

Mann 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

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: School Code:	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

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

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Lisa Brown		Lisa.Brown@slsp.org/314-772-4545
Academic Instructional Coach	Carrie Chapman		Carrie.Chapman@slps.org/314-772-4545
ESOL Staff (if applicable)	Constance Berry		Constance.Berry@slps.org/314-772-4545
SPED Staff (if applicable)	Karen Forbis		Karen.Forbis@slps.org/314-772-4545
ISS/PBIS Staff (if applicable)	Cynthia Lewis		Cynthia.Lewis@slps.org/314-772-4545
Teacher	Maia Umana		Maia.Umana@slps.org/314-772-4545
Teacher	Brittany Ace		Brittany.Ace@slps.org/slps.org
Parent	Kimberly Jones		Kimandjoshjones@gmail.com/ (618) 660-5465
Parent	Emily Pratt		emilyfuhs@gmail.com / (314) 677-7331
Support Staff	Sarah Langley		Sarah.Langley@slps.org/314-772-4545
Community Member/Faith Based Partner	Pam Braasch- Little Bit Foundation		Pam.braasch@thelitbitfoundation/
Network Superintendent			
<i>Other</i>			

What date did you and your School Planning Committee Complete Section 1? _____

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	247	Although enrollment has decline in comparison to years prior to Covid-19, it has remained consistent in the three years after the pandemic.
Grade Level Breakdown	Pre-K- 52 KG- 47 1 st 29 2 nd 29 3 rd -29 4 th -27 5 th -35	The number of students in PreK –5 are fairly evenly distributed. This is the third year we didn't departmentalize based on the needs of our student and staff members. In addition, we one classroom that will serviced first and second graders.
Ethnicity	Ethnic= Actual # / Percentage Asian 32/13% Black 102/41.3% Hispanic 43/17.4% American Indian 1/.4% Multi-Racial 11/4.8% White 58/23.4%	We have a diverse group of students. 35% of our students speak other languages. In addition, approximately 49% of our student body receive addition specific services such as special education, gifted, and ELL instruction.
Attendance	ADA 91.6% 90/90 69.3%	Our attendance is below our goal 81.8% of students attending school 90% of the time. Attendance has been a challenge since the pandemic. However, our 90/90 continues to improve. The Average Daily Attendance has increased by 1% over the last school year. The 90/90 rate has increased by 6.7% as of March 1, 2024. What would have appeared as minor illnesses prior to the pandemic is viewed as critical to families during post pandemic times.
Mobility	19.6%	This is an increase of 9% over last year.
Socioeconomic status	100%	All of our students qualify for free and reduced lunch.
Discipline	2.4%	Two of the six suspensions were considered Type 1 events in which students brought objects to school. There was not any harm intended for students. Four of the six suspensions were due to all interventions were exhausted.

English Language Learners/LEP	247	Although enrollment has decline in comparison to years prior to Covid-19, it has remained consistent in the three years after the pandemic.
Special Education	24 Student Total	The two largest categories of diagnosis is Autism and Learning Disability. Each diagnosis has equal number of students 7/24 in them.

Student Achievement- State Assessments <i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	<u>MAP Spring 2022</u> BB=41.6% B= 41.6% P= 7.9% A=8.9 %	<u>MAP Spring 2023</u> BB=37.2% B= 39.5% P= 18.6% A=4.7 %	340	MPI The 23-24 data illustrates an increase in students scoring proficient and advance. The largest differential in performance can be seen at the proficient level of performance,
Math	<u>MAP Spring 2022</u> BB=73.3% B= 19.8% P= 5.9% A=1%	<u>MAP Spring 2023</u> BB=65.1% B= 26.7% P= 7.0% A=1.2%	286.7	MPI The data illustrates a pattern of improvement of instruction. Student performance is advancing toward the higher performance levels. The greatest performance differential is at the below basic level. The second greatest performance level is at the basic level. In addition, the data shows over 50% of our students perform in the below basic category
Science	<u>MAP Spring 2022</u> BB= 51.2% B= 29.3% P= 14.6% A=4.9%	<u>MAP Spring 2023</u> BB= 56% B= 28% P= 12% A=4.0%	314.2	MPI The data indicates the percentage of students scoring at the lowest two levels has increased.
Social Studies	<u>MAP Spring 2022</u> BB=41.6%	<u>MAP Spring 2023</u> BB=37.2%	340	MPI

	B= 41.6% P= 7.9% A=8.9 %	B= 39.5% P= 18.6% A=4.7 %		The 23-24 data illustrates an increase in students scoring proficient and advance. The largest differential in performance can be seen at the proficient level of performance,
CCR	<u>MAP Spring 2022</u> BB=73.3% B= 19.8% P= 5.9% A=1%	<u>MAP Spring 2023</u> BB=65.1% B= 26.7% P= 7.0% A=1.2%	286.7	MPI The data illustrates a pattern of improvement of instruction. Student performance is advancing toward the higher performance levels. The greatest performance differential is at the below basic level. The second greatest performance level is at the basic level. In addition, the data shows over 50% of our students perform in the below basic category
WIDA ACCESS (Progress Indicator)	55%	*		<i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)</i> Mann continues to be recognized for having the highest percentage of students meeting DESE proficiency requirements in St. Louis Public Schools.
WIDA ACCESS (Proficiency Indicator)	5.4%	*		<i>For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)</i>

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	2.9	3.8	3.2	4.3		The past two years there has been a strategic focus on reading. As a result, Mann students have grown a minimum of 9 months the first

						year (22-23) while surpassing previous year's growth the following year with 1.1 years growth.
STAR Math	2.3	3.7	2.6	4.1		Mann students tend to show a trend of approximately 1.4 growth each year. A focus on small groups have proven to meet the needs of students.
DRDP (PreK)	51%	71%	56%	80%		Students End of Year surpassed that of the End of Year scores for the previous year. Our preschool staff have participated in Springboard to Learning's Raise program and Sheltered Instruction Observation Protocol to assist in meeting the needs of all of our students.
ELL Benchmark Assessment- Speaking *EL students only	5%	39%	12%	*		End of Year data is not available.
ELL Benchmark Assessment- Writing *EL students only	0%	34%	6%	*		End of Year data is not available.

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

Curriculum and Instruction <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
Data Type	Current Information
Learning Expectations	Teachers are expected to implement strong rigorous Tier 1 instruction aligned to the outcomes and learning pathways outlined in their curricular materials in all content areas.
Instructional Programs	ELA: SAVVAS-MyView K-5 MATH: Envision 2.0 SCIENCE: Exploring Science 2.0 SOCIAL STUDIES:: SAVVAS Social Studies
Instructional Materials	K-5 ELA: Trade books and electronic books included in curriculum, Math-Manipulatives to support math instruction Science kit materials Leveled bookroom Renaissance Suite- On-line resources-Freckle and

	MYON
Technology	1:1 iPads for all students PreK-5th Keyboards in grades 3-5 Computer lab Promethean boards and/or Smartboards in each classroom Document cameras in all classrooms
Support personnel	AIC- 1 FTE ESOL Teacher-2FTE / 1FTE Vacancy ICA-4FTE ISS Monitor-1FTE Social Worker-.5 FTE Counselor-1FTE Nurse-1 FTE Gifted Teacher-.2FTE Therapist-.5 Librarian Aide-.5 FTE
High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
Data Type	Current Information
Staff Preparation	Probationary-6 Tenured-11 ILA-3 Average years of teaching experience is 9 years.
Staff Certification	20-Certified Teachers 1Certificated Social Worker .5 FTE

Staff Specialist and other support staff	Prekindergarten TA=3 ICA=3 CCA=1 vacancy BLA-2 Gifted-.2 AIC-1 ESOL-2 -1 Vacancy
Staff Demographics	Female-17 Male-2 African American-8 White-10 Other-1
School Administrators	Principal-1

24-25 School Parent and Family Engagement Policy

In addition to the LEA's Parent and Family Engagement Policy (PI230), 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?

Our school hosts a Bi-Annual Title 1 meeting for the parents. During our fall Title meeting, parents are given the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy. In the Spring parents are invited to review, analyze, and share in the planning of the current document. Informational packets are sent home to parents who do not attend.
Parents can access this information on our Mann webpage.

What are the strengths of family and community engagement?
We have an established and visible Parent Teacher Organization (PTO). We have a consistent and returning cadre of volunteers to help meet the academic needs of our students. Parents of students who participate in school engagement opportunities have a higher attendance rate than their peers who do not attend. Students and parents who attended these opportunities have created a social network of support for each other and their students. Relationships between parents and teachers appear to be stronger and genuine. Parents feel as if they have a partner in structuring their student's academic and social needs. The voices of parents and the community are reflected in school activities, opportunities, and school-based decisions.
What are the weaknesses of family and community engagement?
There remains the challenge to identify the appropriate time to host engagement opportunities to include more parents. Our ELL families continue to be minimal in attendance. Language access continues to be a barrier for some families.
What are the needs identified pertaining to family and community engagement?
Language access for our ELL families. Opportunities to share academic strategies that allow all parents to support their child at home. We need to increase the number of parents who buy-in the importance of sending their child to school regularly and on time. Educating our staff on the value of parents and how parents can help continue learning at home. Identify topics that address the need of parents which may include housing, credit scores, language courses, and GED opportunities.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
In the Spring of each year, we host a Title 1.A Evaluation meeting to allow parents to assist in planning and reviewing the Schoolwide plan.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
In the Spring of each year, we host a Title 1.A Evaluation meeting to allow parents to assist in planning and reviewing the school parent and family engagement policy.
How is timely information about the Title I.A program provided to parents and families?
Notification to families is timely and disseminated in multiple methods. Those methods include:
<input type="checkbox"/> Email <input type="checkbox"/> School Newsletter <input type="checkbox"/> Flyers <input type="checkbox"/> ClassDojo <input type="checkbox"/> PTO Facebook Page

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

Each semester parents and caretakers are invited to Parent-Teacher Conferences where individual student progress towards assessment goals are shared. Mann FCS coordinates with parents unable to attend district-scheduled conferences in order to set up meetings on other dates or over the phone. Outside of district-scheduled Parent-Teacher Conferences, teachers are available to discuss student progress before and after school as well as their plan time. Many parents also communicate regularly with Mann FCS teachers via phone/email and Class DOJO.

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.

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

Bi-annual Title I meetings are held to provide Parents with current performance data. In addition, Parents are provided information regarding assessments, strategies to improve academic growth and their Scholar's progress every 4 weeks through progress reports, report cards; monthly class newsletters, and Bi-Annual Parent Conferences.

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

We offer Open House to assist families in having all the available information regarding the school year. At Open House, families are invited to visit Scholar's classrooms to gain hands-on experiences in their Scholar's learning environment and hear strategies for partnering at home. Grade level expectations are provided at the beginning of the year as well. In addition, throughout the year parents are encouraged to attend academic workshops to support the academic growth of their students.

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

The Mann Care Team collaborates with families to develop academic and behavioral plans for student achievement as needed.
We collaborate with staff to assess partnerships and opportunities that meet the needs of our students.
We collaborate to resolve any needs or concerns a family may have.

How does your school implement and coordinate parent programs, and build ties between parents and the school?
<p>Mann staff maintains a welcoming school environment. Mann Staff encourages parent input regarding school planning, leadership, and meaningful volunteer opportunities. Parent surveys and parent interviews allow us to capture ideas and concerns parents want or need to communicate. This information aides in the programming and special events that may offered at our school.</p> <p>In addition, information regarding school events and teacher communication is shared with parents via newsletters, flyers, email, school webpage, ClassDojo, and PTO Facebook page, which provide vehicles for two-way communication.</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>Mann families may use the Family Resource located in the library or find additional resources at the ESOL office.</p> <p>Mann staff and SLPS's ESOL office coordinate monthly meetings to meet the needs of our families. Parents are encouraged to participate in these meetings. In addition, parents are encouraged to provide suggestions on topics if they have a need that hasn't been addressed. It is the goal of the school to assist the needs of our family to build a strong community.</p>
Accessibility Assurance
<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"> ✓ 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
<p>Mann works closely with the St. Louis Public Schools ESOL office to welcome and support families with limited English proficiency. Mann ESOL teachers ensure language translation and other supports are provided for all communication, conferences, and school-based events. Families in transition receive support from our Care Team and Office for Students in Transition. Mann families with disabilities can enter through door#7 which is located nearest the elevator.</p>

Summary Statements

Summary of the Strengths

Mann is great for students and adults. This is evident by the 6.9% increase of the 90/90 rate and adult attendance. Our staff and students have a positive relationship amongst their individual groups and cross sections. Our students and staff have shifted their mindset from learning technology to using technology to learn. In addition, all staff members were trained in Shelter In Place Observation Protocol (SIOP). Mann has been recognized for the progress students have made on the ACCESS test and its growth in ELA by Saint Louis University's Prime Center.

Mann has a strong collaborative relationship amongst school, parents, and community. Our strong community partnerships provide support for our students and families. We continue to have an increase in parental involvement during school-wide events. We continue to use a variety of methods to communicate with our parents for them to stay informed. Although parental attendance for PTO and meetings is consistent, it is limited in size and reflection of our student body. Parents' sense of belonging and voice has increased. Parent volunteers have increased as evident by the number of parents volunteering in the planning and execution of school-wide events. Our families may benefit from additional meetings surrounding how they can best help their student advance their learning. Our ESOL population may benefit from classes regarding English proficiency.

Summary of the Weaknesses

Mann's teaching staff is comprised of teachers new to the profession. Over 50% of its staff have less than 5 years of teaching experience. Our curriculum limits opportunities for writing and presents a need for an evidence based foundational reading program. Additionally, Mann is considered a center site for ELL students. While all students are welcome, a challenge remains to implement the best intervention for students enrolling multiple times during the year with limited schooling experiences at all grade levels.

Summary of the Needs

Our teachers need professional development and strategies around implementing the foundations of reading. Students require an foundational reading program to build strong reading skills for all of our students. We need to continue to support the implementation of Shelter in Place Observation Protocol (SIOP). Lastly, a foundational writing program is need to implement writing across the curriculum.

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. Increase the number of students scoring in the proficient and advance achievement levels on the Missouri Assessment Program (MAP).
2. Increase the number of students scoring in the proficient and advance achievement levels on the Missouri Assessment Program (MAP).
3. Increase the number of participants responding favorably in the sense of belonging category of the Panorama Survey.

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

SECTION 3

The Goals and the Plan

The Goals and the Plan

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

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

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. Students will demonstrate respect for their peers.
2. Students will engage in positive competitions

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Incorporate social emotional skills through play.

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

<ul style="list-style-type: none"> ▪ School PBIS Matrix ▪ Staff meeting to identify mentor/mentee <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ PBIS Carousel <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Pre-Survey (student and teacher) <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Weekly check-ins 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Culture & Climate Coordinator 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
<p><u>60 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Observation checklist by administration <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Teacher Survey <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
<p><u>90 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Staff meeting on interpreting data <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Post Survey <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

Funding Source(s)/ Cost to Support Implementation of Strategy
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Panorama Ed Survey Platform ▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ \$2000 for professional development books and resources for staff (Title/Comprehensive) ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) ○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
<p>GOAL 2: READING By May 2025,</p> <ul style="list-style-type: none"> - 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year. 				
Reading Plan				

Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *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:
 - 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)
- University of Florida Literacy Initiative (UFLI) Supplemental Phonics Program (Title)
- LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan

Action Steps

30 Days:

Professional Development

- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree
- Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD
- Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts
- Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation
- Staff PD- University of Florida Literacy Institute (UFLI) Foundational Reading Program
- Staff PD- Sheltered Instructional Observational Protocol (SIOP) Strategies

Observation and Feedback

- Targeted Weekly Implementation Observation

Implementation/Monitoring

- Weekly Progress Monitoring
- Collegial Walk-Through and Feedback Protocol
- Complete SIOP Self-Assessment Protocol
- Write language and content objectives that are clear and measurable

Monitoring Student Progress

<ul style="list-style-type: none"> STAR Reading BOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Professional Development Department Curriculum Specialists Director of Academic Instructional Coaches Academic Instructional Coaches School Leadership and teachers 	<ul style="list-style-type: none"> SLPS Instructional Vision for Academic Excellence SLPS High Quality Instructional Design Savvas ELA myView (K-5) / myPerspectives (6-8) STAR Renaissance University of Florida Institute (UFLI) Manual
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation Staff PD- Staff will present highest rated SIOP strategy <p>Observation and Feedback</p> <ul style="list-style-type: none"> Observation feedback reflect SIOP Components <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> Classroom Observations Lesson Plan <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> UFLI (weekly) RSP (bi-weekly) Star Progress monitor 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Professional Development Department Director of Academic Instructional Coaches Academic Instructional Coaches Staff 	<ul style="list-style-type: none"> SLPS Collaborative Lesson Planning Protocol SLPS Gradual Release Rubric Making Content Comprehensible for English Learners
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> Staff PD-Planning small group instruction by using progress monitoring data (UFLI) Staff PD- Staff will present highest rated SIOP strategy <p>Observation and Feedback</p> <ul style="list-style-type: none"> Observing Small Group- ELA 	

Implementation/Monitoring <ul style="list-style-type: none"> ▪ Progress Monitoring Data ▪ RSP Data Monitoring Student Progress <ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ School Leadership ▪ Academic Instructional Coach ▪ School Staff 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ UFLI
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ University of Florida Literacy Program (Title 1) 	

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
GOAL 3: MATH By May 2025, <ul style="list-style-type: none"> - 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
- Concrete Representational Abstract Math Model

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

- Math Instruction Observation (bi-weekly)

Implementation/Monitoring

- Lesson Plan Content

Monitoring Student Progress

- STAR Math BOY Assessment

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Staff PD- Instruction using manipulatives (CRA Model) ▪ Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Working collaboratively in groups (You Do Together) <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Total participation Techniques identified in lesson plans <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Observations (bi-weekly) 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ School Leadership ▪ Academic Instructional Coach 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ National Council of Teachers of Mathematics
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Differentiating Math Instruction ▪ Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations ▪ Staff PD- Explain math problem solving in written form <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Differentiation and Small Group Look Fors <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Observations (bi-weekly) ▪ Lesson Plan <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math MOY Assessment ▪ Student Work Sample Protocol in PLCs 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ School Leadership 	<ul style="list-style-type: none"> ▪ STAR Renaissance

<ul style="list-style-type: none"> ▪ Academic Coach ▪ Elementary Math Supervisor 	<ul style="list-style-type: none"> ▪ National Council of Teachers of Mathematics
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions (Title) ○ National Council of Teachers of Mathematics (Title) ▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

(What date did you and your School Planning Committee Complete Section 3? _____)

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date