

# Dewey International Studies 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 resources support the District's [Transformation 4.0 Plan](#)



# 24-25 ACCOUNTABILITY PLAN TEMPLATE

## Table of Contents

<b>Section</b>	<b>Contents</b>	<b>Completion Dates</b> <small>(What date did you and your School Planning Committee complete each section?)</small>
<b>1</b>	School Profile, Mission, Vision, School Improvement Planning Committee	<b>4/13/24</b>
<b>2</b>	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; <b>2024-2025</b> 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	<b>9/17/24</b>
<b>3</b>	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	<b>September 20, 2024</b>
<b>(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)</b>		<b>September 27, 2024</b>
<b>The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.</b>		

# **SECTION 1**

## **School Profile**

## Accountability Plan Template

Improvement/Accountability Plan		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	<b>Name of LEA: St. Louis Public Schools</b>  <b>Name of School: Dewey International Studies School</b>  <b>School Code: 4470</b>	<b>Check if appropriate</b> <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
<b>Date:</b>		
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<b>School Mission:</b> Dewey International Studies Elementary School maximizes student potential through high academic expectations while developing a deeper understanding of diverse cultures and building interactions with our world.		
<b>School Vision:</b> Dewey International Studies Elementary School students will become lifelong learners who positively contribute to a diverse and changing global community.		
<b>One plan may meet the needs of a number of different programs. Please check all that apply.</b>		
<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 <sup>st</sup> 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 _____		

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.

<b>School Planning Committee</b>			
<b>Position/Role</b>	<b>Name</b>	<b>Signature</b>	<b>Email/Phone Contact</b>
Principal	Andrew Donovan		<a href="mailto:Andrew.donovan@slps.org">Andrew.donovan@slps.org</a>
Assistant Principal (if applicable)	Joseph Clay		<a href="mailto:Joseph.Clay@slps.org">Joseph.Clay@slps.org</a>
Academic Instructional Coach	Morgan Diamond		<a href="mailto:Morgan.siebenman@slps.org">Morgan.siebenman@slps.org</a>
Family Community Specialist (if applicable)	Suzanne Murphy		<a href="mailto:Suzanne.Murphy@slps.org">Suzanne.Murphy@slps.org</a>
ESOL Staff (if applicable)	Julia McDonnell		<a href="mailto:Julie.McDonnell@slps.org">Julie.McDonnell@slps.org</a>
SPED Staff (if applicable)	Jenise Bisher-Nea		<a href="mailto:Jenise.Bisher-Nea@slps.org">Jenise.Bisher-Nea@slps.org</a>
ISS/PBIS Staff (if applicable)	Judith Lee		<a href="mailto:Judith.Lee@slps.org">Judith.Lee@slps.org</a>
Teacher	Carla Wilder		<a href="mailto:Carla.Wilder@slps.org">Carla.Wilder@slps.org</a>
Teacher	Rachel Lato		<a href="mailto:Noel.VanNortwick@slps.org">Noel.VanNortwick@slps.org</a>
Parent	Lauren Obermark		<a href="mailto:lobermark@gmail.com">lobermark@gmail.com</a>
Parent	Ronella Williams		<a href="mailto:Ronettawilliams2729@yahoo.com">Ronettawilliams2729@yahoo.com</a>
Support Staff	Alexis Davis		<a href="mailto:Alexis.davis@slps.org">Alexis.davis@slps.org</a>
Community Member/Faith Based Partner	Andrew Baumgartner		<a href="mailto:abaumgart@gmail.com">abaumgart@gmail.com</a>
Network Superintendent	Chrystal Gale		<a href="mailto:Christal.Gale@slps.org">Christal.Gale@slps.org</a>
<i>Other</i>			

What date did you and your School Planning Committee Complete Section 1? 4/16/24

# **SECTION 2**

## **Comprehensive Needs Assessment**

# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
<b>Student Enrollment as of 3/1</b>		
<b>Grade Level Breakdown</b>	P4 = 40 K = 45 1 = 37 2 = 51 3 = 54 4 = 62 5 = 62	Currently the enrollment reflects the current informational data, and the following classroom allocations will be utilized. Pre-K-2, Kg-3, 1 <sup>st</sup> -2, 2 <sup>nd</sup> -3, 3 <sup>rd</sup> -2, 4 <sup>th</sup> -3, 5 <sup>th</sup> -3
<b>Ethnicity</b>	87% Black 7% Hispanic 5% White 1% Asian <1% Indian	Dewey has a diverse student body but a higher enrollment of African American students.
<b>Attendance</b>	90.64% (ADA) as of 9/23/24 67.19% (90/90) as of 9/23/24	The current attendance is similar to last year's attendance.
<b>Mobility</b>		
<b>Socioeconomic status</b>	100% Free and Reduced Lunch	
<b>Discipline</b>		
<b>English Language Learners/LEP</b>	9% (30 students)	
<b>Special Education</b>	9% (30 students)	

Student Achievement- State Assessments				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
<b>ELA</b>	According to STAR, 31.8% of 1st – 5th grade students are	According to STAR, 40.7% of 1st – 5th grade students	By May 2025, - 100% of students scoring below	According to STAR, students reading on grade level at Dewey has increased from 31.8% in May of 22/23 to 40.7% in Winter 23/24. Dewey had an MPI of 345.2 on the 22/23 MAP.

	<p>reading on or above grade level.</p> <p>Dewey had an MPI of 345.2 according to the MAP data.</p>	<p>are reading on or above grade level.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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</li> </ul>	
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			the STAR Reading assessment.	
<b>Math</b>	<p>58.5%, of students are on or above grade level according to the star assessment.</p> <p>Dewey had an MPI on the MAP of 324.7.</p>	<p>According to STAR, 59% of 1st – 5th grade students are reading on or above grade level.</p>	<p>By May 2025,</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 100% of students scoring advanced in math at the start of the year will increase their scaled scores</li> </ul>	<p>According to STAR, students on grade level in Math have increased from 58.5% in May of 2023 to 59% in Winter of 2024. Dewey had an MPI of 324.7 on the 22/23 MAP.</p>

			by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.	
<b>Science</b>	23.2% of students were Proficient or Advanced according to the 22/23 Missouri Achievement Program (MAP) assessment.  Dewey had an MPI of 331.8 on the MAP.			According to the MAP assessment, 5th grade students performing proficient or advanced was 6.9% in 2022 and increased to 23.2% in 2023. Dewey had an MPI of 331.8 on the 22/23 MAP.
<b>Social Studies</b>	NA	NA	NA	NA
<b>CCR</b>	NA	NA	NA	NA
<b>WIDA ACCESS (Progress Indicator)</b>				
<b>WIDA ACCESS (Proficiency Indicator)</b>				

<b>Student Achievement- Local Assessment</b>						
<b>Goal Areas</b>	<b>22-23 performance</b>		<b>23-24 performance</b>		<b>24-25 Goals</b>	<b>Explanation/Rationale for Current Performance</b>
	<b>BOY</b>	<b>EOY</b>	<b>BOY</b>	<b>EOY</b>		

<b>STAR Reading</b>			23%			23% of Dewey students were at or above the 50% threshold on STAR Reading at the beginning of the year.
<b>STAR Math</b>			30%			30% of Dewey students were at or above the 50% threshold on STAR Math at the beginning of the year.  BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year.
<b>DRDP (PreK)</b>						
<b>ELL Benchmark Assessment- Speaking *EL students only</b>						
<b>ELL Benchmark Assessment- Writing *EL students only</b>						

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

<b>Curriculum and Instruction</b>	
<i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
<b>Data Type</b>	<b>Current Information</b>
<b>Learning Expectations</b>	All students are expected to engage in Reading, Writing, Language Arts, Math and Science on a daily basis. Social Studies is integrated into other content areas.
<b>Instructional Programs</b>	District Provided: Savvas MyView Literacy (K-5) Savvas Envision 2.0 (K-5) Success Maker Savvas MyWorld Interactive K-5 Myon Freckle School Provided: IXL Math Kg-2 <sup>nd</sup>

	IXL Reading Kg – 5 <sup>th</sup>
<b>Instructional Materials</b>	-Leveled books -Teacher resources to accompany all instructional programs (district purchased) -Common Lit passages (free online) -ReadWorks passages (free online) IXL Reading and Math Kg – 5 <sup>th</sup> (School Purchased)
<b>Technology</b>	All classrooms have a Promethean Board. All staff have a laptop (Additionally, teachers have access to iPads). All students have iPads.
<b>Support personnel</b>	Full Time: 1 ELL teachers 1 Speech teacher 1 Occupational Therapist  Part time: 1 Gifted Teacher
<b>High Quality Professional Staff</b> <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
<b>Data Type</b>	<b>Current Information</b>
<b>Staff Preparation</b>	Teachers are engaging in district and school wide professional development.
<b>Staff Certification</b>	26
<b>Staff Specialist and other support staff</b>	5
<b>Staff Demographics</b>	Female 42 Male 7 Asian American. 3 Hispanic-American 3

	African-American 17 Caucasian-American 26
<b>School Administrators</b>	2 - Andrew Donovan (Principal) Joseph Clay (Assistant 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?

The parents are invited to attend an annual and bi-annual informational meeting. The FCS and the Principal present information at back to school night and opening events.

What are the strengths of family and community engagement?

Parent engaged and attendance was above average for meetings with the school. In previous years, we had high parent participation for our monthly student/family events, open house, and promotions.

What are the weaknesses of family and community engagement?

Additional parent and school collaboration is needed to include their thoughts on implementing school programming.

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

A consistent, engaging, PTO cabinet will strengthen engage with the community and school.

### **Policy Involvement**

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
The parents are invited to attend an annual and bi-annual informational meeting. The FCS and the Principal present information at PTO events and welcome feedback. In addition, parent representatives are invited to participate in the leadership meetings.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
The parents are invited to attend an annual and bi-annual informational meeting. The FCS and the Principal present information at PTO events and welcome feedback.
How is timely information about the Title I.A program provided to parents and families?
Information is provided through newsletters, phone blasts, fliers, calendars, e-mails, Class Dojo App, and personal contacts by phone.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
This information is provided through curriculum nights and conferences.

## **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><b>SLPS Parents will support of academic achievement includes but may not be limited to the following.</b></p> <ul style="list-style-type: none"> <li>· Make sure my child is in school every day possible and on time;</li> <li>· Check that homework is completed including reading for 30 minutes per night;</li> <li>· Monitor and limit screen time;</li> <li>· Volunteer in my child's classroom/school when possible;</li> <li>· Be aware of my child's extra-curricular time and activities;</li> <li>· Stay informed about my child's education by reading all communications from the school and responding appropriately;</li> </ul>

- 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: <ul style="list-style-type: none"> <li>✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed</li> <li>✓ Issuing frequent reports to parents on their children's progress</li> <li>✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities</li> <li>✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand.</li> </ul>

<b>School Capacity for Involvement</b>
How does the school provide assistance to parents in understanding the following items? <ul style="list-style-type: none"> <li>- Missouri Learning Standards</li> <li>- Missouri Assessment Program</li> <li>- Local Assessments</li> <li>- How to monitor a child's progress</li> <li>- How to work with educators to improve the achievement of their children</li> </ul>
We will assist parents with understanding these specific areas by providing an open house, curriculum night, and multiple communications through newsletters, e-mails, calendars, progress reports and report cards.
How does your school provide materials and trainings to help parents work with their children to improve achievement?
We will conduct 3 curriculum focused nights and provide parent workshops in all subject areas. During the 24/25 school year, these events will be available in person.
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?
We will provide extensive professional development to enrich our parent communications and maximize parent resources.
How does your school implement and coordinate parent programs, and build ties between parents and the school?



The plan to increase the efficiencies of our parent programs will be done through enriching our communications with our community partners and other stakeholders.
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.
Parents are encouraged to volunteer at the school and to become partners with their child’s teacher. We will continue to support our parents through curriculum nights and learning resources.
<b>Accessibility Assurance</b>
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: <ul style="list-style-type: none"> <li>✓ Parents and family members who have limited English proficiency</li> <li>✓ Parents and family members with disabilities</li> <li>✓ Parents and family members of migratory children</li> <li>✓ Provides information and school reports in a format and language parents understand</li> </ul>

## Summary Statements

<b>Summary of the Strengths</b>
During the 24/25 school year, parent engagement activities will be planned throughout the year. All parents will have the opportunity to engage in at least 2 conferences regarding academics during the school year. Dewey will continue to work on providing multiple communications in different languages to engage all parents.

<b>Summary of the Weaknesses</b>
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Dewey has focused on data driven Math and Reading instructions throughout the duration of the school year. Teachers, coaches, and administration meet weekly to analyze progress and plan for re-teaching and improvement. Through this process, Dewey has seen an increase in student achievement on standard based assessment on a bi-weekly basis. This practice has become embedded in our strategy to increase academic performance in targeted areas.

### Summary of the Needs

Dewey will continue to focus on increasing reading levels for all students utilizing the full implementation of district provided resources, and phonics based instruction. Dewey will prioritize professional development focused on rigorous instruction and the differentiation in Math and ELA. Dewey will also continue to focus on providing an excellent school culture by mentoring our new staff members and providing additional resources to strengthen their management systems and instructional practices.

### 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.
- 2.
- 3.

**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:

<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input checked="" type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
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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 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. Develop additional opportunities for parents to engage in school activities and the planning process.
2. Increase opportunities for teachers and staff to engage in committees and collaboration for improvement.

**Evidence-based strategies**

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- 

### Implementation Plan

**Action Steps**

**30 Days:**

**Professional Development**

<ul style="list-style-type: none"> <li>▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD</li> <li>▪ School PBIS Matrix</li> <li>▪ Staff meeting to identify mentor/mentee</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ PBIS Carousel</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Pre-Survey (student and teacher)</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Weekly check-ins</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Culture &amp; Climate Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Districtwide PBIS Matrix</a></li> <li>▪ <a href="#">PBIS Districtwide Bus and Building Expectations</a></li> </ul>
<p><b><u>60 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ <b>Mini Lessons on Club Pamoja</b></li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Observation checklist by administration</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Teacher Survey</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<p><b><u>90 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Staff meeting on interpreting data</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Post Survey</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>

■	■
<b>Funding Source(s)/ Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>■ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Panorama Ed Survey Platform</li> </ul> </li>   <li>■ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○ Salary and benefits associated with Academic Instructional Coach (Title)</li> <li>○ \$2000 for professional development books and resources for staff (Title/Comprehensive)</li> <li>○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)</li> <li>○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)</li> </ul> </li> </ul>	

<b>Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input checked="" type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading</b>				
<b>GOAL 2: READING</b> By May 2025, <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.</li> </ul>				
<b>Reading Plan</b>				

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

**Priorities:**

Pre-K, Elementary, and Secondary:

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

**Evidence-based strategies**

- SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources:
  - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
  - Instructional Design Framework and ELA Lesson Plan Internalization Protocol
  - ELA Collaborative Lesson Planning Protocol (PLCs)
- [Insert] Supplemental Phonics Program
- LETRS Training: School Leaders, Instructional Coaches, and Teachers

**Implementation Plan**

**Action Steps**

**30 Days:**

**Professional Development**

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

**Observation and Feedback**

- 

**Implementation/Monitoring**

- 

**Monitoring Student Progress**

- STAR Reading BOY Assessment

**Person(s) Responsible**

- Professional Development Department
- Curriculum Specialists
- Director of Academic Instructional Coaches

**Resources**

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- Savvas ELA myView (K-5) / myPerspectives (6-8)

<ul style="list-style-type: none"> <li>▪ Academic Instructional Coaches</li> <li>▪ <span style="color: red;">[Insert] Site-based staff</span></li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
<p><b>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> <li>▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ CBM (bi-weekly)</li> <li>▪ RSP (bi-weekly)</li> <li>▪ Star Progress monitor</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Collaborative Lesson Planning Protocol</a></li> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Reading MOY Assessment</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
<b>Funding source(s) / Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)</li> </ul> </li> </ul>	



- 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):**
- 

<b>Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input checked="" type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics</b>				
<b>GOAL 3: MATH</b> By May 2025, <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>				
<b>Mathematics Plan:</b>				
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. <i>Please identify two areas of focus that most align with this goal.</i>				
<b>Priorities:</b> <ol style="list-style-type: none"> <li>1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.</li> <li>2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.</li> </ol>				
<b>Evidence-based strategies</b>	<ul style="list-style-type: none"> <li>▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources:</li> </ul>			

	<ul style="list-style-type: none"> <li>○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts</li> <li>○ Instructional Design Framework and Math Lesson Plan Internalization Protocol</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>[Insert]</b> Site-based focus strategy if applicable</li> </ul>
<b>Implementation Plan</b>	
<b>Action Steps</b>	
<p><b><u>30 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Leader PD - Gradual Release Model and Academic Conversations</li> <li>▪ Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations</li> <li>▪ Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD</li> <li>▪ Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Math BOY Assessment</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Curriculum Specialists</li> <li>▪ Academic Instructional Coaches</li> <li>▪ <b>[Insert] Site-based staff</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li>▪ <a href="#">SLPS High Quality Instructional Design</a></li> <li>▪ Savvas enVision Math (K-8)</li> <li>▪ STAR Renaissance</li> </ul>
<p><b><u>60 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> <li>▪</li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Math MOY Assessment</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> <li>▪</li> </ul>
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools (enVision Math K-8)</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)</li> <li>○ Academic Competitions</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	

(What date did you and your School Planning Committee Complete Section 3? \_\_\_\_\_)

\_\_\_\_\_  
Principal (required)

\_\_\_\_\_  
Date Completed (required)

**Date Submitted to Network Superintendent (required)**

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**Network Superintendent (required)**

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**Date received from Principal (required)**

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**Date Submitted to State and Federal Team (required)**

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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**