Monroe Accountability Plan

2024-2025

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

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the SLPS Transformation 4.0 Plan, which support the Continuous Improvement Theory of Action:
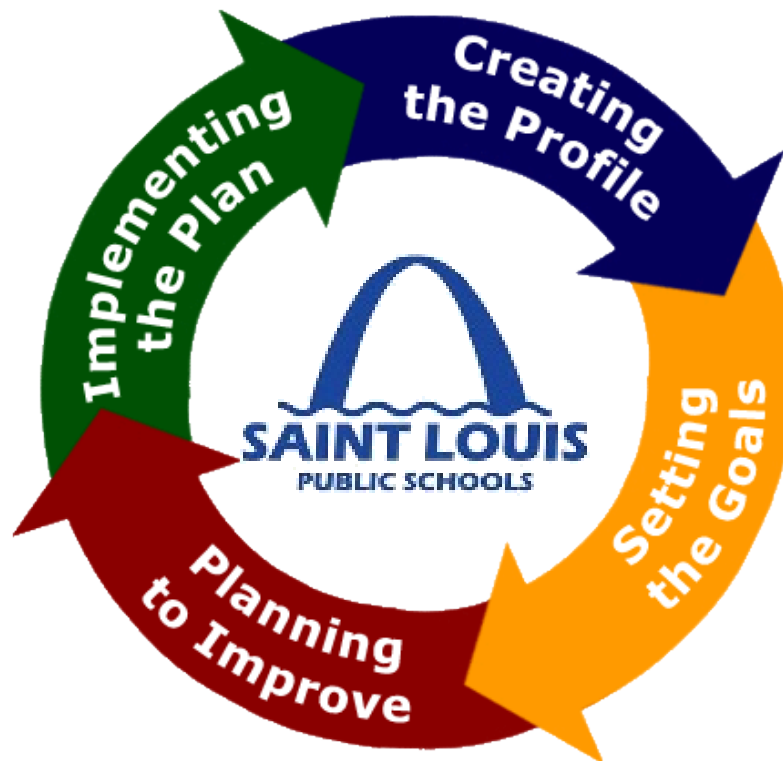
Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

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

SAINT LOUIS PUBLIC SCHOOLS

Creating the Profile • Setting the Goals • Planning to Improve • Implementing the Plan

24-25 ACCOUNTABILITY PLAN TEMPLATE
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	**4/15/2024**
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; **2024-2025** Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	**4/30/2024**
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	**September 20, 2024**
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		**September 27, 2024**
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1
School Profile

Accountability Plan Template

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ LEA ✓ **School**	**Name of LEA: St. Louis Public Schools** **Name of School: Monroe** **School Code: 556**	**Check if appropriate** ☐ **Comprehensive School** *****Requires a Regional School Improvement Team** ☐ **Targeted School** ✓ **X Title I.A**
Date: 4/30/2024		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: We will educate, empower and encourage every student every day.		
School Vision: We are preparing future leaders to excel in an ever-changing society.		
One plan may meet the needs of a number of different programs. Please check all that apply. ✓ **Title I.A School Improvement** ☐ **Title I.C Education of Migratory Children** ☐ **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** ☐ **Title II.A Language Instruction for English Learners and Immigrant Children** ☐ **Title IV 21st Century Schools** ☐ **Title V Flexibility and Accountability** ☐ **Individuals with Disability Education Act** ☐ **Rehabilitation Act of 1973** ☐ **Carl D. Perkins Career and Technical Education Act** ☐ **Workforce Innovation and Opportunities Act** ☐ **Head Start Act** ☐ **McKinney Vento Homeless Assistance Act** ☐ **Adult Education and Family Literacy Act** ☐ **MSIP** ☐ **Other State and Local Requirements/Needs _____**		

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

School Planning Committee

Position/Role	Name	Signature	Email/Phone Contact
Principal	Camille Simmons	*Camille Simmons*	Camille.Simmons@slps.org
Assistant Principal (if applicable)			
Academic Instructional Coach	Angela Stammerjohn	*Angela Stammerjohn*	Angela.Griffin@slps.org
Family Community Specialist (if applicable)			
ESOL Staff (if applicable)			
SPED Staff (if applicable)	Joyce Willis	*Joyce Willis*	Joyce.Willis@slps.org
ISS/PBIS Staff (if applicable)	Hava Stevenson	*Hava Stevenson*	Hava.Stevenson@slps.org
Teacher	Melonie Brown	*Melonie Brown*	Melonie.Brown@slps.org
Teacher	Lisa Hayes-Adams	*Lisa Hayes-Adams*	Lisa.Hayes@slps.org
Parent	Alexias Foston	*Alexias Foston*	
Parent			
Support Staff	Arleen Thomas	*Arleen Thomas*	Arleen.Thomas@slps.org
Community Member/Faith Based Partner			
Network Superintendent	Dr. Isaac Pollack	*Dr. Isaac Pollack*	Isaac.Pollack@slps.org
Other		*Camille Simmons*	

What date did you and your School Planning Committee Complete Section 1? ___4/15/2024_____

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	207	
Grade Level Breakdown	Students Count as of 3/1/2024 | Grade	# of Students
---	---
PK	41
KG	38
1st	22
2nd	28
3rd	32
4th	21
5th	25		**Enrollment increased from this time last school year. We ended the school year with 181 students. This year we are ending with a little over 200 students.** **The number of kindergarten students enrolled dictated that we open a second kindergarten room. We anticipate having a second first grade classroom in the fall.**
Ethnicity		Ethnicity Percentages
---	---
Black	91.7%
Hispanic	2.5%
Multi Racial	1.4%
White	4.4%		
Attendance		ADA	90/90
---	---
83.1%	26.7%		90/90
Mobility	20.6%	**Mobility**
Socioeconomic status	97.5%	**FRL**
Discipline	16 Infractions	*31% of the infractions occurred on school bus.*
English Language Learners/LEP	0	
Special Education	10%	

Student Achievement- State Assessments *(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)*				
Goal Areas	**22-23 performance**	**23-24 performance**	**24-25 Goals**	**Explanation/Rationale for Current Performance**
ELA	MPI 282.9		MPI 381	MPI 282.9
Math	MPI 253.5		MPI 370	MPI 253.5
Science	MPI 260.3		MPI 372	MPI 260.3
Social Studies				MPI (Secondary Only)
CCR				MPI (Secondary Only)
WIDA ACCESS (Progress Indicator)	n/a	n/a	n/a	*For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)*
WIDA ACCESS (Proficiency Indicator)	n/a	n/a	n/a	*For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)*

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	17%	15%	14%	22%	100%	The 8% increase can be attributed to increased time allotted for students to work independently reading, time spent with Successmaker the online portion of the MyView program, and teacher understanding of standards.
STAR Math	12%	14%	10%	11%	100%	The increase of 1% can be attributed to the increased opportunities to work independently grappling with the content.
DRDP (PreK)	46%	76%	52%	78%		The increase of 26% shows that the majority of our preschoolers are kindergarten ready.
ELL Benchmark Assessment- Speaking	n/a	n/a	n/a	n/a		

*EL students only					
ELL Benchmark Assessment- Writing *EL students only	n/a	n/a	n/a	n/a	

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

Curriculum and Instruction
(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)

Data Type	Current Information
Learning Expectations	Written out for students to see, stated at beginning of lesson, in some rooms stated throughout lesson
Instructional Programs	Master schedule designates sufficient time for each component of the instructional programs i.e. Successmaker.
Instructional Materials	Begin using the resources included with program (i.e. cold reads, Interventions Savvas,…)
Technology	Used to facilitate instruction or capture student attention (Smartboard/Promethean, Activ Inspire, iPads.
Support personnel	Used to help build community within building

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

Data Type	Current Information
Staff Preparation	Using professional development, staff meetings and PLC to introduce/learn/discuss/collaborate about best practices Implement unit planning/backwards design
Staff Certification	5 of 15 positions are held by non-certified staff 2 of the 5 positions are working on certification 1 position is filled with certified staff for 2024-2025 school year
Staff Specialist and other support staff	The team is relatively new with 1 to 3 years of experience.
Staff Demographics	65% Black, 32% White, 3% Other
School Administrators	1 year experience, Educational Specialists Degree in Administration

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?

Monroe Elementary provides all parents with a school compact that states the agreement between parent, student and homeroom teacher. It lists all the responsibilities for the current year. The compact is a document that is signed by all parties and the principal.

What are the strengths of family and community engagement?

We can further educate our parents through programming involving families with homework, participation in decision making at school and offering resources through our community partners for the advancement of our students.

What are the weaknesses of family and community engagement?

Low parent participation in education functions or activities is a weakness.

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

During the year, our families experience hardships such as loss of employment, going into transition, loss of family members to identify a few. Our families and the community would benefit from resources that will assist with food, shelter, employment, counseling and so forth.

Policy Involvement

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

Every parent is notified of the Title 1 meetings in the fall and spring. This meeting discusses parent's right to know, school and family compact, and parent involvement plan.

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

Parents and families are encouraged to attend monthly meetings where we discuss how to support students at home in addition to reviewing our school plan and gaining feedback on what topics parents and families would like to discuss.

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

Title 1.A program information is communicated to families by flyer, ClassDojo, robocalls, email and is displayed in the school.

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

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. Families receive updates about students' academic and SEL performance every 5 weeks in the form of progress reports and report cards. In addition, teachers remain in communication with parents and families by using e-mail, ClassDojo, and phone calls/text messages. Parents and families are encouraged to visit the school, participate in activities, and visit classrooms.

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

The Care Team will plan meetings each semester to provide assistance to parents in understanding

- Missouri Learning Standards— Principal will support

- Missouri Assessment Program –Principal will support

- Local Assessments—Principal will support

- How to monitor a child's progress—teachers will be available to give parents a framework

- How to work with educators to improve the   achievement of their children

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

The Care Team provides monthly materials to parents to assist them with working with their children to improve academic achievement. In addition, we provide monthly Parent Orientations as needed for our new families to on-board them with Monroe's information.

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 principal will use a portion of our Professional Development to educate school personnel about the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners.
In addition, the principal will meet monthly with teachers within PLC's to provide continuous encouragement, advice and offer support with communicating with parents.

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

Provide families with information related to child development and creating supportive learning environments. Establish effective school-to-home and home-to-school communication. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community. Engage families in school planning, leadership, and meaningful volunteer opportunities. Connect students and families to community resources that strengthen and support students' learning and well-being
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.
Utilizing our community partners, we provide resources and events based off of parent and family feedback that encourages and supports parents to be active participants in the students' academic careers.
Accessibility Assurance
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: ✓ Parents and family members who have limited English proficiency ✓ Parents and family members with disabilities ✓ Parents and family members of migratory children ✓ Provides information and school reports in a format and language parents understand
Monroe provides parent and family engagement opportunities regardless of English proficiency, disability, migratory status, or language. Efforts are made when needed to accommodate all parents' and family needs.

Summary Statements

Summary of the Strengths
Monroe offers a variety of opportunities for parents and families to be involved in the instructional program. Parents and families generally have a positive perception of the school. In the future, Monroe will continue to focus on proactive communication with families and engagement with the academic program.   Monroe staff consists of a few veteran teachers that provide expertise and guidance for novice teachers. Approximately two-thirds of the teaching staff is certified. Those classroom teachers that are not certified are either currently enrolled or in the process of enrolling in teacher certification programs. In addition, the current building leader is a former SLPS teacher and familiar

Summary of the Weaknesses

- · There are few parents who consistently advocate and support school improvement efforts
- · Parents and families need additional support with understanding the academic expectations and rigor at each grade level
- · Student attendance

Summary of the Needs
Team Building – working together for the benefit of students and families. Traditions – Monroe needs to work on establishing school traditions that students and staff can rally behind. Time for vertical planning – meeting with teachers of other grade levels

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. **Attendance**
2. **Team Building**
3. **Communication with staff, parents and students**

What date did you and your School Planning Committee Complete Section 2? __4/30/2024_____

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:

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

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

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

Leadership Plan

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

Priorities:
1. Team Building – Establish, recognize and promote a healthy school climate
2. Communication

Evidence-based strategies	- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols - Book Study – PRIMED FOR EDUCATION

Implementation Plan

Action Steps

30 Days:
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

- Establish small group staff cohort professional development model to promote cross-role collaboration and support belonging, including socialemotional check-ins and wellness activities. (Principles 4 & 9)
- Establish school-based leadership team, staff committees,
- Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support.
- Begin schoolwide Monday Morning Meetings to promote positive behavior and core values.
- Social emotional learning lessons including RethinkEd are implemented in classrooms for twenty minutes weekly.
- Students establish goals for the 2024-2025 school year.

Person(s) Responsible	Resources
- Counselor, Social Worker & ISS Coordinator - Principal, Assistant Principal & AIC - Leadership Team Members - Attendance Team Members - Classroom Teachers	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Time allocated for professional development - Student Support Team & Leadership Team Collaboration

60 Days:
- Begin monthly Celebrating Character incentives aligned with school core values.
- School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.
- ISS Coordinator & Principal conduct regular review of discipline referral data to refine classroom supports.

Person(s) Responsible	Resources
- Leadership Team Members - Student Support Team Members - School Secretary - School Counselor & Social Worker - Classroom Teachers	- Time allocated for school activities - Professional development for student support team members - Access to RethinkEd curriculum resource

90 Days:
- Mid-Year Data Review as part of SST and Attendance Team process.
- Mid-Year Celebration of students achieving academic and behavioral goals first semester.

Person(s) Responsible	Resources
- Participating Staff - Leadership Team Members - Attendance Team & Student Support Team Members	Time allocated for school activities

Funding Source(s)/ Cost to Support Implementation of Strategy
- *District-wide initiatives will be funded by the central office.*
  - Panorama Ed Survey Platform

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

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

GOAL 2: READING
By May 2025,
- 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

Reading Plan

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

Priorities:
Pre-K, Elementary, and Secondary:
1.   Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.

	2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading).

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources:
	    ○ 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 Instruction: UFLI Phonological Awareness Program
	▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan

Action Steps

30 Days:

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

Observation and Feedback
- Conduct classroom walkthroughs to gather baseline data on current instructional practices related to gradual release, specifically looking for guided practice and student-led discussions around complex texts.
- Provide initial feedback focused on identifying strengths and areas for growth.
- Set up a schedule for phonics instruction observations and provide feedback on implementation.

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

Monitoring Student Progress
- Administer Star Reading beginning of year Assessment
- Administer UFLI beginning of year assessment

Review and analyze baseline assessment data to identify trends and student needs.

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

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Director of Academic Instructional Coaches - Academic Instructional Coaches - Classroom Teachers	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance - Instructional Leadership Team Schedule - Weekly data meeting schedule and facilitation support

60 Days:

Professional Development
- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation
- Conduct follow-up professional development to address common challenges and deepen understanding of the Instructional Design Framework and Lesson Plan Internalization Protocols.
- PLCs to collaboratively refine lesson plans, focusing on integrating complex texts and tasks that align with ELA standards.

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

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

- Feedback from PLCs will demonstrate improvements in lesson planning and collaboration.

Monitoring Student Progress
- Analyze student work samples and assessment data to evaluate mastery of complex texts and tasks.
- Review phonics progress monitoring data to ensure students are making expected gains with the UFLI program.
- Use progress monitoring data to identify students who may need additional support and adjust phonics groups accordingly

Person(s) Responsible	Resources
- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches	- SLPS Collaborative Lesson Planning Protocol - SLPS Gradual Release Rubric - Take-home literacy resources - Monthly Staff PD Schedule - Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources - Supplemental Teacher/Reading Intervention Teacher

90 Days:
Professional Development
- Provide additional professional development for teachers as needed to maintain high fidelity in UFLI program implementation.
- Incorporate LETRS principles into ongoing professional development and instructional feedback.

Observation and Feedback
- Conduct comprehensive observations to ensure that the Gradual Release Model is being effectively utilized across all classrooms.
- Provide targeted feedback and celebrate successful implementation, highlighting exemplary practices in academic conversations and complex text engagement.
- Continue to observe phonics instruction and provide feedback, focusing on the fidelity of UFLI program implementation.
- Provide coaching for teachers as needed to maintain high fidelity in UFLI program implementation.
- Begin to integrate LETRS concepts into classroom observations and feedback, particularly in literacy instruction.

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

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

Person(s) Responsible	Resources
- Instructional Leadership Team - Identified Classroom Teachers	- STAR Renaissance - Resources for classrooms to implement service learning and support of other staff/community resources

Funding source(s) / Cost to Support Implementation of Strategy
- *District-wide initiatives will be funded by the central office.*
  - Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)
  - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
  - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - Salary and benefits associated with Reading Intervention Teacher/Supplemental ELA Teacher (Title/Comprehensive)
  - $8000 for license and professional development for Istation
  - Funds to renew licenses for supplemental resources (Title/Comprehensive)
  - Approx. $1500 for replacement classroom rugs (Comprehensive/GOB)
  - $2000 for literacy kits and materials for family literacy workshops (Title)
  - Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title/Comprehensive)
  - $5,000 for reorganizing leveled book room (Title/Comprehensive)

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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics
GOAL 3: MATH 　　　By May 2025, 　-　100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. 　-　100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. 　-　100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

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

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

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

Implementation Plan
Action Steps

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

Observation and Feedback
- Conduct classroom walkthroughs to observe current practices in math instruction, particularly looking for opportunities where structured dialogue and student discussions can be enhanced.

- Provide initial feedback focused on identifying strengths and areas for growth.

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

Monitoring Student Progress
- Administer Star Math beginning of year Assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student digital tracking tools for Star Math
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - Classroom Teachers	[SLPS Instructional Vision for Academic Excellence](#) [SLPS High Quality Instructional Design](#) - Savvas enVision Math (K-5) - STAR Renaissance - Professional book study resources and materials for teachers - Weekly data meeting time and facilitation support

60 Days:
Professional Development
- Provide additional professional development on enhancing structured dialogue and academic discussions, focusing on strategies such as questioning techniques, peer discussions, and using mathematical language.
- Facilitate follow-up training sessions to address challenges and further refine lesson planning using the Instructional Design Framework and Internalization Protocol.

Observation and Feedback
- Conduct focused observations to provide specific feedback on the implementation of the Gradual Release Model, particularly on transitioning from guided practice to independent student discussions.
- Highlight best practices and provide coaching for teachers who need additional support in facilitating academic discussions in math.

Implementation/Monitoring
- Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.
- Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics.

- Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps. Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons.
- Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions.

Monitoring Student Progress
- Use student work samples and dialogue records to assess the quality of academic discussions and their impact on understanding complex math concepts.
- Use Daily Quick Checks to monitor student mastery of focused lesson standard.
- Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards.

Person(s) Responsible	Resources
- Instructional Leadership Team - Classroom Teachers & Support Staff	- SLPS Gradual Release Rubric - Instructional time and teacher professional development to implement mathematics tasks - Professional development time for classroom teachers and support staff - Supplemental Teacher/Reading Intervention Teacher

90 Days:
Professional Development
- Provide additional professional development for teachers as needed to.

Observation and Feedback
- Conduct comprehensive observations to ensure that the Gradual Release Model is effectively utilized across all math classrooms.
- Provide ongoing feedback and celebrate successful practices, highlighting examples of high-quality academic discussions and structured dialogues in math.

Implementation/Monitoring
- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and adjust as necessary to keep the focus on continuous improvement.

Monitoring Student Progress
- Administer STAR Math middle of year assessment
- Use data to set new goals and refine instructional approaches to support further growth in math understanding and performance.
- Use PLCs to review student data and collaboratively adjust instruction based on lesson plan effectiveness and student performance
- Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
- Instructional Leadership Team - District MTSS Coordinator - After School Program Staff - Classroom Teachers	- STAR Renaissance - Funds for professional development and release time for teacher engagement and collaboration - Time for After School Staff to plan and collaborate with classroom teachers
Funding source(s) / Cost to Support Implementation of Strategy	

- *District-wide initiatives will be funded by the central office.*
  - Tier 1 Instructional Tools (enVision Math K-5)
  - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
  - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - $7,000 for purchase of Envision Extra Practice workbooks (KG-6th) (Title/Comprehensive)
  - $8,000 for Istation licenses and professional development (Title/Comprehensive)

(What date did you and your School Planning Committee Complete Section 3? _____9/27/2024_____

__ *Camille Simmons* _____   ____**9/27/2024**_____

Principal (required)   **Date Completed (required)**

_____
Date Submitted to Network Superintendent (required)

_____   _____

Network Superintendent (required)   **Date received from Principal (required)**

_____
Date Submitted to State and Federal Team (required)

Superintendent   **Date**

State Supervisor, School Improvement   **Date**