(Lexington) 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

SAINT LOUIS PUBLIC SCHOOLS

Creating the Profile

Setting the Goals

Planning to Improve

Implementing the Plan

24-25 ACCOUNTABILITY PLAN TEMPLATE
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Section	Contents	Completion Dates (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; **2024-2025** Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	**September 20, 2024**
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		**September 27, 2024**
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1
School Profile

Accountability Plan Template

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ **LEA** ✓ **School**	**Name of LEA: St. Louis Public Schools** **Name of School:** **School Code:**	**Check if appropriate** ☐ **Comprehensive School** ***Requires a Regional School Improvement Team** ☐ **Targeted School** ✓ **X Title I.A**
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission:		
School Vision:		
One plan may meet the needs of a number of different programs. Please check all that apply. ✓ **Title I.A School Improvement** ☐ **Title I.C Education of Migratory Children** ☐ **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** ☐ **Title II.A Language Instruction for English Learners and Immigrant Children** ☐ **Title IV 21st Century Schools** ☐ **Title V Flexibility and Accountability** ☐ **Individuals with Disability Education Act** ☐ **Rehabilitation Act of 1973** ☐ **Carl D. Perkins Career and Technical Education Act** ☐ **Workforce Innovation and Opportunities Act** ☐ **Head Start Act** ☐ **McKinney Vento Homeless Assistance Act** ☐ **Adult Education and Family Literacy Act** ☐ **MSIP** ☐ **Other State and Local Requirements/Needs** _____		

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

School Planning Committee

Position/Role	Name	Signature	Email/Phone Contact
Principal	Relaina burns	Relaina Burns	Relaina.Burns@slps.org /314-327-0895
Assistant Principal (if applicable)			
Academic Instructional Coach	LaKeisha Redding	Lakeisha Redding	LaKeisha.Redding@slps.org
Family Community Specialist (if applicable)	Robin Ward	Robin Ward	Robin.Ward@slps.org
ESOL Staff (if applicable)			
SPED Staff (if applicable)			
ISS/PBIS Staff (if applicable)			
Teacher	Jessica Cole	Jessica Cole	Jessica.Cole@slps.org
Teacher	Patricia Beverly	Patricia Beverly	Patricia.Beverly@slps.org
Parent	Kendrea Davis	Kendrea Davis	Kendrea.Davis@slps.org
Parent	Darlene Peal	Darlene Pearl	
Support Staff	Rhonda Goolsby	Rhonda Goolsby	Rhonda.Goolsby@slps.org
Community Member/Faith Based Partner	Anthony Reed	Anthony Reed	
Network Superintendent	Shameka Humphrey	Shameka Humphrey	Shameka.Humphrey@slps.org
Other	Samaritan Gladney	Samaritan Gladney	

What date did you and your School Planning Committee Complete Section 1? <u>September 20, 2024</u>

SECTION 2
Comprehensive Needs Assessment

Comprehensive Needs Assessment

	Student Demographic	
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	238	Lexington's enrollment was 276 for the 2022-23 school year. Enrollment has shown a decline during the 2023-24 school year due to high mobility rates.
Grade Level Breakdown	Pre-K- 43; K-33; 1st-29; 2nd-34; 3rd-44; 4th-28; 5th -27	A decrease in student population in Pk, 4th, and 5th grade has altered our overall school enrollment.
Ethnicity	African American-98%. Hispanic-1%, multi-racial-1%	Lexington's student population is predominantly African American. However, we do service a small Hispanic and Multi-Racial population
Attendance	ADA: 87.5%: 90/90-45%	ADA and 90/90 attendance have shown a marginal increase over the previous school year, due to an increase in robocalls, staggard phone calls initiated by the FSS, and school-wide attendance incentives.
Mobility	20.1%	Lexington's mobility rate has improved by 12% from last year. A population of students are still in transition, and multiple families in the school community are challenged with stable transportation and housing.
Socioeconomic status	100% Free and Reduced Lunch	Students require continued wrap-around support from the Assistance League with clothing and shoes, Hopewell Center in decreasing the negative effects of trauma within the school community, and Mercy Seat Missionary Baptist Church with clothing and school supplies.
Discipline	OSS-1	OSS Student discipline resulted in a downward trend during the 2023-24 school year due to an increase in school counseling support from the school counselor, services through Hopewell, student referrals for additional services, and consistent school-wide systems.
English Language Learners/LEP	0%	Currently there are no students identified as ELL/LEP
Special Education	10%	Two cross-categorical settings provide services for (14) K-5 students. In addition, we have an inclusion classroom that services (1010") preschool students. Services are also provided for inclusive resource students.

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				
ELA	BB 76% B 20% P 4% A 0% **MPI 277.7**	Will be Reported during fall 2024	MPI = 300	• MPI decreased 9 points from last year. Current MPI is below the targeted score of 300. • Teachers lack fidelity across all grade levels with implementing the My View Framework as outlined.by the district. • Lack of fidelity in implementing 60 minutes per day of small intervention groups (Small Group Reading, Writing, Phonics, and Reading Comprehension, etc.) • Lack of fidelity in implementing bi-weekly data team meetings with a focus on the high priority standards, identification of student misconceptions, and reteaching (modeling or guided discourse)
Math	BB 89% B 8% P 3% A 0% **MPI 240.06**	Will be Reported during fall 2024	MPI = 300	• MPI decreased 6 points from last year. Current MPI is below the targeted score of 300. • Lack of fidelity across all grade levels with implementing the Envision Framework as outlined.by the district. • Lack of fidelity in implementing 30 minutes per day of small intervention groups. • Lack of fidelity in implementing bi-weekly data team meetings with a focus on the high priority standards, identification of student misconceptions, and reteaching (modeling or guided discourse)
Science	BB 90.9% B 9.1% P 0% A 0% **MPI 258.9**	Will be Reported during the fall	MPI = 300	• MPI decreased 27 points from last year. • Current MPI is below the targeted score of 300. • Lack of fidelity in implementing daily science instruction according to district pacing by grade level. • Lack of fidelity in using the curriculum resources.
Social Studies				MPI (Secondary Only)
CCR				MPI (Secondary Only)

WIDA ACCESS (Progress Indicator)					Lexington currently does not have an ELL population.
WIDA ACCESS (Proficiency Indicator)					Lexington currently does not have an ELL population.

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	7%	13%	55%	59%	100%	Star Reading data is based on 2nd-5th grade students. Reading data shows an increase in the BOY performance over last year by 48%, and 46% over last year's end of the year performance. This can be attributed to summer camp attendance, and students not experiencing regression of acquired reading skills.
STAR Math	12%	20%	30%	20%	100%	Star Math data is based on 2nd-5th grade students. Math data shows an increase from the previous BOY by 18%. However, the previous year EOY performance was the same as the current EOY performance.
DRDP (PreK)						
ELL Benchmark Assessment- Speaking *EL students only						
ELL Benchmark Assessment- Writing *EL students only						

BOY - 55% Proficient Beginning of Year; EOY -59 % Proficient End of Year

Curriculum and Instruction	
(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)	
Data Type	**Current Information**
Learning Expectations	• Teachers are expected to personalize and differentiate learning for all students through small group instruction across all grade levels based on data outcomes. • Rigorous Tier 1 instruction will be implemented across all content at all grade levels • Teachers are accountable for implementing daily reteaching strategies throughout the day in Reading and Math based on data outcomes. • Focus on phonics instruction for the primary grades, vocabulary development, and reading comprehension for all grades • Bi-weekly Data Meetings/PLCs
Instructional Programs	• Missouri Learning Standards • Standards Based Learning • Renaissance Learning • My View • Envision Math • Exploring science • Savvas Social Studies • Success
Instructional Materials	• Freckles Reading/Math • Savvas ELA (k-5) • My On • My View curriculum • Envision Math Curriculum • Exploring Science • Savvas Social Studies • Istation • Teacher Created Materials to support small group instruction with the priority standards
Technology	• iPads for all students • Teacher iPads and laptops • Active Floor • Document Cameras • Dash Robots • Student laptop lab

Support personnel	• Building Substitutes (2 allocations) • ICA (3 allocations) • TA (2 allocations) • Counselor (1 allocation) • Social Worker (.5 allocation) • Library Aide (1 allocation) • Family Community Specialist (1 allocation) • Nurse (1 allocation) • Volunteers and Community Support • Pre-K Assistants

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

Data Type	Current Information
Staff Preparation	• District and Site Based Professional Development sessions • Weekly Data Meetings in ELA and Math. • AIC support for 1st/2nd year teachers. **2024-25 Lexington PD Focus:** • Small group reading instruction with a focus on reading comprehension, phonics, vocabulary, and phonemic segmentation. • Small group math instruction with a focus on basic math facts, problem solving, and math talks. • Bi-Weekly Data Team Meetings with a focus on high priority standards in ELA and Math • Equity and culturally relevant teaching. • Istation PD on adaptive Math and Reading instruction.
Staff Certification	1- Certified Building Principal Pre-K/ECSE – 2 Certified Teachers KG – 2 Certified Teachers 1st – 2 Certified Teachers 2nd – 2 Certified Teachers 3rd – 2 Certified Teachers 4th – 2 Certified Teacher 5th- 1 Certified Teacher Related Arts – 1 certified in Art and 1 certified in PE 2 Cross-Cat Teachers Certified

Staff Specialist and other support staff	1-Academic Instructional Coach 1-Counselor 1-Trauma Counselor (0.5)-Hopewell 1-Social Worker (0.5) 1-Family Community Specialist
Staff Demographics	Female-31 Male-5 African-Amer.- 33 Caucasian-Amer.-8 Building Substitutes- 2
School Administrators	Relaina Burns, Principal

24-25 School Parent and Family Engagement Policy

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

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?
Lexington 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.
What are the strengths of family and community engagement?

Family and community engagement is high for our community and parental events. The need for strong family involvement starts when children are in preschool and continues through high school. 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 school decision-making process 6. The identification and integration of resources and services from the community. The family and community room will still be

What are the weaknesses of family and community engagement?

Using various avenues of communication to reach not just the custodial parent, but also all parents/guardian (District Issue). Sending out various forms of communication including, but not limited to the monthly calendar and Class Dojo. Lack of follow-through with assigned staff. Monthly calendars are often late. Low parental attendance at Title 1 meetings.

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

There are numerous families in financial hardship that may end up in transitional situations, incarceration, or experience substance abuse. Our community could benefit from programs that will assist families that are in transition with food, job opportunities, clothing, childcare, recidivism, and other resources. Lexington will continue monthly classroom meetings to maintain involvement in the school community. This will also create relationships that aid in addressing home deficits. Family and Community specialist lacks the knowledge and training to foster parent and community

Policy Involvement

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

Parents are invited to attend the Bi-Annual Title 1 meetings offered in the fall and spring. This meeting discusses parent's right to know, compact, parent involvement plan and more. Also, in the spring they are invited to attend the Review and Revision planning meeting. In this meeting, the team made changes to the Parent Compact, Title 1 Strengths and Weakness, as well as Academic Achievement parents are also invited to be volunteers in the school, as well as become members of the PTO.

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

All parents are welcome and invited to attend all PTO meetings that discuss school planning. Parents are given the opportunity to attend the Yearly 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, for example black history program, winter program etc.
How is timely information about the Title I.A program provided to parents and families?

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

Lexington Elementary has a monthly calendar with all engagements for the month. Parents can also access information on Lexington's website. In addition, the FCS sends home flyers and notices in a timely manner to provide parents an opportunity to attend. Teachers post on Class DOJO regularly to give parents ample notice.

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. Families will also have the chance to look at different boards that highlight students' progress on Scantron, Star and MAP assessments. Lexington parents are always welcome to make an appointment with the Principal, AIC, Teachers, or FCS with any further questions or concerns. The school also provides Awards Day Ceremonies to recognize academic successes.

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

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

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

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

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

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

· Monitor and limit screen time;

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

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

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

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

· Notify school of all absences as they occur.

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

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:
· We will provide high-quality instruction and materials to our students.
· We will plan and participate in high-quality professional development which incorporates the latest research.
· We will maintain a safe and positive school climate.

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

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

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

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

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

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

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

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

Parent teacher conferences are held two times a year. Staff members provide frequent updates to parents and families about student progress by email, Class Dojo, and phone calls. Parents are encouraged to participate in school activities. Communication from school staff is frequent and aligned to school goals and priorities.

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
Parents will have various opportunities to participate in parental workshops and informative meetings throughout the school year.
How does your school provide materials and trainings to help parents work with their children to improve achievement?
In addition to PTO meetings, there will be workshops offered as needed to give parents support and training. Parents are also encouraged to meet teachers by appointment if they need additional support. We plan to 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. Lexington will schedule monthly parent meetings held inside the classroom with the Teacher, FCS, Counselor, Social Worker, and Principal.
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?
SLPS has scheduled Professional Development days 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. Lexington School also has two monthly scheduled school-wide meetings to address concerns both educationally and professionally.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Parents are given a survey at the beginning of the year to weigh their opinions on programs from the previous year.   Programs that were highly attended are scheduled for families to attend. Parents are also 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.

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

Lexington Elementary is committed to ongoing parental and family engagement. This includes providing opportunities regardless of English proficiency, disabilities, and migratory status. We recognize that strong parental support is the key to successful partnerships with parents and the community. We assure that all parents are actively involved and well-informed beginning with our annual informational Title I Meeting and additional opportunities throughout the school year for parents to participate in their child's education.

Summary Statements

Summary of the Strengths
Strengths • Family Community Specialist sends monthly calendars and assists with organizing activities to promote parent involvement. • Principal is visible during student arrival, dismissal, and interacts with the community. • Part-time Trauma Informed Specialist from Hopewell supports the school and families to aid students with extreme emotional needs. • Parental attendance and participation in school events and meetings have increased over the previous school year. • Student achievement has shown growth over the past two years in STAR and MAP Data. •

Summary of the Weaknesses
Weaknesses • Although there has been a decline in school discipline infractions, staff requires additional support in implementing restorative practices when addressing student inappropriate conduct. • CARE team has not met consistently to address behavior/ attendance concerns. The Team should revisit • Teaching staff requires additional support in meeting student needs while scaffolding instruction during small group sessions. • Teaching staff requires additional Professional Development in Lesson Planning Internalization.

Summary of the Needs
Teachers require ongoing instructional support in implementing ELA and Math instruction with fidelity in particular with scaffolding instruction to meet students needs while addressing student misconceptions. Additional teacher support is required in making content relevant and affirming for students. Lesson Planning internalization and implementing the Gradual Release Model with fidelity requires continuous

Summary of Focus Priorities for 24-25
Prioritized areas of _Need_ for 24-25 based on needs assessment/data analysis   _Outline your **3** priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year._
1.   Maintain a healthy, positive, and nurturing school climate that will foster a sense of belonging among the school community.
2.   Sustain academic improvements in reading, writing, listening, and speaking.
3.   Sustain academic improvements in Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, and Productive Disposition.

What date did you and your School Planning Committee Complete Section 2? <u>September 20, 2024</u>

SECTION 3
The Goals and the Plan

The Goals and the Plan

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

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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership
Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING
By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of 'Sense of Belonging', as evidenced by Spring 2025 Panorama Survey Results.

Leadership Plan

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

Priorities:
1. Lexington School Leaders will promote a healthy, positive, and nurturing school climate that will foster a sense of belonging among the school community.
2. Lexington School Leaders will promote School Safety within the school community.

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ School Safety Site-based focus. ▪ Rethink/ Social Emotional Learning led by the School Counselor.

Implementation Plan

Action Steps

30 Days:

Professional Development
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- SLPS Culture and Climate PD
- Daily Morning meetings to promote positive behavior and our P.R.I.D.E. Core Values
- Begin Attendance Team Meetings with the Principal, FSS, Social Worker, Secretary, and School Counselor
- Begin Rethink Ed and Social Emotional Learning Lessons
- Plan and Create monthly School Climate Goals and Activities

Observation and Feedback
- Participation in PD sessions
- PD Session Feedback/Takeaways
- Morning Meetings
- Rethink Ed and Emotional Learning

Implementation/Monitoring
- Implementation at Morning Meetings
- Monthly Planning/Monitoring of Lessons/Activities
- Positive Communication and Daily Greetings

Monitoring Student Progress
- Recognize and reward positive behavior with monthly incentives
- Positive school achievement awards
- Students are valued and respected
- Goal Setting that elevates achievement, Behavior, and attendance

Person(s) Responsible	Resources
- Culture & Climate Coordinator **Schoolwide Climate and Culture Team**	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Lexington Schoolwide Climate and Culture - Time for PD sessions

60 Days:

Professional Development
- Character incentives
- Classroom Sessions
- Character Plus

Observation and Feedback
- Questionaries

Implementation/Monitoring	
▪ ReThink Ed Sessions	
Monitoring Student Progress	
▪ **Increase in positive student Behavior**	
▪ **Increase in a positive school climate**	

Person(s) Responsible	Resources
▪ **Leadership Team Members** ▪ **Schoolwide Culture/ Climate Team**	▪ Time allocated for Student Support and Leadership Team ▪ Time allocated for school activities

90 Days:
Professional Development
- Mid Year Data Review
- Character Plus Development
- Mid Year Celebration

Observation and Feedback
- Panorama Data

Implementation/Monitoring
- ReThink Ed Sessions

Monitoring Student Progress
- Increase in a Positive Student Behavior
- Increase in a Positive School Climate

Person(s) Responsible	Resources
▪ Leadership Team Members ▪ Schoolwide Culture/Climate Team	▪ Time allocated for Student Support and Leadership Team ▪ Time allocated for school incentives/activities

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

▪ *District-wide initiatives will be funded by the central office.*
     ○ Panorama Ed Survey Platform
 	
 ▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
     ○ Salary and benefits associated with Academic Instructional Coach (Title)
     ○ $2000 for professional development books and resources for staff (Title/Comprehensive)
     ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
     ○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
☐ **Pillar 1:** **The District creates a system of excellent schools**	☐ **Pillar 2:** **The District advances fairness and equity across its system**	☐ **Pillar 3:** **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments**	☒ **Pillar 4:** **All students learn to read and succeed**	☐ **Pillar 5:** **Community partnerships and resources support the District's Transformation 4.0 Plan**

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading

GOAL 2: READING

By May 2025,
- 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

Reading Plan

Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:

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

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources:
	     o Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
	     o Instructional Design Framework and ELA Lesson Plan Internalization Protocol
	     o ELA Collaborative Lesson Planning Protocol (PLCs)
	
	▪ [Insert] Supplemental Phonics Program

	LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan	

Action Steps

30 Days:

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

Observation and Feedback
-

Implementation/Monitoring
-

Monitoring Student Progress
- STAR Reading BOY Assessment

Person(s) Responsible	**Resources**
- Professional Development - Curriculum Specialists - Director of Academic Instructional Coaches - Academic Instructional Coaches - [Insert] Site-based staff	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance

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

Observation and Feedback
- Conduct Classroom Walkthroughs to gather baseline data on the gradual release model.
- Provide initial feedback on areas of strength and areas for growth
- Develop a phonics instruction schedule

Implementation/Monitoring
- PLC on lesson planning internalization

- Schedule ongoing PLC's
- Conduct observations and provide immediate feedback

Monitoring Student Progress
- Star Reading assessments BOY, MOY, EOY
- Goal Setting Conferences
- Progress Momitoring

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪	▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric

90 Days:
Professional Development
- **Provide Professional Development on Phonics Instruction**

Observation and Feedback
- Conducts Observations and Provide immediate feedback

Implementation/Monitoring
- Review student data during PLC sessions
- Continue to support PLC's

Monitoring Student Progress
- STAR Reading MOY Assessment

Person(s) Responsible	Resources
▪	▪ STAR Renaissance

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

- *District-wide initiatives will be funded by the central office.*
    - o Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)
    - o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
    - o Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
    - o

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

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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics

GOAL 3: MATH

By May 2025,
- 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment.
- 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment.
- 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

Mathematics Plan:

Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:
1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.
2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources:
	    ○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
	    ○ Instructional Design Framework and Math Lesson Plan Internalization Protocol
	
	▪ [Insert] Site-based focus strategy if applicable

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

- Conduct classroom Walkthroughs
- Provide immediate feedback on strengths and growth

Implementation/Monitoring

- Use PLC's to review student data and modify instruction as needed
- Align Lesson plans
- Align small group instruction

Monitoring Student Progress

- STAR Math BOY Assessment

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ [Insert] Site-based staff	▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance

60 Days:

Professional Development

- Provide additional professional development as needed
- Facilitate follow up training as needed

Observation and Feedback

- Conduct focused observations
- Provide immediate feedback on strengths and growth

Implementation/Monitoring

- Utilize PLC's to collaborate and modify math instruction to address student misconceptions
- Implement small group instruction

Monitoring Student Progress

- Use of Daily Quick Checks
- Administer end of topic tests
- Administer end of unit tests

Person(s) Responsible	Resources

▪ Instructional Leadership Team ▪ Classroom Teachers and Support Staff	▪ [SLPS Gradual Release Rubric](#) ▪ Teacher professional Development ▪ PD on small group math instruction

90 Days:
Professional Development
▪ Provide additional PD sessions as needed on Math talk/concepts
Observation and Feedback
▪ Conduct comprehensive observations
▪ Provide immediate feedback
▪ Develop an action plan
Implementation/Monitoring
▪ Use PLC's to review student data
▪ Adjust instruction based on student needs
Monitoring Student Progress
▪ STAR Math MOY Assessment

Person(s) Responsible	Resources
▪ Instructional Leadership Team ▪ Math Coordinator ▪ Classroom Teachers	▪ STAR Renaissance ▪ Freckles ▪ Success Maker

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

▪ *District-wide initiatives will be funded by the central office.*
  o Tier 1 Instructional Tools (enVision Math K-8)
  o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
  o Academic Competitions
▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  o

(What date did you and your School Planning Committee Complete Section 3? September 20, 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