

Sigel Elementary School 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



24-25 ACCOUNTABILITY PLAN TEMPLATE

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1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		*April 30, 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

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.

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Sigel Elementary School School Code: 586	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: Our Sigel Staff nurtures students to become Scholars who are resilient, innovative, high achieving future world changers.		
School Vision: St. Louis Scholars and Families will choose Sigel Elementary School for our care, our push, and our unwavering commitment to providing an excellent education to all children.		
One plan may meet the needs of a number of different programs. Please check all that apply. <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21 st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____		

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Dr. Laura Owca		Laura.owca@slps.org
Assistant Principal (if applicable)	n/a		
Academic Instructional Coach	Ms. Sarah Heaney		Sarah.heaney@slps.org
Family Community Specialist (if applicable)	Ms. Daniquecrah Muex		Daniquecrah.muex2@slps.org
ESOL Staff (if applicable)	Ms. Kimberly Bergmann		Kim.bergmann@slps.org
SPED Staff (if applicable)	Ms. Deanna Rhinesmith		Deanna.rhinesmith@slps.org
ISS/PBIS Staff (if applicable)	Ms. Tina Ivory-Dixon		Tina.ivory-dixon@slps.org
Teacher	Ms. Chandra Andrews		Chandra.andrews@slps.org
Teacher	Ms. Madison Brenner		Madison.brenner@slps.org
Parent	Ms. Tequilla Hendricks		Tequilla19@yahoo.com
Parent	Ms. Karen Booker		Karentbooker627@gmail.com
Support Staff	Ms. Jaris Bell		Jaris.bell@slps.org
Community Member/Faith Based Partner	Mr. Rex Thompson		Rex.thompson@spireenergy.com
Network Superintendent	Ms. Margaret Meyer		Margaret.meyer@slps.org
<i>Other</i>	Mr. Jason Campbell		Jason.campbell@slps.org

(What date did you and your School Planning Committee complete Section 1? _____)

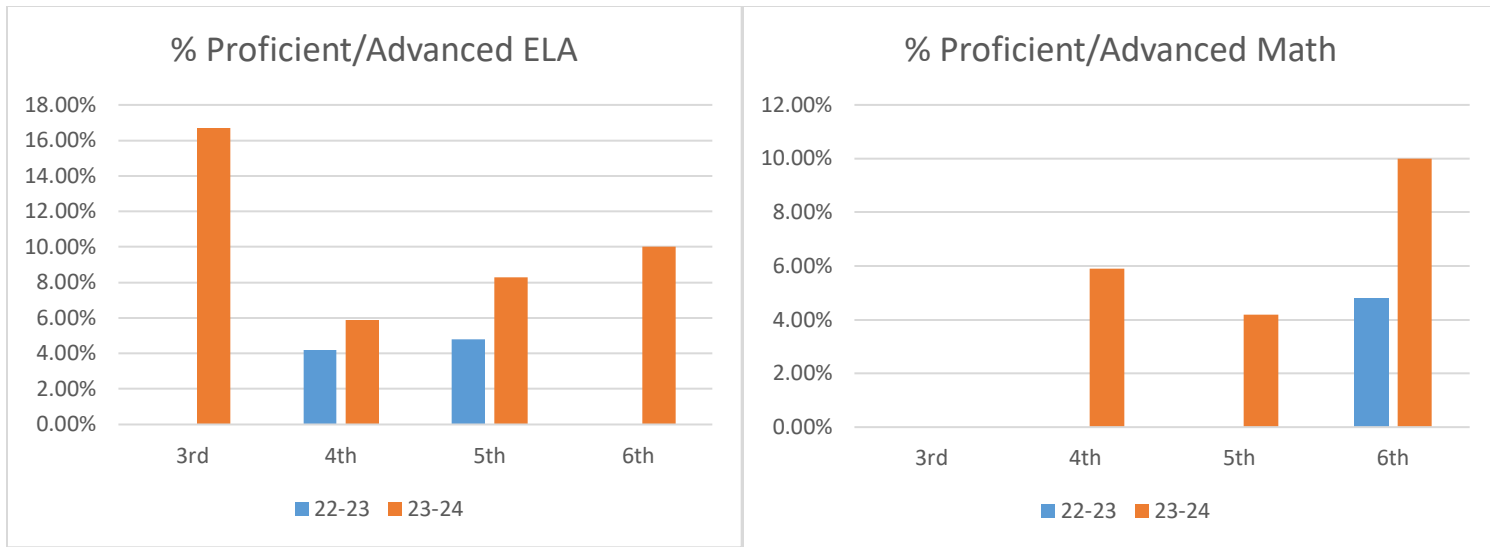
Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	221	Enrollment has remained steady at over 200 despite the declining city population and 4+ charter schools sharing our attendance zone.
Grade Level Breakdown	P3 – 14 P4 – 24 K – 22 1 – 31 2 – 37 3 – 28 4 – 19 5 – 26 6 – 20	Sigel Scholars range in age from 3 to 12 years old. Sigel houses the Elementary Deaf and Hard of Hearing (DHH) special education program. Sigel is also a feeder school for Nahed Chapman New American Academy and enrolls a substantial population of English Language Learners (ELL).
Ethnicity	Hispanic – 11 African American – 196 Caucasian – 7 Asian – 2 Multi-Racial – 5	Sigel Scholars are representative of the diverse population in our attendance zone.
Attendance	Current ADA – 88% Current 90/90 – 55%	Many Sigel Families require transportation, which has been unreliable 23-24.
Mobility	31%	Sigel’s mobility rate is the second highest of all the elementary schools in SLPS. High mobility impacts school operations, academic data analysis, planning, instruction, school culture, and more.
Socioeconomic status	100% FRL	Sigel Scholars qualify for additional programs due to their socioeconomic status. Sigel Families require transportation and may experience food and housing instability. Attendance is impacted by these challenges.
Discipline	0	Sigel is growing restorative practices to address discipline. Discipline is viewed as an extension of teaching and learning, rendering exclusionary methods counterproductive. Key Sigel Staff (Counselor, Social Worker, In-School Suspension/Positive Behavior Intervention Support Coordinator, and Administration) work collaboratively with teachers and families to repair harm and restore relationships.
English Language Learners/LEP	56	1 ELL Teacher provides support in separate groups and in co-taught classes K-6 th grade.
Special Education	24	Scholars receive special education through two models: cross-category and self-contained resource.

Student Achievement- State Assessments

(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)

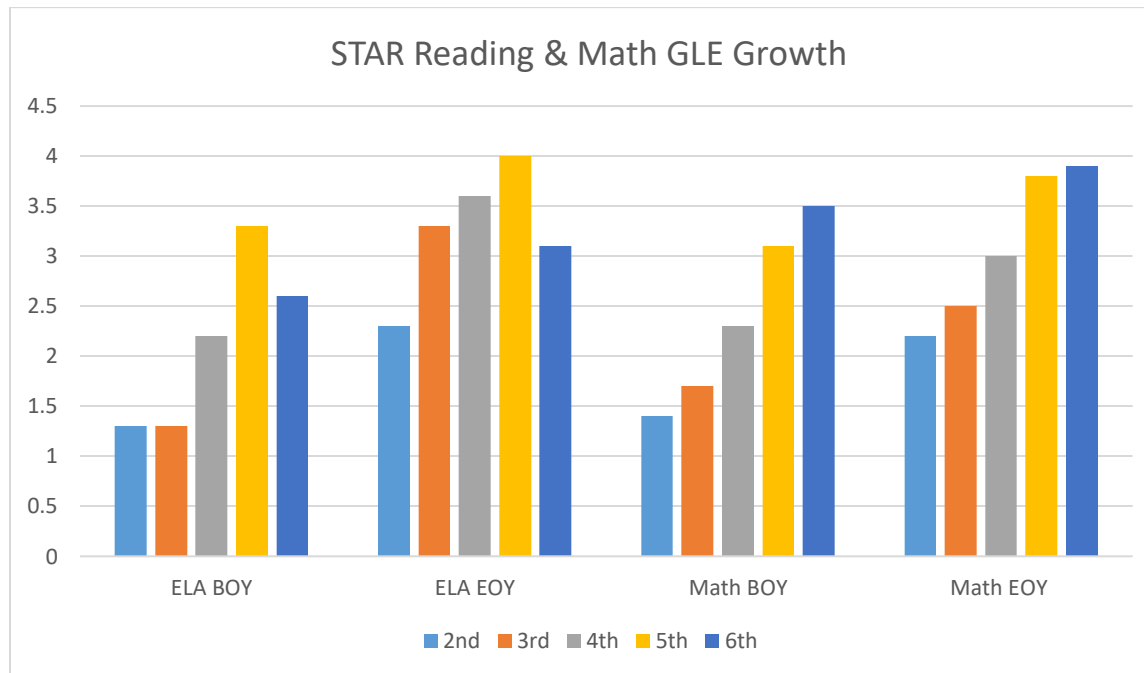
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	2.5% Proficient 286.3 MPI	3 rd : 16.7% 4 th : 5.9% 5 th : 8.3% 6 th : 10%	381	3 rd , 4 th , and 5 th grade cohorts grew percentage of proficient/advanced students in ELA by an average of 5%.
Math	1.3% Proficient 245.4 MPI	3 rd : 0% 4 th : 5.9% 5 th : 4.2% 6 th : 10%	370	3 rd , 4 th , 5 th grade cohorts grew percentage of proficient/advanced students in math by an average of 6.7%.
Science	14.3% Proficient 304.3 MPI	14.3% Proficient	372	24-point improvement from 21-22 performance.
WIDA ACCESS (Progress Indicator)	14%			0 classroom teachers trained in Shelter Instruction Observation Protocol (SIOP) in 22-23. 2 classroom teachers achieved Level 1 SIOP training in 23-24.
WIDA ACCESS (Proficiency Indicator)	4.8%			0 classroom teachers trained in Shelter Instruction Observation Protocol (SIOP) in 22-23. 2 classroom teachers achieved Level 1 SIOP training in 23-24.



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	1 st : 1.7 2 nd : 1.3 3 rd : 1.3 4 th : 2.2 5 th : 3.3 6 th : 2.6	1 st : 1.8 2 nd : 2.3 3 rd : 3.3 4 th : 3.6 5 th : 4.0 6 th : 3.1	1 st : 0.8 2 nd : 1.1 3 rd : 1.2 4 th : 1.4 5 th : 2.7 6 th : 3.8	1 st : 1.9 2 nd : 1.7 3 rd : 2.0 4 th : 2.1 5 th : 4.2 6 th : 4.7	100% Proficient and Advanced	BOY – 14% Proficient Beginning of Year; EOY - 37% Proficient End of Year
STAR Math	1 st : 1.1 2 nd : 1.4 3 rd : 1.7 4 th : 2.3 5 th : 3.1 6 th : 3.5	1 st : 1.8 2 nd : 2.2 3 rd : 2.5 4 th : 3.0 5 th : 3.8 6 th : 3.9	1 st : 1.0 2 nd : 1.3 3 rd : 1.9 4 th : 2.0 5 th : 2.8 6 th : 3.8	1 st : 2.0 2 nd : 1.9 3 rd : 2.8 4 th : 2.9	100% Proficient and Advanced	BOY - 17% Proficient Beginning of Year; EOY - 44% Proficient End of Year

				5 th : 4.1 6 th : 5.0		
DRDP (PreK)	42%	61%	63%	82%	N/A	19-point growth from 22-23 BOY to EOY and 23-24 BOY to EOY; baseline improved 21% from 22-23 to 23-24.
ELL Benchmark Assessment- Speaking *EL students only	0%	5%	0%	11%		6-point improvement in Speaking growth from 22-23 to 23-24.
ELL Benchmark Assessment- Writing *EL students only	1%	6%	2%	9%		3-point improvement in Writing growth from 22-23 to 23-24.

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	Implementation of district-provided curriculum with fidelity. Conduct weekly data meetings. Develop and monitor Scholar Performance Trackers. Input grades in SIS weekly.
Instructional Programs	PK-6 th – Savvas MyView ELA PK-6 th – Heggerty Phonics K-6 th – UFLI K-6 th – EnVision 2.0 Math K-6 th – Mystery Science; National Geographic; Exploring Science, PBS Science, MO Dept of Conservation Resources K-6 th – Savvas MyWorld Social Emotional Learning – ReThink Ed
Instructional Materials	Savvas ELA Heggerty Phonics UFLI Leveled Library Envision Math Mystery Science; National Geographic; Exploring Science, PBS Science; MO Dept of Conservation Resources Savvas MyWorld Missouri Learning Standards SuccessMaker Freckle ELA and Math
Technology	1:1 iPads USB keyboards Promethean boards in each classroom
Support personnel	FT Academic Instructional Coach 1 FT ELL Teacher FT Reading Teacher FT ISS/PBIS FT Counselor FT Nurse 0.3 Social Worker 0.5 Library Aide

High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>			
Data Type	Current Information		
Staff Preparation	Weekly Teacher team meetings 2x/monthly Staff Meetings District-wide professional development Observation and feedback		
Staff Certification	Grade Level	# of Teachers	Certification Notes
	PreK	2	Certified
	1 st	1	Non-Certified (ILA)
	1 st /2 nd Split	1	Certified
	2 nd	1	Non-Certified (ILA)
	3 rd	2	Certified
	4 th	1	Certified
	5 th	1	Certified
	6 th	1	Certified
	Related Arts	2	1 Certified 1 Non-Certified (ILA)
	Special Education	4	3 Certified 1 Non-Certified (ILA)
Staff Specialist and other support staff	AIC (district support) Library Aide (0.5) Social Worker (0.3) Counselor (1.0) 2 Pre-Kindergarten Teacher Assistants (1.0) 1 Core Teacher Assistant (1.0) 3 Special Education Instructional Care Aides (1.0) Nurse (1.0) ISS/PBIS (1.0)		
Staff Demographics	Female -30 Male - 8 Non-Binary – 0 African American - 20 Caucasian - 17 Asian - 1 Hispanic - 0		
School Administrators	1 Principal		

24-25 School Parent and Family Engagement Policy

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

Program Evaluation Results

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

Sigel Families are provided the Sigel Elementary Handbook which includes expectations and opportunities for parent and caregiver involvement. A signatory page confirms receipt of information.

What are the strengths of family and community engagement?

Sigel is aims to expand community partnerships to increase access to resources for Scholars and Families. Currently, Sigel partners with: St. Timothy's, The Little Bit Foundation, Spire, and Ready Readers. Additionally, Sigel makes every effort to support the health and wellbeing of our Families. The St. Louis Area Foodbank assists Sigel in operating a food pantry, and regular health screenings are provided by Kid's Vision for Life and Healthy Kids Express.

What are the weaknesses of family and community engagement?

Sigel's high mobility rate makes it difficult to fully invest Families in school and community partnership. There is no Parent Teacher Organization.

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

Sigel seeks to foster additional partnerships with nonprofits and agencies to provide social and emotional supports to Scholars and Families. Sigel also seeks to boost our online footprint in order to build a strong brand and open more channels for communication and engagement. Currently Sigel maintains a webpage on the SLPS website, Facebook, Instagram, and ClassDojo. These resources and supports will encourage Families to formally engage in a Parent Teacher Organization process.

Policy Involvement

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

Sigel holds two meetings each year, including the Title I Annual Evaluation Meeting, for Families to join in planning and revising the Sigel Title I Parent Involvement plan.

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

Families are welcomed and invited to meetings, including the Title I Annual Evaluation Meeting. Families are encouraged to give feedback to help improve each year.

How is timely information about the Title I.A program provided to parents and families?
Information regarding Title I is disseminated at the beginning of the school year and reiterated at the Title Information Meeting. Further communication is provided through the school webpage, social media channels, ClassDojo, and email.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Sigel welcomes Families for in-person events. In addition, ClassDojo, monthly classroom newsletters, twice yearly Parent-Teacher Conferences, social media posts, and email are all avenues to communicate explanations of assessments, important dates, and performance updates.

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?
<p>SLPS Parents will support of academic achievement includes but may not be limited to the following.</p> <ul style="list-style-type: none"> · 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.
<p>Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:</p> <ul style="list-style-type: none"> · 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.

- The compact is shared with Families at registration in August, and Parent-Teacher Conferences are conducted once each semester.
- Quarterly progress reports, quarter report cards, and semester report cards are provided.

- Staff are available to Families via telephone at school, district-provided email addresses, and for scheduled Parent-Teacher Conferences. Outside of conferences, Staff may meet with Families during their prep time or before or after school.
- All Staff will utilize ClassDojo as a communication tool in addition to those listed above. ELL Teacher assists in coordinating appropriate translators as needed.

School Capacity for Involvement

<p>How does the school provide assistance to parents in understanding the following items?</p> <ul style="list-style-type: none"> - 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
<p>Bi-annual Title I meetings are held to provide Families with current performance data. In addition, Families are provided information regarding assessments, strategies to improve academic growth and their Scholars’ progress every 4 weeks through progress reports, report cards, monthly classroom newsletters, and bi-annual Parent-Teacher Conferences.</p>
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>Sigel offers Open House to assist Families in having all the available information regarding the school year. At Open House, Families are invited to visit Scholars’ classrooms to gain hands-on experiences in Scholars’ learning environment and hear strategies for partnering at home.</p>
<p>How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) 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?</p>
<p>Staff will be educated and trained in regular professional development and staff meetings. Training includes best practices for engaging and communicating with Families in efforts to support Scholars at school.</p>
<p>How does your school implement and coordinate parent programs, and build ties between parents and the school?</p>
<p>Families will receive quarterly Sigel newsletters in addition to regular updates on ClassDojo which explain what Scholars will be learning and doing each week. Families are also invited to family events, which build relationships between Sigel, Teachers, and Families.</p>
<p>Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.</p>
<p>Resources for Families are located in the Main Office, as well as ELL family resources provided by the ELL Office. Families are also encouraged to participate in a variety of school activities through information given in the school newsletter, webpage, and ClassDojo.</p>
<h3>Accessibility Assurance</h3>

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

Sigel works closely with St. Louis Public Schools ELL Office to welcome and support Families with limited English proficiency. Sigel is equipped with an elevator for accessibility. Families in transition receive support from our school social worker and counselor in concert with the St. Louis Public Schools Office for Students in Transition. ELL Teacher ensures language translation and other supports are provided for communication, conferences, and school-based events.

Summary Statements

Summary of the strengths and weaknesses relative to Family and Community Engagement.

Family communication via phone calls, conferences, school-wide events, newsletters, school and district handbooks, and social media such as Facebook, Instagram, and ClassDojo is a growing strength for Sigel. We have strong community partnerships adequately providing support for our Scholars and Families. Family participation in school events/meetings and parent response to school communications remains an area of opportunity for growth. We are in need of transportation for our families so they can participate in the programming provided by the school and community.

Summary of the strengths and weaknesses relative to the school context and organization.

Sigel's enrollment is stable. Sigel Scholars include ELL and Deaf and Hard of Hearing students. Staff are diverse and retention has improved greatly. Sigel's mobility rate is the second highest of all SLPS elementary schools. An area of opportunity remains increasing parent involvement.

Summary of Needs Assessment and Priorities for 24-25

Summarize your current progress as a school, what is going well, where there is room for growth. Outline your 2 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

Sigel seeks to improve Staff and Scholar sense of belonging through staff committees and a student government structure. Sigel seeks to improve ELA performance with explicit instruction on the Five Pillars of Literacy and by strengthening academic discourse. Sigel seeks to improve math performance with explicit instruction on the Five Components of Math and math strands.

(What date did you and your School Planning Committee complete Section 2? _____)

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:

<ul style="list-style-type: none"> • Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> • Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> • Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> • Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> • Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership

Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING

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

Leadership Development 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:	
<ul style="list-style-type: none"> • 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 bi-weekly MTSS meetings to monitor student outcomes and areas of support. (Principles 4 & 11) • Begin schoolwide daily Morning Meetings to promote positive behavior and core values. (Principle 5) • Students establish goals for the 2024-2025 school year. (Principles 5 & 6) 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> • Counselor, Social Worker & PBIS Coordinator • Principal & AIC • MTSS Team Members • Classroom Teachers 	<ul style="list-style-type: none"> • Districtwide PBIS Matrix • PBIS Districtwide Bus and Building Expectations • Time allocated for professional development • Time for MTSS Team collaboration
60 Days:	
<ul style="list-style-type: none"> • 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. • Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students. (Principles 4 & 10) • PBIS Coordinator & 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
<ul style="list-style-type: none"> • MTSS Team Members • School Secretary & Family Community Specialist • School Counselor & Social Worker • Classroom Teachers • Instructional Leadership Team Members 	<ul style="list-style-type: none"> • Time allocated for school activities • Resources to implement cross-age buddy activities • Professional development for MTSS Team Members • Access to RethinkEd curriculum resource
90 Days:	
<ul style="list-style-type: none"> • Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences. (Principle 11) • Mid-Year Data Review as part of MTSS process. • Mid-Year Celebration of students achieving academic and behavioral goals first semester. (Principle 7) 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> • Participating Staff • MTSS Team Members 	<ul style="list-style-type: none"> • Time allocated for school activities
Funding Source(s)/ Cost to Support Implementation 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 I, Comprehensive, Other)**
 - Salary and benefits associated with Academic Instructional Coach (Title)
 - Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
 - Funds to upgrade and refresh spaces throughout the building as needed (Title)

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, <ul style="list-style-type: none"> - 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. 				
Reading Plan				
Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
<ol style="list-style-type: none"> 1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency. 2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading). 				
Evidence-based strategy	<ul style="list-style-type: none"> • SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks ○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol ○ ELA Collaborative Lesson Planning Protocol (PLCs) • Supplemental Phonics 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 PD 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

- Professional Development Department
- Curriculum Specialist
- Director of Academic Instructional Coaches
- Academic Instructional Coaches
- Instructional Leadership Team
- Classroom Teachers

Resources

- [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 (PCLs) / 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 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 group grouping structures within classroom to support students with mastering grade level standards.
- Participate in MTSS to support implementation of the Science of Reading including completing the Reading Tiered Fidelity Inventory.
- Observation 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
<ul style="list-style-type: none">• Instructional Leadership Team• Classroom Teachers & Support Staff• Professional Development Department	<ul style="list-style-type: none">• 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

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
<ul style="list-style-type: none">• Instructional Leadership Team• District MTSS Coordinator• Identified Classroom Teachers	<ul style="list-style-type: none">• 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 Strategy

- *District-wide initiatives will be funded by the central office*
 - Tier I 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 I, Comprehensive, Other)*
 - Salary and benefits associated with Academic Instructional Coach (Title)
 - \$2000 of 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)

Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:

<ul style="list-style-type: none"> Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #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.

Implementation Plan

Action Steps

30 Days:

Professional Development

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

Observation and Feedback

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

Implementation/Monitoring

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging 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 the 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
<ul style="list-style-type: none"> • Professional Development Department • Curriculum Specialist • Academic Instructional Coaches • Instructional Leadership Team • Classroom Teachers 	<ul style="list-style-type: none"> • 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.
- 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
<ul style="list-style-type: none"> • Instructional Leadership Team • Classroom Teachers & Support Staff 	<ul style="list-style-type: none"> • SLPS Gradual Release Rubric • Instructional time and teacher professional development to implement mathematics tasks • Professional development time for classroom teachers and support staff

90 Days:**Professional Development**

- Provide additional professional development for teachers as needed.

Observation and Feedback

- Conduct comprehensive observations to ensure that the Gradual Release Model is effectively utilized across all math classrooms.
- Provide ongoing feedback to 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 reflection 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 the 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 Top Assessments to monitor student progress towards mastery of identified unit standards
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
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<ul style="list-style-type: none"> • Instructional Leadership Team • District MTSS Coordinator • Classroom Teachers 	<ul style="list-style-type: none"> • STAR Renaissance • Funds for professional development and release time for teacher engagement and collaboration
Funding Source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> • <i>District-wide initiatives will be funded by the central office</i> <ul style="list-style-type: none"> ○ Tier I Instructional Tools (enVision Math) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic competitions • <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ Funds to purchase supplies to support the implementation of Math curriculum (i.e. Post It notes, markers, chart paper, manipulatives, etc.) (Title) 	

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

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date

