Shenandoah Accountability Plan Template

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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 supports the continuous improvement of Saint 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 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

Creating the Profile

Setting the Goals

Planning to Improve

Implementing the Plan

SAINT LOUIS PUBLIC SCHOOLS

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	**March 6th, 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 13th, 2024 (Data updated)**
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)		***May 8, 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 *May 17, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ **LEA** 　**X School**	**Name of LEA: St. Louis Public Schools** **Name of School: Shenandoah** **School Code: 5800**	**Check if appropriate** 　**X Comprehensive School** 　***Requires a Regional School Improvement Team** 　☐ **Targeted School** 　**X Title I.A**
Date:		

**Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.**

School Mission: Shenandoah is committed to working together to inspire greatness in every classroom every day relentlessly for all students in our care.

School Vision: Shenandoah is committed to working together to inspire greatness in every classroom every day relentlessly for all students in our care.

One plan may meet the needs of a number of different programs. Please check all that apply.

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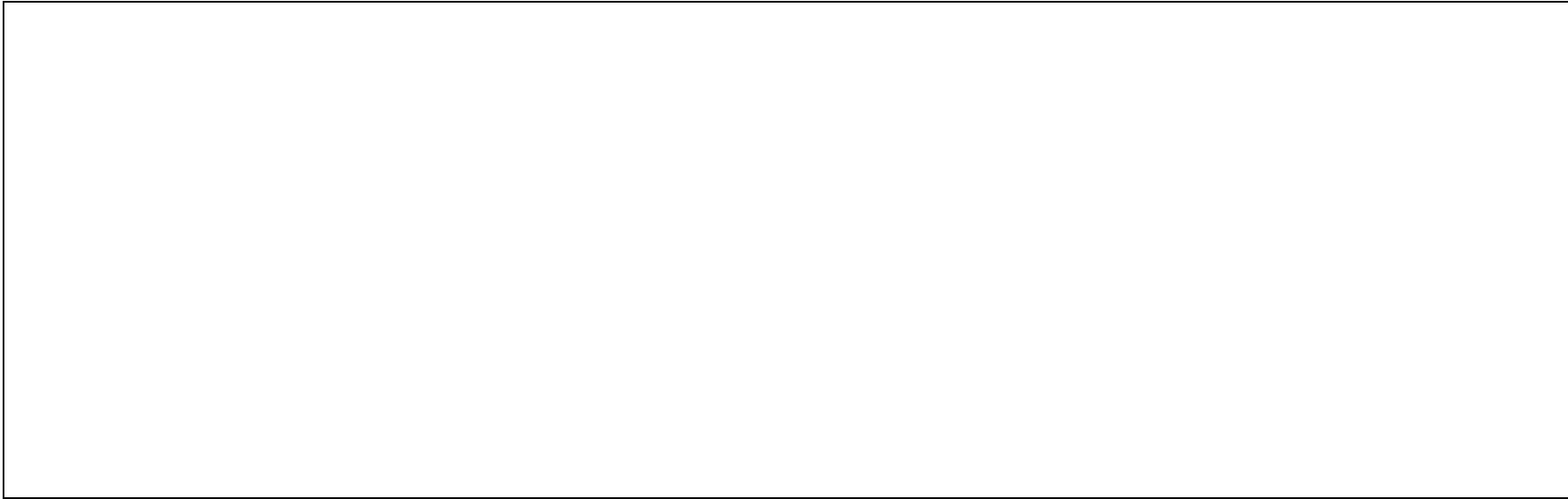
all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders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

School Planning Committee			
Position/Role	**Name**	**Signature**	**Email/Phone Contact**
Principal	Tonya Marrocco	*Tonya Marrocco*	Tonya.marrocco@slps.org; 314-532-4661
Assistant Principal (if applicable)			
Academic Instructional Coach	Teresa DeMott	*Teresa DeMott*	Teresa.demott@slps.org
Family Community Specialist (if applicable)	Constance Myers	*Constance Myers*	Constance.myers@slps.org
ESOL Staff (if applicable)			
SPED Staff (if applicable)	Kendrea Clark	*Kendrea Clark*	Kendrea.clark@slps.org
ISS/PBIS Staff (if applicable)			
Teacher	Kendall Siems	*Kendall Siems*	kendall.siemst@slps.org
Teacher	Eve Talarski	*Eve Talarski*	eve.talarski@slps.org

Parent	Fielding Jezreel	*Fielding Jezreel*	Fielding.jezreel@gmail.com
Parent	Sharletta Williams	*Sharletta Williams*	314-465-1779
Support Staff	Melanie Young	*Melanie Young*	Melanie.young@slps.org
Community Member/Faith Based Partner	Nicole Mathern	*Nicole Mathern*	Nicole.Q.Mathern@leidos.com
Network Superintendent	Isaac Pollack	*Issac Pollack*	Isaac.pollack@slps.org
Other			

(What date did you and your School Planning Committee complete Section 1? _March 6th, 2024(Title 1 Annual Evaluation)_____

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

| Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	152	Added 3rd PreK room or 15 Attendance Increase by 21 Decrease of 13 students in overall enrollment from the start of the year due to student mobility
Grade Level Breakdown	PreK – 48 K – 21 1st – 15 2nd – 13 3rd – 18 4th – 13 5th – 24	Student numbers range in age from 3 through 5th grade.
Ethnicity	B-92%; W-7%;H-1% Multi-Racial-1%	School is predominantly African American 3% increase in white and 1% increase in Hispanic
Attendance	90/90-45.3% ADA-87.5%	Students in transition and mobility make the 90/90 a significant challenge. Additional transportation issues with families living within a 1-mile radius of school do not have a bus. This puts the transportation of the students on families. Car or health issues can keep students from getting to school.
Mobility	26.6%	This number displays the students who are in transition as well as those who have withdrawn from school this year.
Socioeconomic status	100% 72.4% certified	Due to high levels of poverty for our students transportation, food, housing, and other financial needs are a concern. Trauma also comes with this, which sets up needs for "whole child" initiatives added to the school.
Discipline	OSS-1 ISS-6	While we have a number of infractions noted in SIS, we process our students through restorative practices with our ISS, counselor, social worker, or principal which allows students to stay in class. We use SIS to document all infractions so we have documentation. Since last year, we have a decrease by 1 OSS suspensions from last year.
English Language Learners/LEP	2%	3 students in the receiving ESOL services
Special Education	12%	We have four students in our cross-cat room and 18 receiving services for resource which includes 2 prek 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	4.5% Proficient MPI: 314	11% Proficient MPI:	MPI: 381 (on track)	MPI-314 was an increase of 5 points from the year prior. Our 3rd grade students did not meet the floor while our 5th grade students were +26 points from the floor Continued support through MTSS program and increased work with core curriculum has helped increase our assessment scores in ELA.
Math	9.1% Proficient MPI: 288	7% Proficient MPI:		We showed growth from 21-22. However, we showed a 2% decline from 22/23-23/24. Our 4th graders did not have any proficient scores. Our 4th grade teacher was pulled from the classroom mid-year to fulfill a leadership position at another school.
Science	0% Proficient MPI: 274.3	13% Proficient MPI:	MPI:325	MPI: 274.3 was a slight increase from the year prior. This year we increased 13% in proficiency which shows a strengthened science focus for our school as a whole.

Proficiency Levels
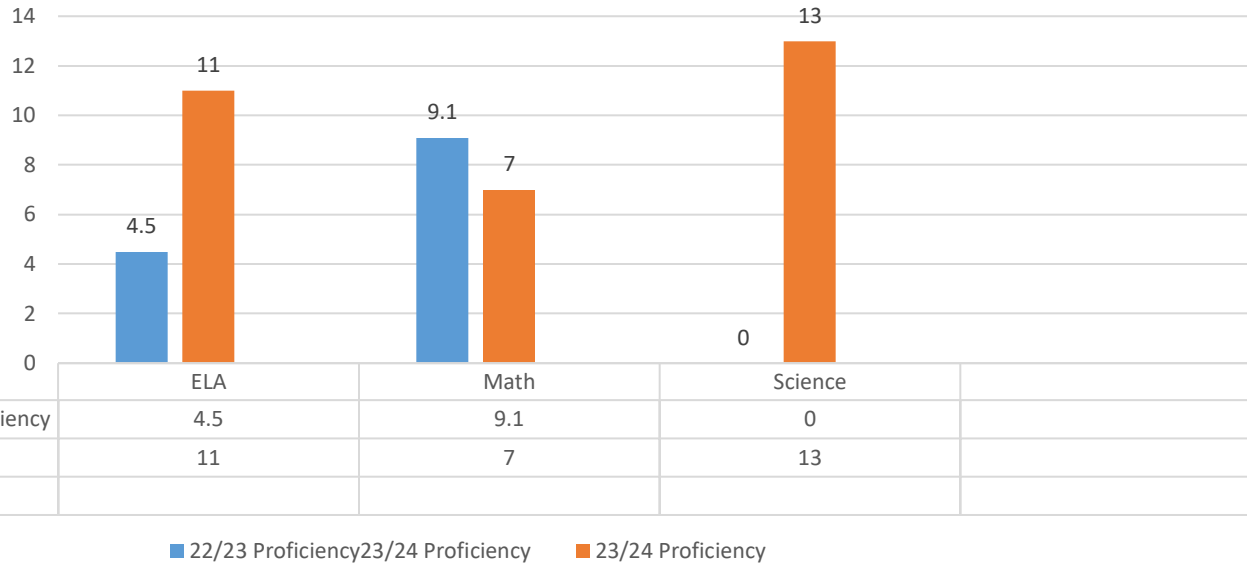
	ELA	Math	Science	
■ 22/23 Proficiency23/24 Proficiency	4.5	9.1	0	
■ 23/24 Proficiency	11	7	13	
■ Column1				

Legend: ■ 22/23 Proficiency23/24 Proficiency ■ 23/24 Proficiency

Chart values shown: ELA 4.5 / 11, Math 9.1 / 7, Science 0 / 13

Social Studies				MPI (Secondary Only)
CCR				MPI (Secondary Only)
WIDA ACCESS (Progress Indicator)				*For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)* *(ELL OFFICE WILL PROVIDE)*
WIDA ACCESS (Proficiency Indicator)				*For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)* *(ELL OFFICE WILL PROVIDE)*

Student Achievement- Local Assessment				
Goal Areas		**23-24 performance**	**24-25 Goals**	**Explanation/Rationale for Current Performance**

	BOY	EOY	BOY	EOY		
STAR Reading (Grades 1-6)	33% Proficient and Advanced	36% Proficient and Advanced	10% Proficient and Advanced	9% Proficient and Advanced	100% Proficient and Advanced	BOY → EOY (By Grade Level) 0% (2nd) → 0%　　　8% (5th) → 7% 0% (3rd) → 0% 50% (4th) → 0% Overall, we do not see much change in the percentage of students reading on or above grade level. We do see growth in terms of reading levels. However the growth is not enough to move our students out of the basic or below basic categories. There is growth with individual students who worked with our reading interventionist and our MTSS support staff.
STAR Math (Grades 1-6)	15% Proficient and Advanced	22% Proficient and Advanced	21% Proficient and Advanced	29% Proficient and Advanced	100% Proficient and Advanced	BOY → EOY (By Grade Level) 40% (2nd) → 20%　　　0% (5th) → 0% 0% (3rd) → 40% 7% (4th) → 29% We do see some growth in our 4th and 3rd grade classes, but we do not see growth across the school. We continue to push high order thinking through rigorous problems.

STAR

DRDP (PreK)	20%	46%	56%	91%	N/A
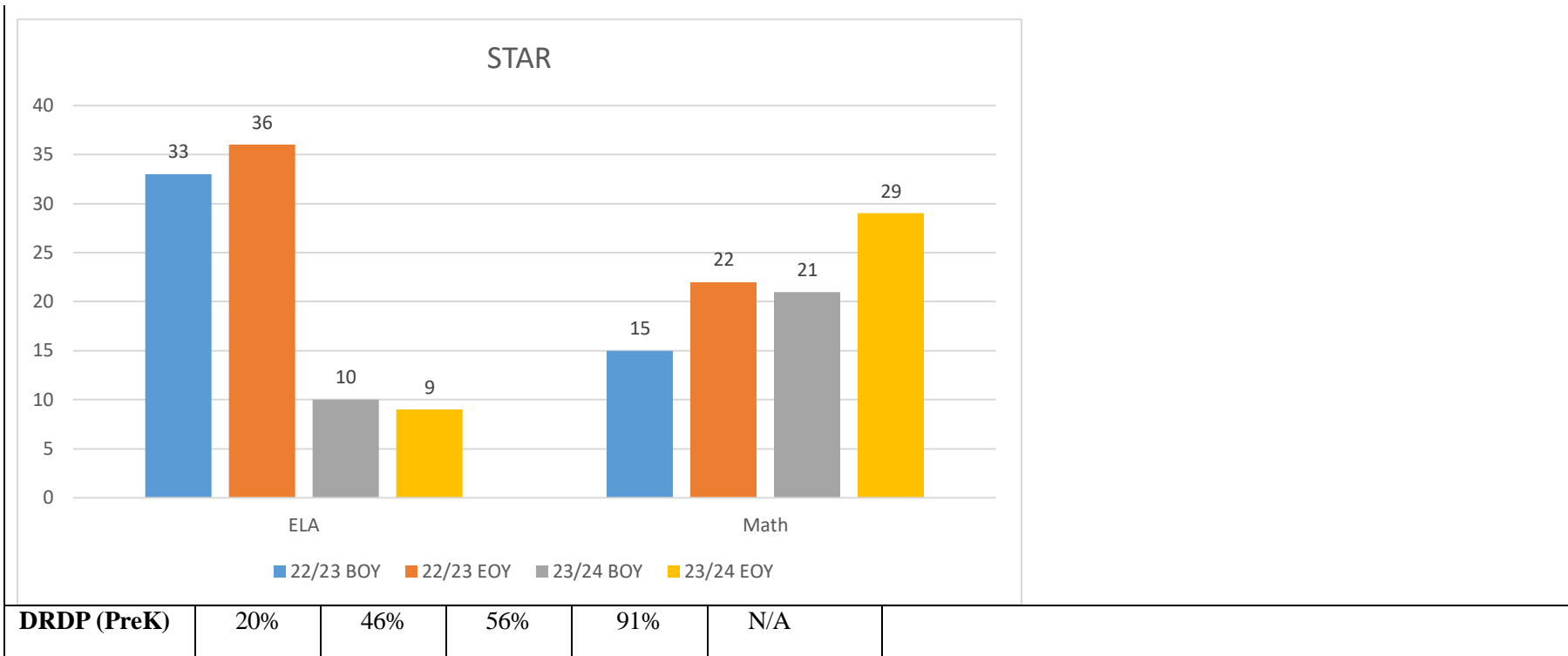
BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

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

Data Type	Current Information
Learning Expectations	A focus of the 2023-2024 school year has been high-quality curriculum implementation, focusing on *MyView* and *Envision*, particularly as it relates to scaffolding grade level instruction for students. Small group instruction has also been an area of focus during this school year. All instructional staff utilize the "Teacher Coaching and Support Journal" to provide a framework for instructional expectations.

Instructional Programs	- *MyView* - *Envision* - *MyWorld* (Savvas) - *Mystery Science, National Geographic Science*
Instructional Materials	ELA- Trade Books & Classroom Libraries; *MyView* workbooks and materials Math- *Envision 2.0* workbooks Leveled books and hands-on materials for small groups STEAM materials and resources
Technology	1:1 iPads for all students (PK-6) Two mobile Dell laptop labs Desktop classrooms in each classroom (if requested by teacher) SMART Boards in each classroom, including teacher webcams Document cameras iPad Keyboards for all students in grades 1-6 Subscriptions and licenses for Freckle, MyOn, Successmaker, etc.
Support personnel	Instructional Leadership Team Assistant Principal Academic Instructional Coach Reading Intervention Teacher for Grades 3-5 Supplemental Teacher(s)

Data Type	Current Information
Staff Preparation	2024-2025 Making Instruction Affirming and Meaningful for Students • Ongoing reflection on school values & personal missions • *MyView & Envision* curriculum implementation • Scaffolding instruction & unfinished learning • Standards-based grading • Restorative practices • Intrinsic motivation • *Grading for Equity*, *The Restorative Practices Playbook*, *Cultivating Genius, The Teaching Reading Sourcebook, The Commonsense Guide to Your Classroom Library,* and *Morning Meetings and Closing Circles* book studies. Weekly data team meetings are held each Thursday with a focus on lesson
Staff Certification	(see table below)

Grade Level	# of Teachers	Certification Notes
Pre-K	3	Certified
KG	2	1 Certified 1 Non-Certified (ILA)
1st	1	Certified
2nd	1	Certified
3rd	1	Certified
4th	1	Certified
5th	1	1 Non-Certified (ILA)
Related Arts	3	2 Certified

			1 Non-Certified (ILA/Music)
	Special Education	1	Certified

Staff Specialist and other support staff	1 certified Counselor 1 certified Social Worker (.3) 3 Pre-K teacher assistants 2 sped ICA 1 Nurse 1 Family Community Specialist 1 ISS
Staff Demographics	20 Female 6 Male 0 Non-Binary 13 African American 12 Caucasian 1 AP
School Administrators	School Principal=1 Tonya Marrocco Academic Instructional Coach=1 Teresa DeMott

24-25 Focus Areas/ Priorities **Prioritized areas of _Need_ for 24-25 based on needs assessment/data analysis**
Reading: Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP and STAR assessments in ELA.

Math- Improving Scholar academic performance with data teams and coaching around the conceptual understandings in math.
Leadership- Continuing to grow a positive school culture through community involvement, teacher-led professional development, and staff input.

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?
ANS: The school will ensure that parents/families are aware of the SLPS Parent Information Guide and State Code of Conduct, Title I information, signs parents up for the SIS Parent Portal, signs parents up for SLPS Text services, holds conferences and meetings in an effort to do what is in the best interest of the school.
What are the strengths of family and community engagement?
ANS: One of the strengths of the family and community engagement is that the Family and Community Specialist is working closely with community agencies for the sole purpose of obtaining support for needed services for families. Parents attending Literacy Night learn about grade level academic standards. While attending parent-teacher conferences, teachers share assessment data with families. Most parents/families make themselves readily available to attend parent-teacher conferences, PTO meeting, activities/events, volunteers in their child's classroom, and try to better understand the roles they play in helping their children succeed academically.
What are the weaknesses of family and community engagement?

ANS: One of the weaknesses of family and community engagement is that parents continue to experience roadblocks when it comes to getting involved with their child's education because of their demanding schedule;

They don't have time to volunteer and/or attend school's activities/events because of a lack of transportation and/or childcare for younger siblings;

Parent/families say that they barely hear from the school unless there is a problem with their child's behavior or performance.

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

ANS: Some needs identified pertaining to family and community engagement are as follows:

- ✓ Better planning and implementation of workshops for parents that will help them better understand educational language/jargon in relation to State's academic content, achievement standards, academic assessments and scoring, e.g., Missouri Assessment Program (M.A.P.);

- ✓ Better planning of events/activities that will help meet the needs of parents/families and their demanding schedule through evaluations/feedback
- ✓ Better and MORE frequent communication between school and homes.

- ✓ Coordination and solicitation of programs that will help parents/families be able to cope with their own traumatic experiences;

- ✓ More committed volunteers/mentors/tutors; Parents As Teachers

- ✓ More training that will provide parents with strategies relative to curriculum-related activities and decisions that will assist with school-to-home and home-to school on how to monitor their child's progress while working with educators that will provide materials to help parents work with their children at home.

- ✓ We need to encourage parents to become more committed to supporting the needs of the school as they readily occur.

Policy Involvement

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

ANS: Parents attend Title 1 meetings. They make suggestions and updates as needed to improve the school and help it accomplish its targeted mission, vision and goals

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

ANS: Parents make themselves readily available to attend meetings requesting their input. Families also complete surveys at each school function. The school uses the feedback to make adjustments.

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

ANS: Shenandoah Elementary School holds required Title I meetings and include parent recommendations in future compacts and school-wide plans.

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

ANS: Acadmeic standards and content are discussed during our curriculum night as well as during parent teacher conferences. Parents attending Literacy, Math, and Science Night learn about grade level academic standards. While attending parent-teacher conferences, teachers share assessment data with families.

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

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

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

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

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

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

· Monitor and limit screen time;

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

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

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

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

· Notify school of all absences as they occur.

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

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

· We will provide high-quality instruction and materials to our students.

· We will plan and participate in high-quality professional development which incorporates the latest research.

· We will maintain a safe and positive school climate.

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

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

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

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

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

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

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

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

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

ANS: For our school to achieve the objective above, our school will hold informational meetings to better inform parents of the standards, assessments, and accountability as a school and district. Conduct workshops that will assist parents in understanding various assessments its terms and score levels.

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

ANS: Partner with community resources (e.g., public library, government agencies, and nonprofit organizations to enhance parents' abilities in improving achievement)

Disseminate materials from community partners at all school-wide event, professional development meetings, parental involvement meetings that enhance parents' skills in promoting achievement such as with the library.

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?

ANS: To achieve this objective, we will facilitate opportunities for school staff to discuss parents' contributions to student learning
Coordinate professional development workshops and activities to enhance understanding of parents' roles in student learning
Create a culture and climate where school personnel, through workshops, partnership resources, and district/ state-wide professional development meetings will become more knowledgeable of family needs.
Resources provided to better inform them of cultural differences.

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

ANS: The school implement and coordinate parent programs, while building ties between parents and school through the following:
- ❖ Members of the community
- ❖ Members of partnerships/businesses
- ❖ Promoting a school safe and open atmosphere for parents/families
- ❖ Community partners/stakeholders
- ❖ Needs/Assessment Evaluation
- ❖ Survey forms

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.

ANS: Shenandoah Elementary School will expand the capacity for strong parental involvement by assisting parents in understanding State's academic content, achievement standards, academic assessments and scoring, e.g., Missouri Assessment Program (M.A.P.) Parents will also be provided with assistance relative to learning at home strategies on how to monitor their child's progress while working with educators that will provide materials and training to help parents work with children at home. Parents/families will be extended the opportunities to gain a better understanding through the use of technology workshops. The administrative team will provide data and training on implementation of data. The parents' resource room will provide materials and information related to the Title 1 activities and will be disseminated in a format and language that can be comprehended by all. Parents will also be provided with opportunities to be involved in parent meetings, school activities/events, and Parent Teacher Organization (P.T.O.) Parents will receive information in a timely manner and in a language they can understand. Parent will also receive expanded opportunities to participate more fully in their children's education by volunteering in their child's classroom while being a part of Parents As Teachers (PAT) by. Community resources will be coordinated that will help families with school- to- home and home-to-school connection relative to curriculum-related activities and decisions.

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

   ANS: Shenandoah Elementary School will seek our translators provided by the district for parents/families who have limited English proficiency.

- ✓ Parents and family members with disabilities

   ANS: Shenandoah Elementary School has wheelchair accessibility. An elevator is also available on the interior and lower level of the school.

- ✓ Parents and family members of migratory children

   ANS: Shenandoah Elementary School will communicate to parents/families of migratory children resources provided by our school and our district to the extent practicable.

- ✓ Provides information and school reports in a format and language parents understand

   ANS: Shenandoah Elementary School programs that provide support for parental involvement under Title III English Language Learners (ELL).

Summary Statements

Summary of the strengths and weaknesses relative to Family and Community Engagement.
Strengths: *ANS:* One of the strengths of the family and community engagement is that the Family and Community Specialist is working closely with community agencies for the sole purpose of obtaining support for needed services for families. Parents attending Literacy Night learn about grade level academic standards. While attending parent-teacher conferences, teachers share assessment data with families.

Some parents/families make themselves readily available to attend parent-teacher conferences, PTO meeting, activities/events, volunteers in their child's classroom, and try to better understand the roles they play in helping their children succeed academically.

Weaknesses:
One of the weaknesses of family and community engagement is that parents continue to experience roadblocks when it comes to getting involved with their child's education because of their demanding schedule;
They don't have time to volunteer and/or attend school's activities/events because of a lack of transportation and/or childcare for younger siblings.

Summary of the strengths and weaknesses relative to the school context and organization.
Shenandoah has continued with the PTO. Last year we created a new PTO board, held fundraisers, and created a bank account. Families had monthly ability to participate in school events and quarterly PTO meetings. A continued effort must be made to increase our school-home classroom communications. Meetings are held in-person as well as virtually.

Summary of Needs Assessment and Priorities for 24-25
Summary of Focus Priorities for 24-25
Prioritized areas of _Need_ for 24-25 based on needs assessment/data analysis *Outline your **3** priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*
1. Maintain a systematic approach to school culture and climate that incorporates social emotional learning, schoolwide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.
2. Sustainable academic improvements in literacy achievement including reading, language, and writing.
3. Enhancing instructional practices to make learning affirming and meaningful for students in literacy and math.

(What date did you and your School Planning Committee complete Section 2? ____April 23rd, 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. Leaders will promote a healthy school climate by maintaining a culture of high expectations, empowerment, recognition of success, and collaboration to foster a sense of belonging among the school community.
2. Leaders will promote a culture of student-centered goal setting and enthusiasm for learning.

Evidence-based strategy	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ 11 Principles of Character Education ▪ *RethinkEd* Social Emotional Learning

Implementation Plan

Action Steps
30 Days: ▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD ▪ Establish small group staff cohort professional development model to promote cross-role collaboration and support belonging, including social-emotional check-ins and wellness activities. (Principles 4 & 9) ▪ Continue practice of school-based leadership team, staff committees, and student advisory group (including expanding student advisory to grades 1 & 2). (Principle 8) ▪ Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support. (Principles 4 & 11) ▪ Begin schoolwide Monday Morning Meetings to promote positive behavior and core values. (Principle 5) ▪ Social emotional learning lessons including RethinkEd are implemented in classrooms for twenty minutes on the first day of each week. (Principle 5) ▪ Students establish goals for the 2024-2025 school year. (Principles 5 & 6)

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

60 Days:
▪ Implement cross-age buddy program to cultivate relationships among the students between grade levels. (Principles 2 & 4) ▪ Begin monthly Celebrating Character incentives aligned with school core values. (Principle 7) ▪ School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials. ▪ Character Plus Professional Development- CEEL & TACE cohorts begin. ▪ 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 ▪ Instructional Leadership Team Members	▪ 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:
- Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences. (Principle 11)
- Character Education Emerging Leaders (CEEL) Cohort visit. (Principle 11)
- Mid-Year Data Review as part of SST and Attendance Team process. (Principle 8)
- Mid-Year Celebration of students achieving academic and behavioral goals first semester. (Principle 7)

Person(s) Responsible	Resources
- Participating Staff - Leadership Team Members - Attendance Team & Student Support Team Members	- Funds and time for Character Plus Professional development - Time allocated for school activities

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

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

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

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
☐ **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:
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 strategy	- SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) Instructional Resources: - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks - Instructional Design Framework and ELA Lesson Plan Internalization Protocol - ELA Collaborative Lesson Planning Protocol (PLCs) - Supplemental Phonics Instruction: UFLI Phonological Awareness Program - LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan

Action Steps

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

- Staff PD - UFLI for foundational literacy skills instruction in KG-5th grade.

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

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

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

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

60 Days:

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

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

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

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

Person(s) Responsible	Resources
▪ Instructional Leadership Team ▪ Classroom Teachers & Support Staff ▪ Professional Development Department	▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Take-home literacy resources ▪ Monthly Staff PD Schedule ▪ Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources ▪ Supplemental Teacher/Reading Intervention Teacher

90 Days:

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

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

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

Monitoring Student Progress
- Administer Star Reading middle of year assessment
- Review phonics intervention data and adjust instructional strategies based on student progress.

- Summarize and analyze end-of-quarter assessment data, including phonics and ELA assessments, to evaluate the overall impact of instructional strategies on student achievement.
- Use data to set new goals for further refinement and continued growth in literacy and academic conversation skills.
- Conduct goal setting conferences with students.

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

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

- *District-wide initiatives will be funded by the central office.*
    - Tier 1 Instructional Tools (myView Literacy)
    - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
    - Academic Competitions

- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
    - Salary and benefits associated with Reading Intervention Teacher/Supplemental ELA Teacher (Title/Comprehensive)
    - $15,000 for professional development from Savvas (Title/Comprehensive)
    - $10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute, Solution Tree conferences, ASCD, Innovative Schools Conference, etc. (Title/Comprehensive)
    - Funds to renew licenses for supplemental resources (Title/Comprehensive)
    - Approx. $1500 for replacement classroom rugs (Comprehensive/GOB)
    - $2000 for literacy kits and materials for family literacy workshops (Title)
    - Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title/Comprehensive)
    - $5,000 for teacher extra service for planning in ELA and Math and reorganizing leveled book room (Title/Comprehensive)

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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics

GOAL 3: MATH

By May 2025,

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

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 strategy	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-5) 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

Action Steps

30 Days:

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

Observation and Feedback
- Conduct classroom walkthroughs to observe current practices in math instruction, particularly looking for opportunities where structured dialogue and student discussions can be enhanced.
- Provide initial feedback focused on identifying strengths and areas for growth.

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

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

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

60 Days:

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

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

Implementation/Monitoring
- Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.
- Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics.
- Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps. Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons.
- Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions.

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

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

90 Days:

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

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

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

- Monitor the impact of collaborative planning on student outcomes, and make adjustments as necessary to keep the focus on continuous improvement.

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

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

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

- *District-wide initiatives will be funded by the central office.*
  - Tier 1 Instructional Tools (enVision Math)
  - 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):*
  - $15,000 for professional development from Savvas (Title/Comprehensive)
  - $10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute,
  - ASCD, Innovative Schools Conference, etc. (Title/Comprehensive)
  - $7,000 for purchase of *Envision* Extra Practice workbooks (KG-6th) (Title/Comprehensive)
  - After school program costs (Twenty First Century Grant)
  - $5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive)

What date did you and your School Planning Committee Complete Section 3? June 4, 2024