Wilkinson Early Childhood Center Accountability

2024-2025

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

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

Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

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

24-25 ACCOUNTABILITY PLAN TEMPLATE
Table of Contents

Section	Contents	Completion Dates (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	**July 1, 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	**July 15, 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 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	Yvette A Levy		Yvette.levy@slps.org
Academic Instructional Coach	Dana Hope		Dana.hope@slps.org
Family Community Specialist (if applicable)	LaToya Jackson-Madgett		Latoya.jackson@slps.org
SPED Staff (if applicable)	Jessica Cloyd		Jessica.cloyd@slps.org
Teacher	Elizabeth Knoll		Elizabeth.knoll@slps.org
Teacher	Kimberly Harper		Kimberly.harper@slps.org
Parent	Latosha Carter		latoshacarter1981@yahoo.com
Support Staff	Julius Powell		Julius.powell@slps.org
Community Member/Faith Based Partner	Danay Williams		dwilliams@girlscoutsem.org
Network Superintendent	Crystal Gale		Crystal.gale@slps.org
School Counselor	Tracey Jones		Tracey.jones@slps.org

What date did you and your School Planning Committee Complete Section 1? <u>August 7, 2024</u>

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	295	Wilkinson has increased the number of students enrolled every year since 2014. We saw a decrease in enrollment for the first time since 2014 in 2020 due to the pandemic. Families informed us they were keeping their children home because many were too young to receive the COVID-19 vaccine.
Grade Level Breakdown	Pre-K 147 KG 57 1st 47 2nd 44	Our student retention task force consists of the Family Educator, School Counselor, and Social Worker are working with families to retain students beyond Pre-K.
Ethnicity	Asian 11 Black 176 Hispanic 8 American Indian 2 Multi-Racial 2 Pacific Islander 1 White 95	Wilkinson ECC is a diverse learning community of students and teachers. We are fortunate to have students and staff who represent various cultures, ethnicities, and races.
Attendance	ADA 92.3% 90/90 72.9%	The attendance committee monitors student attendance daily. When a student's attendance falls below 90%, the attendance committee contacts parents to offer support to get the students in school on a regular basis.
Mobility		
Socioeconomic status	98%	Students and families receive support from the Care Team as needed. The Care Team consists of teachers, the social worker, the school counselor, and the principal.
Discipline	2.2%	Students and families receive support from the school care team as needed. The school care team consists of teachers, the social worker, the school counselor, and the principal.
English Language Learners/LEP	1.69%	The number of students with Limited English Proficiency remained the same, 1.69%
Special Education	18.64%	The number of students receiving special education services remained the same as the previous school year.

Student Achievement- Local Assessment

Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY	100% of students will score advanced or proficient as evidenced by the May STAR assessment	
STAR Reading	2.3	2.9	56.8% At/above 21/37	58.5% At/above 24/41		
STAR Early Literacy	0.1	0.9	65.7% At/above 69/105	67.6% At/above 117/173		
STAR Math	2.3	2.9	61.2% At/above79/129	47.1% At/above 66/140		
DRDP (PreK)						
ELL Benchmark Assessment- Speaking *EL students only						
ELL Benchmark Assessment- Writing *EL students only						

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

STAR EARLY LITERACY Assessment Proficiency (8/20/22 – 5/24/23)

| Grade | # of Students | Participation | | | | Proficiency | | | | | |
| | | Not Tested | | Tested | | At/Above 50 PR | | | Below 50 PR | | |
		Total	%	Total	%	Total	%	Avg.	Total	%	Avg.
Grade Pre-K	2	2	100%	0	0%						
Grade K	72	71	99%	1	1%	0	0%	-	1	100%	6
Grade 1	50	20	40%	30	60%	20	67%	84	10	33%	21
Grade 2	40	2	5%	38	95%	18	47%	76	20	53%	22
Summary	164	95	58%	69	42%	38	55%	80	31	45%	21

STAR Reading Assessment Proficiency (8/20/22 – 5/24/23)

| Grade | # of Students | Participation | | | | Proficiency | | | | | |
| | | Not Tested | | Tested | | At/Above 50 PR | | | Below 50 PR | | |
		Total	%	Total	%	Total	%	Avg.	Total	%	Avg.
Grade Pre-K	2	2	100%	0	0%						
Grade K	72	72	100%	0	0%						
Grade 1	50	50	100%	0	0%						
Grade 2	40	38	95%	2	5%	1	50%	66	1	50%	18
Summary	164	162	99%	2	1%	1	50%	66	1	50%	18

STAR Math Assessment Proficiency (8/20/22 – 5/24/23)

| Grade | # of Students | Participation | | | | Proficiency | | | | | |
| | | Not Tested | | Tested | | At/Above 50 PR | | | Below 50 PR | | |
		Total	%	Total	%	Total	%	Avg.	Total	%	Avg.
Grade Pre-K	2	2	100%	0	0%	-					
Grade K	72	72	100%	0	0%						
Grade 1	50	50	100%	0	0%						
Grade 2	40	2	5%	38	95%	18	47%	73	20	53%	22

Summary	164	126	77%	38	23%	18	47%	73	20	53%	22

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	**Set Clear Learning Objectives:** Establish grade-level benchmarks and learning targets that are communicated to students, teachers, and parents. **Professional Development:** Provide teachers with ongoing training to align instructional strategies with learning expectations. **Data-Driven Practices:** Use assessments and student data to adjust learning expectations as needed, ensuring they are realistic and appropriate for individual student abilities.
Instructional Programs	**Differentiated Instruction:** Encourage teachers to modify programs to address various student learning styles, abilities, and interests. **Program Evaluation:** Regularly assess the effectiveness of instructional programs through student performance data and teacher feedback, adjusting programs as necessary.
Instructional Materials	**Accessibility of Materials:** Offer materials in formats that are accessible to all learners, including students with disabilities or those who need differentiated formats such as large print, Braille, or digital versions with screen readers. **Supplemental Resources:** Teachers will integrate supplemental materials, such as manipulatives, visual aids, and literature, to enhance the learning experience.
Technology	**Adequate Hardware and Software:** Ensure that classrooms have access to devices (e.g., tablets, computers, smartboards) and educational software that supports instruction. **Support Digital Literacy:** Teach students not just how to use technology, but how to critically engage with it to enhance their learning, including responsible use of the internet and research skills. **Online Learning Platforms:** Use platforms such as Teams, Raz-Kids, Scholastic Online Magazines, Canvas, and Google Classroom to support blended learning, which allows students to engage with lessons both in and out of the classroom.
Support personnel	**Specialist Staff: Utilize** special education teachers, counselors, speech therapists, occupational therapists, and other specialists to address specific student needs. **Teacher Aides:** Use teacher aides or paraprofessionals to assist in classrooms, particularly those with students who need individualized attention. **Professional Development for Support Staff:** Provide ongoing training for support personnel so they can stay updated on best practices and effectively contribute to the school's educational goals.

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

Data Type	Current Information
Staff Preparation	District and Site Based Professional Development Balanced Literacy: Designing and Implementing the five components in all classrooms with fidelity Trauma Informed Classrooms Training, Gradual Release for student success, Science/STEM and Social Studies PD for all grade level teachers
Staff Certification	7 Early Childhood Teacher (5 certificated), 3 Kindergarten Teachers (2 certificated), 2 1st Grade Teachers (2 certificated), 3 2nd Grade Teachers (3 certificated), 3 ECSE Teachers (2 certificated), 3 Special Education Teachers (3 certificated), 3 Related Arts Teachers (3 certificated), 1 Reading Teacher (1 certificated)
Staff Specialist and other support staff	1 Secretary, 1 Family Educator, 1 Elementary School Counselor, 0.2 Social Worker, 1 School Nurse, 0.5 Gifted Teacher, 1 Library Media Aide, 2 Building Substitute Teachers, 4 Instructional Learning Aides 7 Teacher Assistants, 7 Instructional Care Aide, 1 Teacher Assistant II
Staff Demographics	Black 24, White 22, Hispanic 2, Albanian 1, Indian 1,
School Administrators	Principal 1

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?

Wilkinson ECC seeks and obtains the agreement of parents to the parent and family engagement policy at the first PTO meeting of the new school year; this is the most highly attended meeting of the school year. Wilkinson ECC provides all parents with a Student Compact that states the agreement between the parents, students and homeroom teachers. It lists all the responsibilities for the current year. The compact is a document that is signed by all stakeholders.

What are the strengths of family and community engagement?

The strengths of family and community engagement includes resources for parents, open communication about school events and activities, problem solving for parents, home/school connection, supports student growth/development and programs
What are the weaknesses of family and community engagement?
The weaknesses of family and community engagement are the inability to communicate with all parents due to non-working or new phone numbers, incorrect or no email address on file, family work schedules that do not allow families to attend events
What are the needs identified pertaining to family and community engagement?
Parent regularly provide updated email addresses and phones numbers to the school staff

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are involved in the planning, review, and improvement of the school-wide plan at The Title I.A Annual Fall Informational Meeting where parents are given the opportunity to provide feedback and suggestions as well as throughout monthly PTO meetings.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are involved in the planning, review, and improvement of the school parent and family engagement policy by attending the school-wide plan meeting and providing input. Parents are also surveyed for their input and support of the school parent and family engagement policy.
How is timely information about the Title I.A program provided to parents and families?
Timely information about the Title I.A program provided to parents and families at the first PTO meeting of the school year and at the beginning of the second semester.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Methods and plans to provide an explanation of curriculum, assessments to parents and families include PTO meeting presentations, parent-teacher conferences, instructional programming, i.e. Literacy, Science and Math Nights, and individual student assessment reports.

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 academic achievement includes but may not be limited to the following.

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

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

· Monitor and limit screen time;

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

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

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

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

· Notify school of all absences as they occur.

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

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

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

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

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

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

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

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

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

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

School Capacity for Involvement

How does the school provide assistance to parents in understanding the following items?
- Missouri Learning Standards
- Missouri Assessment Program
- Local Assessments
- How to monitor a child's progress
- How to work with educators to improve the achievement of their children

We will host two parent events (Meet the Teacher and Open House/Curriculum Night) to provide parents with assistance in understanding:
- Missouri Learning Standards
- Missouri Assessment Program

- Local Assessments
- How to monitor a child's progress
- How to work with educators to improve student academic achievement

We will also cover these topics at our September and February PTO meetings.

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

Our teachers provide parents materials monthly via classroom newsletters and student individualized support packets. We offer training for parents at our Open House/Curriculum Night, and our school's webpage.

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?

At Wilkinson, we work to ensure a welcoming environment for families and invite them to participate as equal partners in the education of their children, timely and transparent communication is a key component.

We provide parents opportunities to learn how best to support education at home and at school. Our Family Educator and our Family Action Team develops and evaluates a plan of action to involve parents in their child's education.

We utilize our parents who are registered volunteers to support school-wide, classroom, and parent activities. We actively recruit parent volunteers to be supporters of the school. Our volunteer program is assessed for its impact on the school climate and student support. We respond to parent concerns and/or complaints to ensure a child's educational needs are met. The rights of parents and children are respected and communicated to promote trust. Our staff is trained to be respectful and informative in interactions with parents.

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

We utilize our Family Educator, teachers and staff PTO leadership team to coordinate parent programs and build ties between parents and the school.

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.

We work with our Family Educator, school counselor, school social worker, school nurse, teacher, staff and PTO leadership team to coordinate and integrate parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents to fully participation in the education of their children.

Accessibility Assurance

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:
- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

Summary Statements

Summary of the Strengths
Our attendance team meets weekly to analysis attendance data and strategize ways to support students with attendance >90%. Strong supportive PTO that works closely with teachers and the school leader for students' academic and social emotional success. Family Educator supports parents, teacher and students bridging the gap between home and school. Team participating in Trauma in Schools Programming (TIPS) to support students and staff with high ACEs scores (Adverse Childhood Experiences) Student growth in reading and mathematics to support closing the achievement gap.

Summary of the Weaknesses
Attendance team ability to reach families with attendance > 90%. Parent's inability to attend school sponsored events due to transportation needs or working more than one job to support their families. The distance the pandemic created between the school and home connections. Staffing shortages in the field of education

Summary of the Needs
Post-pandemic challenges and the growing awareness of mental health needs have highlighted the importance of supporting students' emotional well-being. Focusing on SEL ensures students develop key skills such as emotional regulation, empathy, and responsible decision-making. Academic recovery in literacy and math continues to be a priority for our school. Providing targeted interventions will ensure that students, particularly those who are below grade level, have the support they need to close learning gaps. As technology continues to shape education, our school will focus on improving both the integration of technology into instruction and teaching students the digital literacy skills needed for the future.

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. Strengthening Social-Emotional Learning (SEL) and Mental Health Support: We will incorporate dedicated SEL time into the school day to teach students about managing emotions, building relationships, and developing resilience. We will cultivate a school-wide focus on kindness, respect, and inclusivity through initiatives like peer mentoring, anti-bullying campaigns, and character education. Provide professional development for staff to help them identify and respond to mental health concerns in students.

2.	Improving Literacy and Math Achievement through Targeted Interventions: Use diagnostic tools and resources to assess students' skill levels and tailor instruction to meet individual needs. Regular progress monitoring will guide small-group and one-on-one interventions. Prioritize phonics, number sense, and other foundational skills to ensure students build a strong base for future learning. Incorporate more hands-on, exploratory activities for math instruction.
3.	Enhancing Technology Integration and Digital Literacy: Utilize a blended learning approach where students use technology alongside traditional learning methods. At Wilkinson we use adaptive learning platforms like Raz-Kids for reading, which provide personalized learning experiences. Ensure students are not only proficient with technology tools but also develop critical thinking, online safety, and research skills. Teach students digital citizenship as part of responsible technology use. Equip teachers with the skills to effectively integrate technology in their classrooms. Provide teachers with ongoing professional development on how to leverage educational technology to create engaging, differentiated, and interactive lessons.

What date did you and your School Planning Committee Complete Section 2? September 20, 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. Fostering a Strong School-Wide Community and Inclusive Culture
2. Strengthen Staff Collaboration and Professional Development on Well-Being

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ Increasing Family & Community Engagement

Implementation Plan

Action Steps

30 Days:

Professional Development SLPS Districtwide PBIS Protocols: Leader PD / Staff PD - Provide staff training on culturally responsive teaching practices and strategies for fostering inclusivity in the classroom

Observation and Feedback - Conduct informal classroom walk-throughs to observe if teachers are beginning to implement culturally responsive teaching strategies. Provide verbal or written feedback to teachers with specific examples of strengths and areas for growth in inclusive practices.

Implementation/Monitoring - professional development session that introduces strategies to create a culturally responsive and inclusive learning environment. Highlight the importance of diversity in curriculum content and student engagement.

Monitoring Student Progress - Use surveys to collect staff reflections on their training experience and how they plan to integrate strategies. Collect feedback from students (e.g., via exit tickets or informal interviews) on whether they feel more included in classroom activities.

Person(s) Responsible	Resources
▪ Culture & Climate Coordinator	▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations

60 Days:

Professional Development - Provide staff with professional development session on inclusive practices in the classroom and tools for self-care, stress management, and mental health support to foster a healthier work-life balance.

Observation and Feedback - Use a standardized observation rubric focusing on inclusive practices. Provide formal feedback through post-observation conferences, offering targeted suggestions for improvement and celebrating areas of success.

Implementation/Monitoring - Schedule classroom observations with a specific focus on the use of inclusive practices (e.g., differentiated instruction, representation of diverse cultures, fostering a respectful and inclusive classroom environment).

Monitoring Student Progress - Monitor student engagement and behavior data to assess the impact of inclusive practices. Collect student reflections and continue surveying teachers to measure comfort and proficiency in applying inclusive strategies.

Person(s) Responsible	Resources
▪ **Principal, School Counselor, School Social Worker, School Nurse**	▪ BJC Healthcare Partnership, Healthier Generations

90 Days:
Professional Development
▪

Observation and Feedback - Gather feedback from participants via surveys and focus groups to assess the success of the event in promoting inclusivity. Conduct post-event reflection meetings with staff to discuss lessons learned and areas for improvement.

Implementation/Monitoring - Plan and implement events such as a cultural festival, school-wide assembly, or family engagement night celebrating diversity and inclusivity. Create a "Wellness Wednesday" program where staff engage in activities such as mindfulness exercises, physical fitness, or group discussions on well-being.

Monitoring Student Progress - Monitor attendance at the event and collect feedback on participants' sense of community. Assess the impact of the event through student and staff surveys that measure their sense of belonging and connection to the school.

Person(s) Responsible	Resources
▪ **Principal, teachers, staff**	▪
Funding Source(s)/ Cost to Support Implementation of Strategy	

- ▪ *District-wide initiatives will be funded by the central office.*
  - o Panorama Ed Survey Platform

- ▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - o Salary and benefits associated with Academic Instructional Coach (Title)
  - o $2000 for professional development books and resources for staff (Title/Comprehensive)
  - o Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
  - o Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)

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

GOAL 2: READING

By May 2025,

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

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

Priorities:

Pre-K, Elementary, and Secondary:

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

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources:
	o Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
	o Instructional Design Framework and ELA Lesson Plan Internalization Protocol
	o ELA Collaborative Lesson Planning Protocol (PLCs)
	▪ University of Florida Literacy Institute (UFLI) Supplemental Phonics Program
	▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan
Action Steps

30 Days:

Professional Development

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

- Provide teachers with evidence-based professional development that includes strategies for teaching the five pillars of literacy focused on explicit, systematic instruction for each of the five pillars.

Observation and Feedback - Focus on initial implementation of literacy centers and structured discussions. Classroom walk-throughs focused on teachers' use of instructional strategies that address the five pillars. Provide specific feedback on the effectiveness of each strategy (e.g., how teachers are breaking down phonemic sounds, scaffolding phonics instruction, or using fluency exercises).

Implementation/Monitoring - Progress monitor to track students' progress across each of the five pillars**.** Hold regular data meetings to review student performance, adjust instructional strategies as necessary, and identify students in need of further intervention.

Monitoring Student Progress
- STAR Reading BOY Assessment

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Director of Academic Instructional Coaches - Academic Instructional Coaches - Principal, Reading Teacher	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance

60 Days:
Professional Development
- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation

Observation and Feedback - Look for evidence of student engagement in academic conversations and how well students are applying literacy strategies across content areas.

Implementation/Monitoring - Conduct workshops during staff meetings on how to lead academic discussions and implement writing-to-learn strategies. The workshop will model activities such as guided peer discussions, sentence starters for structured discourse, and scaffolded writing prompts for complex texts.

Monitoring Student Progress - Assessments of literacy skills and discourse activities; review progress and modify interventions as needed.

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

▪ Principal ▪ Reading Teacher	

90 Days:

Professional Development - Continue refining instruction for fluency and academic writing while supporting teachers with differentiated strategies for discourse.

Observation and Feedback – Observe teachers facilitating complex, student-led discussions and assessing higher-order thinking in student writing

Implementation/Monitoring - Conduct a data review to celebrate growth and identify areas needing ongoing support.

Monitoring Student Progress
▪ STAR Reading MOY Assessment

Person(s) Responsible	Resources
▪ **Principal** ▪ **Reading Teacher** ▪ **Classroom teachers**	▪ STAR Renaissance

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

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

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

GOAL 3: MATH

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

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

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

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources:
	      o Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
	      o 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 - Observe teachers modeling problem-solving strategies and integrating multiple strands (e.g., number sense with geometry tasks). Provide feedback on their ability to connect math concepts to practical examples.

Implementation/Monitoring - Use exit tickets and Common Formative Assessments (CFAs) to gather baseline data on students' mastery of number sense, procedural fluency, and strategic problem-solving

Monitoring Student Progress
- STAR Math BOY Assessment

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - Principal, Teachers	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas enVision Math (K-8) - STAR Renaissance

60 Days:

Professional Development – Provide professional development sessions on deepen strategies for adaptive reasoning and conceptual understanding, encouraging teachers to incorporate more open-ended problem-solving tasks and math discussions.

Observation and Feedback - Observe how teachers encourage students to explain their thinking and use multiple strategies during math lessons. Look for evidence of deeper conceptual understanding in student discussions.

Implementation/Monitoring - Administer mid-point Common Formative Assessments (CFAs) for number sense and geometry, and introduce assessments for data, statistics, and probability.

Monitoring Student Progress - Analyze student work during data team meetings and adjust instruction based on identified areas of need. Analyze data to measure student progress across all five components and conduct a data review to identify successes and plan for continued support where necessary.

Person(s) Responsible	Resources
- **Classroom teachers** - **Principal**	- SLPS Gradual Release Rubric -

90 Days:

Professional Development - Refine strategies for productive disposition (helping students develop a positive attitude towards math) and conceptual understanding, emphasizing how math can be applied across various contexts. Focus on algebraic operations, building students' skills in abstract reasoning and problem-solving using patterns and functions.

Observation and Feedback - Assess how well teachers are integrating multiple strands of math and supporting students' conceptual understanding of algebraic thinking, including real-world applications and connections across content areas.

Implementation/Monitoring - Use Common Formative Assessments (CFAs) to assess mastery of all strands. **Monitoring Student Progress** ▪ STAR Math MOY Assessment	
Person(s) Responsible	**Resources**
▪ Classroom teachers ▪ Principal	▪ STAR Renaissance ▪
Funding source(s) / Cost to Support Implementation of Strategy	

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

(What date did you and your School Planning Committee Complete Section 3? September 20, 2024

Principal (required)

Network Superintendent (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

_____   _____

Superintendent   **Date**

_____   _____

State Supervisor, School Improvement   **Date**