

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

SECTION 1

School Profile

Accountability Plan Template

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <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. <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 21 st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____		

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

School Planning Committee

Position/Role	Name	Signature	Email/Phone Contact
Principal	Heather Cauley		Heather.cauley@slps.org 314-
Assistant Principal (if applicable)			
Academic Instructional Coach	Shannon McMurray		Shannon.mcmurray@slps.org
Family Community Specialist (if applicable)	Lanita Burnett		Lanita.burnett@slps.org
ESOL Staff (if applicable)			
SPED Staff (if applicable)	Elizabeth Voges Jill Riley		Elizabeth.voges@slps.org Jill.riley@slps.org
ISS/PBIS Staff (if applicable)	Polk Harris		Polk.harris@slps.org
Teacher	Hannah Uhl		Hannah.uhl@slps.org
Teacher	Erika Ellis		Ericka.ellis@slps.org
Parent	Nate Lindsey		Nate.a.lindsey@gmail.com
Parent	Marshae Atkinson		
Support Staff	Alexander Martin		Alexander.martin@slps.org
Community Member/Faith Based Partner	David Israel		dlsrael@livingwordumc.org
Network Superintendent	Angela Glass		Angela.glass@slps.org
<i>Other</i>			

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

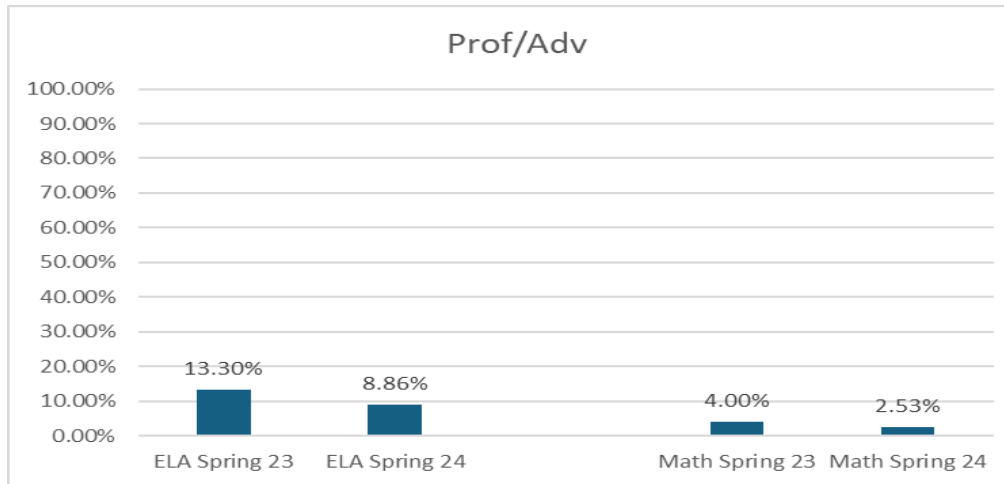
Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	208	
Grade Level Breakdown	Pre-K: 37 KG: 32 1 st : 36 2 nd : 19 3 rd : 23 4 th : 20 5 th : 26	If most students remain enrolled in the 2024-2025 school year, the following regular classroom allocations will be used for planning purposes: Pre-K-2, KG-2, 1 st -2, 2 nd -2, 3 rd -1, 4 th -1, 5 th -1
Ethnicity	91% Black 6% White 2% Hispanic 1% Indian	Our student population is largely black, which does not reflect the more diverse community in which Meramec Elementary community.
Attendance	51.6% 90/90 as of 4/26/2024 88.1% ADA as of 4/26/2024	The school faces challenges with attendance, maintaining an average daily attendance rate of 88%. To address this, the Attendance Team has streamlined its protocols and adjusted caseloads to better target the underlying causes of student absences and improve overall attendance outcomes.
Mobility	19.4%	The mobility rate at Meramec Elementary has fluctuated significantly over the past three years, reaching its peak in 2022 at 39.5%. This high rate indicates a large number of students transferring in or out during the school year, which can impact consistency in teaching and learning. In 2023, there was a notable decrease to 30%, showing some stabilization, and the current rate of 19.4% suggests further improvement. These changes might reflect efforts to address factors contributing to student mobility or broader demographic shifts. It will be important to continue monitoring this trend and implementing strategies to support students as they transition in and out.
Socioeconomic status	100% Free and Reduced Lunch	Meramec Elementary maintains several key partnerships, including Operation Food Search and The Little Bit Foundation, which provide essential support to students and families by addressing needs related to food insecurity, health, wellness, and overall school climate.

Discipline	0%	The PBIS Coordinator collaborates with the School Counselor and the Principal to establish protocols and procedures that promote a positive school climate. This year, the “ “ matrix was introduced, and staff are actively working to foster a shared understanding of restorative practices within the classroom. All teachers will implement the RethinkEd SEL program and conduct daily morning meetings to support social-emotional learning in the classroom.
English Language Learners/LEP	<1%	There are two students identified as English Learners. These students receive regular EL support on-site.
Special Education	8%	

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	9.9% Proficient 300.4 MPI	13.3% 312.1 MPI	343.3	In the 2022-2023 school year, Meramec Elementary had an ELA proficiency rate of 9.9%, with an MPI of 300.4. By the 2023-2024 school year, we've seen a positive shift, with an MPI increase to 312.1, representing a 13.3% improvement in overall student performance. This growth suggests that our efforts to enhance literacy instruction and interventions are yielding results. However, the current proficiency rate indicates that there's still significant work to be done to ensure more students reach grade-level proficiency in ELA.
Math	1.4% Proficient 225.4 MPI	4% 245.2 MPI	269.7	In the 2022-2023 school year, Meramec Elementary had a math proficiency rate of just 1.4%, with a MPI of 225.4. By the 2023-2024 school year, we made notable progress, with the proficiency rate increasing to 4% and the MPI rising to 245.2. This improvement reflects our efforts to enhance math instruction and provide targeted support to students, indicating that we're moving in the right direction. However, despite this growth, our proficiency levels remain low, and we need to continue focusing on strategies to further improve students' foundational math skills and overall performance.

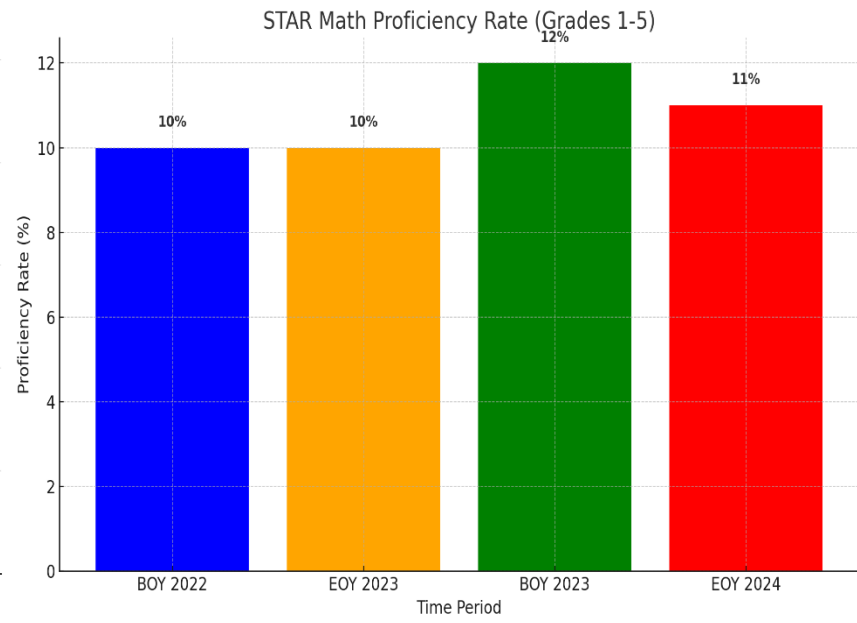
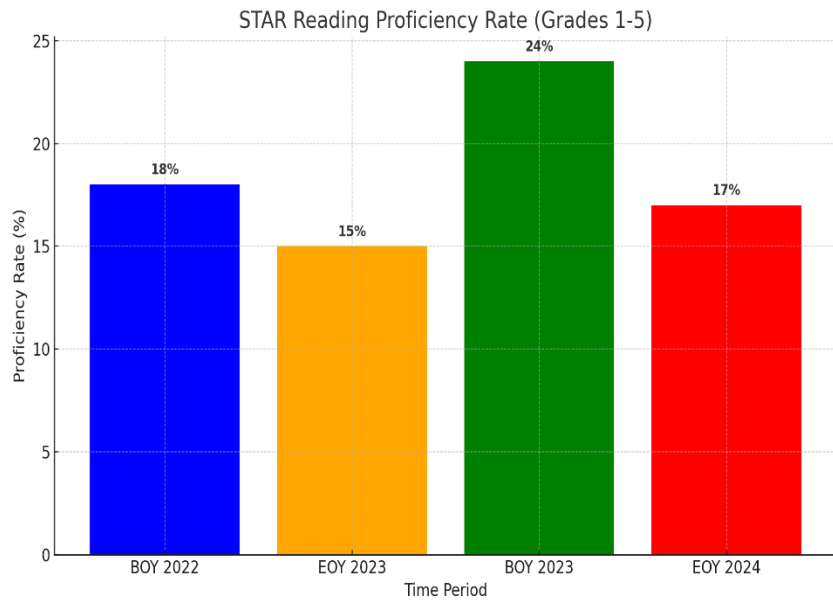
Science	13.3% Proficient 325.5 MPI	4.2% 279.2 MPI	301.5	In the 2022-2023 school year, Meramec Elementary had a proficiency rate of 13.3% with an MPI of 325.5. However, in the 2023-2024 school year, there was a significant decline, with proficiency dropping to 4.2% and the MPI decreasing to 279.2. This decline indicates that students are struggling more in this area, and current instructional methods may need to be adjusted to better meet their needs.
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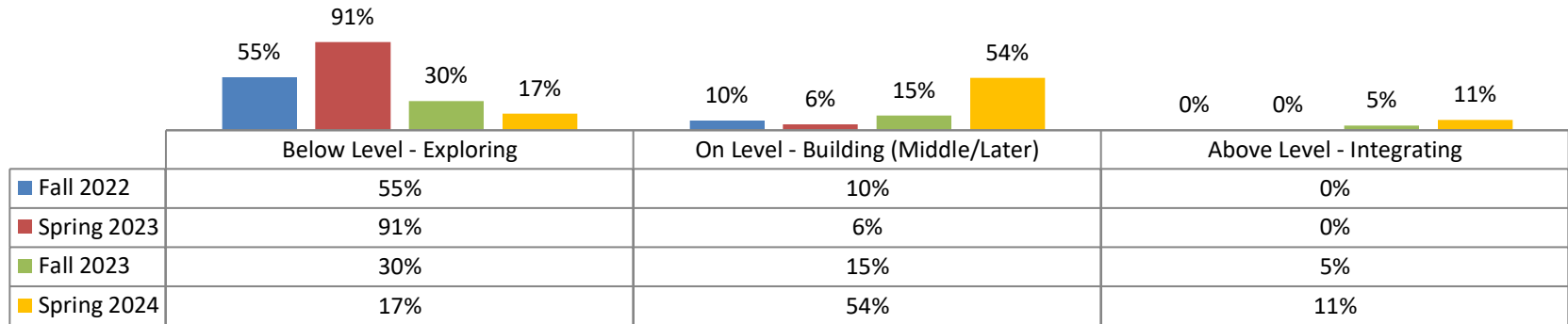
Student Achievement- Local Assessment				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance

	BOY	EOY	BOY	EOY		
STAR Reading	18% Proficient and Advanced	15% Proficient and Advanced	24% Proficient and Advanced	17% Proficient and Advanced	100% Proficient and Advanced	The data shows that from the 2022-2023 school year, there was a slight decline from 18% to 15% in the percentage of students achieving Proficient and Advanced levels from the Beginning of Year (BOY) to End of Year (EOY). However, in the 2023-2024 school year, there was an increase from 24% to 17% in proficiency levels from BOY to EOY. This suggests that while more students started the year performing at higher levels, there was a noticeable drop in performance as the year progressed. The fluctuation indicates that students may initially grasp concepts but face challenges maintaining progress or applying knowledge over time, highlighting a need for sustained interventions and support throughout the academic year to ensure consistent growth and achievement.
STAR Math	10% Proficient and Advanced	10% Proficient and Advanced	12% Proficient and Advanced	11% Proficient and Advanced	100% Proficient and Advanced	The data shows a stable but low percentage of students achieving Proficient and Advanced levels, with results consistently around 10% to 12% across the assessed years. This indicates that while there may be some slight fluctuations, overall student performance in these categories has not significantly improved. The persistence of low proficiency rates suggests that the current instructional strategies may not be effectively meeting student needs, highlighting a need for targeted interventions and tailored support. To enhance student outcomes, it will be crucial to analyze teaching practices, assess student engagement, and implement evidence-based strategies that foster deeper understanding and retention of the material.
DRDP (PreK)	10%	6%	20%	65%	N/A	The data from 2022-2023 indicates a decrease in performance from 10% proficiency at the Beginning of Year to 6% at the End of Year, suggesting challenges in maintaining consistent progress throughout the year. In contrast, the 2023-2024 data shows significant improvement, with proficiency increasing from 20% at BOY to an impressive 65% at EOY. This substantial growth suggests that the strategies and interventions implemented were highly effective in addressing learning gaps and enhancing student performance. The positive trend may be attributed to a combination of targeted instruction, increased support, and consistent monitoring of student progress throughout the year.

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



MERAMEC
Fall 2022 - Spring 2023 - Fall 2023 - Spring 2024
Language and Literacy Development
(P4 Student Reading Skills)



■ Fall 2022 ■ Spring 2023 ■ Fall 2023 ■ Spring 2024

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	A focus of the 2023-2024 school year has been high-quality curriculum implementation, focusing on Envision and CKLA, particularly as it relates to scaffolding grade level instruction for students.
Instructional Programs	<ul style="list-style-type: none"> • CKLA • Foundations • Envision • MyWorld (Savvas) • MYSCI
Instructional Materials	ELA-Trade Books, Classroom Libraries, CKLA and Foundations Materials Math-Envisions 2.0 workbooks MyWorld-workbooks Science-MYSCI Kits

Technology	1:1 iPads for all students SMART Boards in classrooms Document Camera iPad keyboards for all students in grades 1-6 Subscriptions and licenses for Freckle, Success maker, etc.		
Support personnel	Instructional Leadership Team Academic Instructional Coach Reading Intervention Teacher Supplement Teacher		
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	2024-2025 Meramec Elementary PD Focus: <ul style="list-style-type: none"> • Project Based Learning • Restorative practices 		
Staff Certification	Grade Level	# of Teachers	Certification Notes
	Pre-K	2	Certified
	KG	2	2 Certified
	1 st	2	1 Certified 1 Non-Certified
	2 nd	2	1 Certified 1 Non-Certified (ILA)
	3 rd	1	Certified
	4 th	1	Certified
	5 th	1	Certified
	Special Education	2	Certified
Staff Specialist and other support staff	Academic Instructional Coach PBIS		
Staff Demographics	24-25 Teacher Demographics: Black-23 White-9		

	Male-6 Female-26
School Administrators	Heather Cauley, Principal

24-25 School Parent and Family Engagement Policy

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

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?

At Meramec Elementary, parents receive the school-Parent Compact, the School Parent and Family Engagement Policy, and a handbook outlining expectations and opportunities for parent and caregiver involvement. For those unable to attend the Title I meetings, held at Meramec Elementary, these documents are sent home, and are also available on the school's website. A signature page confirming receipt of the information is required from all parties. Our Family Community Specialist maintains a log of returned signed agreements, and starting the second week of school, we follow up with parents who have not yet submitted their signed policy agreements.

What are the strengths of family and community engagement?

Overall, the programs and events organized by Meramec Elementary this year have been well-received, with highlights including the Winter Program, Black History Program, Literacy Night, Fall Festival, and various literacy workshops. Parents were especially engaged in the early literacy workshop for KG-2nd grade families. One of the school's key strengths is the involvement of parents, who actively suggest activities and volunteer to support initiatives across the school community.

Meramec Elementary partners with the Little Bit Foundation and Sunny's Closet for uniforms and clothing, Operation Warm for winter coats, The Living Word Church for reading volunteer support, Girl Scouts of America, Tom Brady Foundation for incentives and celebrations, and Dutchtown Housing for family support.

What are the weaknesses of family and community engagement?

While we offer monthly PTO and family engagement activities, we recognize the need to improve parent participation and attendance. Events such as the Winter Program tend to have strong attendance, but other events like Literacy Night see a much lower turnout relative to our overall

enrollment. Given our high mobility rate, there is a constant turnover of parents in the community, which presents challenges in maintaining consistent engagement across all events.
What are the needs identified pertaining to family and community engagement?
The identified needs for family and community engagement at Meramec Elementary include increasing parent involvement during academic sessions such as parent-teacher conferences and offering parenting workshops on effective discipline practices. Additionally, providing job readiness training for parents and programs to support families in transition with resources like food, clothing, childcare, and job opportunities is essential. There is also a need for mentorship programs, particularly for male students, as well as support resources for families. Expanding family education services and offering career and workforce training for parents would further strengthen community engagement.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Meramec Elementary invites parents to join the School Planning Committee, where they can actively participate in shaping the schoolwide plan. This plan is also shared with families during PTO meetings. Additionally, a small targeted group of parents will be emailed the plan, and feedback will be collected prior to finalizing it. Families also have the opportunity to provide input on school programming through the Panorama survey, conducted twice a year. The feedback collected from the survey is used to make necessary adjustments to the plan.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are informed and given the opportunity to attend Title 1 meetings held in the fall and spring. These meetings cover the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy. Parents are invited to a revision meeting prior to the finalization of the and School Parent and Family Engagement Policy.
How is timely information about the Title I.A program provided to parents and families?
Families receive notifications through various channels. The principal distributes the Meramec Parents and Family Newsletter each month. Additionally, Meramec Elementary maintains a bulletin board displaying all monthly events and meetings. Information is also available via Class Dojo and the Meramec Elementary website. The Family and Community Specialist sends out flyers and notices promptly to ensure parents have the opportunity to attend events. Teachers regularly post updates on Class Dojo to provide parents with ample notice.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Curriculum Nights are scheduled throughout the school year beginning in October, where families learn about grade-level expectations and standards that students and teachers are held accountable for mastering. After the overview of the curriculum, families engage in fun, interactive

games from the highlighted curriculum area. During the bi-annual Title 1 meetings, the principal reviews the curriculum, assessments, and MAP achievement levels. Additionally, parent conferences focus on student progress based on STAR and MAP assessments, and further information is provided during Parent-Teacher Conferences at Meramec Elementary.

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

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

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

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

- Make sure my child is in school every day possible and on time;
- Check that homework is completed including reading for 30 minutes per night;
- Monitor and limit screen time;
- Volunteer in my child's classroom/school when possible;
- Be aware of my child's extra-curricular time and activities;
- Stay informed about my child's education by reading all communications from the school and responding appropriately;
- Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
- Notify school of all absences as they occur.

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

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

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

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

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

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

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

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

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Listen to children read;
- Have an opportunity to become a room parent;
- Present a program on their culture, a different country, a special skill or career, etc.;
- Assist with programs or parties, educational trips,

Please provide assurance that the school is:

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

Parent-teacher conferences are held two times 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. 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 Title 1 meetings, PTO, 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 | Parent Meeting – A review of the previous year's academic achievement data, including MAP and Benchmark Assessments. 18 October | Parent Meeting/Curriculum Night – A presentation on grade-level expectations for each subject area, with websites shared that offer activities and resources to support Missouri Learning Standards at home. November-January | Additional Curriculum Nights – Teachers will share strategies and ideas with parents to help improve their child's academic performance in specific content areas. February-March | MAP Testing Preparation Workshop – An overview of the Missouri Assessment Program, including sample MAP-style questions, to help families understand testing expectations. April | Parent Workshop – Strategies to address summer learning loss using community resources and materials provided by teachers. May | End of Year Dinner – A gathering with parents to discuss data and share resources to help prevent summer learning loss.

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?

We provide professional development sessions and staff meetings aimed at supporting all teachers, specialized instructional support personnel, principals, 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.

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

At the beginning of the year, we distributed a survey to parents to gather their 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. Our Family Community Specialist plays a key role in bridging the gap between

<p>school, home, and the community, making these connections clear and accessible to our parents. We keep parents informed through monthly newsletters, and 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>Parents will receive timely notifications about programs and regularly scheduled parent meetings, enabling families to plan ahead and attend events related to their children. The parent resource center will be easily accessible and clearly marked, providing a welcoming space for families to engage fully. Resources are readily available for parents, including computer workstations for internet access, materials for resume building, information on continuing education opportunities (such as GED class schedules and tuition assistance), and pamphlets from various community-based agencies. This support aims to empower parents and enhance their involvement in their children's education.</p>
<p>Accessibility Assurance</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"> ✓ 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>Meramec Elementary 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 and positive attitudes. To support this, we will ensure that Meramec parents are actively involved and well-informed through annual informational meetings, improved communication, and additional opportunities to participate in their child's education.</p>

Summary Statements

<p>Summary of the Strengths</p>
<p>Our communication strategies include monthly updates sent home by our Family and Community Specialist (FCS) to keep families informed about important information, dates, and events. We have implemented the RoboText (Telerivet) app to enhance communication and gather feedback through surveys. Our Student Support Team (SST) meets weekly to address the needs of students and families, and we benefit from strong community partnerships that provide valuable resources to support both our families and the school.</p>

Summary of the Weaknesses

Our main challenges include maintaining consistent communication with parents due to changing phone numbers, which has impacted our ability to stay in touch. Additionally, we need to work on improving our 90/90 attendance rate and increasing parent involvement to foster a more engaged school community. To address these issues, we plan to enhance our communication strategies, leverage technology, and collaborate more effectively with our community partners.

Summary of the Needs

Teachers require ongoing instructional support in implementing the ELA and Math curriculum, with a particular focus on scaffolding grade-level content for students who are significantly below grade level. Additional support is also needed for teachers to effectively utilize district curriculum programs and make content relevant and affirming for students.

Weekly Data Meetings will be moved to Fridays to give staff time to preview upcoming content rather than focusing solely on previously taught lessons. This shift aims to provide teachers with more time and capacity to manage their varied responsibilities and plan effectively to meet student needs.

Students who are reading significantly below grade level will receive additional support from Reading Intervention Teacher/Supplemental Reading Teacher, who will work with individuals and small groups to improve reading skills.

Continued support from Principal, PBIS Coordinator, Counselor, FSC, and a full-time Social Worker will ensure a team-based approach to addressing students' social-emotional needs.

Summary of Focus Priorities for 24-25

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

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

1. Maintain a systematic approach to school culture and climate that incorporates social emotional learning, schoolwide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.
2. Sustainable academic improvements in literacy achievement including reading, language, and writing.
3. Enhancing instructional practices to make learning affirming and meaningful for students in literacy and math.

What date did you and your School Planning Committee Complete Section 2? _____ April 30, 2024 _____

SECTION 3

The Goals and the Plan

The Goals and the Plan

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

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

GOAL 1: SENSE OF BELONGING

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

Leadership Plan

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

Priorities:

1. Increase Student Engagement Through PBIS Activities
2. Strengthen Teacher-Student Relationships

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Morning Meeting Structures and Social-Emotional Learning (SEL) Activities
- RethinkED Social Emotional Learning

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

<ul style="list-style-type: none"> ▪ Training on culturally responsive practices to strengthen teacher-student connections. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Observe morning meetings and provide feedback on engagement and inclusivity. ▪ Conduct walk-throughs to monitor the implementation of PBIS strategies. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Begin tracking students' behavior and engagement using PBIS tracking sheets. ▪ Collect feedback from teachers on morning meetings and relationship-building efforts. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Administer a short sense of belonging survey to establish a baseline. ▪ Review PBIS points and behavior trends. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ ISS Teacher, Counselor, Social Worker ▪ Principal, & AIC ▪ Leadership Team Members ▪ SIT Team Members ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Offer coaching on integrating SEL activities into morning meetings. ▪ Share best practices on engaging all students in classroom discussions. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Conduct peer observations focused on relationship-building strategies. ▪ Provide structured feedback sessions with teachers. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Introduce monthly recognition events for positive behaviors. ▪ Start using student focus groups to gather input on their sense of belonging. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Administer a mid-point survey on sense of belonging. ▪ Analyze behavior data for improvements. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ ISS Teacher, Counselor, Social Worker ▪ Principal, & AIC ▪ Leadership Team Members ▪ SIT Team Members ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
<p>90 Days:</p>	

<p>Professional Development</p> <ul style="list-style-type: none"> ▪ Focus on differentiated PBIS strategies to support diverse learners. ▪ Offer sessions on using student voice and choice to enhance belonging. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Continue classroom walk-throughs with focus on inclusive practices. ▪ Encourage self-reflection among teachers regarding their relationships with students. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Increase communication with parents about PBIS events and their child’s participation. ▪ Implement restorative practices for conflict resolution, emphasizing belonging. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Conduct another sense of belonging survey. ▪ Review Panorama Survey responses and adjust action steps based on the data. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ ISS Teacher, Counselor, Social Worker ▪ Principal, & AIC ▪ Leadership Team Members ▪ SIT Team Members ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
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 1, 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				
GOAL 2: READING By May 2025, <ul style="list-style-type: none"> - 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year. 				
Reading Plan				
Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities: Pre-K, Elementary, and Secondary: <ol style="list-style-type: none"> 1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency. 2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading). 				
Evidence-based strategies	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks ○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol ○ ELA Collaborative Lesson Planning Protocol (PLCs) ▪ Supplemental Phonics Program: Foundations ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers 			
Implementation Plan				

Action Steps	
<p>30 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ 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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Conduct classroom walkthroughs to gather baseline data on current instructional practices related to gradual release, specifically looking of guided practice and student-let discussion around complex texts. ▪ Provide initial feedback focus on identifying strengths and areas for growth. ▪ Set up a schedule for phonics instruction observations and provide feedback on implementation. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <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 ▪ [Insert] Site-based staff 	<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
<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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources

<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ STAR Renaissance
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"> ○ 	

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,

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

Mathematics Plan:

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

Priorities:

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

Evidence-based strategies

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

Implementation Plan**Action Steps****30 Days:****Professional Development**

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

Observation and Feedback

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Implementation/Monitoring

<ul style="list-style-type: none"> ▪ 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 ▪ [Insert] Site-based staff 	<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"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <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"> ▪ SLPS Gradual Release Rubric ▪
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪
<p>Funding source(s) / Cost to Support Implementation of Strategy</p> <ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> 	

- Tier 1 Instructional Tools (enVision Math K-8)
- Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
- Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):*
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(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

