

# SLPS Accountability Plan Template

## 2023



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: Create a System of Excellent Schools**

**Pillar 2: Advance Equity and Fairness Across the System**

**Pillar 3: Cultivate Leaders Who Foster Culturally Responsive Learning Environments**  
**Pillar 4: Ensure Students Learn to Read and Succeed**

**Pillar 5: Grow Community Partners And Resources That Support The District's Transformation Plan**

# 2023 ACCOUNTABILITY PLAN TEMPLATE

## Table of Contents

Section	Contents	Due Dates
<b>1</b>	School Profile, Mission, Vision, School Improvement Planning Committee	<b>June 23, 2023</b>
<b>2</b>	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2023-2024 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>June 23, 2023</b>
<b>3</b>	The Goals and the Plan: Goal 1-Leadership Development/Coaching Goal 2-Student Achievement in the Core 4 (ELA, Math, Science, and Social Studies); Goal 3-Instructional Strategies- The Key 3	<b>June 23, 2023</b>

# **SECTION 1**

## **School Profile**

# Accountability Plan Template

(DESE's Consolidated Application and DESE's LEA/School Improvement Guide)

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:</b> Shaimeka Humphrey  <b>Name of School:</b> Peabody Elementary  <b>School Code:</b> 562	<b>Check if appropriate</b> <input checked="" type="checkbox"/> Comprehensive School <b>***Requires a Regional School Improvement Team</b> <input type="checkbox"/> Targeted School <input type="checkbox"/> Title I.A <input type="checkbox"/> Autonomous
<b>Date:</b> June 23, 2023		
<b>Purpose:</b> To develop a plan for improving the top 3 needs identified in the needs assessment.		
<b>School Mission:</b> Peabody Elementary School is an urban school dedicated to inspiring our students to be dynamic leaders in a positive and supportive environment.		
<b>School Vision:</b> At Peabody Elementary School we will create a stimulating environment through collaboration (with all stakeholders), that will increase the academic excellence of all students and create responsible, lifelong learners who are prepared for success in college, career, and beyond.		
<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.

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Shaimeka Humphrey		Shaimeka.Humphrey@slps.org
Network Superintendent	Jeanine Zitta		Jeanine.Zitta@slps.org
Academic Instructional Coach	Emily Jackson		Emily.Jackson@slps.org
Family and Community Specialist	Antionious Hammond		Antionious.Hammond@slps.org
Social Worker	Edneshia Hamilton		Edneshia.Hamilton@slps.org
Counselor	Chasity Cueto		Chasity.Cueto@slps.org
Teacher	Mary Burkins		Mary.Burkins@slps.org
Reading Teacher	LaVonda Carter		LaVonda.Carter@slps.org
Supplemental Instructional Support Teacher	Kathleen Wideman		Kathleen.Wideman@slps.org
Parent	Tamika Smith		Tamikasmith95@icloud.com
Parent	Bonita Anderson		bonita77@gmail.com
Onsite Community Partner	Chasity Patterson		CPatterson@urbanleague-stl.org
Faith Based Partner	Beth McClure		beth.mcclure@gatheringnow.org
Community Partner	Pam Braasch		pam.braasch@thelittlebitfoundation.org
Community Partner	Kristine Loomis		kristine.loomis@thelittlebitfoundation.org
Community Partner	Jonnetta Alexander		Jonnetta.Alexander@thelittlebitfoundation.org
Community Partner	Vernard Farley		vfarley@ccstl.org
Community Partner	Dominic Avant		davant@nsyscc.com

# **SECTION 2**

## **Comprehensive Needs Assessment**

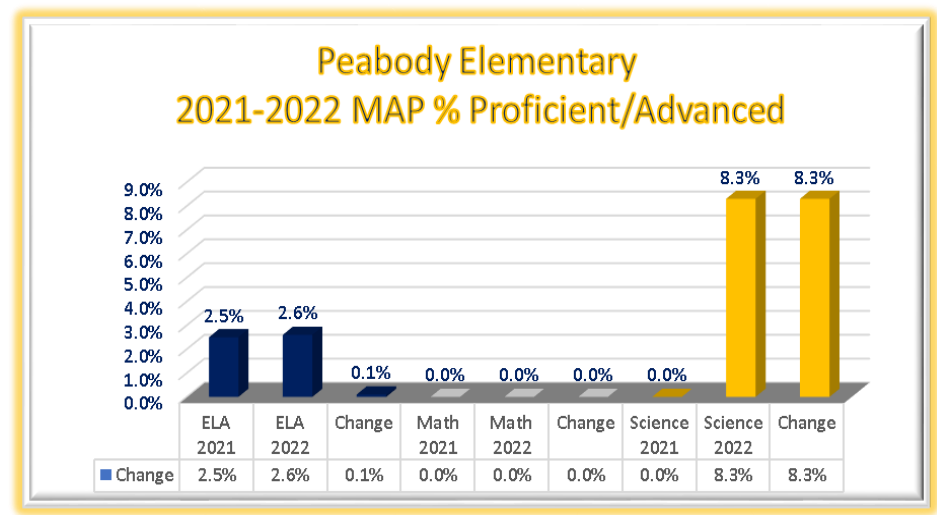
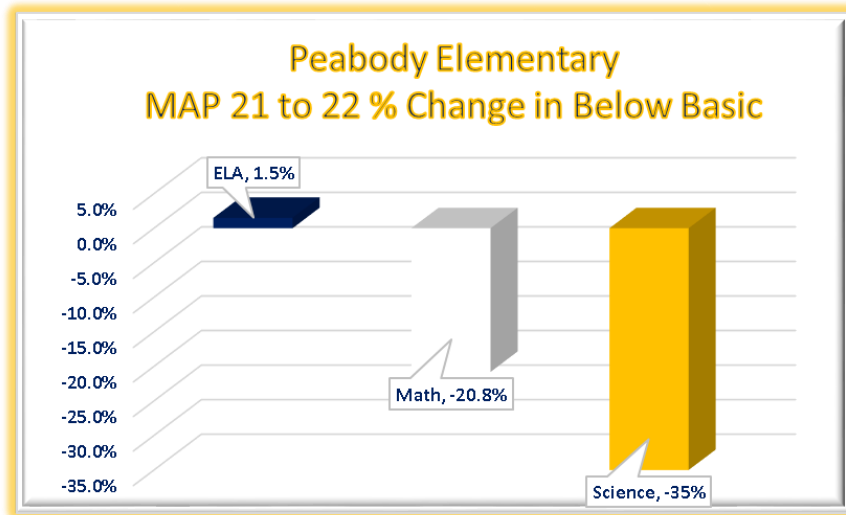
# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	155	Enrollment has remained fairly consistent over the past 4 years. The greatest change being, we closed a PK classroom during the pandemic and the current K-5 enrollment is up slightly over the last 3 years.
Grade Level Breakdown	P3-20; P4-17; K-25; 1st-27; 2nd-22; 3rd-14; 4th-13; 5th-14	Grade level breakdown is consistent with previous school years with higher enrollment in PK-2
Ethnicity	99% Black / 1% White	Neighborhood demographics are predominantly African-American
Attendance	90/90- 60.8% ADA- 88.8%	90/90 is 61%, up slightly over the last year 3 years but down pre-pandemic; ADA is 88.8%, which is fairly consistent year over year
Mobility	23.7%	Many of our families have a long standing history in the Peabody-Clinton and LaSalle Park housing communities
Socioeconomic status	100% Free and Reduced Lunch/ 88.6% Direct Certified	Peabody is the highest prequalifying community in the district for free and reduced lunch direct certification
Discipline	ISS-25 / OSS-3	1 type 1 infraction / 2 type 2 infractions; ISS is used daily for reflection and recovery
Limited English Proficiency	1%	The 2 students identified as ESOL speak fluent English; however, parents have Limited English Proficiency
Special Education	19%	40% of students in 3-5 receive SPED services

Strengths	Weaknesses	Needs
<b>Enrollment</b> <ul style="list-style-type: none"> <li>BOY Enrollment 137</li> <li>EOY Enrollment 155</li> <li>Enrollment increased slightly throughout the school year</li> <li>K-2 enrollment continues to trend up</li> </ul> <b>Attendance Protocols</b> <ul style="list-style-type: none"> <li>Attendance incentives</li> <li>Walking school bus/home visits</li> <li>Attendance phone calls</li> <li>Attendance team family caseloads</li> </ul>	<b>Enrollment</b> <ul style="list-style-type: none"> <li>3-5 enrollment continues to trend down over the past several years</li> </ul> <b>Attendance</b> <ul style="list-style-type: none"> <li>A few large families with attendance concerns have a significant impact on the 90/90</li> </ul>	<ul style="list-style-type: none"> <li>Consistency in implementing Attendance Protocols</li> <li>Timeliness and follow through in supporting SIT (Students in Transition)</li> <li>Consistent bus transportation or backup transportation to get students to school when busses are not running, particularly SPED students and students not eligible to ride in a cab</li> <li>Enrollment campaign, including ongoing marketing</li> </ul>

MAP Student Achievement (Please analyze your achievement data for 22-23 and provide an explanation for the current performance data.)					
Goal Areas	20-21 performance	21-22 performance	22-23 performance	22-23 Goals	Explanation/Rationale for Current Performance
ELA	182	295	TBD	325	<ul style="list-style-type: none"> <li>Supplemental instructional support teachers pullout/push-in reading interventions</li> <li>Small group reading instruction in all K-5 classrooms</li> <li>Use of ELA proficiency scales to guide standards based instruction</li> <li>We saw slight gains in the percent of students proficient in ELA ↑ 0.1%</li> </ul>
Math	125	262	TBD	300	<ul style="list-style-type: none"> <li>Lesson Plan Internalization Protocol used for planning and implementing math curriculum</li> <li>Coherences Maps used to plan for misconceptions and address learning gaps</li> <li>21% of students moved out of below basic in math from 20-21 to 21-22</li> </ul>
Science	113	297	TBD	330	<ul style="list-style-type: none"> <li>Daily science instruction in 5<sup>th</sup> grade</li> <li>35% of students moved out of below basic in science from 20-21 to 21-22</li> <li>We saw slight gains in the percent of students proficient in science ↑ 8.3%</li> </ul>

\*Please include any data tables, charts, graphs, etc. to support your current performance below\*





STAR Student Achievement			
(Please analyze your achievement data for 22-23 and provide an explanation for the current performance data.)			
Goal Areas	22-23 Performance	23-24 Goals	Explanation/Rationale for Current Performance
STAR Reading	45% of KG - 5th students met/exceeded an SGP of 50 or higher  58% of 2nd - 5th students met/exceeded an SGP of 50 or higher	Goal #1 66% of students will meet an SGP of 50 or higher	<ul style="list-style-type: none"><li>BOY-MOY SGP goal was for 66% of students to meet an SGP within the typical growth range of 35-65; however; after MOY testing this goal was achieved so the goal was changed to focus on the higher end of the typical growth range, which is 50-65</li><li>EOY- 56% of KG-5th students met an SGP within the typical growth range of 35-65 or higher</li><li>EOY- 60% of 2nd – 5th students met an SGP within the typical growth range of 35-65 or higher</li></ul>
	42% of KG - 5th students increased by 1 or more grade levels  35% of 2nd - 5th students increased by 1 or more grade levels	Goal #2 75% of students will increase by 1 year or higher	<ul style="list-style-type: none"><li>16% of KG - 5th students were within 1-3 months of meeting the goal</li><li>15% of 2nd - 5th students were within 1-3 months of meeting the goal</li></ul>

STAR Reading SGP Data 2022-2023

BOY→EOY (Growth ≥ 50)

KG - 5th Average SGP 45

2nd - 5th Average SGP 51

Student Group	SGP Percentage
KG-5th SGP 1-34	45%
KG-5th SGP 35-49	11%
KG-5th SGP 50-65	13%
KG-5th SGP 66-99	32%
2nd-5th SGP 35-49	2%
2nd-5th SGP 50-99	58%

STAR Reading Growth Data 2022-2023

BOY→EOY (Growth ≥ 1 Year)

KG-5th Growth Average +9 Months

2nd-5th Growth Average +8 Months

Student Group	Growth Percentage
KG-5th 0-6 Months Growth	41%
KG-5th 7-9 Months Growth	16%
KG-5th 1 Year Growth	6%
KG-5th 1+ Year Growth	36%
2nd-5th 7-9 Months Growth	15%
2nd-5th 1+Year Growth	36%

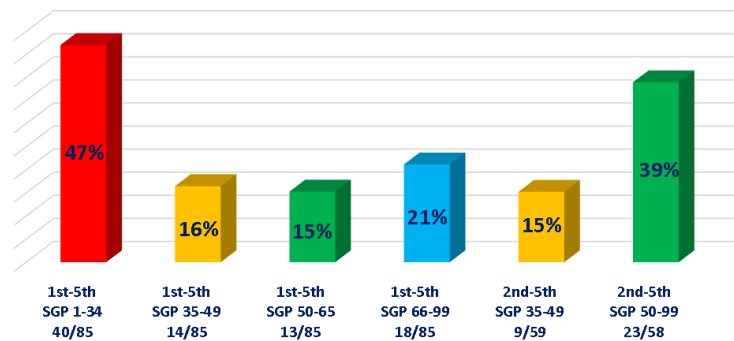
Goal Areas	22-23 Performance	23-24 Goals	Explanation/Rationale for Current Performance
<b>STAR Math</b>	<p>36% of 1st - 5th students met/exceeded an SGP of 50</p> <p>39% of students in 2nd - 5th achieved an SGP of 50 or higher</p>	<p>Goal #1 66% of students will meet an SGP of 50 or higher</p>	<ul style="list-style-type: none"> <li>BOY-MOY SGP goal was for 66% of students to meet an SGP within the typical growth range of 35-65; however; after MOY testing this goal was achieved so the goal was changed to focus on the higher end of the typical growth range, which is 50-65</li> <li>EOY- 52% of 1st - 5th students met an SGP within the typical growth range of 35-65 or higher</li> <li>EOY- 54% of 2nd - 5th students met an SGP within the typical growth range of 35-65 or higher</li> </ul>
	<p>48% of 1st - 5th students increased by 1 or more grade levels</p> <p>42% of in 2nd - 5th students increased by 1 or more grade levels</p>	<p>Goal #2 75% of students will increase by 1 year or higher</p>	<ul style="list-style-type: none"> <li>14% of 1st - 5th students were within 1-3 months of meeting the goal</li> <li>12% of 2nd - 5th students were within 1-3 months of meeting the goal</li> </ul>

### STAR Math SGP Data 2022-2023

BOY→EOY (Growth ≥ 50)

1st - 5th Average SGP 40

2nd - 5th Average SGP 41

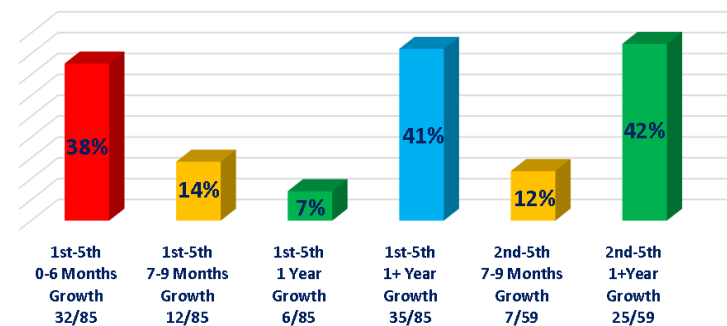


### STAR Math Growth Data 2022-2023

BOY→EOY (Growth ≥ 1 Year)

1st-5th Growth Average +9 Months

2nd-5th Growth Average +8 Months

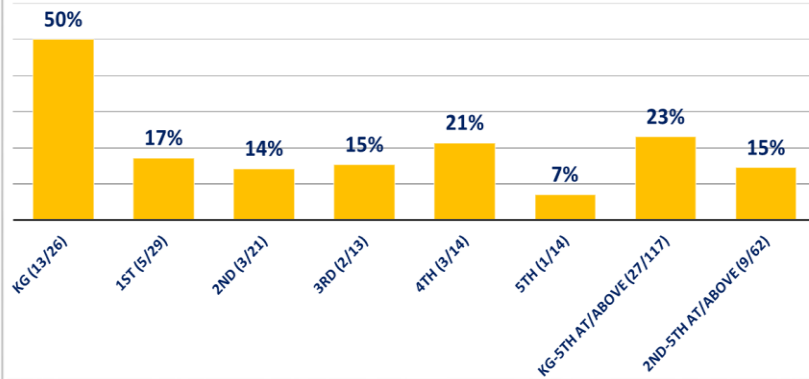


## Students at/above Grade Level as Measured by STAR Reading and STAR Math

### EOY STAR Reading Data 2022-2023

% of students at/above grade level

KG-5th Average GE 1.8 / 2nd-5th Average GE 2.5

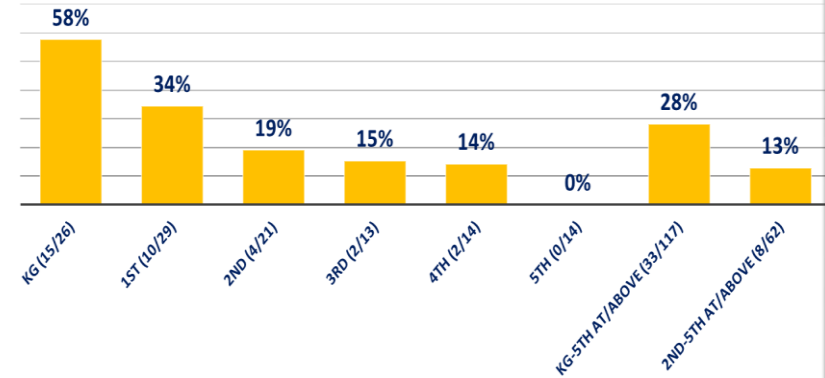


23% of KG - 5th students at/above grade level in STAR Reading  
15% of 2nd - 5th students at/above grade level in STAR Reading

### EOY STAR Math Data 2022-2023

% of students at/above grade level

KG-5th Average GE 2.1 / 2nd-5th Average GE 2.7



28% of KG - 5th students at/above grade level in STAR Math  
13% of 2nd - 5th students at/above grade level in STAR Math

### K-2 Reading Intervention Data

Students Receiving Literacy Support (K-2)			
Growth 0 - 6 Months	Growth 7 - 9 Months	Growth 1 Year	Growth +1 Year
11	4	5	19
28%	10%	13%	49%
	+7 Months = 28/39 or 72%		
	+1 Year = 24/39 or 62%		
39 Students			

72% of K-2 students receiving literacy support using F&P Leveled Literacy Intervention, UFLI, and SIPPS Intervention grew 7+ months in reading from BOY-EOY

### 3-5 Reading Intervention Data

Students Receiving Literacy Support (3-5)			
Growth 0 - 6 Months	Growth 7 - 9 Months	Growth 1 Year	Growth +1 Year
14	3	0	12
48%	10%	0%	41%
	+7 Months = 15/29 or 52%		
		+1 Year = 12/29 or 41%	
29 Students			

52% of 3-5 students receiving literacy support using Savvas myFocus supplemental literacy resources grew 7+ months in reading from BOY-EOY

Strengths	Weaknesses	Needs
<ul style="list-style-type: none"> <li>▪ Monthly school PD focused on strengthening tier 1 instruction in ELA and math based on observation data</li> <li>▪ Weekly data meetings focused on analyzing students work and responding to data through re-teaching and strategic action steps</li> <li>▪ PLCs focused on lesson plan internalization for ELA and math for ILA teachers, in addition to co-teaching and modeling to strengthen instructional pedagogy and practices</li> <li>▪ Observation/feedback focused on equitable teaching and learning practices, including implementation of high-quality, rigorous tier 1 instruction, small group instruction and strategic interventions and enrichment strategies based students' needs</li> <li>▪ Coaching cycles based on walk-through observation data and/or teacher selected IPDP goals</li> <li>▪ Supplemental Instructional Support Teachers and Reading Teacher provided targeted literacy support for identified K-5 students based on STAR and benchmark data (MTSS model)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistencies in implementing high-quality tier 1 instruction and gradual release model</li> <li>▪ Ineffective use of ELA/math assessment data in planning and implementing tiered instruction and targeted interventions</li> <li>▪ No clear focus on building conceptual understanding and responding to data within lesson planning to plan next steps</li> <li>▪ 3 ILA teachers required support with building foundational knowledge in addition to content gaps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff PD for 2023-2024 school year focused on effective tier 1 instruction</li> <li>▪ Math lesson plan internalization protocol/coherence/problem solving</li> <li>▪ Equitable instruction and grading practices</li> <li>▪ Data-driven decisions for small group and targeted interventions</li> <li>▪ Gradual release</li> <li>▪ Analyzing data and responding to misconceptions</li> <li>▪ Revisit MTSS /SPED processes</li> <li>▪ Continued Science of Reading PD</li> </ul>

Curriculum and Instruction		
<i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>		
Data Type	Current Information	Reflections
<b>Learning Expectations</b>	<ul style="list-style-type: none"> <li>High quality tier 1 instruction</li> <li>Lesson plan internalization protocol</li> <li>Rigorous instruction</li> <li>Standards based /aligned instruction</li> <li>Data-driven instructional practices</li> <li>Response to intervention (MTSS)</li> <li>Equitable teaching and learning practices</li> <li>Gradual Release Model</li> <li>Weekly Data Meetings/PLCs</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers have low expectations for students and do not effectively use tiered supports to implement high quality, rigorous, standards based instruction for all students</li> <li>Some teachers do not effectively use the MTSS model to plan and implement instructional strategies for struggling students</li> <li>Teachers need more PD on ensuring equitable teaching and learning practices through analyzing student work and responding to data within the lesson through strategic action steps</li> </ul>
<b>Instructional Programs</b>	<ul style="list-style-type: none"> <li>K-5 Savvas myView Literacy Curriculum</li> <li>K-5 Math- enVision Curriculum</li> <li>K-2 Reading Support- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Fountas and Pinnell Leveled Literacy Intervention (LLI)</li> <li>K-3 Reading Support - University of Florida Literacy Institute (UFLI) Reading Development Program</li> <li>3-5 Reading Support- Savvas myFocus Intervention</li> <li>DIBELS Assessment Program</li> </ul>	<ul style="list-style-type: none"> <li>Savvas Reading Routines Companion will be incorporated next school year</li> <li>Will incorporate a new benchmark assessment program to assess foundation skills and monitor growth</li> </ul>
<b>Instructional Materials</b>	<ul style="list-style-type: none"> <li>UFLI Phonological Awareness Program</li> <li>Technology Software Licenses (Freckle, BrainPOP, IXL, Generation Genius)</li> <li>Leveled Book Room /Leveled Libraries</li> <li>Fountas and Pinnell Leveled Literacy Intervention (LLI)</li> <li>DIBELS Assessment Program</li> <li>Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)</li> </ul>	<ul style="list-style-type: none"> <li>Leveled libraries available for all grades</li> <li>Some teachers not effectively implementing small group reading protocols to support students with targeted reading strategies and interventions</li> <li>Some teachers not trained on effective uses of supplemental instructional resources and strategies to support literacy development for all students</li> <li>Teachers not effectively using the Leveled Book Room to give students access to text at varying levels</li> </ul>

<b>Technology</b>	<ul style="list-style-type: none"> <li>▪ Interactive Whiteboards (SMART/Promethean) in all classrooms Prek-5th</li> <li>▪ 1-1 iPads in all grades Prek-5<sup>th</sup></li> <li>▪ Listening centers with leveled texts for all classrooms</li> <li>▪ ActiveFloor K-1</li> <li>▪ ClassVR 2-5</li> <li>▪ Dash Robotics 2-5</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students do not consistently bring iPads to school each day which creates barriers to using 1-1 technology daily and effectively</li> <li>▪ STEM pathways will be available to all K-5 students</li> </ul>
<b>Support Personnel</b>	<ul style="list-style-type: none"> <li>▪ Counselor, Social Worker, 2 TAs, 4 SPED ICAs, 3 building subs, Academic Instructional Coach, Family and Community Specialist, ISS, Nurse</li> </ul>	<ul style="list-style-type: none"> <li>▪ All support staff positions were filled for the 22-23 school year with a goal of filling all support staff vacancies for the upcoming year</li> </ul>

<b>Strengths</b>	<b>Weaknesses</b>	<b>Needs</b>
<ul style="list-style-type: none"> <li>▪ Weekly data meetings with AIC focused on standards based data trackers and instructional strategies to support standards proficiency</li> <li>▪ Supplemental Instructional Support Teachers (SISTs) and Reading Teacher support literacy development for identified students</li> <li>▪ Technology purchases (ClassVR and ActiveFloor)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ineffective use of MTSS Model to support struggling students and recommend to the Student Intervention Team (SIT)</li> <li>▪ Lack of innovative technology integration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continuous professional development in implementing standards based, high quality, equitable, tier 1 instruction</li> <li>▪ Continuous professional development on effectively using the MTSS model to provide instructional strategies and interventions to support all learners and recommend tier 3 students to the Student Intervention Team (SIT) as appropriate</li> <li>▪ Continuous professional development on effectively incorporating technology</li> <li>▪ Building fully staffed</li> </ul>

<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>Reflections</b>
<b>Staff Preparation</b>	<ul style="list-style-type: none"> <li>12 Professional Development days ( 4.5 district, 6.5 site-based, 1 network)</li> <li>Weekly ELA/Math Data Meetings with AIC</li> <li>1<sup>st</sup>/2<sup>nd</sup> year teachers assigned a Consultant Teacher and Building Mentor Teacher</li> <li>Professional Development for Interim Learning Associates and Associate Substitutes</li> </ul>	<ul style="list-style-type: none"> <li>Continuous PD around the lesson plan internalization protocol, standards based instruction, guided reading, gradual release, and problem solving, and the Key 3</li> </ul>
<b>Staff Certification</b>	<ul style="list-style-type: none"> <li>PK- 2 Certified Teachers</li> <li>KG - 2 Certified Teachers</li> <li>1st - 1 Certified Teacher</li> <li>2nd - 1 Certified Teacher</li> <li>3rd - 1 UMSL Teacher Resident</li> <li>4th - 1 Interim Learning Associate</li> <li>5th - 1 Certified Teacher</li> <li>SPED – 3.5 Certified Teachers (ILA-SPED CC)</li> <li>Related Arts - 3 Certified Teachers (TBD)</li> <li>Certified Support Staff (nurse, social worker, counselor)</li> </ul>	<ul style="list-style-type: none"> <li>Current Vacancies               <ul style="list-style-type: none"> <li>Physical Education Teacher</li> <li>Music Teacher</li> <li>Art Teacher</li> </ul> </li> <li>Interviews conducted daily to fill 23-24 vacancies</li> </ul>
<b>Staff Specialists and other Support Staff</b>	<ul style="list-style-type: none"> <li>Academic Instructional Coach, Nurse, Counselor, Social Worker, and Family and Community Specialist receive district based PD specific to the capacity in which they provide support services</li> </ul>	<ul style="list-style-type: none"> <li>Social Worker new to the district; provided with a mentor or colleague to assist with transition and understanding of essential job functions</li> </ul>
<b>Staff Demographics</b>	<ul style="list-style-type: none"> <li>78% Female (32)</li> <li>22% Male (9)</li> <li>66% Black (27)</li> <li>27% White (11)</li> <li>5% Indonesian (2)</li> <li>2% Bosnian (1)</li> <li>44% Certified (18)</li> <li>56% Non- Certified (23)</li> </ul>	<ul style="list-style-type: none"> <li>Despite staff demographic makeup, all staff members need continued PD on trauma awareness, restorative justice practices, and culturally responsive teaching and learning</li> </ul>

<b>School Administrators</b>	<ul style="list-style-type: none"> <li>▪ 1 Building Principal               <ul style="list-style-type: none"> <li>○ Doctorate –Educational Leadership/Superintendent Certification</li> <li>○ Ed.S.-School Administration/ Administrator Certification</li> <li>○ M.A.- Human Resources Management</li> <li>○ B.A.- Early Childhood Education</li> <li>○ Minor- Business Administration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ 5<sup>th</sup> year principal with 6 years in urban education serving students with very similar demographics in SLPS</li> <li>▪ Principal participates in monthly district leadership PD, monthly network leadership PD, and MO Leadership Development System PD</li> <li>▪ Principal has training on effective use of Relay Excellent Schools Protocols, Cognitive Coaching, Culturally Responsive Teaching and Learning, Trauma Awareness, and Research for Better Teaching framework</li> </ul>
------------------------------	---	--

<b>Strengths</b>	<b>Weaknesses</b>	<b>Needs</b>
<ul style="list-style-type: none"> <li>▪ 2 ILAs recruited to UMSL Teacher Residency and will be a fulltime classroom teachers for 2023-2024</li> <li>▪ Principal Attendance Rate 95%</li> <li>▪ Staff Attendance Rate 90%</li> <li>▪ All classroom and staff vacancies fully staffed throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 classroom teachers resigned (2 moving on to neighboring school districts; 1 leaving the classroom temporarily)</li> <li>▪ 5 support staff vacancies</li> </ul>	<ul style="list-style-type: none"> <li>▪ 100% of staff vacancies for 2023-2024 filled by June 30<sup>th</sup> <ul style="list-style-type: none"> <li>○ 1 Physical Education Teacher</li> <li>○ 1 Music Teacher</li> <li>○ 1 Art Teacher</li> <li>○ 1 Library Aide</li> <li>○ 2 ICA's</li> <li>○ 2 TA's</li> </ul> </li> </ul>



<b>23-24 Priorities</b> <b>Prioritized areas of <u>Need</u> for 23-24 based on needs assessment/data analysis</b>	
1.	Professional Development focused on implementing equitable, rigorous, high quality tier 1 instruction, with a high rate of student success for ELA and math instruction.
2.	Data-driven decision-making utilized for planning and implementing instruction, including intervention and enrichment strategies to drive student success for ELA and math instruction.
3.	Culturally responsive teaching and learning practices focused on trauma awareness and restorative justice strategies, which will prepare and equip teachers with the knowledge and resources to respond appropriately to behavior management, leading to increased sense of belonging and positive school culture and climate.

<b>Root Causes</b> <i>Determine the Root Causes of the needs listed above using the 5 Whys:</i>
--

Root Cause Analysis #1	
Need #1- Please describe the need:	Professional Development focused on implementing equitable, rigorous, high quality, tier 1 instruction, with a high rate of student success for ELA and math instruction.
Why?	Teacher mindset and low expectations for students' ability to learn grade level material.
Why?	Teachers' capacity limited in their knowledge, skills, and abilities due to years of experience or lack of PD.
Why?	Teachers have a limited understanding of building the conceptual, procedural, and application of knowledge to connect the learning for students.
Why?	Low level of rigor within instruction due to teachers doing most of the heavy lifting and thinking for students.
Why?	Lack of equitable teaching and learning practices due to teachers omitting the most rigorous components within lessons, lowering the rigor, and providing students with below grade level content.
<b>Root Cause</b>	Teachers have not received adequate professional development to ensure equitable, rigorous, high quality instruction is prioritized to ensure students are learning and achieving at a high rate of success.

Root Cause Analysis #2	
Need #2 - Please describe the need:	Data-driven decision-making utilized for planning and implementing instruction, including intervention and enrichment strategies to drive student success for ELA and math instruction.
Why?	Teachers do not consistently use standards based data trackers to monitor student growth and progress over time.
Why?	Teachers lack understanding of connecting curriculum and instructional practices to mastery of learning standards.
Why?	Data trackers are not maintained, are not aligned to instructional pacing, and lack the use of CFAs to monitor student progress.

Why?	STAR and benchmark assessment data is not analyzed in meaningful ways to set goals and prioritize learning to increase academic achievement.
Why?	Differentiation and scaffolding is not used effectively to provide intervention and enrichment opportunities to meet students learning needs.
<b>Root Cause</b>	Teachers have not received adequate training on analyzing data and using the data to drive instructional decisions that will yield successful outcomes for student learning.

<b>Root Cause Analysis #3</b>	
Need #1- Please describe the need:	Culturally responsive teaching and learning practices focused on trauma awareness and restorative justice strategies, which will prepare and equip teachers with the knowledge and resources to respond appropriately to behavior management, leading to increased sense of belonging and positive school culture and climate.
Why?	Staff has a limited understanding of social norms within the community we serve, and how those social norms impact how students learn and interact within the school setting.
Why?	Staff has a lack of understanding of trauma awareness and the ways in which trauma can adversely impact student learning.
Why?	Staff uninformed on how to appropriately respond to student behaviors in a way that will lead to students becoming self-aware and more inclined to make healthy choices over time.
Why?	Staff biases interfere with the ability to be objective and nonjudgmental of students, parents, and the community we serve.
Why?	Staff mindset and a negative perception of the school community.
<b>Root Cause</b>	Staff has not been adequately trained on what it means to be culturally responsive, trauma informed, and how to positively shape the minds of students through restorative justice strategies.

## 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?

Monthly PTO meetings are planned and executed by the Family and Community Specialist. During the monthly meetings, the parent and family engagement policy is reviewed with parents. Additionally, signage is utilized within the school to post information relative to the parent and family engagement policy.

What are the strengths of family and community engagement?

There were a variety of family and community engagement activities that were scheduled throughout the school year (health/wellness through yoga, community action through partnerships, instructional improvements, Curriculum Nights) A strength lies in parents being able to suggest activities and events that they would like to participate in throughout the school community and volunteer or support in many ways.

What are the weaknesses of family and community engagement?

Although we have monthly PTO /family engagement activities, the number of parents that participate /attend is in need of improvement. During events such as Goodies with Grandparents, the attendance rate is great; however, during curriculum nights (Math/Literacy/Science) the attendance rate is very low as compared to enrollment.

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

The needs identified pertaining to family and community engagement are: increased parent involvement during academic related sessions such as parent conferences, parenting workshops relevant to effective discipline practices, and job readiness training for parents.

### Policy Involvement

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

Parents are informed of the planning/review meetings for the development of the school wide plan and are able to share their recommendations for improvement through attendance in the meeting or via parent surveys.

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

The school, parent, and family engagement policy is shared during the "planning/revision" meeting and parents who are in attendance provide feedback relative to the policy.

How is timely information about the Title I.A program provided to parents and families?
At the beginning of the school year (September), parents attend a Title I meeting where the Title I budget and programs funded through Title I are reviewed. The second Title I informative meeting is scheduled in January. During both meetings, school academic data is shared with the parents, including plans for increasing student achievement and overall school effectiveness within the school and community.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
At the beginning of the school year (September) the curriculum is reviewed during the Title I meeting. In addition to reviewing the curriculum, the Title I budget and staff allocations per Title I are reviewed with the parents along with the MAP levels of Achievement. An overview of school wide data relative to student achievement is also reviewed. Curriculum Nights are scheduled throughout the school year beginning in October, where families learn about grade level expectations/standards that students and teachers are held accountable for mastering. After the overview of the curriculum, families engage in fun-interactive games from the highlighted curriculum area.

## 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?
<ul style="list-style-type: none"> <li>▪ See that my child is punctual and attends school regularly.</li> <li>▪ Support the school in maintaining proper discipline and help my child resolve conflicts in a non-violent way.</li> <li>▪ Establish a time for homework and review it regularly.</li> <li>▪ Provide a quiet well-lit place for study.</li> <li>▪ Read with or to my child 15min daily.</li> <li>▪ Support my child in following the school's uniform dress code.</li> <li>▪ Monitor and minimize the amount of television and video games that are played on school nights.</li> <li>▪ Stay informed about my child's education by reading all communications from the school and responding appropriately.</li> <li>▪ Volunteer at my child's school, attend special events, attend administrator/teacher conferences, IEP meetings, and/or attend the two District scheduled Parent Teacher Conferences.</li> </ul>
Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.
<ul style="list-style-type: none"> <li>▪ Peabody Elementary School will utilize the district's curriculum and instruction in a supportive and effective learning environment that helps students meet the Missouri Learning Standards by: <ul style="list-style-type: none"> <li>○ Recruit and retain highly qualified teachers and staff.</li> </ul> </li> </ul>

- Provide a positive environment that allows communication between home and school.
- Maintain a safe and orderly environment.
- Communicate to parents frequently about their child's progress by:
  - Sending home progress reports at the end of five-week increments.
  - Sending home report cards quarterly.
  - "Help Needed Forms" or progress charts sent home and conferences scheduled as needed.
  - Monthly calendar of activities.
  - Making spontaneous phone calls notifying all parents of the satisfactory or unsatisfactory progress of the student.
- Allow open communication with parents by:
  - Providing a schedule of available times for meetings before, during, and after school.
  - Providing parents with personal contact information (i.e. email address, schedules, phone numbers, etc.)
  - Plan a time during the day to make phone calls to the parents.
- Host parent-teacher conferences to discuss the following:
  - Students' progress each semester.
  - Examine the child's achievement throughout the year.
  - Discuss strategies that parents can use to help further their child's academic career.
- Provide parents with volunteering information:
  - Accompany student(s) on fieldtrips.
  - Listen and/or read to the students.
  - Support PTO and any parent activities.

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

September Parent Meeting – Overview of the previous year's academic achievement data (MAP and Benchmark Assessments).

October Parent Meeting/Curriculum Night – Outlining grade level expectations by grade and content area. Websites will also be shared with parents that detail activities and resources to use at home for guidance in addressing the Missouri Learning Standards.

November-January – Additional curriculum nights where teachers share ideas with parents geared towards improving the academic achievement of their child in the specified content area.

February-March – Preparing for MAP testing workshop, where the Missouri Assessment Program will be reviewed and MAP like questions are shared for families to become familiar with the expectations.

April Parent Workshop – Regarding avoiding the summer learning loss by utilizing community resources and utilizing materials shared by teachers.

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

Throughout the school year, the teachers of Peabody Elementary work on various curriculum committees where they plan and execute specific curriculum night workshop for families.

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 designed to assist all school staff with training to promote all elements of successful relationship building with students and parents.

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

One of the needs of our community includes providing practical ongoing workshops for parents regarding effective discipline. Our plan is to partner with surrounding agencies to provide ongoing workshops for our parents, focused on effective communication, needs vs wants, and encouraging and facilitating academic excellence.

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.

Our FCS has a parent resource center within his office. Resources will be made readily available for parent use. The resources include computer workstations for web surfing, resume building materials, information regarding continuing education (GED class schedules, tuition assistance, etc.), and pamphlets from various community based agencies.

### **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

At Peabody Elementary School, we believe that parent involvement is an integral part of student achievement. Research has proven that children achieve more, have more positive attitudes, behaviors, and higher graduation and attendance rates when parents are involved. Therefore, we will ensure that Peabody parents are involved and informed by holding annual informational meetings, improving communication, and offering additional opportunities for parents to be involved in their child's education.

## **Summary Statements**

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

Strengths:

- 2- way communication with school and families, including parent involvement in decision making
- Volunteer opportunities
- Community partnerships and resources

Weaknesses:

- Parents education programs onsite
- Low parent parental participation in all school events
- Low interest/involvement in academic achievement

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

Strengths:

- Students' sense of belonging at Peabody
- Strong sense of community amongst parents, staff, and community partners
- EOY in person promotion ceremonies was evidence of the genuine strength, love, and care within the Peabody Community
- We began great work this school year with implementing Tier 1 instruction and Social Emotional Learning (SEL) Strategies-;we need to continue this work into next year with greater consistency

Weaknesses:

- Student safety in regards to community violence
- Academic achievement gaps
- Provide data more frequently to parents (What are students learning each quarter so parents can assist at home?)
- Consideration for students/families who do not have access to technology at home
- Modes used for communication to parents should include more face-to-face interactions

**Summary of Needs Assessment and Priorities for 2023-2024**

*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 2023-2024 school year.*

Overall, Peabody Elementary has made great strides in building trusting relationships with parents and community based organizations. There was a shift in culture and climate with increasing parents' sense of belonging and connection to the school. In addition, great efforts were made to work with community partners to assist with providing wraparound services for families. The areas that pose the greatest need are the academic achievement gap and overall parent involvement. Based on data and observations throughout the school year, the following are the priorities for the 23-24 school year.

Needs Assessment:

- Fully staffed w/certified teacher in all grades PK-5
- Literacy support and intervention for all grades K-5
- Parent technology training and education classes
- Small group and 1-1 Therapy
- Increase in opportunities for face-to-face interactions with parents and the community
- Increased parent participation in academic related school events



# **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: Create a System of Excellent Schools</b>	<input type="checkbox"/> <b>Pillar 2: The District advances fairness and equity across its system</b>	<input checked="" type="checkbox"/> <b>Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input checked="" type="checkbox"/> <b>Pillar 4: Ensure Students Learn to Read and Succeed</b>	<input type="checkbox"/> <b>Pillar 5: Grow Community Partners And Resources That Support The District's Transformation Plan</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership Development/Coaching</b> 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.				
<ul style="list-style-type: none"> <li>▪ Goal #1: School Leadership will support and engage in weekly data team meetings with an explicit focus on Student Work, Content Standards, and Data Analysis to impact student outcomes as measured by a minimum of 10% growth from baseline to Spring Panorama Survey Data responses from school-based staff in the category of 'Data Teams / PLC Work'.</li> <li>▪ Goal #2: School Leadership will meet or exceed the national percentile score on Panorama Survey Data responses by school-based staff in the category of 'Feedback &amp; Coaching'.</li> </ul>				
<b>Leadership Development/Coaching</b>				
<b>Priorities:</b> <ol style="list-style-type: none"> <li>1. Weekly Data Meetings focused on analyzing student work and responding to data including planning for misconceptions using coherence maps, diagnostic questioning, and vertical alignment, then practicing the re-teach; Effective use of assessment data and assessment tools to ensure data driven decisions and informed equitable instructional teaching and learning practices indicating mastery and/or progression towards mastery of standards</li> <li>2. Classroom observation/feedback and coaching cycles focused on providing strategic action steps to improve the quality of instruction, build teacher capacity, and the spirit of reflective practice</li> </ol>				
<b>Funding source(s):</b> Comprehensive Title I Funds				

Priority # 1	Weekly Data Meetings focused on analyzing student work and responding to data including planning for misconceptions using coherence maps, diagnostic questioning, and vertical alignment, then practicing the reteach		
Evidence-based strategy	<ul style="list-style-type: none"><li>▪ FAR cycle process of analyzing student work and planning for misconceptions</li><li>▪ Create diagnostic questions to determine most prevailing misconceptions</li><li>▪ Plan and practice reteach</li><li>▪ Document standards mastery progression on standards tracker</li><li>▪ Develop and utilized quarterly standards trackers, aligned to curriculum, to document progression of mastery on grade level standards</li><li>▪ Develop ELA anchor charts based on vertical alignment of standards to diagnose gaps and misconceptions to plan for pullout and small group interventions</li><li>▪ Use math coherence maps to diagnose gaps and misconceptions to plan for pullout and small group interventions</li></ul>		
Cost to support implementation of strategy:	N/A		
Indicators of Success			
August	December	February/March	May
<ul style="list-style-type: none"><li>▪ 100% of teachers will participate in BOY PD and have proficient knowledge and understanding of the FAR cycle and WDM protocols and practices</li><li>▪ 100% of teachers will participate in BOY PD and have proficient knowledge and understanding of coherence maps/vertical alignment, and standards based trackers</li></ul>	<ul style="list-style-type: none"><li>▪ 80% of teachers will be able to identify the most prevailing misconception, identify strategies to address the misconception, and develop a plan to reteach and reassess</li><li>▪ 100% of teachers will utilize the standards based data tracker to monitor progression towards standards mastery</li><li>▪ 80% of teachers will be able to utilize coherence maps and vertical alignment anchor charts to diagnose misconceptions/learning gaps to plan for pullout and small group interventions</li></ul>	<ul style="list-style-type: none"><li>▪ 90% of teachers will be able to identify the most prevailing misconception, identify strategies to address the misconception, and develop a plan to reteach and reassess</li><li>▪ 100% of teachers will utilize the standards based data tracker to monitor progression towards standards mastery</li><li>▪ 90% of teachers will be able to utilize coherence maps and vertical alignment anchor charts to diagnose misconceptions/learning gaps to plan for pullout and small group interventions</li></ul>	<ul style="list-style-type: none"><li>▪ 100% of teachers will be able to identify the most prevailing misconception, identify strategies to address the misconception, and develop a plan to reteach and reassess</li><li>▪ 100% of teachers will utilize the standards based data tracker to monitor progression towards standards mastery</li><li>▪ 100% of teachers will be able to utilize coherence maps and vertical alignment anchor charts to diagnose misconceptions/learning gaps to plan for pullout and small group interventions</li></ul>

Priority # 2	Classroom observation/feedback and coaching cycles focused on providing strategic action steps to improve the quality of instruction, build teacher capacity, and the spirit of reflective practice		
Evidence-based strategy	<ul style="list-style-type: none"><li>Observation/Feedback and Coaching Cycles<ul style="list-style-type: none"><li>Implementation of action steps</li><li>EOY teacher reflection on BOY/MOY teacher goal setting</li><li>IPDP goal reflection during EOY summative evaluation conference</li><li>Coaching conversations</li><li>Quarterly observation/feedback and coaching plan</li></ul></li><li>Data collection tools and evidence of impact documentation<ul style="list-style-type: none"><li>Frontline observation and evaluation instruments</li></ul></li></ul>		
Cost to support implementation of strategy:	N/A		
Indicators of Success			
August	December	February/March	May
<ul style="list-style-type: none"><li>100% of teaching staff will participate in BOY PD and have proficient knowledge of walkthrough and observation and feedback protocols, coaching cycles</li><li>100% of teachers will set goals using the IPDP in Frontline</li><li>100% of teachers will participate in a goal setting 1-1 conversation with the AIC</li><li>Principal/AIC will develop a quarterly O/F and coaching plan</li></ul>	<ul style="list-style-type: none"><li>80% of teachers will implement action steps focused on improving the quality of instruction with a high rate of success as measured by observation and feedback data as documented on the coaching tracker and evaluation data</li><li>100% of teachers will reflect on BOY goals with a goal of 60% of teachers meeting their BOY goal (if met, teachers will set a new goal)</li><li>Principal/AIC will revisit the quarterly O/F and coaching</li></ul>	<ul style="list-style-type: none"><li>90% of teachers will implement action steps focused on improving the quality of instruction with a high rate of success as measured by observation and feedback data as documented on the Coaching Tracker</li><li>100% of teachers will reflect on BOY/MOY goals with a goal of 80% of teachers meeting their BOY goal and 50% of teachers meeting their MOY goal (if met, teachers will set a new goal)</li></ul>	<ul style="list-style-type: none"><li>100% of teachers will implement action steps focused on improving the quality of instruction with a high rate of success as measured by observation and feedback data as documented on the Coaching Tracker</li><li>100% of teachers will reflect on BOY/MOY/EOY goals with 100% of teachers meeting their goal(s)</li><li>100% of teachers will reflect on their BOY IPDP goal during summative evaluation conferences with a goal of 80%</li></ul>

	plan based on observation data and teacher feedback	<ul style="list-style-type: none"> <li>Principal/AIC will revisit the quarterly O/F and coaching plan based on observation data and teacher feedback</li> </ul>	<p>of teachers meeting their goal(s)</p> <ul style="list-style-type: none"> <li>Principal/AIC will revisit the quarterly O/F and coaching plan and evaluate the effectiveness as indicated by Frontline data collection tools</li> </ul>
--	---	---	--

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: Create a System of Excellent Schools	<input checked="" type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: Ensure Students Learn to Read and Succeed	<input type="checkbox"/> Pillar 5: Grow Community Partners And Resources That Support The District's Transformation Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Student Achievement in the Core 4</b>				
<b>Student Achievement in the Core 4 (ELA, Math, Social Studies, Science) using “The Key 3” as Evidenced-Based Instructional Strategies.</b> <ul style="list-style-type: none"> <li>Goal #1: 75% of students will increase by 1 grade level or higher from BOY to EOY as measured by STAR reading and math. MOY STAR data will show an increase of 5 months from BOY STAR data that indicates a trajectory of growth to meet the EOY goal.</li> <li>Goal #2: EOY STAR reading and math data will reflect 66% of students meeting an SGP of 50 or higher.</li> <li>Goal #3: 75% of students participating in STEM instruction through computer science pathways will meet or exceed the district's average growth in ELA, math, science, and social studies, as measured by the CFA/CSA assessments.</li> </ul>				
<b>Student Achievement in the Core 4 Priorities:</b>				
<ol style="list-style-type: none"> <li>Instructional practices focused on equitable teaching and learning, including implementation of high-quality, rigorous tier 1 instruction, small group strategic intervention and enrichment strategies based on progress monitoring data, standards tracker, benchmark and STAR assessment data</li> <li>Students will participate in focused STEM instruction through a computer science pathway (PLTW, Dash Robotics, ActiveFloor, and ClassVR) to support and strengthen classroom instruction through technology enhanced enrichment experiences.</li> </ol>				
<b>Funding Source(s):</b> Comprehensive Title I Funds				

<b>Priority # 1</b>	Instructional practices focused on equitable teaching and learning, including implementation of high-quality, rigorous tier 1 instruction, small group strategic intervention and enrichment strategies based on progress monitoring data, standards tracker, benchmark and STAR assessment data
<b>Evidence-based strategy</b>	<ul style="list-style-type: none"> <li>▪ Implement ELA instructional protocols using district adopted curriculum and supplemental resources <ul style="list-style-type: none"> <li>○ Savvas myView literacy instructional resources (reading routines, small group differentiation, myFocus, success maker)</li> <li>○ Science of Reading strategies focused on phonemic awareness, phonics, fluency, vocabulary, and comprehension/ UFLI Phonological Awareness Program</li> <li>○ LETRS Training (K-2 teachers/reading specialists/SIST reading teacher/AIC)</li> </ul> </li> <li>▪ Implement math instructional protocols using district adopted curriculum and supplemental resources <ul style="list-style-type: none"> <li>○ enVision math instructional resources (visual learning bridge, problem solving mat, center kits, manipulatives)</li> <li>○ Guided discourse, gradual release, and independent practice</li> <li>○ Math Lesson Plan Internalization Protocol</li> </ul> </li> <li>▪ Digital supplemental instructional resources (myON, Freckle, and IXL)</li> <li>▪ Key 3 = Data Informed / Data Driven Lesson Planning, Check for Understanding (CFU) formative assessment practices, Depth of Knowledge (DOK) Questioning / Cognitive Rigor</li> <li>▪ Response to Intervention (MTSS) Model <ul style="list-style-type: none"> <li>○ PD - MTSS process</li> <li>○ Literacy intervention and enrichment push-in/pullout support K-5</li> <li>○ Tier II interventions and support tracker K-5</li> <li>○ Individualized reading success plans 3-5</li> </ul> </li> </ul>
<b>Cost to support implementation of strategy:</b>	<ul style="list-style-type: none"> <li>▪ Supplemental Instructional Support Teacher (SIST) Salary + Benefits- \$87,420</li> <li>▪ DIBELS Assessment Program \$2,000</li> <li>▪ License Subscriptions (BrainPOP Jr. / IXL) \$5,795</li> </ul>

Indicators of Success				
	August	December	February/March	May
Students	<ul style="list-style-type: none"> <li>100% of students will be assessed through STAR and on baseline reading foundations and comprehension skills then grouped accordingly for instruction, enrichment, and intervention</li> </ul>	<ul style="list-style-type: none"> <li>75% of K-5 students STAR MOY Data will reflect 5 months growth from BOY</li> <li>66% of K-5 students will achieve an SGP of 50 or higher as measured by STAR</li> <li>Weekly progress checkups will reflect trajectory of growth towards mastery of 80% of standards assessed for the current grading period</li> <li>Topic assessments will reflect trajectory of growth towards mastery of 80% of standards assessed for the current grading period</li> <li>Weekly progress monitoring data will reflect trajectory of growth towards mastery of 80% of standards/skills assessed, as measured by the tier II interventions tracker</li> </ul>	<ul style="list-style-type: none"> <li>Weekly progress checkups will reflect trajectory of growth towards mastery of 80% of standards assessed for the current grading period</li> <li>Topic assessments will reflect trajectory of growth towards mastery of 80% of standards assessed for the current grading period</li> <li>Weekly progress monitoring data will reflect trajectory of growth towards mastery of 80% of standards/skills assessed, as measured by the tier II interventions tracker</li> </ul>	<ul style="list-style-type: none"> <li>75% of K-5 students STAR EOY Data will reflect 1 year growth from BOY</li> <li>66% of K-5 students will achieve an SGP of 50 or higher as measured by STAR</li> <li>Weekly progress checkups will reflect trajectory of growth towards mastery of 80% of standards assessed for the current grading period</li> <li>Topic assessments will reflect trajectory of growth towards mastery of 80% of standards assessed for the current grading period</li> <li>Weekly progress monitoring data will reflect trajectory of growth towards mastery of 80% of standards/skills assessed, as measured by the tier II interventions tracker</li> </ul>

Teachers	<ul style="list-style-type: none"> <li>100% of teachers will participate in BOY PD focused on tier I instructional framework, equitable instructional practices, deeper learning/student agency</li> <li>100% of teaching staff will participate in BOY PD and have proficient knowledge and understanding of the Key 3 = data informed / data driven lesson planning, check for understanding (CFU) formative assessment practices, and Depth of Knowledge (DOK)</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers will develop and implement data informed lesson plans, as measured by weekly lesson plan feedback</li> <li>80% of teachers will follow the instructional framework to ensure all students have access to high quality, rigorous (DOK), tier I instruction, as measured by observation data</li> <li>75% of teachers will collect data during instruction by using CFUs then implement midcourse corrections to provide timely response to data, as measured by observation data</li> <li>75% of teachers will effectively use the MTSS Model to monitor progress and recommend students for intervention and instructional support based on assessment data as measured by the MTSS tracker</li> <li>75% of teachers will effectively implement small group instruction as measured by observation data</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers will develop and implement data informed lesson plans, as measured by weekly lesson plan feedback</li> <li>90% of teachers will follow the instructional framework to ensure all students have access to high quality, rigorous (DOK), tier I instruction, as measured by observation data</li> <li>85% of teachers will collect data during instruction by using CFUs then implement midcourse corrections to provide timely response to data, as measured by observation data</li> <li>85% of teachers will effectively use the MTSS Model to monitor progress and recommend students for intervention and instructional support based on assessment data as measured by the MTSS tracker</li> <li>85% of teachers will effectively implement small group instruction as measured by observation data</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers will develop and implement data informed lesson plans, as measured by weekly lesson plan feedback</li> <li>100% of teachers will follow the instructional framework to ensure all students have access to high quality, rigorous (DOK), tier I instruction, as measured by observation data</li> <li>100% of teachers will collect data during instruction by using CFUs then implement midcourse corrections to provide timely response to data, as measured by observation data</li> <li>100% of teachers will effectively use the MTSS Model to monitor progress and recommend students for intervention and instructional support based on assessment data as measured by the MTSS tracker</li> <li>100% of teachers will effectively implement small group instruction as measured by observation data</li> </ul>
----------	--	--	--	--



--	--	--	--	--

Priority # 2	Students will participate in focused STEM instruction through a computer science pathway (PLTW, Dash Robotics, ActiveFloor, and ClassVR) to support and strengthen classroom instruction through technology enhanced enrichment experiences.			
Evidence-based strategy	<ul style="list-style-type: none"><li>▪ ActiveFloor K-1</li><li>▪ ClassVR 2-5</li><li>▪ Dash Robotics 2-5</li><li>▪ PLTW Computer Science K-5</li></ul>			
Cost to support implementation of strategy:	<ul style="list-style-type: none"><li>▪ Afterschool Enrichment \$7500</li></ul>			
Indicators of Success				
August	December	February/March	May	

<ul style="list-style-type: none"> <li>▪ K-5 Students will be introduced to respective grade level STEM pathway and begin engaging in STEM activities during classroom instruction</li> <li>▪ 2-5 afterschool students will be identified to participate in ClassVR and Dash Robotics after school enrichment</li> </ul>	<ul style="list-style-type: none"> <li>▪ PLTW informative assessments and end-of-course assessments will reflect 80% of K-5 students meeting the standards assessed</li> <li>▪ 75% of 2-5 students will achieve proficient or higher at the end of each coding level, as measured by the Dash Robotics evaluation rubric</li> <li>▪ 75% of students participating in the computer science pathway will meet or exceed the district's average growth in science, as measured by the CFA/CSA assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ PLTW informative assessments and end-of-course assessments will reflect 80% of K-5 students meeting the standards assessed</li> <li>▪ 75% of 2-5 students will achieve proficient or higher at the end of each coding level, as measured by the Dash Robotics evaluation rubric</li> <li>▪ 75% of students participating in the computer science pathway will meet or exceed the district's average growth in science, as measured by the CFA/CSA assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ PLTW informative assessments and end-of-course assessments will reflect 80% of K-5 students meeting the standards assessed</li> <li>▪ 75% of 2-5 students will achieve proficient or higher at the end of each coding level, as measured by the Dash Robotics evaluation rubric</li> </ul>
--	---	---	---

Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input checked="" type="checkbox"/> Pillar 1: Create a System of Excellent Schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: Ensure Students Learn to Read and Succeed	<input checked="" type="checkbox"/> Pillar 5: Grow Community Partners And Resources That Support The District's Transformation Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Site Specific Goal</b>				
<ul style="list-style-type: none"> <li>▪ Goal #1: 80% of students will achieve an average daily attendance of 90% or higher.</li> <li>▪ Goal #2: The school-wide average daily attendance for the 2023-2024 school year will be 90% or higher.</li> <li>▪ Goal #3: 3<sup>rd</sup>-5<sup>th</sup> grade student Panorama survey responses will meet or exceed the national percentile score in the areas of Sense of Belonging, School Safety, and School Climate, as measured by the Fall and Spring Panorama Survey Data.</li> </ul>				

<b>Key 3 Priorities: Instructional Strategies- Site Specific Goal</b>	
1.	Establish, implement, and actively maintain attendance protocols
2.	Establish, implement, and maintain PBS protocols to support a positive school culture and climate
<b>Funding Source(s):</b> Comprehensive Title I Funds	

<b>Priority # 1</b>	Establish, implement, and actively maintain attendance protocols
<b>Evidence-based strategy</b>	<ul style="list-style-type: none"> <li>▪ Weekly SST Attendance Meeting/Attendance Management System</li> <li>▪ Family Caseload Management</li> <li>▪ Monthly Attendance Committee Meetings</li> <li>▪ Positive Reinforcements (weekly, monthly, semester attendance incentives)</li> </ul>
<b>Cost to support implementation of strategy:</b>	<ul style="list-style-type: none"> <li>▪ Attendance Incentives (treats, prizes, activities, field trips) \$5,000</li> </ul>

<b>Indicators of Success</b>			
<b>August</b>	<b>December</b>	<b>February/March</b>	<b>May</b>
<ul style="list-style-type: none"> <li>▪ Student Support Team will meet to establish attendance management protocols and weekly meeting schedule</li> <li>▪ Student Support Team will establish family caseloads and reach out to their respective families to establish rapport and communicate available support services and resources</li> <li>▪ Attendance committee will meet to establish weekly,</li> </ul>	<ul style="list-style-type: none"> <li>▪ 90/90 attendance data will reflect 80% of students meeting an ADA of 90% or higher</li> <li>▪ Quarterly Average Daily Attendance data will reflect a school-wide average of 90% or higher</li> <li>▪ At least 80% of students will be able to participate in weekly, monthly, and semester attendance incentives</li> </ul>	<ul style="list-style-type: none"> <li>▪ 90/90 attendance data will reflect 80% of students meeting an ADA of 90% or higher</li> <li>▪ Quarterly Average Daily Attendance data will reflect a school-wide average of 90% or higher</li> <li>▪ At least 80% of students will be able to participate in weekly, monthly, and semester attendance incentives</li> </ul>	<ul style="list-style-type: none"> <li>▪ 90/90 attendance data will reflect 80% of students meeting an ADA of 90% or higher</li> <li>▪ Quarterly Average Daily Attendance data will reflect a school-wide average of 90% or higher</li> <li>▪ At least 80% of students will be able to participate in weekly, monthly, and semester attendance incentives</li> </ul>

monthly, and semester attendance incentive			
--	--	--	--

<b>Priority # 2</b>	Establish, implement, and maintain PBS protocols to support a positive school culture and climate
<b>Evidence-based strategy</b>	<ul style="list-style-type: none"> <li>▪ PBS School-wide Systems</li> <li>▪ Trauma-Informed Training</li> <li>▪ Collaborative Learning Spaces</li> <li>▪ 1-1/Small Group/Classroom SEL</li> <li>▪ Student Intervention Team (SIT) Protocols</li> <li>▪ Social Emotional Learning and Wellness Classroom Space</li> <li>▪ ReThink ED Social Emotional Wellness Implementation</li> <li>▪ Staff Book Studies: Restorative Practices/Trauma Awareness</li> </ul>
<b>Cost to support implementation of strategy:</b>	<ul style="list-style-type: none"> <li>▪ PBS Incentives (treats, prizes, activities) \$1500</li> <li>▪ Trauma-Informed Professional Development \$500</li> </ul>

Indicators of Success			
August	December	February/March	May
<ul style="list-style-type: none"> <li>▪ Student Support Team and teachers will work collaborative to revisit PBS Model and reestablish protocols for tiered student supports and incentives</li> <li>▪ Work collaboratively with the counselor to set clear expectations for mentoring, 1-1, small group, classroom counseling supports, and</li> </ul>	<ul style="list-style-type: none"> <li>▪ At least 95% of students will have 3 or less SIS referrals for behavior infractions</li> <li>▪ At least 85% of students will be able to participate in monthly PBS tiered incentives</li> <li>▪ 80% of teachers will implement daily social emotional learning lessons as measured via walkthrough data checklist</li> </ul>	<ul style="list-style-type: none"> <li>▪ At least 95% of students will have 2 or less SIS referrals for behavior infractions</li> <li>▪ At least 90% of students will be able to participate in monthly PBS tiered incentives</li> <li>▪ 90% of teachers will implement daily social emotional learning lessons as measured via walkthrough data checklist</li> </ul>	<ul style="list-style-type: none"> <li>▪ At least 95% of students will have 1 or less SIS referrals for behavior infractions</li> <li>▪ At least 95% of students will be able to participate in monthly PBS tiered incentives</li> <li>▪ 100% of teachers will implement daily social emotional learning lessons as measured via walkthrough data checklist</li> </ul>

<p>implementation of RethinkEd</p> <ul style="list-style-type: none"> <li>▪ Work collaboratively with SLPS trauma cohort lead to establish school-wide participation in Trauma Awareness Cohort/PD</li> <li>▪ Relaunch the revised PBS Model and PBS school-wide expectation lessons with a focus on trauma awareness and restorative justice practices</li> <li>▪ BTS staff PD and introduction to SEL and Culturally Responsive Pedagogy book study</li> </ul>	<ul style="list-style-type: none"> <li>▪ 80% of teachers will effectively and consistently implement the PBS Model (school-wide expectations, behavior flowchart, and incentives) to manage behavior as measured via walkthrough data and a decline in SIS/SST referrals</li> <li>▪ 85% of teachers will follow the established protocol to refer students to the Student Support Team for recommendations for counseling services, therapeutic services, and behavior intervention plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ 90% of teachers will effectively and consistently implement the PBS Model (school-wide expectations, behavior flowchart, and incentives) to manage behavior as measured via walkthrough data and a decline in SIS/SST referrals</li> <li>▪ 95% of teachers will follow the established protocol to refer students to the Student Support Team for recommendations for counseling services, therapeutic services, and behavior intervention plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ 100% of teachers will effectively and consistently implement the PBS Model (school-wide expectations, behavior flowchart, and incentives) to manage behavior as measured via walkthrough data and a decline in SIS/SST referrals</li> <li>▪ 100% of teachers will follow the established protocol to refer students to the Student Support Team for recommendations for counseling services, therapeutic services, and behavior intervention plans</li> </ul>
--	--	--	--

---

**Principal**

---

**Date**

---

**Network Superintendent**

---

**Date**

---

**Superintendent**

---

**Date**

**State Supervisor, School Improvement**

**Date**