

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.

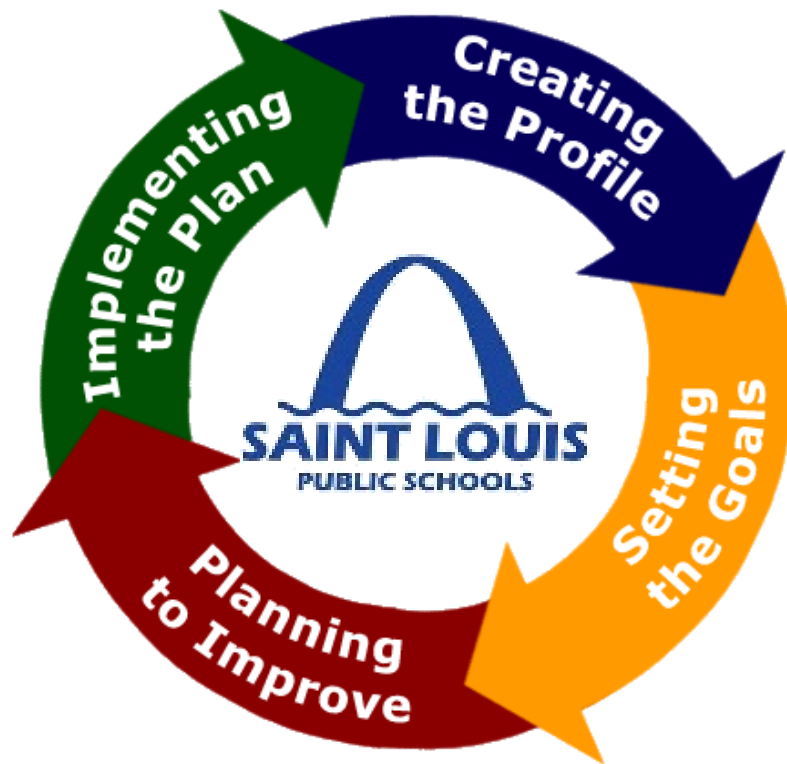
We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five 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

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SECTION 1

School Profile

Accountability Plan Template

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: Tonya Marrocco Name of School: Shenandoah Elementary School School Code: 580	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> Title I.A <input type="checkbox"/> Autonomous
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: Shenandoah is committed to working together to inspire greatness in every classroom every day relentlessly for all students in our care.		
School Vision: The Shenandoah community will inspire every student through relentless rigorous instruction to ensure they develop into citizens of intelligence and character in a dynamic world.		
One plan may meet the needs of a number of different programs. Please check all that apply. <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21 st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____		

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	Tonya Marrocco		Tonya.marrocco@slps.org
Assistant Principal			
Academic Instructional Coach	Amy Martin		amy.martin@slps.org
Family Community Specialist	Constance Myers		constance.myers@slps.org
ESOL Staff (if applicable)			
SPED Staff (if applicable)	Kendrea Clark		kendrea.clark@slps.org
ISS/PBIS Staff (if applicable)	Tara Maness		Tara.Maness@slps.org
Teacher	Evelyn Wittenauer		evelyn.wittenauer@slps.org
Teacher	Kendall Siems		Kendall.siems@slps.org
Parent	Fielding Jezreel		Fielding.jezreel.com
Parent	Sharletta Williams		(314) 465-1779
Support Staff	Melrick Bogier		Melrick.bogier@slps.org
Community Member/Faith Based Partner	Nicole Mathern		Nicole.O.Mathern@leidos.com
Network Superintendent	Isaac Pollack		isaac.pollack@slps.org
<i>Other</i>			

SECTION 2
Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	133	Steady for the year/+5 from last year
Grade Level Breakdown	PreK – 41 K – 16 1st – 13 2nd – 19 3rd – 13 4th – 25 5th – 13	Student numbers range in age from 3 through 5 th grade.
Ethnicity	B-94.3%; W-4.7%; Multi-Racial- 1%;	School is predominantly African American
Attendance	90/90 - 40.7% ADA – 83.9%	Students in transition and mobility make the 90/90 a significant challenge. Additional transportation issues with families living within a 1-mile radius of school do not have a bus. This puts the transportation of the students on families. Car or health issues can keep students from getting to school.
Mobility	21.1%	This number displays the amount of students in transition.
Socioeconomic status	100% 72.4% certified	Due to high levels of poverty for our students transportation, food, housing, and other financial needs are a concern. Trauma also comes with this, which sets up needs for “whole child” initiatives added to the school.
Discipline	OSS-3	Suspensions are up from last year in all aspects including ISS
Limited English Proficiency	1.00%	Two students in the process to qualify
Special Education	11.0%	We have three students in our cross-cat room and 11 receiving services for resource.

Strengths	Weaknesses	Needs
Shenandoah has been able to implement RTI effectively in the first two years of implementation. We had zero Type 1 and 3 Type 2 discipline infractions this year which is a decrease from last year as we continue to implement our in-school suspension	Because of enrollment drops in recent years, we have been unable to maintain two classes in all grade levels. This decreases the support a grade level teacher may receive from other staff members or our ability to match students with their	Student support services that will help provide assistance with the “whole child”. Medical, emotional, and behavioral supports that are effective in providing services for the students who are able to stay at the school for the entirety of the year. Transportation updates which allow for students who

	<p>best adult and students. This means we often have family members in the same class, and sometimes this creates tensions or attention issues.</p> <p>Mobility, transportation, and students in transition causes attaining the 90/90 to be a challenge.</p>	<p>live within 1 mile of the school to be picked up by district transportation.</p>
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<p align="center">Student Achievement <i>(Please analyze your achievement data for 22-23 and provide an explanation for the current performance data.)</i></p>				
Goal Areas	22-23 performance	23-24 Goal	Current Performance	Explanation/Rationale for Current Performance
ELA	<u>MAP 2022</u> MPI: 309.0 (Grades 3-6)	MPI: 381 (on track)	<u>MAP 2023</u> TBD	Continued support through MTSS program and increased work with core curriculum has helped increase our assessment scores in ELA. However, we still continue to work on decreasing the proficiency of all students.
Reading	<u>STAR</u> BOY: 1.9 EOY: 3.1 (Grades 2-5)	MPI: 381 (on track)	<u>STAR GE</u> BOY: EOY: (Grades 2-5) <u>STAR P/A</u> BOY: 14% EOY: 21% (Grades 2-5) <u>SGP 50+</u> 61% (Grades K-5)	Students in grades 2-5 showed one-years growth on STAR reading, and 61% of students in K-5 had a Student Growth Percentile above 50. This growth is attributed to having two reading interventionists and strategically providing supportive Tier 2 and targeted Tier 3 intervention through the MTSS process.
Math	<u>STAR GE:</u> BOY: 2.1 EOY: 3.4	MPI: 325	<u>STAR GE</u> BOY: 2.0 EOY: 3.3	Students in grades 2-5 showed over a one-years growth on STAR math, and 51% of students in K-5 had a Student Growth Percentile

	(Grades 2-5) <u>MAP 2022</u> MPI: 273.2 (Grades 3-6)		(Grades 2-5) <u>STAR P/A</u> BOY: 5% EOY: 18% (Grades 2-5) <u>MAP 2023</u> TBD <u>SGP 50+</u> 51% (Grades K-5)	above 50. This growth is attributed to having a familiar math curriculum resource and a math interventionist in 2 nd grade.
Science	<u>MAP 2021</u> MPI: 272.1 (Grade 5)	MPI: 325	<u>MAP 2023</u> TBD	
Social Studies				
CCR				

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

Content	2015-2016 MPI	2016-2017 MPI	2017-2018 MPI	2020-2021 MPI	2021-2022 MPI	STAR % Proficient/Advanced	
<i>Math</i>	<i>198.6</i>	<i>255.3</i>	<i>175</i>	<i>124.5</i>	<i>273.2</i>	1st	71%
						2nd	45%
						3rd	21%
						4th	27%
						5th	0.08%
						K	47%

<i>ELA</i>	<i>187.3</i>	<i>231.6</i>	<i>150</i>	<i>177.4</i>	<i>309.0</i>	1st	43%
						2nd	36%
						3rd	21%
						4th	18%
						5th	0.08%
						K	67%
<i>Science</i>	<i>238.1</i>	<i>245.5</i>	<i>160</i>	<i>112.5</i>	<i>273.2</i>	N/A	

Strengths	Weaknesses	Needs
Clear instructional expectations are in place (Academic Monitoring, Small Group Reading/foundational skills, and Backward Design) allowing teachers to better prepare.	Curriculum training and understanding continue to be a focus point for data meetings.	<p>“Whole Child” initiatives providing assistance for students with emotional and behavioral disorders.</p> <p>Consistent training/curriculum for schools that provide a K-6 plan for our students</p>

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
Learning Expectations	Learning Expectations	Teachers are to implement strong, rigorous Tier 1 ELA instruction aligned to the outcomes and learning pathways outlined in the district curriculum plan. Tier 1 includes small group reading with a focus on decodable texts in grades K-2 and grade level text in

		grades 3-5, with support as needed. Students in grades 1-5 who are reading more than one year below grade level receive additional reading diagnostic assessments to determine the appropriate level and type of support provided to them in Tier 2 and 3 interventions. Both classroom teachers and literacy specialists provide this support in Tier 2 intervention, and literacy specialists provide the support at Tier 3. During bi-weekly lesson plan internalization meetings with network AICs, teachers analyze student work and plan daily lessons that meet the rigor of the grade level standards.
Instructional Programs	Instructional Programs	<p>K-5 ELA: SAVVAS myView</p> <p>K-5 Math: EnVision 2.0 (Pearson)</p> <p>K-5 Science: Exploring Science (National Geographic / Cengage)</p> <p>K-5 Social Studies: MyWorld</p>
Instructional Materials	Instructional Materials	<p>Heggerty Phonemic Awareness lessons (pk-2)</p> <p>SAVVAS myView Literacy</p> <p>EnVision Math</p> <p>Nat Geo Science</p> <p>Mystery Science</p> <p>MyWorld Social Studies</p> <p>Missouri Learning Standards</p>
Technology	Technology	1:1 iPads

		<p>Document Cameras in each room</p> <p>Teacher iPad and laptop</p> <p>Projection technology in every core subject classroom</p> <p>Interactive Boards in all classrooms</p>
Support personnel	Support personnel	<p>Counselor - 1 FTE</p> <p>Social Worker - .2 FTE</p> <p>Nurse - .5 FTE</p> <p>Secretary – 1.0 FTE</p> <p>Building Substitutes – 1.0 FTE</p> <p>ICA – 1.0 FTE</p> <p>Pre K TAs – 3.0 FTE</p> <p>Family and Community Specialist – 1.0 FTE</p> <p>ISS- 1.0 FTE</p> <p>Library Aide- 1.0 FTE</p>

Strengths	Weaknesses	Needs
<p>Shenandoah Teachers continue to increase understanding and implementation of Savvas ELA curriculum materials. SuccessMaker has been a transformative intervention tool. Heggerty phonics supplements Tier I foundational literacy skills instruction.</p>	<p>Using student data to develop and implement small group instruction for interventions as well as for challenge activities.</p>	<p>Maintaining a data team process to focus on student work, learning standards and data analysis to increase academic achievement. Strategic use of curriculum resources to improve foundational literacy skills and comprehension to increase the number of Scholars reading at or above grade level as measured by STAR. Teacher-led research and professional development to improve systematic interventions and supports for Scholars</p>

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High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>		
Data Type	Current Information	Reflections
Staff Preparation	Cohort PD, Building PD-2x a month for staff meeting, 13 district-wide PD Ongoing observations and coaching Years of experience for core classroom teachers PK-6: 1-3 years: 1 4-9 years: 4 10+ years: 6	Focused Strategies in building PD (Aggressive Monitoring, Guided Reading, Gradual Release, consistent CFU's during lessons) all year
Staff Certification	14 Teachers 2-Instructional Learning Associates	All teachers are certified.
Staff Specialist and other support staff	1 certified Counselor 1 certified Social Worker (.3) 3 Pre-K teacher assistants 1 sped ICA 1 Nurse (.5) 1 Family Community Specialist 1 ISS	First year with Full-time counselor Social Worker one day a week and Every other Friday
Staff Demographics	20 Female 6 Male 0 Non-Binary 12 African American 15 Caucasian	The demographics of our school leadership and most certified staff do not reflect our student population. We need continued support with offering PD in Culturally Responsive teaching.

	0 Asian 0 Hispanic	
School Administrators	School Principal=1 Academic Instructional Coach=1	Principal in 2 nd full school year AIC in 8 th school year

Strengths	Weaknesses	Needs
Our team is dedicated, energetic, and determined to help students attain academic and socio-emotional growth.	School leadership and most certified staff do not reflect the demographics of our students and community.	Continued support and instruction in Culturally Responsive education and restorative practices.

23-24 Priorities		
Prioritized areas of <u>Need</u> for 23-24 based on needs assessment/data analysis		
Reading: Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA.		
Math- Improving Scholar academic performance with data teams and coaching.		
Leadership- Growing a positive school culture through teacher-led professional development.		

Root Causes
<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:	Increase the number of students reading on grade level and demonstrating grade level proficiency on the STAR and MAP assessment in ELA.
Why?	Performance data indicates the need for support with foundational literacy skills and comprehension.
Why?	Foundational Literacy skills are needed to support students in accessing grade-appropriate text
Why?	Systematic inequities result in many Scholars beginning school with academic deficits. This requires Teachers to facilitate growth more quickly than our privileged counterparts in order to close gaps
Why?	Formative assessment is a vehicle for quickly pinpointing needs and intervening.
Why?	Wide range of skills and abilities in classrooms-need is high for differentiating instruction in dynamic ways-requires coaching and feedback for teachers.
Root Cause	A continued approach to data driven instructional practices taking place in the classrooms at a high rate will increase student's academic performance.

Root Cause Analysis #2	
Need #2 - Please describe the need:	Improving Scholar academic performance with data teams and coaching.
Why?	Staff are mostly very new to teaching and do not have a clear sense for what “the bar” is for content instruction.
Why?	Staff have not developed a deep understanding of standards, curriculum, and rigor; knowledge of how we build excellent readers and scholars is limited.
Why?	Leadership has to make “tradeoffs” in teacher development – either lesson internalization or data meetings or coaching – when all three are acutely needed to build teacher knowledge and skill.
Why?	Continued need for small group learning in all subjects to allow instructional leader(s) to support all students at all levels.
Why?	Staff need to make more shifts in instruction to allow for an increase in student talk/interactions and small group time in order for students to begin owning their own learning.
Root Cause	Shenandoah needs additional time and expertise to create and facilitate targeted teacher professional development in the area of reading and math as well as in standards-aligned instruction and best practice implementing our high-quality curriculum materials.

Root Cause Analysis #3	
Need #1- Please describe the need:	Growing a positive school culture through teacher-led professional development.
Why?	Students present a broad range of academic and social emotional needs which require staff training and development
Why?	Empowering teachers to increase knowledge around interventions and support build community
Why?	Coaching and supporting staff to intervene appropriately to support students in all areas of the whole child
Why?	Systems for identifying and responding to needs improves student outcomes in all areas
Root Cause	Improving interventions with teacher-led professional development and a school-wide system for supports will continue to build and sustain a positive school culture.

School Parent and Family Engagement Policy

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

Program Evaluation Results

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

ANS: The school will ensure that parents/families are aware of the SLPS Parent Information Guide and State Code of Conduct, Title I information, signs parents up for the SIS Parent Portal, signs parents up for SLPS Text services, holds conferences and meetings in an effort to do what is in the best interest of the school.

What are the strengths of family and community engagement?

ANS: One of the strengths of the family and community engagement is that the Family and Community Specialist is working closely with community agencies for the sole purpose of obtaining support for needed services for families.

Parents attending Literacy Night learn about grade level academic standards. While attending parent-teacher conferences, teachers share assessment data with families.

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

What are the weaknesses of family and community engagement?

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

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

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

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

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

- ✓ Better planning and implementation of workshops for parents that will help them better understand educational language/jargon in relation to State's academic content, achievement standards, academic assessments and scoring, e.g., Missouri Assessment Program (M.A.P.);
- ✓ Better planning of events/activities that will help meet the needs of parents/families and their demanding schedule through evaluations/feedback
- ✓ Better and MORE frequent communication between school and homes.
- ✓ Coordination and solicitation of programs that will help parents/families be able to cope with their own traumatic experiences;
- ✓ More committed volunteers/mentors/tutors; Parents As Teachers

- ✓ More training that will provide parents with strategies relative to curriculum-related activities and decisions that will assist with school-to-home and home-to school on how to monitor their child’s progress while working with educators that will provide materials to help parents work with their children at home.
- ✓ We need to encourage parents to become more committed to supporting the needs of the school as they readily occur.

Policy Involvement

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

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

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

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

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

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

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

ANS: Parents attending Literacy Night learn about grade level academic standards. While attending parent-teacher conferences, teachers share assessment data with families.

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?

ANS: Parents will be responsible for supporting their child's learning in the following ways:

- ✓ Make sure their child attends school daily and arrives on-time
- ✓ Look in their child's backpack daily for notes and homework
- ✓ Ensure all of their child's homework is completed
- ✓ Participate in school functions that affect their child
- ✓ Communicate with teachers regularly by reading all information sent home from school
- ✓ Respond to any communications sent home regarding my child in a timely manner
- ✓ Keep their child home when he/she is ill
- ✓ When their child is sick or out for any reason parent will call the school
- ✓ Attend at least one parent meeting at their Childs school
- ✓ Parent/guardian will volunteer in the child's classroom and or/school
- ✓ Support the efforts of the school to maintain proper discipline.

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

ANS: Shenandoah Elementary School Staff will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the Missouri Learning Standards by...

- ❖ Respect, nurture, and support children in a positive manner.
- ❖ Exposing children to the wonders of learning in a supportive nurturing community of learners
- ❖ Retaining highly qualified teachers
- ❖ Maintaining a safe and positive school environment

- ❖ Hold bi-annual parent-teacher conferences to:
- ❖ Discuss the progress of students
- ❖ Share student's achievements

- ❖ Provide parents with frequent reports on their child’s progress as follows:
 - ❖ Communication folder sent home daily
 - ❖ Progress reports
 - ❖ Contact parents via email or phone

- ❖ Be accessible to parents through:
 - ❖ In-person meetings, phone calls, and emails
 - ❖ Monthly school newsletters
 - ❖ Parent reminders/flyers of upcoming events

- ❖ Provide parents with opportunities to volunteer and participate in their child’s class and to observe classroom activities as follows:
 - ❖ School field trips
 - ❖ Classroom decorations or art projects
 - ❖ Holiday programs and parties
 - ❖ Visit the classroom to read to students or share positive experiences with students about their careers, culture or other educational interests.

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.

Please provide assurance that the school is:

- ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed

ANS: Hold annual parent-teacher conferences to discuss the child's progress/grades during the first quarter, and discuss the compact as it relates to student's achievements.

- ✓ Issuing frequent reports to parents on their children's progress

ANS: Communication folders sent home daily

Progress reports

Contact parents via email and/or phone

- ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities

ANS: School field trips

Classroom decorations or art projects

Holiday programs and parties

Visit the classroom to read to students or share positive experiences with students about their careers, culture or other educational interest.

- ✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand

ANS: In person meetings, phone calls, and emails

Monthly school newsletters

Parent flyers

School Capacity for Involvement

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

- Missouri Learning Standards
- Missouri Assessment Program
- Local Assessments

- How to monitor a child's progress
- How to work with educators to improve the achievement of their children

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

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

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

Disseminate materials at from community partners, professional development meetings, parental involvement meetings that enhance parents' skills in promoting achievement.

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

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

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

ANS: The school implement and coordinate parent programs, while building ties between parents and school through the following:

- ❖ Members of the community
- ❖ Members of partnerships/businesses
- ❖ Promoting a school safe and open atmosphere for parents/families
- ❖ Community partners/stakeholders
- ❖ Needs/Assessment Evaluation

❖ Survey forms

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

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

Accessibility Assurance

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

- ✓ Parents and family members who have limited English proficiency
- ✓ 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

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

- ✓ Parents and family members who have limited English proficiency

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

- ✓ Parents and family members with disabilities
ANS: Shenandoah Elementary School has wheelchair accessibility. An elevator is also available on the interior and lower level of the school.
- ✓ Parents and family members of migratory children
ANS: Shenandoah Elementary School will communicate to parents/families of migratory children resources provided by our school and our district to the extent practicable.
- ✓ Provides information and school reports in a format and language parents understand
ANS: Shenandoah Elementary School programs that provide support for parental involvement under Title III English Language Learners (ELL).

Summary Statements

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

Strengths:

ANS: One of the strengths of the family and community engagement is that the Family and Community Specialist is working closely with community agencies for the sole purpose of obtaining support for needed services for families.

Parents attending Literacy Night learn about grade level academic standards. While attending parent-teacher conferences, teachers share assessment data with families.

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

Weaknesses:

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

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

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

Shenandoah is beginning its PTO. Last year we created a new PTO board, held fundraisers, and created a bank account. Families had monthly ability to participate in school events. A continued effort must be made to increase our school-home classroom communications.

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.

Throughout 2022-2023 we have made progress in many identified areas of need. Shenandoah school culture remained high through Staff teambuilding as well as a clearly organized Team structures for student support. Strengthening our culture also improved our ability to support Scholars with significant academic and social and emotional needs through a lens of cultural responsiveness. Areas of opportunity that remain are parent engagement and academic growth. To address these needs, our priorities for 2023-2024 is to support Teacher focus on Scholar work during the lessons, learning standards, and data analysis with a systematic data meeting structure and coaching. Shenandoah continues to prioritize increasing the number of Scholars reading on or above grade level. Finally, Shenandoah is also prioritizing growing a positive school culture through teacher-led professional development.

SECTION 3

The Goals and the Plan

The Goals and the Plan

Goal #1- Check the appropriate Transformation 4.0 pillar this goal falls under:

Pillar 1: Create a System of Excellent Schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> X 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 type="checkbox"/> Pillar 5: Grow Community Partners And Resources That Support The District's Transformation Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership
 Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

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'.

School Leadership will meet or exceed the national percentile score on Panorama Survey Data responses by school-based staff in the category of 'Feedback & Coaching'.

Leadership Development Plan

Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*

- Providing high-quality professional development to teachers
- Supporting first year teachers and Instructional Learning Associates
- Creating systems to establish a clear focus on attaining student achievement goals
- Creating a collaborative and data-driven culture through PLCs
- Establishing a positive culture and climate
- Becoming an effective instructional leader

Priorities:

1. Developing a professional culture of high expectations, staff support, recognition of outstanding work, and collaboration.
2. Establish a strong vision and systematic approach to professional learning to ensure all students have access to grade level content and highly-effective instructional practices.

Funding source(s): GOB, Title 1 and Comprehensive Schools

Priority # 1	1) Developing a professional culture of high expectations, staff support recognition of outstanding work, and collaboration through differentiated PD's and school-wide systems.		
Evidence-based strategy	<ol style="list-style-type: none"> 1.) Implement small group staff cohort professional development model to promote cross-role collaboration and support school belonging while cultivating staff. 2.) Effective implementation and staff development in Relay or HITT coaching and data protocols (WDM, O/F, Lesson Plan Internalization) 3.) Utilize Panorama Survey Data 		
Cost to support implementation of strategy:	N/A		
Indicators of Success			
August	December	February/March	May
<ul style="list-style-type: none"> • Create differentiated school-based professional development cohorts to lead and participate in PD's related to staff need for growth and level of expertise • Create effective PD's for staff around HITT for effective teams • Create Minute by Minute Schoolwide routines and procedures with 100% of 	<ul style="list-style-type: none"> • Average 70% of students and staff who meet achievement criteria to participate in weekly/monthly school-wide celebrations • Implementation of FAR cycle and HITT components are evidenced in classroom observations-70% of the time 	<ul style="list-style-type: none"> • 100% of certified staff participate in school-wide practice of targeted operational procedures to start the year ('24) • Average 75% of students and staff who meet achievement criteria to participate in weekly/monthly celebrations • Implementation of FAR cycle and HITT components are evidenced 	<ul style="list-style-type: none"> • Implementation of FAR cycle and HITT components are evidenced in classroom observations-80% of the time • Average 80% of students meet achievement criteria to participate in weekly/monthly school-wide celebrations

<p>staff in preparation of upcoming school year</p> <ul style="list-style-type: none"> • 100% of certified staff participate in school-wide practice of targeted operational procedures • Establish achievement criteria and activities for monthly school-wide celebrations 	<ul style="list-style-type: none"> • By December 2022, the percentage of teachers responding favorably to Feedback/Coaching questions will increase from 35% in spring 2022 to 70% as measured by the Culture and Climate survey. 	<p>in classroom observations- 75% of the time</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Review and revise school wide routines and procedures for the next school year with 100% of all school staff • By May 2023, the percentage of teachers responding favorably to Feedback/Coaching questions will increase from 35% in Spring 2022 to 80% as measured by the Culture and Climate survey.
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Priority # 2	Leaders will establish a strong vision and systematic approach to professional learning to ensure all students have access to grade level content and highly-effective instructional practices.		
Evidence-based strategy	PBL ongoing Team Coaching High Impact Teacher Teams and FAR cycle		
Cost to support implementation of strategy:	PBL-Project Based Learning through PBL World: On-Going Coaching throughout the year=\$5,000		
Indicators of Success			
August	December	February/March	May
<ul style="list-style-type: none"> • 100% of teachers receive training on WDM, CFU's, academic monitoring O/F 	<ul style="list-style-type: none"> • Observes teachers implementing RELAY or HITT/FAR protocols 2 	<ul style="list-style-type: none"> • Observes teachers implementing RELAY or HITT/FAR 	<ul style="list-style-type: none"> • Observes teachers implementing RELAY or HITT/FAR

<p>Cycles, Lesson Plan Internalization and HITT</p> <ul style="list-style-type: none"> • Develop individual professional development plan(s) with participants and leaders • Introduce ELA and math Instructional Checklist • PD around PBL in classrooms 	<p>times per month and maintains 80% of observations in observation tracker</p> <ul style="list-style-type: none"> • Implementation of individualized PD's-2x month • 60% of Instructional Checklist meeting expectations 	<p>protocols 3 times per month and maintains 90% of observations in observation tracker</p> <ul style="list-style-type: none"> • Weekly classroom walkthroughs result in 20% actions steps from Management Trajectory and 80% from Rigor Trajectory (RELAY protocols) • 80% of Instructional Checklist meeting expectations 	<p>protocols every week and maintains 90% of observations in observation tracker</p> <ul style="list-style-type: none"> • Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols) • 100% of Instructional Checklist meeting expectations
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Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
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 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
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2 Student Achievement in the Core 4				

<p>Student Achievement in the Core 4 (ELA, Math, Social Studies, Science) using “The Key 3” as Evidenced-Based Instructional Strategies. ELA 2-5 Growth By the end of May 2024, at least 50% of all students will increase their STAR benchmark scores by an average of 1 year (.10 academic school year). 50% of students reading 1 or more grade-levels below or more AND receiving intervention supports, will grow by a minimum of 2 years (grade equivalence) as evidenced</p>
<p>Priorities:</p> <ol style="list-style-type: none"> 1. Improving implementation of curriculum and ELA instructional best practices, building teacher capacity in formative assessments, CFU’s, lesson pacing, foundational skills, and small group facilitation. 2. Deepen staff knowledge of reading instructional practices, phonics instruction, and professional development in RTI.
<p>Funding Source(s): Comprehensive School Funding</p>

<p>Priority # 1</p>	<p>Build teacher capacity in implementing all components of the district provided ELA, Math, SS, and Science,resources– Small Group, Foundational Skills, data driven lessons and planning</p>
<p>Evidence-based strategy</p>	<ol style="list-style-type: none"> 1. RELAY protocols – Weekly Data Meetings, Observation Feedback, Lesson Plan Internalization, s 2. Coaching Cycles around lesson planning and student work analysis 3. Deep Dive Unit Planning

	4. Formative Assessments and teacher feedback		
Cost to support implementation of strategy:	<p>RTI and PBL Lead Teachers-Extra Service approx. \$7,500</p> <p>Extra Service planning and professional development time outside of the traditional school day: This will include: PBL planning, UFLI planning, naming rigorous parts of the lesson, deep planning on those segments, live practice with peer feedback, and creating exemplars of student-produced work 1 hour/ 2 days a week- \$2,500 X 3teachers = \$7,500</p> <p>Full Time AIC (Academic Instructional Coach)</p> <p>UFLI teacher texts-\$100/book-x5=\$500</p>		
Indicators of Success			
August	December	February/March	May
<p>RELAY protocols</p> <ul style="list-style-type: none"> Weekly Data Meetings, Observation / Feedback cycles, Data Meetings, and Lesson Plan Internalization are normed upon with staff; team members who will be leading these meetings have been identified and given initial training in protocols. 	<ul style="list-style-type: none"> Weekly Data Meetings, Observation / Feedback cycles, Data Meetings, and Lesson Plan Internalization meetings occur weekly at least 90% of the time; measurable impact on teacher practice or student data observed after at least 70% of these interactions. 	<ul style="list-style-type: none"> Weekly Data Meetings, Observation / Feedback cycles, Data Team, and Lesson Plan Internalization meetings occur weekly at least 90% of the time; measurable impact on teacher practice or student data observed after at least 80% of these interactions. 	<ul style="list-style-type: none"> Weekly Data Meetings, Observation / Feedback cycles, Data Meeting, and Lesson Plan Internalization meetings occur weekly at least 90% of the time; measurable impact on teacher practice or student data observed after at least 90% of these interactions.
<p>SAVVIS Resource</p> <ul style="list-style-type: none"> Preservice professional development completed for all relevant teaching staff; 	<ul style="list-style-type: none"> On unit level assessments, students are 	<ul style="list-style-type: none"> On unit level assessments, students are demonstrating at least 70% average 	<ul style="list-style-type: none"> On unit level assessments, students are demonstrating at least

<p>teachers are able to identify key metrics for the end of each unit, know and plan backward from pacing guidance for the school year, and have practiced facilitation and received feedback on implementation of at least one key lesson.</p> <ul style="list-style-type: none"> Lesson internalization and FAR meetings scheduled for the duration of the school year. 	<p>demonstrating at least 60% average mastery and/or at least 4 months growth on STAR from the BOY STAR.</p>	<p>mastery and/or at least 6 months growth on STAR from BOY STAR.</p>	<p>80% average mastery and/or at least 1 year growth on STAR from BOY STAR.</p>
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Priority # 2	Deepen staff knowledge of reading instructional practices, phonics instruction, and professional development in RTI.		
Evidence-based strategy	<ol style="list-style-type: none"> Various Tier 1 strategies/scaffolds within Core Curriculum (Ex: EL Education Scaffolds, MyView Intervention Handbook, additional listed in RTI Handbook) Various Tier II strategies/programs: Heggerty, MyView and Envisions Intervention Handbook Various Tier III strategies/programs: SPIRE, UFLI, MyView, Envisions High quality professional development focused on literacy, UFLI, and RTI Framework 		
Cost to support implementation of strategy:	Compensation is covered from above priority in the extra service pay as well as UFLI texts.		
Indicators of Success			
August	December	February/March	May
RTI Implementation <ul style="list-style-type: none"> Provide all relevant staff members with an initial 	<ul style="list-style-type: none"> Interventions taking place daily and observed at least 	<ul style="list-style-type: none"> Interventions taking place daily and observed at least 	<ul style="list-style-type: none"> Interventions taking place daily and observed at least

<p>overview training on RTI process and how the process will be implemented at Shenandoah.</p> <ul style="list-style-type: none"> • ELA/RTI Lead Teachers create plans and schedules to meet with students to tackle learning loss. • School-wide schedules are streamlined to provide the maximum learning time. 	<p>monthly with specific, written feedback.</p> <ul style="list-style-type: none"> • RTI Team is in place and participating in regular scheduled data review meetings. • At least 70% of students will be demonstrating growth on designated progress monitoring tools. • At least 70% of students will be on pace to move up a full grade level by end of year on STAR. 	<p>monthly with specific, written feedback.</p> <ul style="list-style-type: none"> • RTI Team is in place and participating in regular scheduled data review meetings. • At least 80% of students will be demonstrating growth on designated progress monitoring tools. • At least 80% of students will be on pace to move up a full grade level by end of year on STAR. 	<p>monthly with specific, written feedback.</p> <ul style="list-style-type: none"> • RTI Team is in place and participating in regular scheduled data review meetings. • At least 90% of students will be demonstrating growth on designated progress monitoring tools. • At least 80% of students will be on pace to move up a full grade level by end of year on STAR.
<p>RTI PD/Training</p> <ul style="list-style-type: none"> • Provide all relevant staff members with an initial overview training on RTI process and how the process will be implemented at Shenandoah • Provide classroom teachers training on effectively implementing Tier I and Tier II intervention strategies and scaffolds within the core 4 curriculum. 	<ul style="list-style-type: none"> • 90% of teachers are implementing appropriate scaffolds and Tier I and Tier II interventions daily within the core curriculum. • LPIP and coaching cycles around lesson planning include planning for appropriate scaffolds. • From August to December teachers will have received additional PD on effective Tier II strategies. 	<ul style="list-style-type: none"> • 100% of teachers are implementing appropriate scaffolds and Tier I and Tier II interventions daily within the core curriculum. • Tier II interventions are being implemented, and at least 80% of students are demonstrating growth on designated progress monitoring tool. • RTI team will have completed at least 7 data review meetings. 	<ul style="list-style-type: none"> • 100% of teachers continue to implement appropriate scaffolds and Tier I interventions daily within the core curriculum. • Tier II interventions are being implemented, and at least 90% of students are demonstrating growth on designated progress monitoring tool. • RTI team will have completed at least 9 data review meetings.

<ul style="list-style-type: none"> • RTI team will establish a protocol and timeline for RTI data review meetings. 	<ul style="list-style-type: none"> • RTI team will have completed at least 3 data review meetings. 		
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Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
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 type="checkbox"/> Pillar 5: Grow Community Partners And Resources That Support The District's Transformation Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Site Specific Goal				
Leaders will grow a positive school-culture by coaching Teachers to distinguished performance as outlined in the PBTE:				
<input type="checkbox"/> PBTE Standard 1: Planning and Preparation; Criterion 1B: Demonstrating Knowledge of Students; #2 Knowledge of Student's Characteristics, Skills, and Knowledge. <ul style="list-style-type: none"> • <i>Distinguished = Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of each student and plans for those differences.</i> 				
<input type="checkbox"/> PBTE Standard 1: Planning and Preparation; Criterion 1E: Designing Coherent Instruction; #8 Instructional Groups <ul style="list-style-type: none"> • <i>Distinguished = Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student needs. Students help determine the appropriateness of their placement.</i> 				
<input type="checkbox"/> PBTE Standard 4: Professional Responsibility; Criterion 4D: Growing and Developing Professionally; #34 Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy <p><i>Distinguished = Teacher seeks out opportunities for professional development and makes a systematic attempt to apply knowledge and may conduct research in the classroom. Teacher displays continuing search for best practice and anticipates student misconceptions.</i></p>				
Key 3 Priorities: Instructional Strategies- Site Specific Goal				
1. Develop multi-tiered system of support to address academic and social and emotional needs of Scholars through Teacher-led research and professional development.				
2. Improve classroom-based interventions through Teacher-led research and professional development on differentiated instruction.				

Funding Source(s): GOB

Priority # 1	Extend our multi-tiered system of support to address academic and social and emotional needs of students through Teacher-led research and professional development.		
Evidence-based strategy	<ol style="list-style-type: none"> 1. Implementation of school-wide student led daily and monthly meetings 2. Bi-monthly Staff meetings for development 		
Cost to support implementation of strategy:			
Indicators of Success			
August	December	February/March	May
Rethink Ed and Caring Classroom Communities-Pd given as overview for all staff-implementation in classrooms from counselor and SW. RELAY/FAR cycle protocols <ul style="list-style-type: none"> • Weekly Data Meetings, Observation / Feedback cycles, and Lesson Plan Internalization are normed upon with staff; 	<ul style="list-style-type: none"> • Weekly Data Meetings, Observation / Feedback cycles, and Lesson Plan Internalization meetings occur weekly at least 90% of the time; measurable impact on teacher practice or student data observed after at least 70% of these interactions. 	<ul style="list-style-type: none"> • Weekly Data Meetings, Observation / Feedback cycles, and Lesson Plan Internalization meetings occur weekly at least 90% of the time; measurable impact on teacher practice or student data observed after at least 80% of these interactions. 	<ul style="list-style-type: none"> • Weekly Data Meetings, Observation / Feedback cycles, and Lesson Plan Internalization meetings occur weekly at least 90% of the time; measurable impact on teacher practice or student data observed after at least 90% of these interactions.

<p>team members who will be leading these meetings have been identified and given initial training in protocols.</p>	<ul style="list-style-type: none"> • Rethink Ed and Caring Classroom Communities-lessons happening in every classroom 1Xweek • 	<ul style="list-style-type: none"> • Rethink Ed and Caring Classroom Communities-lessons happening in every classroom 1Xweek • 	<ul style="list-style-type: none"> • Rethink Ed and Caring Classroom Communities-lessons happening in every classroom 1Xweek •
<p>EnVision 2.0</p> <ul style="list-style-type: none"> • Professional development completed for all relevant teaching staff • Teachers are able to identify standards assessed in each unit, know and plan backward from pacing guidance for the school year, and have practiced facilitation and received feedback on implementation of at least one key lesson. • Lesson internalization meetings scheduled for the duration of the school year using coherence Map as guide to planning (Unbound). • Introduce Math Instructional Checklist 	<ul style="list-style-type: none"> • In observation, teachers implement EnVision 2.0 aligned to lesson plan internalization guidance • PD around Explicit, Systematic Instruction. • On STAR Math 35% of students will be testing at or above grade level. All students performing below grade level will perform minimally at 60 SGP on each screening. This will indicate the student is closing the performance gap. • 60% of Instructional Checklist meeting expectations 	<ul style="list-style-type: none"> • In observation, teachers implement EnVision 2.0 aligned to lesson plan internalization guidance • PD around Explicit, Systematic Instruction. • On STAR Math 45% of students will be testing at or above grade level. All students performing below grade level will perform minimally at 60 SGP on each screening. This will indicate the student is closing the performance gap. • 80% of Instructional Checklist meeting expectations 	<ul style="list-style-type: none"> • On STAR Math 55% of students will be testing at or above grade level. • All students performing below grade level will perform minimally at 60 SGP on each screening. This will indicate the student is closing the performance gap. • 100% of Instructional Checklist meeting expectations

Priority # 2	Improve classroom-based interventions through Teacher-led research and professional development on differentiated instruction, feedback, and formative assessments.		
Evidence-based strategy	Formative assessments and teacher feedback Small groups PBL		
Cost to support implementation of strategy:	Additional planning and professional development time outside of the traditional school day: This will include: naming rigorous parts of the lesson, deep planning on those segments, live practice with peer feedback, and creating exemplars of student-produced work = \$2,500 X 11 teachers= \$27,500		
Indicators of Success			
August	December	February/March	May
<ul style="list-style-type: none"> • Preservice professional development completed for all relevant teaching staff; teachers are able to explain our key instructional practices strategies-CFU, pacing, small group, etc.- for the school year. • Staff member will be given a PBL Unit to begin the year-100% will make adjustments to the plan before implementation 	<ul style="list-style-type: none"> • In observations of instruction during semester 1, observers will see evidence of instructional practices at least 70% of the time • PBL unit 1 will be completed with a community gallery of work and Unit 2 will begin. 	<ul style="list-style-type: none"> • In observations of math instruction during quarter 3, observers will see evidence of instructional practices 80% of observations following building checklist. • PBL unit 2 will be implemented and observed bi-weekly 	<ul style="list-style-type: none"> • In observations of math instruction during quarter 4, observers will see evidence of instructional practices 90% of observations following building checklist. • PBL unit 2 will conclude, and a community gallery of work will be held

Principal

Date

Network Superintendent

Date

Superintendent

Date

State Supervisor, School Improvement

Date