

# Yeatman Liddell Middle School Accountability Plan

2024-2025



The Accountability Plan Template meets the requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning, 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 priority of having all Missouri students graduate for success. This improvement guide document has as its foundation the five pillars of the SLPS Transformation Plan, which support the Continuous Improvement Theory of Action:

**Pillar 1:** The District creates a system of excellent schools

**Pillar 2:** The District advances fair equity across its system

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

**Pillar 4:** All students learn to read and

# 24-25 ACCOUNTABILITY PLAN TEMPLATE

## Table of Contents

<b>Section</b>	<b>Contents</b>	<b>Completion Dates</b> (What date did you and your School Planning Committee complete each section?)
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<b>1</b>	School Profile, Mission, Vision, School Improvement Planning Committee	<b>September 2, 2024</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>September 10, 2024</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**

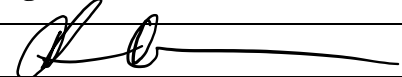


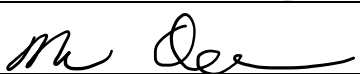
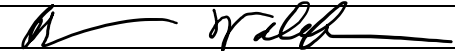

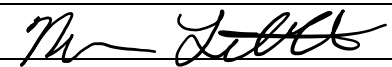
**Accountability Plan Template**

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

<b>Improvement/Accountability Plan</b>		
<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:</b>  <b>School Code:</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>		
<b>School Vision:</b>		
<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 _____		

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>
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Position/Role	Name	Signature	Email/Phone Contact
Principal	Christopher Crumble		314-261-8132
Assistant Principal (if applicable)	Briana Everett		314-261-8132
Academic Instructional Coach	Paris Bateman		314-261-8132
Family Support Specialist (if applicable)	Marjorie Quinn		314-261-8132
ESOL Staff (if applicable)			
SPED Staff (if applicable)	Natalie Walker		314-261-8132
ISS/PBIS Staff (if applicable)	Dorothy Bean-Culley/ Byron West		314-261-8132
Teacher	Marie Thompson		314-261-8132
Teacher	Marcus McCarter		314-261-8132
Parent	Danielle Murphy		(314)532-8877
Parent	Charles Davis		(314) 243-7265
Support Staff/ Social Worker	Myeisha Jackson-Little		314- 261-8134
Community Member/Faith Based Partner	Gregory Holley/ Leslie Ellis		314-437-8896
Network Superintendent	Dr. Tonya Bailey		314-309-8530
Other			

What date did you and your School Planning Committee Complete Section 1? \_\_\_\_\_ **9-15-24** \_\_\_\_\_

# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
<b>Student Enrollment as of 3/1</b>	323	We receive quarterly influx of students from surrounding schools/districts.
<b>Grade Level Breakdown</b>	6- 51 7-93 8-117	Our grade enrollment. increases by 30% each year due to students arriving from other SLPS sites/surrounding districts.
<b>Ethnicity</b>	B - 98.6%; W - 1.4%	Our diversity rate is very low.
<b>Attendance</b>	90/90 – 34\$ - ADA – 78%	We have poor attendance due to buses and students in transition.
<b>Mobility</b>	38%	Our mobility is challenging and impacts our ability to keep consistency with instruction
<b>Socioeconomic status</b>	100%	Low Socioeconomic Status/ Free and Reduced Lunch
<b>Discipline</b>	223 (23-24)	Our discipline challenges are high due to our high mobility rate. Students are not always properly introduced to Yeatman’s expectations. Our onboarding process needs to be consistent and repeated to accommodate the mobility of our population.
<b>English Language Learners/LEP</b>	0.00%	N/A
<b>Special Education</b>	23%	There are additional challenges related to receiving new SPED students routinely.

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>	285.5		381	Mobility Rate; Students in Transition; 40% non-certificated staff. A large percentage of students who enroll in Yeatman are missing one or more years of school due to mobility. Students enroll in Yeatman already behind their current grade level.
<b>Math</b>	246.6		370	Mobility Rate; Students in Transition; 40% non-certificated staff. A large percentage of students who enroll in Yeatman are missing one or more years of school due to mobility. Students enroll in Yeatman already behind their current grade level.

<b>Science</b>	274.7		372	Mobility Rate; Students in Transition; 40% non-certificated staff. A large percentage of students who enroll in Yeatman are missing one or more years of school due to mobility. Students enroll in Yeatman already behind their current grade level.
<b>Social Studies</b>				MPI (Secondary Only)
<b>CCR</b>				MPI (Secondary Only)
<b>WIDA ACCESS (Progress Indicator)</b>				<i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)</i> <b>(ELL OFFICE WILL PROVIDE)</b>
<b>WIDA ACCESS (Proficiency Indicator)</b>				<i>For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)</i> <b>(ELL OFFICE WILL PROVIDE)</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>	Prof.- 3% Adv.- 0%	Prof.- 4% Adv.- 1%	Prof.- 1% Adv.- 2%	Prof.- 5% Adv.- 2%	BB-0% B-0% Prof-75% Adv.-25%	<ul style="list-style-type: none"> <li>Mobility Rate; Students in Transition; 40% non-certificated staff.</li> <li>A large percentage of students who enroll in Yeatman are missing one or more years of school due to mobility. Students enroll in Yeatman already behind their current grade level.</li> </ul> <p>Teachers struggling to teach grade level content due to students missing prerequisites and student prior knowledge from previous content areas</p>
<b>STAR Math</b>	Prof.- 1% Adv.- 0%	Prof.- 1% Adv.- 3%	Prof.- 3% Adv.- 0%	Prof.- 3% Adv.- 2%	BB-0% B-0% Prof-75% Adv.-25%	<ul style="list-style-type: none"> <li>Teachers struggling to teach grade level content due to students missing prerequisites and student prior knowledge from previous content areas</li> </ul> <p>Mobility Rate; Students in Transition; 40% non-certificated staff. A large percentage of students who enroll in Yeatman are missing one or more years of school due to mobility. Students enroll in Yeatman already behind their current grade level.</p>



<b>ELL Benchmark Assessment- Speaking *EL students only</b>						<i>We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4</i>
<b>ELL Benchmark Assessment- Writing *EL students only</b>						<i>Early Childhood Office will provide</i>

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>	<p>Our school requires all teachers to hold high learning expectations for our students. There are school wide learning expectations and classroom learning expectations communicated to the student population daily via our morning Tiger Talks, hallways posters, classroom posters, and student goal sheets and binders.</p> <p>During advisory, teachers take out the time to conference with each student about their progress with classroom instruction, local assessments, and state assessments.</p>
<b>Instructional Programs</b>	<p>Our school uses district curriculum resources (SAVVAS, My Perspective) along with supplemental resources to support classroom instruction. We provide professional development for teachers to grow their knowledge of curriculum implementation and pedagogy.</p> <p>Teachers attend professional development focusing on supplemental resources that help develop their PBL and cooperative learning implementation inside of the classroom as well.</p>
<b>Instructional Materials</b>	<p>All teachers receive the instructional materials they ask for at the beginning of the school year. Their materials are replenished as needed throughout the school year.</p> <p>Students receive backpacks with instructional materials at the beginning of the school year. We also purchased additional student supplies throughout the school year to support student needs.</p> <p>Community partners also supply instructional materials and student learning materials throughout the school year.</p>
<b>Technology</b>	<p>We have updated computer labs, iPads, and instructional technology used in PLTW/science courses and technology in the STEAM Lab.</p> <p>We have a Verizon Wireless STEM Lab in 23-24. E- Sports Lab/Reading Lab.</p> <p>Students also have access to and use:</p>

	<ul style="list-style-type: none"> <li>• Interactive boards</li> <li>• iPads</li> <li>• Document Cameras</li> <li>• Active Floors</li> <li>• Flexible Seating</li> <li>• Sound enhancement devices</li> <li>• VR Technology</li> <li>• 3D Printers</li> </ul> <p>STEAM Lab</p>
<b>Support personnel</b>	<p>We need an attendance monitor to support high mobility rates/ or an additional social worker to address the high social emotional needs of incoming students as well as returning students.</p> <p>Teachers are also supported through PLC's where they discuss student work and make instructional decisions based on the work and specific student needs.</p>
<p><b>High Quality Professional Staff</b>  <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i></p>	
<b>Data Type</b>	<b>Current Information</b>
<b>Staff Preparation</b>	<p>All staff attend District PD Cohorts throughout the year. Within the school, we provide:</p> <ul style="list-style-type: none"> <li>• PLC's</li> <li>• Workshops</li> </ul> <p>Teacher-Led Professional Developments via Members of Professional Cohorts</p>
<b>Staff Certification</b>	<p>Human Resources reviews all certifications prior to hiring. Currently, we have 60% (12/20 teachers) of our teaching staff certified.</p>
<b>Staff Specialist and other support staff</b>	<p>PBIS</p> <p>Dean</p> <p>SW</p> <p>FCS</p> <p>ICAs</p> <p>BLAs</p>

<b>Staff Demographics</b>	African American-14 White- 5 Women-13 Men- 6
<b>School Administrators</b>	2- Principal and 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?

Parent representative on Principal/School Advisory Board and Family Community Specialist communication and routine surveys. Parents are also given a copy of the School Parent Compact which outlines expectations.

What are the strengths of family and community engagement?

It forms a sense of family, accountability, possible business partnerships, and commitment to student progress and growth on local and state assessments. Families support programs (promotions, etc.)

What are the weaknesses of family and community engagement?

Some of the weaknesses include lack of engagement with community, lack of consistent presence in the building. Family engagement is low for Parent Conferences or PTO meetings.

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

More parental involvement at school and at home, ensuring that students are keeping up with their assignments, studying for assessments, and assisting with enforcing proper student behavior and conduct at school. Parents need to communicate their additional needs to school as well.

### **Policy Involvement**

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parent representatives participate on principal/school advisory board and information is disseminated through PTO meetings, newsletters, and school website, and Title 1 meetings.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parent representative is on principal/school advisory board, Panorama surveys, and Title 1 meetings. They are also invited to review the School, Parent and Family Engagement Policy
How is timely information about the Title I.A program provided to parents and families?
Information is disseminated through PTA meetings, newsletters, automated phone calls, and school website as well as parent programming.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
PTA meetings, newsletters, and school website. We will also post on our school social media.

## 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> <li>· Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and</li> </ul>

- Notify school of all absences as they occur.

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

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

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

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

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

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

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

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

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

**Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:**

- Listen to children read;
- Have an opportunity to become a room parent;
- Present a program on their culture, a different country, a special skill or career, etc.;
- Assist with programs or parties, educational trips,

Please provide assurance that the school is:

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

### School Capacity for Involvement

How does the school provide assistance to parents in understanding the following items?

- Missouri Learning Standards
- Missouri Assessment Program
- Local Assessments
- How to monitor a child's progress
- How to work with educators to improve the achievement of their children

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

We hold regular scheduled meetings to provide opportunities to update parents on students' grades and local assessments scores. We provide parents with STAR parent reports that explains what their students need to work on the achieve mastery at their current grade level.

How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?

Professional Development days are scheduled throughout the school year. They are designed to train all school staff in building successful relationships with scholars, parents, and guardians.

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

Yeatman has over fifty community partners that assist us with building ties between parents and the school. We also hold family learning nights, award ceremonies, holiday programs, and conferences for parents to attend.

Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.

We hold family learning nights, award ceremonies, holiday programs, and conferences for parents to participate in their scholar's academic career.

### **Accessibility Assurance**

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:

- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

## **Summary Statements**

### **Summary of the Strengths**

Yeatman has community partners and resources that are utilized daily. Yeatman serves students from the entire western and northern corridor of St. Louis City. We have a student body of 332. While it is challenging to engage parents daily, parents are receptive to engaging around school and community programming such as open houses, awards assemblies, field trips, etc. The most daunting challenge is to engage them from an academic perspective. An additional challenge is serving a highly transient population for which contact information may change frequently.

Strengths include schoolwide systems and willingness to adjust when needed. Leadership expertise in systems and development. Staff willingness to accept additional responsibilities related to schoolwide systems. Staff buy-in with the development of new initiatives and programs. Staff willingness to seek out professional learning opportunities. Developing technology infrastructure and resources due to ongoing partnership with Verizon/Arizona State.

### **Summary of the Weaknesses**

Weaknesses- Staff attendance. Teacher and student relationships due to high mobility rate and the need for more cultural responsiveness during instruction. High mobility rate due to magnet vs a structure, keeping our population in fluctuation. Lack of additional resources to address students with high social emotional needs, mobility, and behavioral concerns. Lack of parental support to address these areas.

### Summary of the Needs

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.

1. As a school, our population is growing as students and parents are getting wind of the programs and opportunities available at Yeatman. As a result, we are getting students from all over the region. We have academic supports and programs at every level and we look to expand our academic programming next school year. We will also continue to develop programming around our mission of College and Career Readiness.

Priority Areas:

1. Project-Based Learning- in order to support our teachers, we are moving toward a project-based learning model, supported by our growing STEAM resources and partnerships with various agencies. We will use resources to develop teacher's knowledge base around developing and implementing project-based learning.
2. SIT Support- As a school with a high-mobility rate, we must be able to provide consistent supports for students that arrive to Yeatman post 6th Grade year. In addition to providing family resources, we must provide academic resources. As a result, we will work with our staff to provide numerous supports for students that transition to us from other educational settings.

### 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. More academic experiences for students. Project-based learning focus to increase student engagement.**
- 2. Increase student attendance in order to drive an increase in academic mastery.**
- 3. Increase parent engagement with a focus on improving academic and behavioral outcomes.**



What date did you and your School Planning Committee Complete Section 2? \_\_\_\_\_9-21-24\_\_\_\_\_

# **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. Provide more opportunities for coaching feedback and professional development for staff.
2. More academic focused project-based learning experiences for students.
- 3.

**Evidence-based strategies**

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Leadership Team training around observations and coaching feedback
- BLA and ILA professional development around classroom management, pedagogy, and curriculum
- Teacher to teacher peer support (peer observation, peer coaching, and peer facilitated PD)
- Content based PLCs and Data Team meetings.
- Research for Better Teaching: High-Impact Teacher Teams Training
- Coaching/Feedback calendar

**Implementation Plan**

<b>Action Steps</b>	
<p><b>30 Days:</b></p> <p><b>Professional Development</b></p> <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 Coaching/Feedback Sessions</li> <li>▪ Teacher to Teacher Peer Support</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Staff Surveys</li> <li>▪ Culture Data Monitoring</li> <li>▪ Attendance Monitoring</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Weekly Check-In</li> <li>▪ Student Ambassador Recommendations</li> <li>▪ Re-think Ed- Advisory Classes</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ <b>PBIS Specialist(s)</b></li> <li>▪ <b>Administration</b></li> <li>▪ <b>Social Worker</b></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>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ <b>PBIS Expectations and Roles</b></li> <li>▪ <b>Feedback Sessions/Building Expectations</b></li> <li>▪ <b>Core Value/PBIS Matrix Alignment</b></li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Staff Polls to Evaluate Effectiveness of Current Systems</li> <li>▪ Coaching Cycles to Evaluate Classroom Culture</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Teacher Surveys</li> <li>▪ Observations/ Feedback</li> <li>▪ Student Panel/Surveys</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Culture Data Monitoring</li> <li>▪ Attendance Monitoring</li> </ul>	

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ PBIS Specialist(s)</li> <li>▪ Administration</li> <li>▪ Social Worker</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>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Data Analysis Meeting (Data Teams)</li> <li>▪ Continued PD on Updated PBIS Matrix</li> <li>▪ Alignment of Core Values to PBIS Matrix</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Staff Polls to Evaluate Effectiveness of Current Systems</li> <li>▪ Coaching Cycles to Evaluate Classroom Culture</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Teacher Surveys</li> <li>▪ Observations/ Feedback</li> <li>▪ Student Panel/Surveys</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Culture Data Monitoring</li> <li>▪ Attendance Monitoring</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ PBIS Specialist(s)</li> <li>▪ Administration</li> <li>▪ Social Worker</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> <li>▪ <a href="#">School Core Values and Mission Statement</a></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>○ 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>	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> <b>Pillar 1:</b> The District creates a system of excellent schools	<input type="checkbox"/> <b>Pillar 2:</b> The District advances fairness and equity across its system	<input type="checkbox"/> <b>Pillar 3:</b> The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> <b>Pillar 4:</b> All students learn to read and succeed	<input type="checkbox"/> <b>Pillar 5:</b> Community partnerships and resources support the District's Transformation 4.0 Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading</b>				
<p><b>GOAL 2: READING</b> By May 2025,</p> <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. <i>Please identify two areas of focus that most align with this goal.</i>				
<p><b>Priorities:</b> Pre-K, Elementary, and Secondary:</p> <ol style="list-style-type: none"> <li>1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.</li> <li>2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading).</li> </ol>				
<b>Evidence-based strategies</b>	<ul style="list-style-type: none"> <li>▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: <ul style="list-style-type: none"> <li>○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks</li> <li>○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol</li> <li>○ ELA Collaborative Lesson Planning Protocol (PLCs)</li> </ul> </li> <li>▪ <b>[Insert]</b> Supplemental Phonics Program</li> <li>▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers</li> </ul>			

<b>Implementation Plan</b>	
<b>Action Steps</b>	
<b>30 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>▪ Leader PD - Gradual Release Model and Academic Conversations</li> <li>▪ Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree</li> <li>▪ Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD</li> <li>▪ Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts</li> <li>▪ Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li>▪ First round of coaching and feedback cycles</li> <li>▪ Assign content specific coaching support</li> <li>▪ Lesson Plan Review and Feedback</li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li>▪ Rollout of new lesson plan format</li> <li>▪ Daily Evidence of Gradual Release Model Observed</li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>▪ STAR Reading BOY Assessment</li> <li>▪ Student Progress Reports</li> <li>▪ IXL Learning Data</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>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> <li>▪ <b>Teacher Team Leads</b></li> <li>▪ <b>School Administration</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>▪ myPerspectives (6-8)</li> <li>▪ STAR Renaissance</li> <li>▪ IXL Learning</li> <li>▪ Supplemental Reading Classes</li> </ul>
<b>60 Days:</b>	
<b>Professional Development</b>	
<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>▪ Q2 round of coaching and feedback cycles</li> <li>▪ Assign content specific coaching support</li> <li>▪ Lesson Plan Review and Feedback</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Rollout of new lesson plan format</li> <li>▪ Daily Evidence of Gradual Release Model Observed</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Reading BOY Assessment</li> <li>▪ STAR Progress Monitoring</li> <li>▪ Student Progress Reports</li> <li>▪ IXL Learning Data Benchmarks Monitoring</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>▪ School Administration</li> <li>▪ Team Leads</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> <li>▪ <a href="#">IXL Learning</a></li> </ul>
<p><b>90 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>▪ End of semester round of coaching and feedback cycles</li> <li>▪ Assign content specific coaching support</li> <li>▪ Lesson Plan Review and Feedback</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Rollout of new lesson plan format</li> <li>▪ Daily Evidence of Gradual Release Model Observed</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Reading MOY Assessment</li> <li>▪ STAR Progress Monitoring</li> <li>▪ Student Report Cards</li> </ul> <p style="text-align: center;">IXL Learning Data Benchmarks Monitoring</p>	
<b>Person(s) Responsible</b>	<b>Resources</b>



<ul style="list-style-type: none"> <li>▪ Academic Instructional Coaches</li> <li>▪ School Administration</li> <li>▪ Team Leads</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> <li>▪ <a href="#">SLPS Collaborative Lesson Planning Protocol</a></li> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> <li>▪ IXL Learning</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 myPerspectives (6-8) ELA Instructional Resources)</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)</li> <li>○ Academic Competitions</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>○ <i>Comprehensive- IXL Learning (Reading)</i></li> </ul> </li> </ul>	


<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>				
<p><b>GOAL 3: MATH</b> 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 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>Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.</li> <li>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: <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> </li> <li>▪ <b>[Insert]</b> Site-based focus strategy if applicable</li> </ul>
<b>Implementation Plan</b>	
<b>Action Steps</b>	
<b>30 Days:</b>	
<b>Professional Development</b>	
<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 PD</li> <li>▪ Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine Math PLC Cohorts</li> <li>▪ Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li>▪ First round of coaching and feedback cycles</li> <li>▪ Assign content specific coaching support</li> <li>▪ Lesson Plan Review and Feedback</li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li>▪ Rollout of new lesson plan format</li> <li>▪ Daily Evidence of Gradual Release Model Observed</li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>▪ STAR Math BOY Assessment</li> <li>▪ Student Progress Reports</li> <li>▪ IXL Learning Data (Math)</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>School Administration</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>

<ul style="list-style-type: none"> <li>▪ <b>Teacher Team Leads</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ IXL Math</li> <li>▪ Supplemental Math Class</li> </ul>
<p><b>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Leader PD – Math Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> <li>▪ Staff PD - Math Collaborative Planning Protocols (PLCs) / Plan for Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Q2 round of coaching and feedback cycles</li> <li>▪ Assign content specific coaching support</li> <li>▪ Lesson Plan Review and Feedback</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Rollout of new lesson plan format</li> <li>▪ Daily Evidence of Gradual Release Model Observed</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Progress Monitoring</li> <li>▪ Student Progress Reports</li> <li>▪ IXL Learning Data Benchmarks Monitoring- Math</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Curriculum Specialists</li> <li>▪ Academic Instructional Coaches</li> <li>▪ <b>School Administration</b></li> <li>▪ <b>Teacher Team Leads</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> <li>▪ Savvas enVision Math (K-8)</li> <li>▪ STAR Renaissance</li> <li>▪ IXL Math</li> <li>▪ Supplemental Math Class</li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Leader PD - Math Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> <li>▪ Staff PD - Math Collaborative Planning Protocols (PLCs) / Plan for Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ End of semester round of coaching and feedback cycles</li> <li>▪ Assign content specific coaching support</li> <li>▪ Lesson Plan Review and Feedback</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Rollout of new lesson plan format</li> <li>▪ Daily Evidence of Gradual Release Model Observed</li> </ul> <p><b>Monitoring Student Progress</b></p>	

<ul style="list-style-type: none"> <li>▪ STAR Math MOY Assessment</li> <li>▪ STAR Progress Monitoring</li> <li>▪ Student Report Cards</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Curriculum Specialists</li> <li>▪ Academic Instructional Coaches</li> <li>▪ <b>School Administration</b></li> <li>▪ <b>Teacher Team Leads</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> <li>▪ Savvas enVision Math (K-8)</li> <li>▪ STAR Renaissance</li> <li>▪ IXL Math</li> <li>▪ Supplemental Math Class</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>○ <i>Comprehensive- IXL Learning (Math)</i></li> </ul> </li> </ul>	

(What date did you and your School Planning Committee Complete Section 3? \_\_\_\_\_ **9-26-24** \_\_\_\_\_)

\_\_\_\_\_ **Christopher Crumble**  \_\_\_\_\_

\_\_\_\_\_ **24** \_\_\_\_\_

**Principal (required)**

**Date Completed (required)**

\_\_\_\_\_ **9-27-** \_\_\_\_\_

\_\_\_\_\_ **24** \_\_\_\_\_

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

\_\_\_\_\_ **Network Superintendent (required)**

\_\_\_\_\_ **Date received from Principal (required)**

\_\_\_\_\_ **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**