Shaw VPA 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 (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	**April 3, 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	**May 24, 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

<table>
<tr><td colspan="3" align="center">Improvement/Accountability Plan</td></tr>
<tr>
<td>Focus of Plan (check the appropriate box):
☐ LEA
✓ School</td>
<td>Name of LEA: St. Louis Public Schools

Name of School:

School Code:</td>
<td>Check if appropriate
☐ Comprehensive School
***Requires a Regional School Improvement Team
☐ Targeted School
✓ X Title I.A</td>
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<tr><td>Date:</td><td colspan="2"></td></tr>
<tr><td colspan="3">Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</td></tr>
<tr><td colspan="3">School Mission:</td></tr>
<tr><td colspan="3">School Vision:</td></tr>
<tr><td colspan="3">
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** _____
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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	Mahoganie Bryant		Mahoganie.bryant@slps.org
Assistant Principal (if applicable)	Vanessa Noble		Vanessa.noble@slps.org
Academic Instructional Coach	Deborah D'Andrea		Deborah.dandrea@slps.org
Family Community Specialist (if applicable)	N/A	N/A	N/A
ESOL Staff (if applicable)	N/A	N/A	N/A
SPED Staff (if applicable)	Shaunteze Swift-Sanders		
ISS/PBIS Staff (if applicable)	Carol Adams		Carol.adams@slps.org
Teacher	Angela Sanders		Angela.stewart@slps.org
Teacher	Laurel Baxter		Laurel.baxter@slps.org
Parent	Kellice Terry		kellicegarrett@gmail.com
Parent	Genelle Dodd		genelle_dodd@yahoo.com
Support Staff	Kellie Vaca		Kellie.vaca@slps.org
Community Member/Faith Based Partner	Joseph Torrisi		
Network Superintendent	Crystal Gale		Crystal.gale@slps.com
Other			

What date did you and your School Planning Committee Complete Section 1? _____
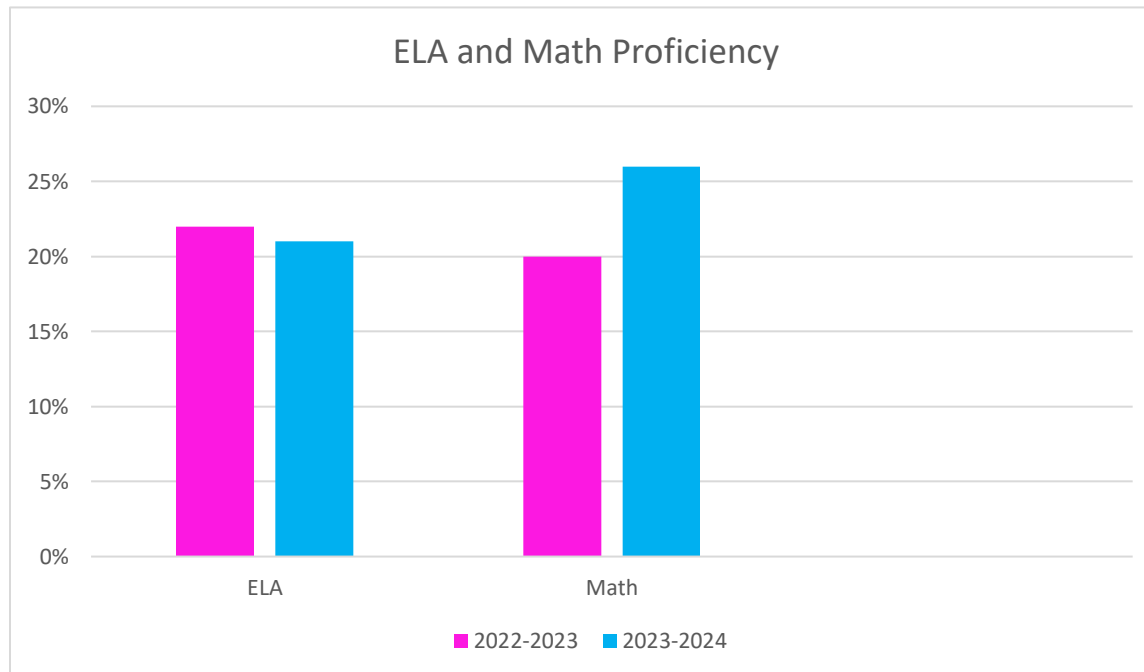
SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	279	
Grade Level Breakdown	Pre-K 21 KG-39 1st-42 2nd-33 3rd-67 4th-63 5th-68 6th -4	Our 3rd-5th grade classrooms are departmentalized.
Ethnicity	A-0.3% H-0.3% M-1.2% B-92.3% W-6%	Our ethnicity reflects a variety of neighborhoods. Our students come from various neighborhoods within the city limits.
Attendance	90/90%- 64.6% ADA%- 90.8%	Our attendance goal was not met, strategies were implemented, and growth was made. Attendance strategies will be perfected to help reach our goal this year.
Mobility	13.1%	Our mobility rate is not a challenge for us. Most of our mobility rate is due to students moving out of the district.
Socioeconomic status	73.2%	Our students qualify for additional programs due to socioeconomic levels.
Discipline	2	The PBIS program has been integral in restoring student behavior, which allowed little suspensions. Anonymous voice box in the office allowed students to use their voice and anonymously drop information or concerns to be addressed by administration.
English Language Learners/LEP	0.3%	
Special Education	10.7%	Plans to provide the least restrictive environment for all our SPED students.

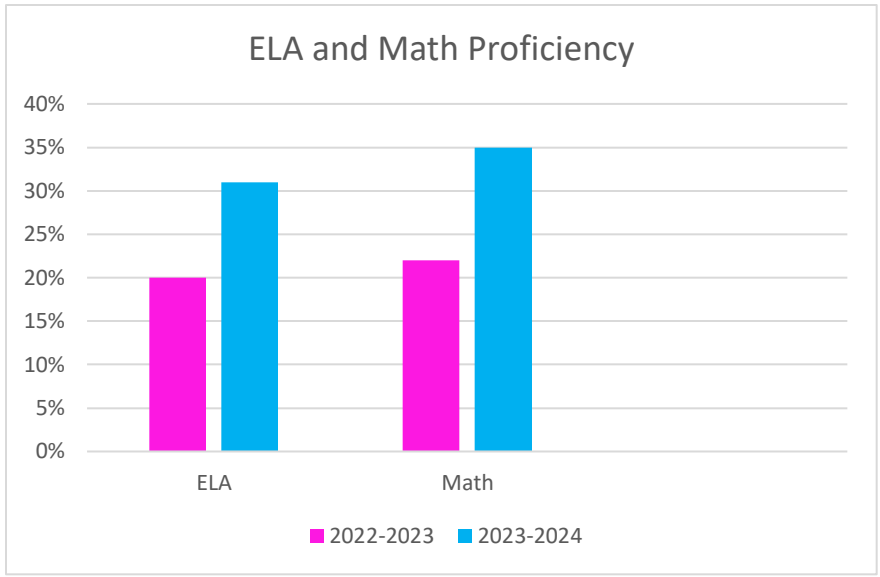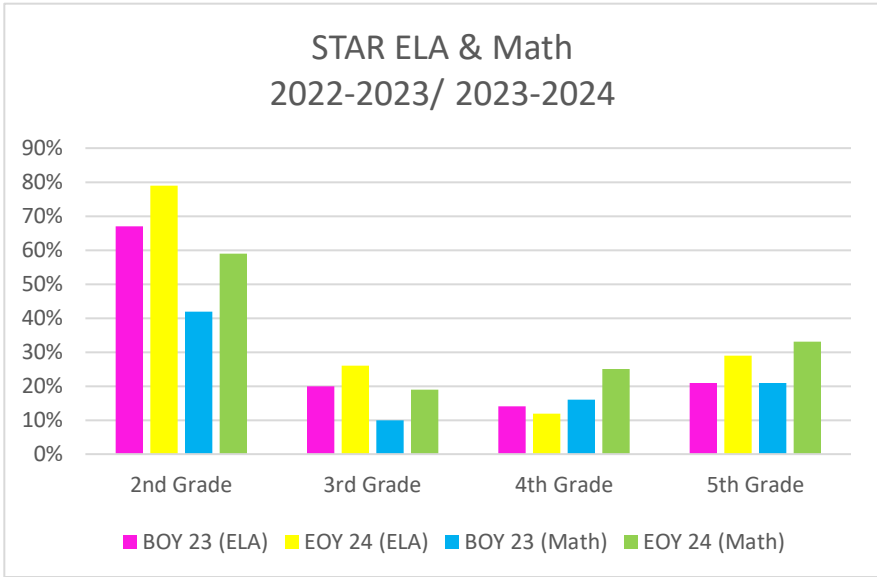|				Student Achievement- State Assessments
				(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	22% Proficient & Advanced MPI=330.8	21% Proficient & Advanced MPI= 336.6	MPI= 381	Based on MAP 2023 our MPI in ELA was 336.6. We are currently implementing strategies to meet our target for 2024-25. There was a slight decrease in ELA proficiency from 2023 to 2024. However, the number of students performing Below Basic has decreased each year, from 39% in 2023 to 37% in 2024. 5th grade had the highest proficiency in ELA during 2024, with 20% of students being proficient. These students have experienced several years of improved instructional practices which should continue to impact students as they move grade levels.
Math	20% Proficient & Advanced MPI= 308.1	26% Proficient & Advanced MPI= 323.1	MPI= 370	Based on 2023, our MPI in Math was 323.1. The percentage of students proficient in Math increased by 6% compared to 2023. 3rd grade had the highest proficiency in Math during 2024, with 33% of students being proficient or advanced. WE will continue to focus on math strategies and set goals with students to help them grow.
Science	MPI= 308.9	MPI= 325.3	MPI= 372	Based on MAP 2023, our MPI was 325.3. We are currently implementing strategies to meet our target goal for 2023-24.

ELA and Math Proficiency

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	24% Proficient and Advanced	29% Proficient and Advanced	20% Proficient and Advanced	31% Proficient and Advanced	100% Proficient and Advanced	BOY - EOY (By Grade Level) (2nd) 67% - 79% (3rd) 20% - 26% (4th) 14% - 12% (5th) 21% - 29% The percentage of students scoring proficient or advanced on Star Reading increased by 11%. Which is higher than last year. Students working with the reading intervention teacher have also made more growth compared to peers not being served by the reading teacher. Students and teachers monitor and reflect on individual reading goals which has contributed to growth in reading overall (see STAR data below)
STAR Math	21% Proficient and Advanced	21% Proficient and Advanced	22% Proficient and Advanced	35% Proficient and Advanced	100% Proficient and Advanced	BOY - EOY (By Grade Level) (2nd) 42%- 59% (3rd) 10%-19% (4th) 16%-25% (5th) 21% - 33% The percentage of students scoring proficient or advanced on Star Math increased by 13%. Which is much higher than last year. Students goal conversations has shown an impact on student scores and has allowed them to own and track their own growth.
DRDP (PreK)						

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

STAR ELA & Math 2022-2023/ 2023-2024

Legend: BOY 23 (ELA), EOY 24 (ELA), BOY 23 (Math), EOY 24 (Math)

ELA and Math Proficiency

Legend: 2022-2023, 2023-2024

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	Using data from benchmark assessments and monthly progress monitoring in Star, Envision, classroom instruction will be differentiated to meet the needs of individual learners. Instruction will provide students with scaffolding to meet mastery of grade level standards.
Instructional Programs	Science Social Studies Math ELA Physical Education Music Art Drama Dance Instrumental Music Gifted

	Special Education (resource, inclusion, self-contained cross categorical)
Instructional Materials	Leveled book room My View (ELA) Savvas (Math) SIPPS and UFLI (intervention materials) Generation Genius and Nat Geo Science Mystery Science Missouri Learning Standards Renaissance (Star Reading and Math)
Technology	iPads for all Prek-5th grade students. Promethean boards and/or projectors 1 computer lab
Support personnel	AIC Dance Teacher Drama Teacher Instrumental Music Teacher 1.0 Library aid 0.8 Gifted Teacher 3 Instructional Care Aides 1.0 Social Worker Counselor PBIS Behavior Interventionist

High Quality Professional Staff *(How are you ensuring that all students are taught by a high-quality teacher?)*	
Data Type	**Current Information**
Staff Preparation	Weekly data team meetings using High Impact Teacher Training model District/Site Based Professional Development Daily operating procedures and training
Staff Certification	Pre-k- certified Kg- certified 1st grade- certified

	2nd grade- certified
	3rd grade- certified
	4th grade- certified
	5th grade- 66% certified
	Art teacher- certified
	PE- certified
	Music- certified
Staff Specialist and other support staff	Three arts Magnet school teachers
	AIC
	PBIS
	Reading Specialist
Staff Demographics	B-41%
	W-56%
	O- 3%
School Administrators	Principal and AP certified

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?
Upon registration, parents and caretakers receive the Shaw VPA Parent and Student Handbook. In this document, expectations and opportunities for parent involvement are outlined. With that, parent/guardian signature is required on the signature page which agrees to the terms and conditions outlined in the Shaw VPA Parent Student Handbook as well as the guidance provided by St. Louis Public Schools for conduct. Furthermore, it is the expectation that up-to-date contact information is kept on file in the Shaw VPA school office for ease of communication.
What are the strengths of family and community engagement?
Shaw VPA has been successful in collaborating with the community to gain more resources for our families. Our parents' participation at all events has increased. Shaw VPA has cultivated strong relationships with the following community partners: Annie's Hope PHL Elementary School Volleyball, Basketball, Football, and Soccer Gateway Greening Missouri Botanical Garden National Council of Jewish Women Assistance League of St Louis Our partnerships have proven fruitful in that community members and families have donated time, clothes, food, and attend every event at Shaw VPA. Shaw VPA works hard to promote community engagement among our students as well. In the 2022-2023 school year, we have conducted the following fundraisers for local and national charities: Operation Food Search Boy Scouts Girl Scouts In addition, Shaw VPA makes every effort to support the health and wellbeing of our families. Partnerships with Kid's Vision for Life, Healthy Kids Express, and Springboard, Kids in the Middle allow students to receive regular screenings for vision, hearing, and dental health along with mental health support.
What are the weaknesses of family and community engagement?
Our biggest barrier is not having an FCS to facilitate the planning relationships is proximity and transportation. Shaw VPA is a magnet school with over thirty buses that transport our students from all over the St. Louis city area. For many parents, transportation to and from Shaw VPA is challenging. For some surrounding community business and stakeholders, cultivating a reciprocal relationship with Shaw VPA versus a neighborhood school is a difficult sell.
What are the needs identified pertaining to family and community engagement?

Shaw VPA would like to foster additional partnerships with nonprofits and agencies positioned to provide social and emotional support to students and families. Parent workshops are a frequent request. Furthermore, Shaw VPA would like to boost our online footprint in order to build a stronger brand and open more channels for communication and engagement. Currently, Shaw VPA supports a St. Louis Public Schools webpage as well as a Facebook page. Strategic planning to grow those platforms is an identified need.

Policy Involvement

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

Shaw has created a PTO for all families to be a part of. The PTO successfully holds monthly meetings with staff and administration to address the needs and academic success of scholars. Parents attend our Title 1 Annual informational meeting, receive monthly calendars and flyers, attend parent conferences and can communicate with teachers and administration on an as needed basis.

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

Each year, Shaw VPA holds an annual parent meeting to invite our parents to be a part of the next school year planning of Shaw VPA Title I Parent Involvement plan. After all events parents receive a questionnaire and share the grows and glows of each event and provide feedback to help plan and improve our practices.

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

Notification to families are given out multiple ways:
- Newsletter (monthly)
- Robo calls (weekly)
- Flyers
- School website/ Instagram
- Title 1 Informational/Annual meetings (October and March)

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

Classroom teachers send home monthly newsletters outlining current curricular focus. Monthly newsletters also provide parents with updates on district and state assessments: STAR and MAP. Alongside learning topics and dates for testing, newsletters often feature tips for productive test-taking (emphasis on importance of attendance, plenty of rest, "brain food," etc.). Each semester parents and caretakers are invited to Parent-Teacher Conferences where individual student progress towards assessment goals are shared. Shaw VPA coordinates with parents unable to attend district-scheduled conferences to set up meetings on other dates or over the phone. Outside of district-scheduled Parent-Teacher Conferences, teachers are available to discuss student progress before and after school as well as their plan time. Many parents also communicate regularly with Shaw VPA teachers via phone/email and Class DOJO.

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

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

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

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

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

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

· Monitor and limit screen time;

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

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

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

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

· Notify school of all absences as they occur.

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

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

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

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

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

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

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

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

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

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

School Capacity for Involvement
How does the school provide assistance to parents in understanding the following items? - Missouri Learning Standards - Missouri Assessment Program - Local Assessments - How to monitor a child's progress - How to work with educators to improve the achievement of their children
Bi-annual Title I meetings are held to provide parents with current performance data. In addition, parents are provided information regarding assessments, strategies to improve academic growth and their child's progress every 5 weeks through progress reports, report cards; monthly class newsletters, and Bi-Annual Parent Conferences.
How does your school provide materials and trainings to help parents work with their children to improve achievement?
We offer a back-to-school night to assist families in having all the available information regarding the school year. At our Fall Open House Night, families are invited to visit students' classrooms to gain hands-on experiences in their child's learning environment and hear strategies for partnering at home.   Teachers will send home monthly newsletters addressing the skills that will be taught and how they can support and complete activities with their child at home.
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?
Staff will be educated and trained in regular PD and staff meetings in best practices in engaging and communicating with parents in efforts to support students at school.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Parents receive classroom newsletters that explain what students will be learning and doing each week. Parents are also invited to monthly family events, which build relationships between school, teacher and family
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.
Resources for parents are posted on a bulletin board in the main office. Monthly PTO meetings are held to engage and encourage parental involvement, and families are encouraged to participate in a variety of school activities through information given in the school newsletter, webpage and Instagram page. Parents receive classroom newsletters that explain what students will be learning and doing each week. Parents are also invited to school/family events, which build relationships between school, teacher and family.

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

Strength- Parent communication via phone calls, conferences, PTO events, newsletters, school and district handbooks, and social media such as Instagram and Class Dojo is a growing strength for Shaw VPA. Shaw VPA has done well with developing strong relationships within the community. There are several strong community partnerships adequately providing support for our students and families. Family attendance during special events and conferences has grown tremendously and will remain an area of improvement throughout the year. Shaw VPA has been successful in collaborating with community to gain more resources for our families. Shaw VPA has cultivated strong relationships with the following community partners:

- PHL Elementary School Volleyball, Basketball, Football, and Soccer
- Gateway Greening
- Missouri Botanical Garden
- Remedy Church
- Good Shepard Church
- National Council of Jewish Women
- Assistance League of St Louis

Our partnerships have proven fruitful in that community members and families have donated time, clothes, food, and attend every event at Shaw VPA. Shaw VPA works hard to promote community engagement among our students as well. In the 2023-2024 school year, we have successfully conducted the following fundraisers for local and national charities:

- COCA
- Operation Food Search
- Girl Scouts

In addition, Shaw VPA makes every effort to support the health and wellbeing of our families. Partnerships with Kid's Vision for Life, Healthy Kids Express, and Springboard, Kids in the Middle allow students to receive regular screenings for vision, hearing, and dental health along with mental health support.

Summary of the Weaknesses
Weakness- A barrier to strengthening family and community relationships is proximity and transportation. Shaw VPA is a magnet school with over thirty buses that transport our students from all over the St. Louis city area. For many parents, transportation to and from Shaw VPA is challenging. For some surrounding community business and stakeholders, cultivating a reciprocal relationship with Shaw VPA versus a neighborhood school is a difficult sell. Striking a balance between realistically defining success across all instructional programs (general education and special education) while also unifying the entire school community around aggressive growth goals remains a challenge. Additional technology and instructional resources at 2nd grade to improve preparedness for MAP testing. Integrating academics within the arts. Parents and families need additional support with understanding the academic expectations and rigor at each grade level.

Summary of the Needs
Shaw VPA would like to foster additional partnerships with nonprofits and agencies positioned to provide social and emotional support to students and families. Parent workshops are a frequent request. Furthermore, Shaw VPA would like to boost our online footprint to build a stronger brand and open more channels for communication and engagement. Currently, Shaw VPA supports a St. Louis Public Schools webpage as well an Instagram page. Strategic planning to grow those platforms is an identified need. Time for horizontal and vertical planning for teachers to plan for small group. More training and support for our special education teachers to effectively understand and support the students that receive their services. Additional training to support technology and instructional resources throughout the school to support all teachers and students. More social emotional supports. Trauma informed specialist/ behavior specialist.

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. Teachers need to strengthen instructional practice, backwards and vertical planning, strategically utilizing curriculum and resources, and pacing in alignment with state assessment.
3. Teacher capacity in ELA, Reading and Math instruction need to be tiered instruction based on priority standards and sustainable.

What date did you and your School Planning Committee Complete Section 2? _____September 26, 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. School Leaders will foster positive relationship building and provide opportunities to increase the students, staff, and family feelings of being safe, connected, heard, and valued.
2. School Leaders will promote a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration to foster a sense of belonging.

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ *ReThinkEd* Social Emotional Learning

Implementation Plan
Action Steps

30 Days:
Professional Development ▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD ▪ The start of morning meeting to promote a positive mindset at the start of a new day. ▪ Continue practice of school-based leadership team, staff committees, and student groups. ▪ Social emotional learning lessons including RethinkEd are implemented in classrooms for twenty minutes on the first day of each week. ▪ Students establish goals for the 2024-2025 school year. (Principles 5 & 6) ▪ Staff of the Month will begin to acknowledge and celebrate Staff who have shown their PANDA PRIDE.

Person(s) Responsible	Resources
▪ Culture & Climate Coordinator ▪ Counselor, Social Worker & PBIS Coordinator ▪ Principal, Assistant Principal & AIC ▪ Leadership/Attendance Team Members ▪ Classroom Teachers	▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ Allocated times for Professional Development

60 Days:
Implement cross-age buddy program to cultivate relationships among the students between grade levels. (Principles 2 & 4) Begin monthly scholar recognition aligned with school core values. (Principle 7) School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials. Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students. (Principles 4 & 10) PBIS Coordinator & Assistant Principal conduct regular review of discipline referral data to refine classroom supports. (Principle 11) Implement student-led conferences with students during October/March parent teacher conferences. (Principles 6 & 10)

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

90 Days:
Professional Development ▪ **Mid-year data review** ▪ **Mid-Year Celebration of students achieving academic and behavioral goals first semester. (Principle 7)**

Person(s) Responsible	Resources
▪ **Participating Staff**	▪ Funds and time allocated for school activities

▪ **Leadership Team Members**	

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: - 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) - 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 - UFLI for foundational literacy skills instruction in KG-5th grade. ELA Lesson Planning and High-Quality Instructional Design/ Plan for Implementation

Observation and Feedback
- Lesson plan feedback focused on student centered resources and strategies
- Bi-weekly classroom observation with initial feedback focused on identifying strengths and areas for growth

Implementation/Monitoring
- 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

Monitoring Student Progress
- STAR Reading BOY Assessment

- ▪ 3rd Grade Monthly progress Monitoring and goal setting
- ▪ Small group intervention block planning will show continuous growth data
- ▪ Establish initial student digital tracking tools for Star Reading and UFLI

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classrooms Teachers	▪ [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
- ▪ Staff began LETRS Training
- ▪ Use PLCs to collaboratively refine lesson plans, focusing on integrating complex texts and tasks that align with ELA standards.

Observation and Feedback
- ▪ Continue to observe small intervention groups, UFLI implementation, and phonics instruction and provide feedback.
- ▪ Conduct targeted observations to assess the implementation of the Gradual Release Model,

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

Monitoring Student Progress
- ▪ Analyze and provide immediate feedback for student work samples
- ▪ Review STAR and UFLI progress monitoring data and goals
- ▪ Use progress monitoring data to identify students who may need additional support and adjust reading intervention groups accordingly

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Classroom Teachers ▪ Support Staff	▪ [SLPS Collaborative Lesson Planning Protocol](#) ▪ [SLPS Gradual Release Rubric](#)

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 observations to ensure that the Gradual Release Model is being effectively utilized across all classrooms.
- Provide targeted feedback
- Celebrate implementation and growth

Implementation/Monitoring
- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Observations and lesson plans will consistently reflect high-quality use of the Gradual Release Model and academic conversation strategies.

Monitoring Student Progress
- STAR Reading MOY Assessment
- Review small group intervention data and adjust instructional strategies based on student progress

Person(s) Responsible	Resources
▪	▪ STAR Renaissance

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):*
    ○

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
- 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

Monitoring Student Progress
- STAR Math BOY Assessment
- 3rd Grade Monthly progress Monitoring and goal setting
- Small group intervention block planning will show continuous growth data
- Review and analyze baseline assessment data to identify trends and student needs.

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

60 Days:

Professional Development
- Provide additional professional development on enhancing structured dialogue and academic discourse amongst student groups, 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.

Observation and Feedback
- Provide specific feedback on the implementation of the Gradual Release Model
- Observe small math intervention groups and provide feedback for additional support in facilitating academic discussions in math.

Implementation/Monitoring
- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Observations and lesson plans will consistently reflect high-quality use of the Gradual Release Model and academic conversation strategies.

Monitoring Student Progress
- STAR Reading MOY Assessment
- Review small group intervention data and adjust instructional strategies based on student progress

Person(s) Responsible	Resources
- Instructional Leadership Team - Classroom Teachers - Support Staff	- SLPS Gradual Release Rubric -

90 Days:

Professional Development
- Provide additional professional development to teachers as needed
- Allow shadowing of math lessons

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 and highlight examples of high-quality academic discussions and structured discourse in math.

Implementation/Monitoring
- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.

Monitoring Student Progress
- STAR Math MOY Assessment
- Use data to set new goals and refine instructional approaches to support further growth in math understanding and performance.

Person(s) Responsible	Resources
▪ Instructional Leadership Team ▪ Academic Instructional Coach ▪ Classroom Teachers ▪ District MTSS Coordinator	▪ STAR Renaissance ▪ Funds for professional development and release time for teacher engagement and collaboration ▪ Time for Staff to plan and collaborate with classroom teachers for intervention and after school

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-8)
    - 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):*
    -

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

_Mahoganie Bryant_____   ___September 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**