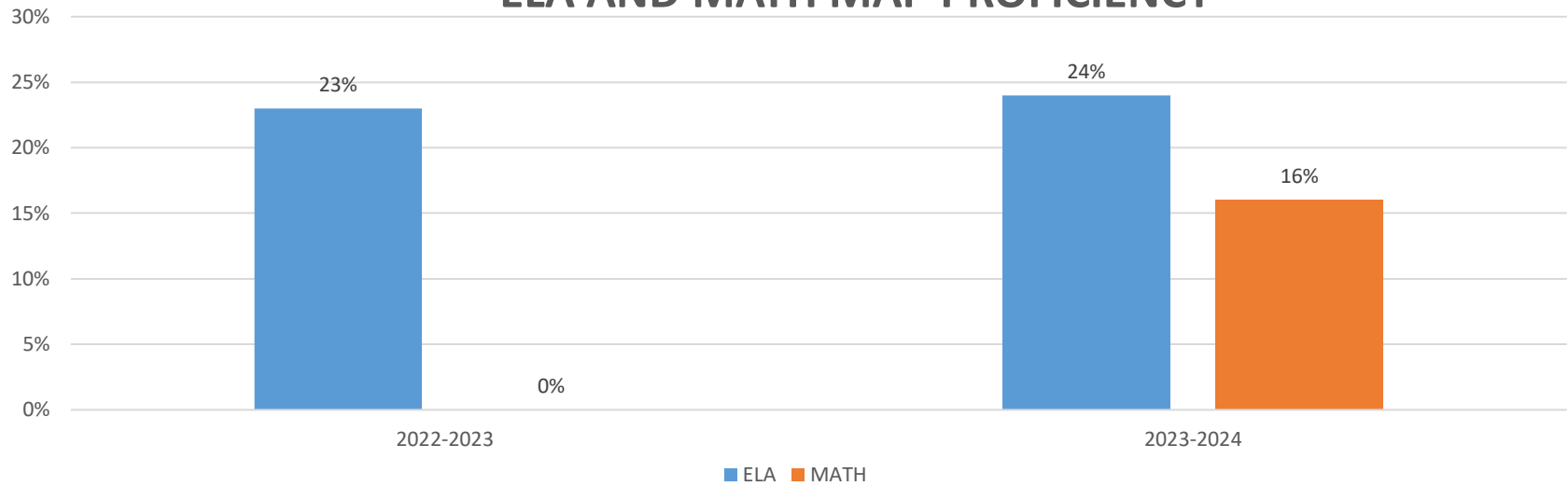
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	23% Proficient 310.5 MPI	24% Proficient 381 MPI	100% Proficient	<p>The percentage of students proficient in reading increased by 1%; this can be attributed to:</p> <ul style="list-style-type: none"> • District Reading and Writing Initiative focused on third-grade scholar and teacher moves. • Implementation of R&W Initiative strategies across grade levels 3-5 • Common Planning Cohort for third-grade teachers • Weekly Data and PLC Meetings • Flexible Small Group Instruction • Personalized instruction during W.I.N intervention block • Tier I instruction supported by related arts teachers and regular classroom teachers • Increased differentiated instruction techniques to meet the diverse learning needs of scholars • Integration of educational technology tools and resources in ELA instruction
Math	0% Proficient 271.5 MPI	16% Proficient 370 MPI	100% Proficient	<p>The percentage of students proficient in math increased by double digits to 16%. This improvement can be attributed to:</p> <ul style="list-style-type: none"> • Weekly Data Team and PLC meetings • Flexible small-group instruction • Personalized instruction during W.I.N intervention block • Tier I instruction supported by related arts teachers and regular classroom teachers • Increased differentiated instruction techniques to meet the diverse learning needs of scholars • Integration of educational technology tools and resources in Math instruction
Science	325.1 MPI	372 MPI	100% Proficient	<ul style="list-style-type: none"> • Strong focus on science priority standards • STEM experiments in STEAM Studio

Student Achievement- Local Assessment

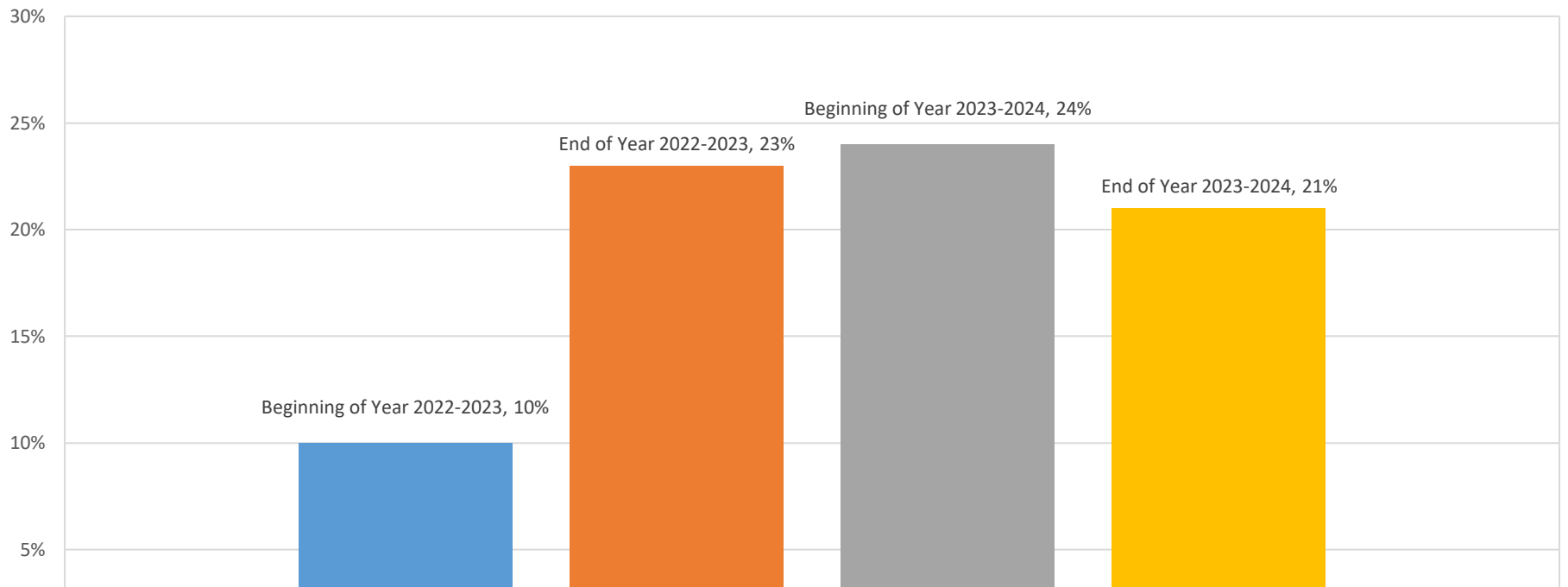
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
STAR Reading	10%	23%	24%	21%	100% Proficiency	<ul style="list-style-type: none"> Improvement was seen by the end of 22-23, but a decline in performance at the start of 23-24. Improvement in reading scores is attributed to: Effective Tier 1 instruction, targeted interventions, a data-driven approach, and a supportive learning environment led to increased reading proficiency by the end of the last school year. Decline in reading scores can be attributed to factors such as testing fatigue as scholars had taken the MAP in the week before taking the STAR assessment Targeted intervention is essential in improving student achievement in reading.
STAR Math	0%	0%	12%	16%	100% Proficiency	<ul style="list-style-type: none"> Growth in mathematics is attributed to effective Tier 1 instruction, targeted interventions, a data-driven approach, and a supportive learning environment led to increased math performance by the end of last school year. Targeted interventions are essential to improving student achievement in mathematics.
DRDP (PreK)	8%	29%	62%	90%		These scores represent both P3 and P4 scholars who are ready for kindergarten. The vast improvement between SY 22-23 and 23-24 is attributed to a structured classroom environment, goal setting for scholars, and a focus on foundational skills needed to be successful in kindergarten.

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

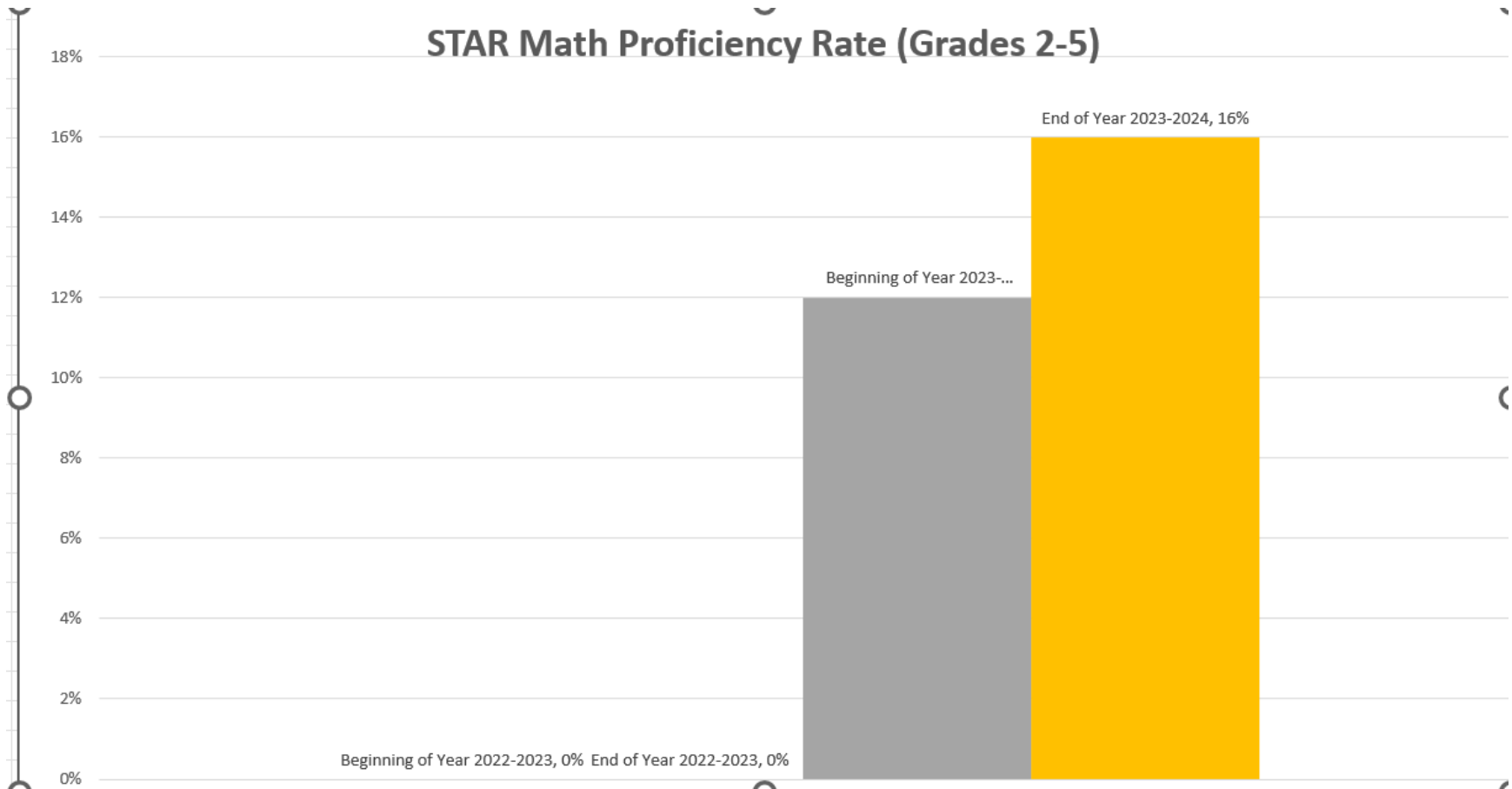
ELA AND MATH MAP PROFICIENCY



STAR Reading Proficiency Rate (Grades 2-5)

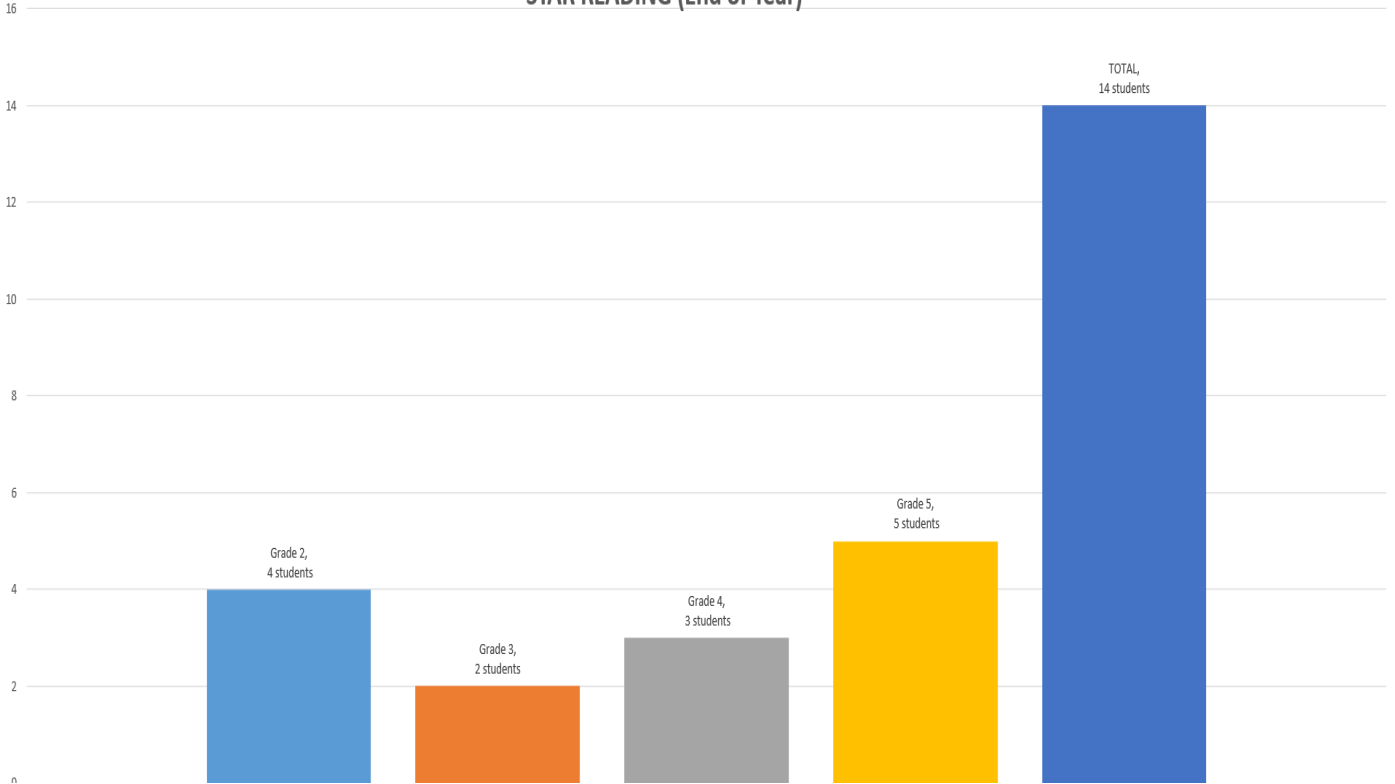


STAR Math Proficiency Rate (Grades 2-5)



NUMBER OF STUDENTS ON GRADE LEVEL 2023-2024 STAR READING	
Je 2	4
Je 3	2
Je 4	3
Je 5	5
AL	14

NUMBER OF STUDENTS ON GRADE LEVEL 2023-2024 STAR READING (End of Year)

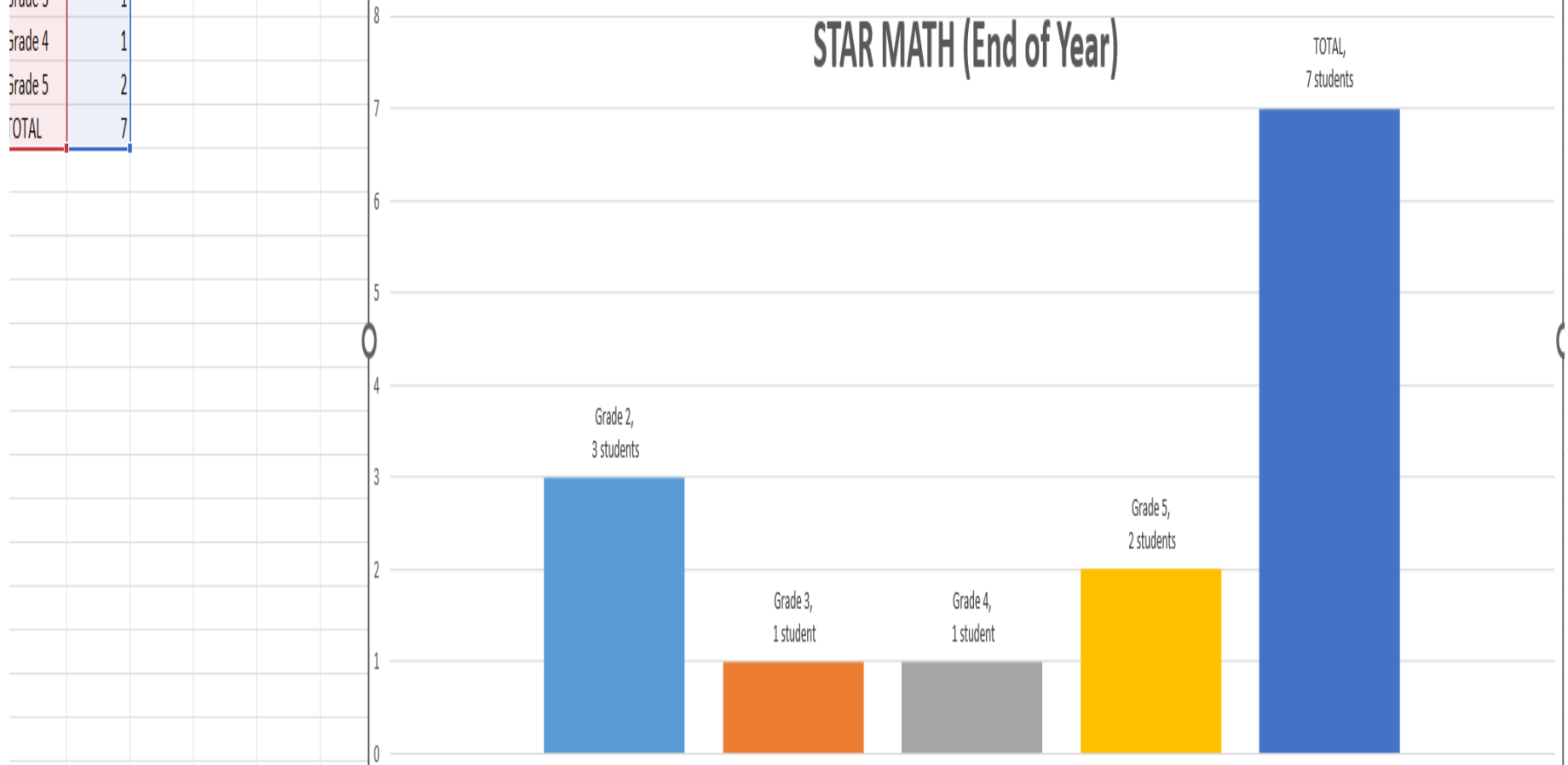


NUMBER OF STUDENTS ON GRADE LEVEL 2023-2024 STAR MATH

Grade 2	3
Grade 3	1
Grade 4	1
Grade 5	2
TOTAL	7

NUMBER OF STUDENTS ON GRADE LEVEL 2023-2024

STAR MATH (End of Year)



Curriculum and Instruction			
<i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>			
Data Type	Current Information		
Learning Expectations	Clearly defined learning objectives aligned with standards such as state standards or curriculum frameworks. Teachers regularly review and adjust learning objectives to meet the needs of diverse learners, ensuring that students are challenged and supported in their academic growth.		
Instructional Programs	We utilize the SAVVAS MyView program. Teachers receive training to use program resources for reading and writing skills development effectively. We regularly assess student progress, provide professional development, and foster a collaborative environment to enhance ELA		
Instructional Materials	Provide a range of resources such as textbooks, workbooks, online tools, and manipulatives to enhance teaching and learning. Teachers can access up-to-date and relevant materials catering to students' varied learning styles and needs.		
Technology	Equipping classrooms with interactive whiteboards, educational software, and iPads as devices to enhance instruction. Teachers receive training on effectively integrating technology into lessons to promote student engagement and learning.		
Support personnel	Support personnel, including the reading specialist, related arts teachers, and instructional coaches, provide additional support to students with diverse learning needs and collaborate with teachers to create a supportive learning environment.		
High Quality Professional Staff			
<i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>			
Data Type	Current Information		
Staff Preparation			
Staff Certification	Grade Level	2023-24 Certification Status	2024-25 Certification Status
	PreK	ILA	Certified
	KG	Certified	Certified
	First	Certified	Certified
	Second	Certified	Certified

	Third	Certified	Certified	
	Fourth	Certified	Certified	
	Fifth	ILA	ILA	
	SPED	Certified	Certified (Contracted by employment agency)	
Staff Specialist and other support staff	School Secretary School Nurse Building Substitute Teacher Academic Instructional Coach Music - ILA Art P.E. -ILA Librarian Early Childhood Education Assistant In School Success Monitor-Vacancy Counselor .5 Social Worker Family Community Specialist-Vacancy Family Mentor (provided by a partnership with Urban League of Greater St. Louis) 2-ICA's to support scholars with IEPs			
Staff Demographics	74% Black 22% White 4% Hispanic			
School Administrators	Principal: Dr. Leslie A. Bonner			

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 the 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?

1. Host meetings and workshops with parents to explain the policy, answer questions, and gather feedback.
2. Send out the policy for review and feedback through newsletters, emails, or other communication channels.
3. Conducting surveys or feedback forms to gauge parents' understanding and acceptance of the policy.
4. Organizing focus groups or advisory committees comprised of parents to discuss policy and provide input.
5. Providing opportunities for parents to give input through parent-teacher conferences, open houses, or school events.

What are the strengths of family and community engagement?

1. Increased student achievement and academic success due to the involvement and support of parents and the community.
2. Enhanced communication and collaboration between schools, families, and communities, leading to a more supportive learning environment.
3. Building a sense of belonging and ownership within the school community, fostering a positive school culture.

What are the weaknesses of family and community engagement?

1. Barriers related to socioeconomic status that may hinder some families' participation.
2. Limited time and resources available to schools and families to fully engage in collaborative activities.

<ul style="list-style-type: none"> 3. Varying levels of interest and commitment among parents and community members impact the effectiveness of engagement efforts. 4. Difficulty in sustaining long-term engagement and maintaining consistent involvement over time.
<p>What are the needs identified pertaining to family and community engagement?</p>
<ul style="list-style-type: none"> 1. Providing resources and support for parents to actively participate in their children's education, such as workshops, training sessions, and informational materials. 2. Creating inclusive and welcoming environments within schools that encourage diverse family and community involvement. 3. Developing effective communication strategies to reach all families, including those with language or literacy barriers. 4. Establishing partnerships with community organizations, businesses, and local agencies to expand support networks for families. 5. Offering flexible engagement opportunities that accommodate varying schedules and preferences of families and community members.
<p style="text-align: center;">Policy Involvement</p>
<p>How are parents involved in the planning, review, and improvement of the Schoolwide plan?</p>
<ul style="list-style-type: none"> 1. Parent representation on the School Leadership Team or School Improvement Team responsible for developing and revising the School-wide plan. 2. Hosting meetings or forums where parents can provide input, feedback, and suggestions for the plan. 3. Distributing surveys or questionnaires to gather parents' perspectives on school priorities, goals, and strategies.
<p>How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?</p>
<ul style="list-style-type: none"> 1. Soliciting feedback from parents through surveys, meetings, or feedback forms on their experiences with family engagement initiatives. 2. Hosting workshops or training sessions to educate parents about the policy and gather their suggestions for improvement. 3. Collaborating with parent organizations or community groups to ensure diverse perspectives are considered in policy development.
<p>How is timely information about the Title I.A program provided to parents and families?</p>
<ul style="list-style-type: none"> 1. Send home informational packets or newsletters detailing the program's objectives, services, and opportunities for parental involvement. 2. Hosting Title I. Program information sessions or workshops for parents to learn about program requirements, resources, and benefits. 3. Utilizing phone calls, emails, or text messages to communicate important updates, events, or changes related to the program. 4. Providing regular updates during parent-teacher conferences, school meetings, or special events to keep parents informed about Title I.A activities and progress.
<p>What are the methods and plans to explain curriculum, assessments, and MAP achievement levels to parents and families?</p>

1. Host curriculum nights or information sessions where teachers explain the curriculum goals, standards, and learning outcomes.
2. Share assessment schedules, formats, and results with parents through progress reports, conferences, or online portals.
3. Offer workshops or training sessions to help parents understand the purpose and significance of MAP assessments and how to interpret achievement levels.
4. Provide access to educational resources, guides, and tools that support parents in reinforcing learning at home and monitoring their child's progress.
5. Communicate regularly with parents to address questions, concerns, or requests for additional information about the curriculum, assessments, and MAP achievement levels.

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 how the school and parents will build and develop a partnership to help children achieve the state's high standards.

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

SLPS Parents will support academic achievement including 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 the 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 that 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 are 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 are conducted twice per year in the first and third quarters of the school year. Parents are informed of their child's progress via district progress reports and STAR assessment progress monitoring data. Parent participation is encouraged through volunteering, supporting classroom field trips, and other initiatives. Staff are available to meet with parents in person regarding their child's progress by scheduling an appointment during the teacher's planning time, via email, or via TEAMS/Zoom meetings. Handbooks and correspondence sent home to ELL

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

Every parent is required to read and review the JES School Parent Compact upon enrollment and during Title I and other parent meetings. After reviewing the compact with their students, parents are required to return a signed copy to the school.

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

Parents are guided on how to effectively monitor their child's progress through regular updates, parent meetings, parent-teacher conferences, and online platforms where they can track academic performance and receive feedback on areas of improvement.

How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?

School personnel receive professional development on the importance and value of creating and maintaining positive relationships with families. Classroom teachers are charged with maintaining monthly positive reports for each scholar via email, phone or note home.

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

The Student Support Team coordinates meetings to support scholars & parents. These events include but are not limited to Books and Breakfast, Muffins with Moms, Donuts with Dads, Grandparents Day Read to Me Celebration, Math Night, Literacy Night, Career Fair, and StarBooks Café. These events demonstrate efforts to build sustaining relationships with parents and the school 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.

Monthly Family Academy meetings will encourage additional participation in school-related activities and inform parents how to support their child(ren) with school-related activities.

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

Jefferson Elementary School provides opportunities for the informed participation of all parents and families. Parents and family members who have limited English proficiency and/or are parents of migratory children can be provided with an interpreter and translation of written correspondence in their native language. Additionally, the school building is accessible to family members with disabilities.

Summary Statements

Summary of the Strengths

Families are beginning to move back to the neighborhood since the redevelopment is now in Phase II. We anticipate an increase in enrollment due to new families moving into the new housing complex.

The teaching staff, is dedicated to consistently providing scholars with Tier I instruction and personalized, differentiated instruction that will enable scholars to focus on foundational skills that are needed to be successful on grade level work. The Reading and Writing Initiative has catapulted scholar engagement and has positively impacted performance in third grade. Expansion of the program to include both third and fourth grades during the 2024-25 school year will result in an even greater impact on student performance in reading and writing.

The Student Support Team is dedicated to eliminating any obstacles from students' lives that hinder their academic progress and overall well-being. The team will continue to prioritize character education, social and emotional wellness through lessons, addressing the needs of students who have experienced trauma, and collaborating with parents to resolve issues related to food and housing insecurity in the upcoming school year.

Family engagement motivates children to focus on learning, earn high grades, decrease absences, and be more satisfied with their teachers and school community. The level of involvement is critical in producing a high impact on student performance. The higher the degree of parental involvement, the higher the impact on the child's academic achievement.

Attendance at JES performance events is impressive and motivates our scholars to do their best. Our parents enjoy bringing extended family members to showcase the talents of their child(ren); however, attendance at parent meetings and academic-based events is lacking.

Jefferson has a low number of disciplinary incidents. This can be attributed to the positive relationships faculty builds with scholars and families. Expectations are high and our Student Support Team values teaching scholars how to resolve conflict in a calm, kind and compassionate manner.

Summary of the Weaknesses

During the 2022-23 school year, there was a notable improvement in student proficiency in Reading. The percentage of proficient students increased from 10% to 23%, marking a 13% increase. However, in the 2023-24 school year, there was a 3% decrease in proficiency, dropping from 24% to 21%. This decline could be attributed to testing overload, as students had taken the MAP test the week before the STAR assessment.

In the 2022-23 school year, there were no students in the proficient range of performance in Mathematics. However, during the 2023-24 school year, students demonstrated a 4% increase in proficiency, going from 12% to 16%.

Attendance at parent meetings and academic-based events is low.

Although there has been a slight improvement in Average Daily Attendance, student attendance remains a concern. The progress is hindered by vacancies in positions such as In-School Success Coordinator and Family Support Specialist.

Summary of the Needs

Teachers need ongoing professional development to ensure the planning and implementation of effective, engaging lessons that will enable scholars to master learning standards. Opportunities for teachers to plan together; having common planning times across the district during the 2024-25 school year will support this effort.

Student attendance and parent involvement are of concern although showing slight improvement at the school while maintaining adequate staffing levels. However, there is still room for growth, particularly in addressing chronic absenteeism and enhancing parent partnerships. To ensure success in the 2024-2025 school year, we will focus on two key areas: implementing an enhanced student attendance program with early intervention strategies and community collaborations and strengthening parent engagement initiatives through workshops, events, and family academy meetings. These changes aim to create a supportive learning environment that promotes student success and well-being while fostering stronger connections between the school, families, and the community.

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Summary of Focus Priorities for 24-25
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Prioritized areas of <u>Need</u> for 24-25 based on needs assessment/data analysis

<i>Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.</i>

- | |
|--|
| 1. Maintain a systematic approach to fostering a positive school culture and climate by integrating social-emotional learning, setting high expectations for all, and providing opportunities for students to exemplify school values and academic success. This approach aims to cultivate a sense of belonging and facilitate a joyful learning experience for all students. |
| 2. Efforts will be directed towards fostering sustainable academic advancements in literacy, encompassing reading, writing, speaking, and presentation skills. |
| 3. Enhance instructional practices that will make learning meaningful and culturally relevant for students in Math and Reading. |

What date did you and your School Planning Committee Complete Section 2? April 23, 2024

SECTION 3

The Goals and the Plan

The Goals and the Plan

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

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

GOAL 1: SENSE OF BELONGING

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

Leadership Plan

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

Priorities:

1. Cultivate a Sense of Belonging to enhance student engagement and well-being.
2. Foster a culture of high expectations, student engagement, and academic excellence for all.

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Establish and support a variety of student clubs focused on diverse interests and backgrounds to provide opportunities for students to connect with peers.
- Character education, social and emotional well-being lessons, and academic and attendance recognition.
- Sensory room for students with autism spectrum disorder or other sensory processing concerns

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- What does a Sense of Belonging Look Like at Jefferson Elementary School

Implementation

- Meet with staff to determine talents and interests in clubs and discuss roles and responsibilities.
- Create a framework for clubs' operations, including frequency, membership, and calendar.
- Conduct an interest inventory to determine scholar interest in clubs.
- Implement Character Education lessons, posters, bulletin boards, and announcements.
- Schoolwide meetings -expectations (academic, behavioral), celebrations
- Monday morning schoolwide meetings and Friday afternoon schoolwide meetings
- Student Support Team Meetings
- Begin Scholars of the Month program
- Teacher/Scholar SMART Goal setting conferences in Reading and Math

Person(s) Responsible	Resources
<ul style="list-style-type: none">▪ Culture & Climate Coordinator▪ Principal▪ Counselor▪ Teachers▪ Social Worker▪ Support Staff	<ul style="list-style-type: none">▪ Districtwide PBIS Matrix (Central Office)▪ PBIS Districtwide Bus and Building Expectations(Central Office)▪ Character Education Posters (GOB)▪ Character Education Lessons (Central Office)▪ Social Emotional Lessons and Activities (Central Office)▪ Materials and resources for clubs (Comprehensive)▪ Materials and resources for Sensory Room (Title I/Comprehensive)

60 Days:

- Evaluate the effectiveness of student clubs via survey (scholars, staff)
- Make changes to the club framework based on feedback
- School Counselor & Social Worker receive ReThink curriculum training
- School counselor begins classroom lessons using the ReThink curriculum and other Character Strong resources
- Regular review of discipline data to refine classroom supports
- Continue celebrating Scholars of the Month
- Quarterly recognition of scholars meeting/exceeding or improving academically and socially

Person(s) Responsible	Resources
<ul style="list-style-type: none">▪ Principal▪ Counselor▪ Teachers	<ul style="list-style-type: none">▪ Scheduled time for Club Meetings▪ ReThink Curriculum Training (Central Office)▪ Access to ReThink Curriculum (Central Office)

<ul style="list-style-type: none"> ▪ Social Worker ▪ Support Staff 	<ul style="list-style-type: none"> ▪ Awards and certificates (Comprehensive)
<p>90 Days:</p> <ul style="list-style-type: none"> ▪ Evaluate the effectiveness of student clubs via survey (scholars, staff) ▪ Make changes to the club framework based on feedback ▪ First Semester Honors and Awards celebration of scholars meeting/exceeding and/or improving academically and socially 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Principal ▪ Counselor ▪ Teachers ▪ Social Worker ▪ Urban Family Mentor ▪ Secretary ▪ Support Staff 	<ul style="list-style-type: none"> ▪ ReThink ED Platform
Funding Source(s)/ Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Panorama Ed Survey Platform ▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ \$2000 for professional development books and resources for staff (Title/Comprehensive) ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) ○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB) ▪ Character Education Posters (GOB) ▪ Materials and resources for clubs (Comprehensive) ▪ Materials and resources for Sensory Room (Title I/Comprehensive) ▪ Cost associated with staff attendance to conferences (PBIS) \$2,000 	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1:	<input type="checkbox"/> Pillar 2:	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the

The District creates a system of excellent schools	The District advances fairness and equity across its system	foster effective, culturally responsive learning environments		District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
<p>GOAL 2: READING By May 2025,</p> <ul style="list-style-type: none"> - 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year. 				
Reading Plan				
Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
<p>Priorities: Pre-K, Elementary, and Secondary:</p> <ol style="list-style-type: none"> 1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency. 2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading). 				
Evidence-based strategies	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks ○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol ○ ELA Collaborative Lesson Planning Protocol (PLCs) ▪ UFLI Supplemental Phonics Program ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers 			
Implementation Plan				
Action Steps				
<p><u>30 Days:</u> Professional Development</p>				

- 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 for foundational literacy skills instruction grades KG-5th.
- Reading and Writing Initiative PD-Third and Fourth Grade teachers

Observation and Feedback

- Conduct classroom observations to gather baseline data on current instructional practices related to gradual release specifically the We Do and You Do portions of the model; and embedding academic conversations into lessons.
- Provide feedback to teachers on the GR Model, academic conversations, and items specific to the PBTE
- Conduct observation & provide feedback to third and fourth-grade teachers on the utilization of Reading and Writing Initiative protocols

Implementation/Monitoring

- Establish Professional Learning Communities (PLCs) that focus on Relay’s Lesson Plan Internalization Process (LPIP) and Data Team Protocols
- Implementation of new lesson plan template
- Feedback to teachers on utilization of lesson plan template and alignment to the Instructional Design Framework and LPIP
- Monitor third and fourth-grade teachers' implementation of Reading and Writing Initiative Protocols

Monitoring Student Progress

- STAR Reading BOY Assessment
- Administer UFLI Assessment
- Analyze baseline data to determine student need and trends
- Conduct goal-setting conferences with scholars

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Principal ▪ Teachers 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High-Quality Instructional Design ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance ▪ PLC/Data Team Schedule ▪ Instructional Leadership Team Meeting Schedule ▪ Professional Development Plan ▪ STAR Progress Monitoring Schedule

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
- Follow up PD-Gradual Release Model and Academic Conversations as needed as indicated by classroom observations
- Utilize PLCs to refine lesson plans for Reading and Writing Initiative and address misconceptions
- Multi-tiered system of supports (MTSS)

Observation and Feedback

- Continue observation of GR Model and Academic Conversations
- Continue observations of third and fourth-grade teachers Reading and Writing Initiative
- Observation of UFLI Phonics Instruction

Implementation/Monitoring

- Evaluate the effectiveness of PLC protocols and refine as needed
- Implement District Curriculum Weekly Writing Prompts
- Implementation of MTSS Supports Strategies

Monitoring Student Progress

- STAR Reading Progress Monitoring
- District Curriculum Weekly Writing Prompts
- Analysis of student work samples during Data Team meetings

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ MTSS Facilitator ▪ School Leadership Team ▪ Teachers 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ <u>Resources for at-home libraries and literacy practice (Comprehensive)</u> ▪ <u>Writing supplemental resources (journals, composition books) (Comprehensive Budget)</u>

90 Days:

Professional Development

- Provide additional PD for teachers based on observations (GR Model, UFLI Phonics, MTSS Strategies)

Observation and Feedback

- Conduct observations of GR Model, Academic Conversations and PBTE strands

Implementation/Monitoring

- Continue data team meetings to plan reteach via direct instruction or guided discourse
- Continue PLCs to reinforce PD and LPIPs
- Implement Ready for Kindergarten program for P4 scholars and parents

Monitoring Student Progress

- STAR Reading MOY Assessment
- Analyze phonics intervention data and make appropriate adjustments based on data

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ School Leadership Team ▪ Teachers ▪ Test Coordinator 	<ul style="list-style-type: none"> ▪ STAR Renaissance

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

- *District-wide initiatives will be funded by the central office.*
 - Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)
 - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
 - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):*
- Resources for at-home libraries and literacy practice (Comprehensive) (\$2,000)
- Writing supplemental resources (journals, composition books, chart paper, markers) (Comprehensive Budget) (\$700)
- Cost associated with staff participation to conferences (Solution Tree, ASCD, Unbound Ed Standards Institute, Innovating Schools Conference, etc. (Title, Comprehensive) (\$5,000)
- Resources for academic nights for families (Title I/Comprehensive) (\$2,000)
- Resources for Ready for Kindergarten parent meetings (GOB/Title) (\$500)
- Ready for Kindergarten Kits (Central Office)

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

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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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

- 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

Implementation Plan

Action Steps

30 Days:

Professional Development

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

Observation and Feedback

- Provide feedback on math lesson plan delivery areas of strength and growth

Implementation/Monitoring

- Analyze baseline data to identify priorities in lesson planning during PLCs
- Lesson plans demonstrate alignment with the Instructional Design Framework and Math LPIP

Monitoring Student Progress

<ul style="list-style-type: none"> ▪ STAR Math BOY Assessment ▪ Student/Teacher Math goal conferences 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Principal ▪ Teachers 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance ▪ Weekly PLC and Data Team Meetings ▪ PD for teachers as needed ▪ Math manipulatives and resources to support math instruction (Comprehensive)
<p><u>60 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Refresher PD on Academic Monitoring based on observation data <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Conduct classroom observations to observe math instruction specifically focused on GR Model and Academic Conversations, Total Participation Techniques ▪ Identify best practices and provide coaching for teachers who need additional support in facilitating <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Analysis of student data during PLCs-Data Team meetings to drive next steps in instruction (reteach protocols) <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math progress monitoring ▪ Student/Teacher Math SMART goal conferences 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Principal ▪ Teachers 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Math Specialist ▪ PD for teachers on an as-needed basis to improve mathematics instruction
<p><u>90 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Additional PD as needed for teachers based on observation feedback and request 	

Observation and Feedback

- Conduct observations focused on the GR Model and Academic Monitoring utilization in all math classrooms

Implementation/Monitoring

- Continue reviewing student work during PLCs and WDM to make changes to instruction based on student need

Monitoring Student Progress

- STAR Math MOY Assessment
- Student/Teacher Math SMART goal conferences
- Analyze student work samples during PLCS WDM to determine the next steps in instruction

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Principal ▪ Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ Funds for additional PD
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> ▪ Math manipulatives and resources to support math instruction (Comprehensive) (\$1,200) ▪ Cost associated with staff participation to conferences (Solution Tree, ASCD, Unbound Ed Standards Institute, Innovating Schools Conference, etc. (Title, Comprehensive) (\$5,000) ▪ Resources for academic nights for families (Title I/Comprehensive) (\$2,000) 	

(What date did you and your School Planning Committee Complete Section 3? September 27, 2024)

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date

