

## Accountability Plan

### 2024-2025

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

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

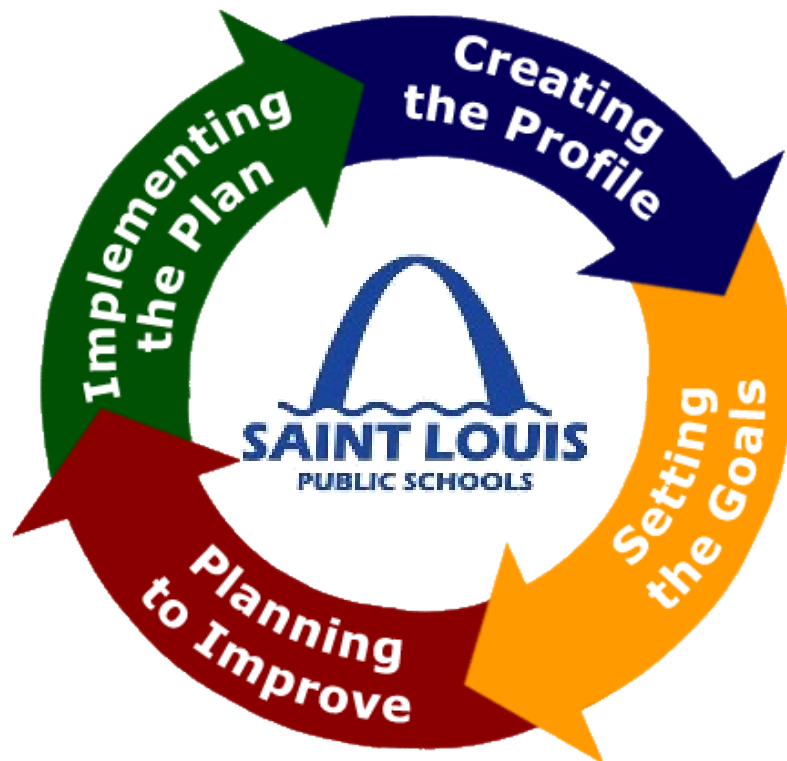
Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

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



# 24-25 ACCOUNTABILITY PLAN TEMPLATE

## Table of Contents

<b>Section</b>	<b>Contents</b>	<b>Completion Dates</b> (What date did you and your School Planning Committee complete each section?)
<b>1</b>	School Profile, Mission, Vision, School Improvement Planning Committee	
<b>2</b>	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; <b>2024-2025</b> 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	
<b>3</b>	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	<b>September 20, 2024</b>
<b>(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)</b>		<b>September 27, 2024</b>
<b>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.</b>		

# **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

<b>Improvement/Accountability Plan</b>		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	<b>Name of LEA: St. Louis Public Schools</b>  <b>Name of School: Mallinckrodt Academy of Gifted Instruction</b>  <b>School Code: 0520</b>	<b>Check if appropriate</b> <input type="checkbox"/> Comprehensive School <b>***Requires a Regional School Improvement Team</b> <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
<b>Date: June 1, 2024</b>		
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<b>School Mission: Mallinckrodt Academy of Gifted Instruction</b> is a world-class elementary school that prides itself on providing students with high-quality instruction so that they can compete in a globally changing society. Our purpose is to cultivate educated young learners with a passion for their gifts and talents.		
<b>School Vision: At Mallinckrodt Academy of Gifted Instruction,</b> our vision is to ensure that students have the skills and concepts to make the world a better place and to add to its diversity. Our students will be lifelong learners, have a passion for their gifts and talents, and be global-minded and caring persons.		
<b>One plan may meet the needs of a number of different programs. Please check all that apply.</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I.A School Improvement</li> <li><input type="checkbox"/> Title I.C Education of Migratory Children</li> <li><input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</li> <li><input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children</li> <li><input type="checkbox"/> Title IV 21<sup>st</sup> Century Schools</li> <li><input type="checkbox"/> Title V Flexibility and Accountability</li> <li><input type="checkbox"/> Individuals with Disability Education Act</li> <li><input type="checkbox"/> Rehabilitation Act of 1973</li> <li><input type="checkbox"/> Carl D. Perkins Career and Technical Education Act</li> <li><input type="checkbox"/> Workforce Innovation and Opportunities Act</li> <li><input type="checkbox"/> Head Start Act</li> <li><input type="checkbox"/> McKinney Vento Homeless Assistance Act</li> <li><input type="checkbox"/> Adult Education and Family Literacy Act</li> <li><input type="checkbox"/> MSIP</li> <li><input type="checkbox"/> Other State and Local Requirements/Needs _____</li> </ul>		

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	Dr. Shawn Williams	<i>Dr. Shawn Williams</i>	Shawn.Williams@slps.org
Instructional Support Teacher	Lisa Kargus	<i>Lisa Kargus</i>	<a href="mailto:Lisa.Kargus@slps.org">Lisa.Kargus@slps.org</a>
SPED Staff	Natacia Zaricor	<i>Natacia Zaricor</i>	Natacia.Zaricor@slps.org
ISS/PBIS Staff	Zoe Kargus	<i>Zoe Kargus</i>	<a href="mailto:Zoe.Kargus@slps.org">Zoe.Kargus@slps.org</a>
Teacher	Joshua Gregory	<i>Joshua Gregory</i>	Joshua.Gregory@slps.org
Teacher	LaTissha Wright	<i>LaTissha Wright</i>	<a href="mailto:Latisha.Wright@slps.org">Latisha.Wright@slps.org</a>
Parent	Dr. Benecia Hunt	<i>Dr. Benecia Hunt</i>	benicia97@gmail.com
Parent	Heather Gasama	<i>Heather Gasama</i>	heathergasama@yahoo.com
Support Staff	Amanda Muirhead	<i>Amanda Muirhead</i>	Amanda.Muirhead@Slps.org
Community Member/Faith Based Partner	Mrs. Cheryl Gorvie	<i>Mrs. Cheryl Gorvie</i>	cwalenta@gmail.com
Network Superintendent	Dr. Angela Glass	<i>Dr. Angela Glass</i>	Angela.Glass@Slps.org

**What date did you and your School Planning Committee Complete Section 1? March 6, 2024 (PTO Meeting)**

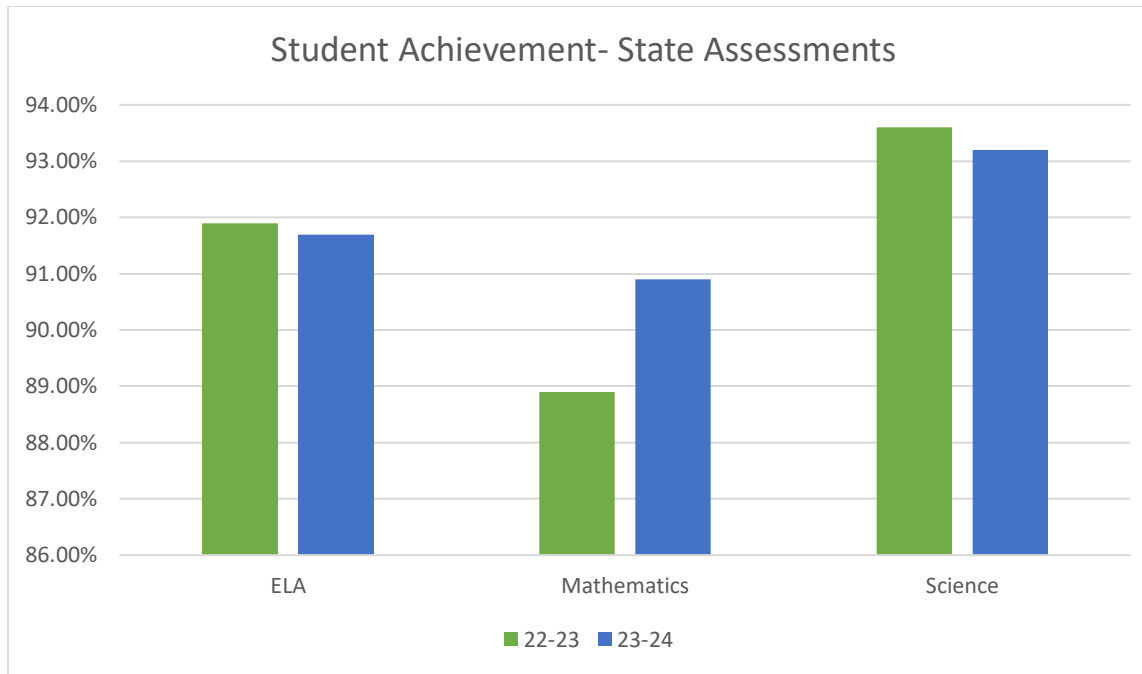
# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
<b>Student Enrollment as of 3/1</b>	280	The building is operating at capacity. We have some staff members, such as Special Education, in shared spaces due to spacing allocations.
<b>Grade Level Breakdown</b>	Grade PreK: 21 Grade K: 37 Grade 1: 37 Grade 2: 40 Grade 3: 50 Grade 4: 45 Grade 5: 44	Enrollment trends to be consistent. Due to space, it becomes a reach when we seek to put more than 25 students in any classroom particularly in the upper-grade levels.
<b>Ethnicity</b>	Black: 15% White: 0.03% Asian: 0.03% Pacific Islander: < 1% Mixed: 0.07%	The African American population at Mallinckrodt Academy of Gifted Instruction does not match Saint Louis Public School's Equity Index. Currently, about 14% of our school population identifies as African American, while around 71% identifies as White.
<b>Attendance</b>	ADA: 93.8% as of 5/23/24 (90/90): 95.9% as of 5/23/24	Several absences are documented due to late arrivals and missing partial days due to doctor's appointments, and transportation needs. Attendance can also be delicate due to the school's time allocations: our day begins at 9:20 am and ends at 4:17 pm.
<b>Mobility</b>	2.6%	Some students have left the school due to their parents taking new jobs out of state or moving away from the Local Educational Agency.
<b>Socioeconomic status</b>	100% FRL	The school community and LEA are classified as FRL.
<b>Discipline</b>	6 Incidents	We are working towards becoming a school of character and pushing our students to show "Dragon PRIDE." (Peace, Respect, Integrity, Determination, and Empathy)
<b>English Language Learners/LEP</b>	< 5%	Our classroom teachers provide support for our students with limited English proficiency, additional resources are provided as needed.
<b>Special Education</b>	11 Students	Our school has one assigned Special Education Teacher, and the position is split .5 with Betty Wheeler Classical Junior Academy. This teacher supports classroom teachers in understanding the IEP process and accommodations. Our classroom teachers work to understand the necessary accommodations and work to ensure students are successful and meet the goals within their IEP.

**Student Achievement- State Assessments**

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

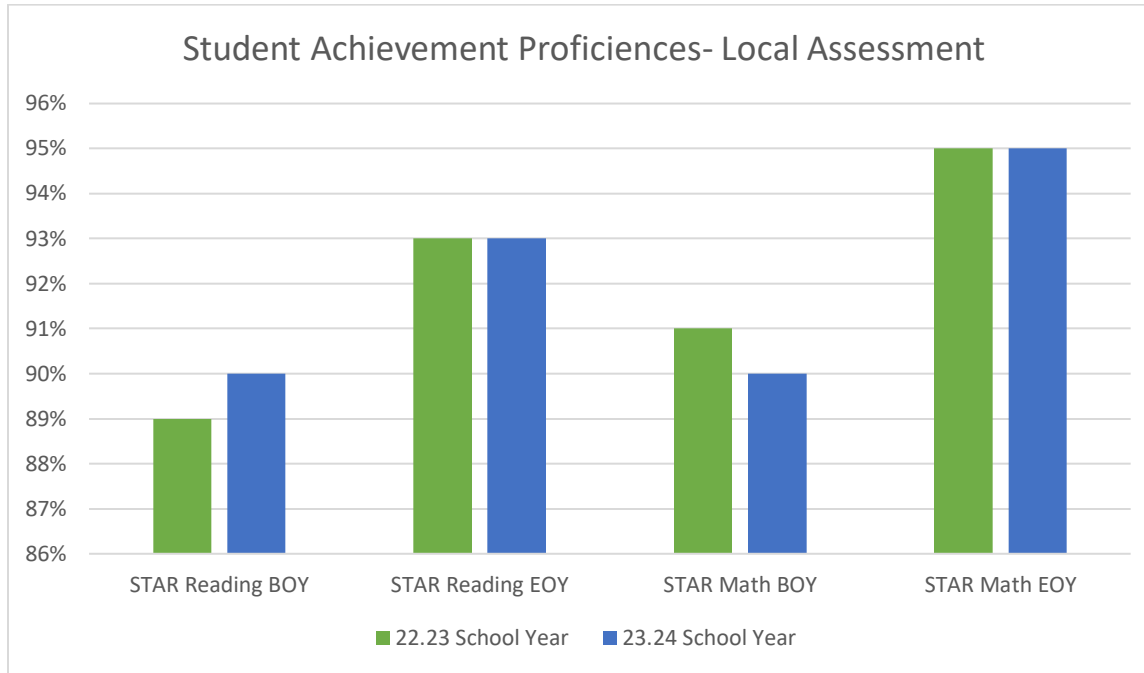
<b>Goal Areas</b>	<b>22-23 performance</b>	<b>23-24 performance</b>	<b>24-25 Goals</b>	<b>Explanation/Rationale for Current Performance</b>
<b>ELA</b>	Proficient and Advanced: 91.9%  MPI: 478.4	Proficient and Advanced: 91.7%  MPI: 482.2	495	There was an slight change, yet consistency across ELA performance. Support staff has been utilized to support small group instruction and teachers have targeted instructional design around the Missouri Department of Elementary and Secondary Education’s Portrait of a Graduate. Teachers are planning lessons, service learning, and project-based learning with specific to the domains from the Portrait of a Graduate.
<b>Math</b>	Proficient and Advanced: 88.9%  MPI: 470.6	Proficient and Advanced: 90.9%  MPI: 478.0	490	There was an increase in Math proficiency which is due to increased instructional support and structuring. Support staff has been utilized to support small group instruction and teachers have targeted instructional design and alignment across grade levels, which make it a little easier for the curriculum to spiral. The number of students in the proficient and advance category slightly decreased, this may be due to 3 <sup>rd</sup> grade students who are new test takers and those new enrollees who essentially skipped a grade due to our accelerated curriculum.
<b>Science</b>	Proficient and Advanced: 93.6%  MPI: 474.3	Proficient and Advanced: 93.2%  MPI: 482.6	490	We continue to increase instructional support and structuring. We worked to ensure Science was taught across the board and that there was intentionally and alignment in what was taking place in the science lab and in the classrooms.



Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
<b>STAR Reading</b>	89%	93%	90%	93%	100%	There has been a positive shift in reading proficiency, including improved and intentional teaching strategies, such as differentiated instruction, explicit instruction, and strategic intervention. Students are reading more engaging texts, online resources, and more collaborative resources.
<b>STAR Math</b>	91%	95%	90%	95%	100%	We have made substantial progress in understanding the math curriculum and applying mathematical concepts. There has been intentional observation and feedback, differentiated instruction and real-world connections. In addition to this, the school was able to purchase supplemental resources such as IXL and Generation Genuis.



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



<b>Curriculum and Instruction</b>	
<i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
<b>Data Type</b>	<b>Current Information</b>
<b>Learning Expectations</b>	<p>A focus of the 2023-2024 school year has been high-quality curriculum implementation, focusing on MyView and Envision, particularly as it relates to scaffolding grade level and accelerated instruction for students. Small group instruction has also been an area of focus during this school year with particular focus being placed on literature circles in grades 3-5.</p> <p>All instructional staff utilize “A Teacher’s Toolbox for Gifted Education” to provide a framework for instructional expectations.</p>

	<p>Additionally, the Missouri Department of Elementary and Secondary Education published their portrait of a gifted learner. Teachers at Mallinckrodt AGI will work to support students to develop and deepen students in the following domains:</p> <ol style="list-style-type: none"> <li>1. Complex Reasoning</li> <li>2. Creative Thinking</li> <li>3. Affective Processing</li> <li>4. Global Mindedness</li> <li>5. Communicating Effectively, and;</li> <li>6. Executive Functioning</li> </ol> <p>With this, we will work to strengthen the core of our gifted and talented programming.</p>
<b>Instructional Programs</b>	<ul style="list-style-type: none"> <li>• MyView</li> <li>• Envision</li> <li>• MyWorld (Savvas)</li> <li>• Mystery Science, National Geographic Science</li> </ul>
<b>Instructional Materials</b>	<ul style="list-style-type: none"> <li>• ELA- Trade Books &amp; Classroom Libraries; MyView workbooks and materials</li> <li>• Math- Envision 2.0 workbooks</li> <li>• Leveled books and hands-on materials for small groups</li> <li>• STEAM materials and resources</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• 1:1 iPads for all students (PK-5)</li> <li>• Two mobile Dell laptop labs</li> <li>• Desktop computers in each classroom (if requested by teacher)</li> <li>• SMART Boards in each classroom, including teacher webcams</li> <li>• Document cameras</li> <li>• iPad Keyboards for all students are available</li> <li>• Subscriptions and licenses for Freckle, MyOn, Successmaker, IXL, BrainPop, Generation Genuis, etc.</li> </ul>
<b>Support personnel</b>	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Instructional Support Teacher</li> <li>• Genuis Hour</li> <li>• Project Support</li> </ul>
<p><b>High Quality Professional Staff</b>  <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i></p>	

Data Type	Current Information																														
<b>Staff Preparation</b>	<p><b>2024-2025 Mallinckrodt AGI PD Focus: <i>Deepening Instruction Through Service Learning</i></b></p> <ul style="list-style-type: none"> <li>• Ongoing reflection on school values &amp; personal missions</li> <li>• MyView &amp; Envision curriculum implementation</li> <li>• Scaffolding instruction &amp; unfinished learning</li> <li>• Standards-based grading</li> <li>• Restorative practices</li> <li>• Intrinsic motivation</li> <li>• Grading for Equity, Cultivating Genius, A Teacher’s Toolbox for Gifted Education, The Commonsense Guide to Your Classroom Library, and Morning Meetings and Character Education, Closing Circles book studies.</li> <li>• Weekly professional learning community meetings are held each Wednesday</li> </ul>																														
<b>Staff Certification</b>	<table border="1" data-bbox="667 727 1381 1096"> <thead> <tr> <th>Grade Level</th> <th># of Teachers</th> <th>Certification Notes</th> </tr> </thead> <tbody> <tr> <td>PK</td> <td>2</td> <td>Certified</td> </tr> <tr> <td>K</td> <td>2</td> <td>Certified</td> </tr> <tr> <td>1</td> <td>2</td> <td>Certified</td> </tr> <tr> <td>2</td> <td>2</td> <td>Certified</td> </tr> <tr> <td>3</td> <td>2</td> <td>Certified</td> </tr> <tr> <td>4</td> <td>2</td> <td>Certified</td> </tr> <tr> <td>5</td> <td>2</td> <td>Certified</td> </tr> <tr> <td>Related Arts</td> <td>5</td> <td>Certified</td> </tr> <tr> <td>Special Education</td> <td>1</td> <td>Certified</td> </tr> </tbody> </table>	Grade Level	# of Teachers	Certification Notes	PK	2	Certified	K	2	Certified	1	2	Certified	2	2	Certified	3	2	Certified	4	2	Certified	5	2	Certified	Related Arts	5	Certified	Special Education	1	Certified
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5	2	Certified																													
Related Arts	5	Certified																													
Special Education	1	Certified																													
<b>Staff Specialist and other support staff</b>	<p>Instructional Support Teacher In-School Suspension Monitor</p>																														
<b>Staff Demographics</b>	<p>24-25 Teacher Demographics:</p> <p>Black- 4 White- 14 Hispanic- 1 Male- 4 Female-15</p>																														

School Administrators	Dr. Shawn Williams, Principal
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**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?

At the annual open house, the first PTO meeting, and the last PTO meeting of the school year, parents receive the school family handbook and the School Parent and Family Engagement Policy. For those unable to attend, packets are sent home and/or emailed and posted on other communication channels. Additionally, this information is available on the school’s website. The school-Parent Compact is signed by all parties as well as recognition and acknowledgement of the School Parent and Family Engagement Policy.

What are the strengths of family and community engagement?

Mallinckrodt AGI has a very robust family and community. Parents are active and welcome to come to the school. Our PTO is well established and supportive of our school’s goals and expectations. There is strong communication and community within our school. We host recruitment events, monthly family events and PTO meetings.

What are the weaknesses of family and community engagement?

As a school, many of our partnerships are that of familiar connections and not reflective of the community in which the school is located—not some of the students from different backgrounds that it serves. While Mallinckrodt AGI is a magnet school, the community is not reflective of the broader demographics of its LEA.

While our community is wide and far-reaching, we should work to build relationships and partnerships with those businesses and organizations within our geographic boundaries.

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

Because our school community is so vibrant, our school could benefit from a position particularly designed to support family and community engagement.

**Policy Involvement**

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are involved in the planning, review and improvement of the schoolwide plan via monthly PTO meetings and school events. They are also asked to complete surveys and participate in focus groups.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are involved in the planning, review and improvement of the school parent and family engagement policy via the school's PTO, monthly PTO meetings and communications.
How is timely information about the Title I.A program provided to parents and families?
PTO Meetings
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Parents are given an explanation of curriculum, assessments and MAP achievement levels at Open house, Curriculum Night, the first PTO meeting, and the last PTO meeting of the school year.

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

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

What are the ways in which all parents will be responsible for supporting their children's learning?
<p><b>SLPS Parents will support of academic achievement includes but may not be limited to the following.</b></p> <ul style="list-style-type: none"> <li>· Make sure my child is in school every day possible and on time;</li> <li>· Check that homework is completed including reading for 30 minutes per night;</li> <li>· Monitor and limit screen time;</li> <li>· Volunteer in my child's classroom/school when possible;</li> <li>· Be aware of my child's extra-curricular time and activities;</li> <li>· Stay informed about my child's education by reading all communications from the school and responding appropriately;</li> <li>· Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and</li> </ul>

- 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 each year. Teachers provide frequent updates to parents and families about their student's progress by using e-mail, Class Dojo, and phone calls/text messages. Parents and families are encouraged to visit the school, participate in activities, and visit classrooms. They are also asked to volunteer for school events and participate in field experiences off site. Communication from school staff is frequent and aligned to school 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

During PTO meetings, Curriculum Nights, Parent-Teacher Conferences information about grade level expectations, understanding assessments, and monitoring student's progress will be shared. During these sessions, we also provide parents with resources, websites, and activities that can be used at home to reinforce learning standards and support their children in meeting academic goals. To help parents become familiar with testing formats, we share sample questions similar to those on MAP and Star assessments. Additionally, we offer collaborative strategies for parents and teachers to work together in supporting their child's learning.

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

Parents will have various opportunities to participate in meetings and workshop sessions throughout the year:

- **September- October:**
  - **Parent Meeting**– A review of the previous year's academic achievement data, including MAP and Benchmark Assessments.
  - **Curriculum Night**- During Curriculum Night, teachers present grade-level expectations and an overview for each subject area, with websites and resources to support learning at home.
- **November-January:**

<ul style="list-style-type: none"> <li>○ <b>Additional Parent Meetings</b> – Teachers will share strategies and ideas with parents to help improve their child’s academic performance in specific content areas.</li> <li>● <b>February-March:</b> <ul style="list-style-type: none"> <li>○ <b>MAP Testing Preparation Workshop</b> – An overview of the Missouri Assessment Program, including sample MAP-style questions, to help families understand testing expectations.</li> </ul> </li> <li>● <b>April:</b> <ul style="list-style-type: none"> <li>○ <b>Parent Workshop</b> – Strategies to address summer learning loss using community resources and materials provided by teachers.</li> </ul> </li> <li>● <b>May:</b> <ul style="list-style-type: none"> <li>○ <b>End of Year Celebration</b> – A gathering with parents to discuss data and share resources to help prevent summer learning loss</li> </ul> </li> </ul>
<p>How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?</p>
<p>We provide professional development sessions and staff meetings aimed at supporting all teachers, specialized instructional support personnel, school leaders, and support staff. These trainings focus on building strong relationships with students and parents, effective communication techniques, and strategies for partnering with parents as equals in their child's education. Additionally, the district offers off-site training and professional development opportunities to further enhance these skills.</p>
<p>How does your school implement and coordinate parent programs, and build ties between parents and the school?</p>
<p>At the beginning of the year, school leadership met with the PTO president to gather feedback on programs from the previous year. Programs that received high attendance and positive feedback are scheduled again for families to participate in. Parents are also given opportunities to volunteer at events, with timely notifications provided to keep them informed. We keep parents informed through monthly newsletters, and frequent posts on ClassDojo. Additionally, we hold regular meetings and activities that connect parents, the school, and community partners, fostering a strong and collaborative school community.</p>
<p>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.</p>
<p>At Mallinckrodt AGI, parents will receive timely notifications about programs and regularly scheduled parent meetings, enabling families to plan ahead and attend events related to their children. Should parents need a resources or access to computers or community services, we partner with district liaison for support and the local library and other community-based agencies. In doing this, we aim to empower parents and enhance their involvement in their children’s education.</p>
<p><b>Accessibility Assurance</b></p>
<p>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:</p> <ul style="list-style-type: none"> <li>✓ Parents and family members who have limited English proficiency</li> <li>✓ Parents and family members with disabilities</li> <li>✓ Parents and family members of migratory children</li> <li>✓ Provides information and school reports in a format and language parents understand</li> </ul>



Mallinckrodt Academy of Gifted Instruction is committed to inclusive parent and family engagement, accommodating all needs regardless of English proficiency, disability, migratory status, or language. We recognize that parent involvement is crucial to student success, leading to better academic outcomes positive attitudes and experiences. To support this, we will ensure that Mallinckrodt AGI parents are actively involved and well-informed through annual informational meetings, improved communication, and additional opportunities to participate in their child's education.

## Summary Statements

### Summary of the Strengths

Mallinckrodt Academy of Gifted Instruction is a 2023 Missouri Gold Star School and National Blue Ribbon School serving students in the City of St. Louis. At Mallinckrodt AGI, we have a high focus on academic achievement where we are meeting or exceeding benchmarks. Our school has a high focus on community engagement, parental involvement and comprehensive supports.

Our teaching staff meets consistently with each other, sharing appropriate resources and seek effective feedback and support. One of our lower elementary teachers is working to understand and properly implement rigorous and intentional literacy instruction utilizing the Science of Reading- and we are having ongoing professional development for all teachers.

We have a satisfied teaching community with staff retention being a point of pride for us. Teachers move on from our school due to relocations, retirements or promotions.

### Summary of the Weaknesses

A point of weakness for Mallinckrodt Academy of Gifted Instruction would be equitable access and inclusivity. While our school may excel at providing advanced and/or accelerated learning opportunities for gifted students, we have some challenges in ensuring that all students, especially those from underrepresented populations and backgrounds, have equitable access to programming. Gifted students face a variety of challenges and have unique social-emotional needs. Our intense academic focus causes some students to have high stress levels and anxiety. Due to the nature of our academic program, our school unintentionally creates a perception of elitism, which sometimes lead to tensions in the broader community.

### Summary of the Needs

A significant need for our school is an effective outreach and identification of underrepresented gifted students. We also need to develop and/or adopt more culturally responsive identification criteria that accounts for diverse ways in which giftedness manifests across different communities. To ensure equitable access, the school needs to work with the school district to implement early identification and intervention programs, particularly in areas that represent the demographical make up of the city school population. Teachers will need continuous professional development to recognize giftedness in students who do not fit the typical profile; trainings on reducing implicit biases and fostering inclusive environments that support the diversity of learning. Teachers require ongoing support in implementing and understanding the Portrait of a Gifted Learner and Missouri gifted learning standards. Additional support is needed for first year teachers, which prompts us to work with them on Fridays for support and structure for the coming week.

**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. Assessment and Identification of Gifted Learners (Access and Early Screening)**
- 2. Balanced Curriculum/ Service Learning**
- 3. Professional Development and Cultural Competency Training.**

**What date did you and your School Planning Committee Complete Section 2? April 16<sup>th</sup>, 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"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input checked="" type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
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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. The Mallinckrodt AGI Community will foster inclusive classroom environments and implement community-building initiatives across the school.
2. The Mallinckrodt AGI staff and team members will be included in decision-making processes, receive recognition for their contributions, and participate in professional development opportunities that support their growth and well-being. Creating a supportive work environment where staff feel valued and respected will also enhance their sense of belonging.

**Evidence-based strategies**

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- 11 Principles of Character Education
- RethinkEd Social Emotional Learning
- Equity and Justice in Character Education Academy

**Implementation Plan**

<b>Action Steps</b>	
<p><b>30 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD</li> <li>▪ School PBIS Matrix</li> <li>▪ Staff meeting to identify mentor/mentee</li> <li>▪ Establish School Committee to promote cross school collaboration to support belonging, including social-emotional check-ins and wellness activities.</li> <li>▪ Continue Instructional Leadership Team Meetings and School Leadership Team Meetings to monitor student outcomes, areas of support and school strengths and needs.</li> <li>▪ Begin School-Wide Last Friday Assemblies “Dragon Rallies” to promote positive behaviors and core values.</li> <li>▪ Implementation of RethinkEd in classrooms.</li> <li>▪ Goal settings and learning expectations established with students for the school year.</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Culture &amp; Climate Coordinator (In-School Success)</li> <li>▪ Counselor, Principal, Social Worker, Instructional Support Teacher</li> <li>▪ School Leadership Team</li> <li>▪ Instructional Leadership Team</li> <li>▪ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Districtwide PBIS Matrix</a></li> <li>▪ <a href="#">PBIS Districtwide Bus and Building Expectations</a></li> <li>▪ <a href="#">Mallinckrodt AGI Behavior Matrix</a></li> <li>▪ Time allocation for professional development and team meetings</li> </ul>
<p><b>60 Days:</b></p> <p>Implement cross-age buddy program to cultivate relationships among the students between grade levels.            Begin monthly Celebrating Character incentives aligned with school core values.            School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.            Character Plus Professional Development- EJACE &amp; TACE cohorts begin.            Continue practicing new student welcoming protocol for students new to the school and refine protocol for young students.            ISs Coordinator &amp; Counselor conduct regular review of discipline referral data to refine classroom supports.            Implement student-led conferences with students during October/March parent teacher conferences.</p>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ <b>Leadership Team Members</b></li> <li>▪ <b>Student Support Team Members</b></li> <li>▪ <b>School Secretary &amp; Building Support Staff</b></li> <li>▪ <b>School Counselor &amp; Social Worker</b></li> <li>▪ <b>Classroom Teachers</b></li> <li>▪ <b>Instructional Leadership Team Members</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Time allocated for school activities</li> <li>▪ Resources to implement cross-age buddy activities</li> <li>▪ Professional development for student support team members</li> <li>▪ Access to RethinkEd curriculum resource</li> <li>▪ CharacterPlus EJACE Partnership</li> </ul>

**90 Days:**

- Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences.
- EJACE Member Cohort Visit
- Mid-Year Data Review as part of SST and Attendance Team process and instructional check in for teachers.
- Mid-Year Celebration of students consistently showcasing Dragon PRIDE.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Participating Staff</li> <li>▪ Leadership Team Members</li> <li>▪ Attendance Team &amp; Student Support Team Members</li> </ul>	<ul style="list-style-type: none"> <li>▪ Funds and time for Character Plus Professional development</li> <li>▪ Time allocated for school activities</li> <li>▪ Hot Tickets</li> </ul>

**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):*
  - \$2000 for professional development books and resources for staff (GOB)
  - Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB/ PTO)
  - Funds to upgrade and refresh literacy spaces throughout the building as needed (GOB)
  - Gifted Learning Professional Development (GOB)

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

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

**GOAL 2: READING**  
 By May 2025,

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

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:
  - 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)
- Haggerty Supplemental Phonics Program
- LETRS Training: Instructional Coaches, and KG Teacher
- Gifted Tuesdays (MO DESE)

**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
- Leader Learning- PLC + Better Decisions and Greater Impact by Design
- 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
- PreK/K- Training and support of Haggerty

- Staff PD- Literature Circles

**Observation and Feedback**

- Conduct classroom walkthroughs to gather baseline data on current instructional practices related to gradual release, specifically looking for guided practice and student-led discussions around complex texts.
- Provide initial feedback focused on identifying strengths and areas for growth.
- Practice the point of coaching/ feedback with teacher for 100% implementation.
- Provide PreK/K teachers with feedback on implementation.

**Implementation/Monitoring**

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

**Monitoring Student Progress**

- STAR Reading BOY Assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student a digital tracking tools for Star Reading and Haggerty for identified students.
- Conduct goal setting conferences with students
  - Include parents in conferences with students during parent teacher conferences (student led conferences).

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

**60 Days:**

**Professional Development**

- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation



- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation
- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Leader and Staff PD – Identify additional staff to begin LETRS training
- Conduct follow-up professional development to address common challenges and deepen understanding of the Instructional Design Framework and Lesson Plan Internalization Protocols as needed.
- Use PLCs to collaboratively refine lesson plans, focusing on integrating complex texts and tasks that align with ELA standards and additional teacher moves to target/strengthen instruction.

**Observation and Feedback**

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

**Implementation/Monitoring**

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

**Monitoring Student Progress**

- Analyze student work samples and assessment data to evaluate mastery of complex texts and tasks.
- Review phonics progress monitoring data to ensure students are making expected utilizing the Haggerty program.
- Use progress monitoring data to identify students who may need additional support and adjust phonics groups accordingly
- STAR Standards Mastery Report

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Collaborative Lesson Planning Protocol</a></li> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> <li>▪ Take-home literacy resources</li> <li>▪ Monthly Staff PD Schedule</li> <li>▪ Writing supplemental resources and district curricular resources</li> </ul>

**90 Days:**

**Professional Development**

- Ongoing Professional development and differentiated support for classroom teachers as needed.
- On going instructional feedback.

**Observation and Feedback**

- Conduct comprehensive observations to ensure that the Gradual Release Model is being effectively utilized across all classrooms.
- Provide targeted feedback and celebrate successful implementation, highlighting exemplary practices in academic conversations and complex text engagement.
- Continue to observe phonics instruction and provide feedback.
- Provide coaching for teachers as needed to maintain Portrait of a Gifted Learner Standards.
- Begin to integrate Missouri Gifted Learning Standards/Concepts into classroom observations and feedback, particularly in literacy instruction.

**Implementation/Monitoring**

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

**Monitoring Student Progress**

- STAR Reading MOY Assessment
- Administer Star Reading middle of year assessment
- Review phonics intervention data and adjust instructional strategies based on student progress.
- Summarize and analyze end-of-quarter assessment data, including phonics and ELA assessments, to evaluate the overall impact of instructional strategies on student achievement.
- Use data to set new goals for further refinement and continued growth in literacy and academic conversation skills.
- Conduct goal setting conferences with students.

<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"><li>▪ Instructional Leadership Team</li><li>▪ District MTSS Coordinator</li><li>▪ Identified Classroom Teachers</li></ul>	<ul style="list-style-type: none"><li>▪ STAR Renaissance</li><li>▪ MTSS Implementation Plan</li><li>▪ Resources for classrooms to implement service learning and support of other staff/community resources</li></ul>
<b>Funding source(s) / Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"><li>▪ <i>District-wide initiatives will be funded by the central office.</i></li></ul>	

- 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):**
  - Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (GOB)
  - Professional Development Conferences (GOB)
    - (National Gifted Conference | November 21-24, 2024)
    - (ASCD Annual Conference | March 22-25, 2024)

<b>Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input checked="" type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics</b>				
<b>GOAL 3: MATH</b> By May 2025, <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>				
<b>Mathematics Plan:</b>				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
<b>Priorities:</b>				

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
- Differentiation vs. Acceleration using MTSS

**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 to observe current practices in math instruction, particularly looking for opportunities where structured dialogue and student discussions can be enhanced.
- Provide initial feedback focused on identifying strengths and areas for growth.

**Implementation/Monitoring**

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.
- Observation data will show initial attempts at implementing the Gradual Release Model, with a focus on structured dialogue and academic discussions.
- Lesson plans will begin to reflect alignment with the Instructional Design Framework and Math Lesson Plan Internalization Protocol.

**Monitoring Student Progress**

- STAR Math BOY Assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student digital tracking tools for Star Math
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Curriculum Specialists</li> <li>▪ Academic Instructional Coaches</li> <li>▪ Instructional Leadership Team</li> <li>▪ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li>▪ <a href="#">SLPS High Quality Instructional Design</a></li> <li>▪ Savvas enVision Math</li> <li>▪ STAR Renaissance</li> <li>▪ STAR Renaissance Time for professional development with teachers and collaboration with Instructional Leadership Team</li> <li>▪ Professional book study resources and materials for teachers</li> <li>▪ Weekly data meeting time and facilitation support</li> </ul>
<p><b>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Provide additional professional development on enhancing structured dialogue and academic discussions, focusing on strategies such as questioning techniques, peer discussions, and using mathematical language.</li> <li>▪ Facilitate follow-up training sessions to address challenges and further refine lesson planning using the Instructional Design Framework and Internalization Protocol.</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Conduct focused observations to provide specific feedback on the implementation of the Gradual Release Model, particularly on transitioning from guided practice to independent student discussions.</li> <li>▪ Highlight best practices and provide coaching for teachers who need additional support in facilitating academic discussions in math.</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.</li> <li>▪ Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics.</li> <li>▪ Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps. Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons.</li> <li>▪ Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions.</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Use student work samples and dialogue records to assess the quality of academic discussions and their impact on understanding complex math concept.</li> <li>▪ Use Daily Quick Checks to monitor student mastery of focused lesson standard</li> <li>▪ Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Instructional Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> </ul>

<ul style="list-style-type: none"> <li>▪ Classroom Teachers &amp; Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructional time and teacher professional development to implement</li> <li>▪ mathematics tasks</li> <li>▪ Professional development time for classroom teachers and support staff</li> <li>▪ Supplemental Teacher/Reading Intervention Teacher</li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Provide additional professional development for teachers as needed to ensure that students are receiving high quality instruction.</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Conduct comprehensive observations to ensure that the Gradual Release Model is effectively utilized across all math classrooms.</li> <li>▪ Provide ongoing feedback and celebrate successful practices, highlighting examples of high-quality academic discussions and structured dialogues in math.</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.</li> <li>▪ Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.</li> <li>▪ Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.</li> <li>▪ Monitor the impact of collaborative planning on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Math MOY Assessment</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Instructional Leadership Team</li> <li>▪ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
<b>Funding source(s) / Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools (enVision Math K-8)</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)</li> <li>○ Academic Competitions</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○ Funds to purchase supplies to support the implementation of math curriculum (i.e. Post it notes, Markers, Chart paper, math journals, etc.) (GOB)</li> <li>○ Professional Development Conferences (GOB)</li> </ul> </li> </ul>	

- (National Gifted Conference | November 21-24, 2024)
- (ASCD Annual Conference | March 22-25, 2024)

**(What date did you and your School Planning Committee Complete Section 3? June 4<sup>th</sup>, 2024)**

*Dr. Shawn E. Williams*

**Principal (required)**

May 15, 2024

**Date Completed (required)**

May 15, 2024

**Date Submitted to Network Superintendent (required)**

**Network Superintendent (required)**

**Date received from Principal (required)**

**Date Submitted to State and Federal Team (required)**

**Superintendent**

**Date**

**State Supervisor, School Improvement**

**Date**