

# Stix Accountability Plan Template



## 2024-2025

The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the [SLPS Transformation 4.0 Plan](#), which support the Continuous Improvement Theory of Action:

Pillar 1: The District creates a system of excellent schools

Pillar 2: The District advances fairness and equity across its system

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

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's [Transformation 4.0 Plan](#)

# 24-25 ACCOUNTABILITY PLAN TEMPLATE

## Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	April 10, 2024
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; <b>2024-2025</b> Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	April 18, 2024
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	
<b>(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)</b>		<b>*April 30, 2024</b>
<b>The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by *May 17, 2024, from Network Superintendent.</b>		

# **SECTION 1**

## **School Profile**

**Accountability Plan Template**

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment

<b>Improvement/Accountability Plan</b>		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	<b>Name of LEA: St. Louis Public Schools</b>  <b>Name of School: Stix Early Childhood Center</b>  <b>School Code: 5930</b>	<b>Check if appropriate</b> <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A
<b>Date:</b>	<b>April 10, 2024</b>	
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<b>School Mission:</b> The staff at Stix ECC will accept, nurture, and celebrate each child’s individuality in a safe, caring, and diverse environment while stimulating their growth academically, socially, morally, emotionally, and physically.		
<b>School Vision:</b> In partnership with families and community members, we will foster each child’s academic success to help them become life-long learners, responsible citizens, and caring leaders.		
<b>One plan may meet the needs of a number of different programs. Please check all that apply.</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I.A School Improvement</li> <li><input type="checkbox"/> Title I.C Education of Migratory Children</li> <li><input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</li> <li><input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children</li> <li><input type="checkbox"/> Title IV 21<sup>st</sup> Century Schools</li> <li><input type="checkbox"/> Title V Flexibility and Accountability</li> <li><input type="checkbox"/> Individuals with Disability Education Act</li> <li><input type="checkbox"/> Rehabilitation Act of 1973</li> <li><input type="checkbox"/> Carl D. Perkins Career and Technical Education Act</li> <li><input type="checkbox"/> Workforce Innovation and Opportunities Act</li> <li><input type="checkbox"/> Head Start Act</li> <li><input type="checkbox"/> McKinney Vento Homeless Assistance Act</li> <li><input type="checkbox"/> Adult Education and Family Literacy Act</li> <li><input type="checkbox"/> MSIP</li> <li><input type="checkbox"/> Other State and Local Requirements/Needs _____</li> </ul>		

process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

<b>School Planning Committee</b>			
<b>Position/Role</b>	<b>Name</b>	<b>Signature</b>	<b>Email/Phone Contact</b>
Principal	Diane Dymond		Diane.Dymond@slps.org
Assistant Principal (if applicable)	Rebecca Henderson		Rebecca.Henderson@slps.org
Academic Instructional Coach	Sandra Castaldi		Sandra.Paunan@slps.org
Family Community Specialist (if applicable)	Aisha Davis		Aisha.Davis@slps.org
ESOL Staff (if applicable)			
SPED Staff (if applicable)	Abnash Coday		Abnash.Coday@slps.org
ISS/PBIS Staff (if applicable)			
Teacher	Katherine Vastis		Katherine.Vastis@slps.org
Teacher	Carrie Kovac		Carrie.Kovac@slps.org
Parent	Elene Sullivan		ESullivan88@gmail.com
Parent	Tianna Cooksey		TTCook@hotmail.com
Support Staff	Thomas Becker		Thomas.Becker@slps.org
Community Member/Faith Based Partner			
Network Superintendent	Crystal Gale		Crystal.Gale@slps.org
Other			

**(What date did you and your School Planning Committee complete Section 1? 4/2/2024)**

# **SECTION 2**

## **Comprehensive Needs Assessment**

# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
<b>Student Enrollment as of 3/1</b>	471	Started the year with 485, a typical loss of about 12 – 15 students during the school year. This is due to parent relocation – job or household related
<b>Grade Level Breakdown</b>	PK – 170 K – 108 Grade 1 – 108 Grade 2 - 85	Consistent trends for grade levels
<b>Ethnicity</b>	Asian – 17 Black – 351 Hispanic – 16 American Indian – 4 Mult-Racial – 6 Pacific Islander – 2 White – 75	Consistent numbers for ethnicity groups
<b>Attendance</b>	ADA – 92% 90/90 – 72%	ADA is on a trend up.
<b>Mobility</b>	7%	Parents/families tend to move out of the district, or out of the state when leaving Stix during the school year.
<b>Socioeconomic status</b>	100% Free & Reduced Lunch	
<b>Discipline</b>	7%	Increase of 4% from last year, teachers are doing better at documenting cases in SIS
<b>English Language Learners/LEP</b>	5%	Consistent % from last year; supports are sufficient
<b>Special Education</b>	18%	Slight increase from last year – children are still being evaluated in the last quarter of the school year.

Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
					100% of students will score in advanced or proficient as evidenced by the May STAR Tests	
<b>STAR Reading (Grade 2)</b>	50% (14)	41% (26)	65% (20)			Students move from STAR Early Literacy to STAR
<b>STAR Math</b>	45% (34)	51% (39)	16% (12)			
<b>DRDP (PreK)</b>	44%	72%	63%	74%		

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

Data Type	Current Information
<b>Learning Expectations</b>	A focus of the 2023-2024 school year has been high-quality curriculum implementation, focusing on <i>MyView</i> and <i>Envision</i> , particularly as it relates to scaffolding grade level instruction for students. Daily, small group instruction has also been an area of focus during this school year for struggling students.
<b>Instructional Programs</b>	<ul style="list-style-type: none"> <li>• MyView</li> <li>• Envision</li> <li>• MyWorld (Savvas)</li> <li>• Mystery Science</li> <li>• Myon</li> <li>• Freckly</li> </ul>



<b>Instructional Materials</b>	ELA- Trade Books & Classroom Libraries; <i>MyView</i> workbooks and materials Math- <i>Envision 2.0</i> workbooks Leveled books and hands-on materials for small groups STEAM materials and resources
<b>Technology</b>	1:1 iPads for all students (PK-6) SMART Boards in each classroom Subscriptions and licenses for Freckle, MyOn, Successmaker, etc.
<b>Support personnel</b>	Teacher assistants work with small groups of students reviewing basic skills. Media Specialist is utilized as a pull-out reading teacher for identified students.

Data Type	Current Information																														
<b>Staff Preparation</b>	All staff receive school-based professional development on reading and math teaching strategies. Staff have received training on becoming trauma informed and meeting the social/emotional needs of students.																														
<b>Staff Certification</b>	<table border="1" data-bbox="653 391 1913 776"> <thead> <tr> <th data-bbox="653 391 1073 427">Grade Level</th> <th data-bbox="1073 391 1493 427"># of Teachers</th> <th data-bbox="1493 391 1913 427">Certification Status</th> </tr> </thead> <tbody> <tr> <td data-bbox="653 427 1073 462">PK Inclusion</td> <td data-bbox="1073 427 1493 462">2</td> <td data-bbox="1493 427 1913 462">Certified</td> </tr> <tr> <td data-bbox="653 462 1073 498">PK</td> <td data-bbox="1073 462 1493 498">8</td> <td data-bbox="1493 462 1913 498">3 ILA, 5 Certified</td> </tr> <tr> <td data-bbox="653 498 1073 534">K</td> <td data-bbox="1073 498 1493 534">6</td> <td data-bbox="1493 498 1913 534">1 ILA, 5 Certified</td> </tr> <tr> <td data-bbox="653 534 1073 570">1</td> <td data-bbox="1073 534 1493 570">5</td> <td data-bbox="1493 534 1913 570">All certified</td> </tr> <tr> <td data-bbox="653 570 1073 605">2</td> <td data-bbox="1073 570 1493 605">5</td> <td data-bbox="1493 570 1913 605">All certified</td> </tr> <tr> <td data-bbox="653 605 1073 670">Special Education K – 2 Classrooms</td> <td data-bbox="1073 605 1493 670">2</td> <td data-bbox="1493 605 1913 670">1 ILA</td> </tr> <tr> <td data-bbox="653 670 1073 706">Special Education Resource</td> <td data-bbox="1073 670 1493 706">2</td> <td data-bbox="1493 670 1913 706">Certified</td> </tr> <tr> <td data-bbox="653 706 1073 742">ECSE</td> <td data-bbox="1073 706 1493 742">1</td> <td data-bbox="1493 706 1913 742">Certified</td> </tr> <tr> <td data-bbox="653 742 1073 776">Related Arts</td> <td data-bbox="1073 742 1493 776">5</td> <td data-bbox="1493 742 1913 776">1 ILA, 4Certified</td> </tr> </tbody> </table>	Grade Level	# of Teachers	Certification Status	PK Inclusion	2	Certified	PK	8	3 ILA, 5 Certified	K	6	1 ILA, 5 Certified	1	5	All certified	2	5	All certified	Special Education K – 2 Classrooms	2	1 ILA	Special Education Resource	2	Certified	ECSE	1	Certified	Related Arts	5	1 ILA, 4Certified
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Special Education Resource	2	Certified																													
ECSE	1	Certified																													
Related Arts	5	1 ILA, 4Certified																													
<b>Staff Specialist and other support staff</b>	Librarian as part-time reading pull-out Academic Instructional Coach Resource teachers Part-time gifted teacher Teacher assistants helping in grade K – 2																														
<b>Staff Demographics</b>	Male – 4, Female – 60  Black – 27, White - 37																														
<b>School Administrators</b>	Dr. Diane Dymond, Principal  Ms. Rebecca Henderson, Assistant Principal																														

## **24-25 School Parent and Family Engagement Policy**

*In addition to the LEA's Parent and Family Engagement Policy (PI230), 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?

During the annual Title 1 meetings, parents receive the School-Parent Compact the School Parent and Family Engagement Policy. Packets are provided to families who cannot attend the meetings. Information is shared on the school's website and the School-Parent Compact is signed by all parties.

What are the strengths of family and community engagement?

Stix ECC enjoys a high percentage (85 – 88%) of parents attending parent conferences. In addition, we have many parents who attend our school programs, celebrations, and learning events. These include our Meet the Teacher event, Literacy Night, Fall Concert, Winter Concert, Black History Program and Science Fair Night.

What are the weaknesses of family and community engagement?

Not providing enough opportunities for parents to learn strategies to help their children at home.  
Need additional community partners from the area to support the school in different ways (tutors, funding, experiences, etc.)

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

Needs identified include increasing parent involvement in learning opportunities that will help them support their child's learning and workshops that address effective discipline practices for parents to use in their homes.

### **Policy Involvement**

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

Families are asked for their input for designing the schoolwide plan. This plan is made available to parents on our website and an email that is mailed out after the Title 1 Meetings in the fall and spring. Parents are also asked to complete the district's Panorama Survey which allows them to share their thoughts and ideas for improving our plan.

How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are informed and given the opportunity to attend Title 1 meetings held in the fall and spring. These meetings cover the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy. Parents are invited to a revision meeting prior to the finalization of the and School Parent and Family Engagement Policy.
How is timely information about the Title I.A program provided to parents and families?
Families receive notifications through various channels. The principal emails bi-monthly newsletters, notices are displayed at pickup locations throughout the building and teachers share information via Class Dojo. The Family and Community Specialist sends out flyers and teachers regularly post updates on Class Dojo to provide parents with ample notice
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Grade level curriculum and assessments are shared with parents during our annual Curriculum Night in September. Student achievement data is posted in the entrance of our building and reviewed during the Informational Meeting in the Fall. Additionally, parent conferences focus on student progress based on STAR and grade-level assessments in addition to the daily progress of their child.

**24-25 Shared Responsibility for Student Achievement-School Parent Compact**

*Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*

What are the ways in which all parents will be responsible for supporting their children’s learning?
<p><b>SLPS Parents will support of academic achievement includes but may not be limited to the following.</b></p> <ul style="list-style-type: none"> <li>· Make sure my child is in school every day possible and on time;</li> <li>· Check that homework is completed including reading for 30 minutes per night;</li> <li>· Monitor and limit screen time;</li> <li>· Volunteer in my child’s classroom/school when possible;</li> <li>· Be aware of my child’s extra-curricular time and activities;</li> <li>· Stay informed about my child’s education by reading all communications from the school and responding appropriately;</li> <li>· Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and</li> <li>· Notify school of all absences as they occur.</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

Please provide assurance that the school is:

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

Parent-teacher conferences are held two times a year. Teachers provide frequent updates to parents and families about their child's progress through emails, Class Dojo, phone calls or text messages. Communication with school staff is frequent and aligned to the school's priorities.

### **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

During Title I Meetings, PTO, Curriculum Nights, Parent-Teacher Conferences information about grade level expectations, understanding assessments, and monitoring student's progress will be shared. During these sessions, we also provide parents with resources, websites, and activities that can be used at home to reinforce learning standards and support their children in meeting academic goals. In addition, if a child demonstrates a greater need for additional involvement, the staff conducts a Care Team Meeting in which parents are included to help determine the best way to ensure a successful school year for their child.

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

Parents will have opportunities (day or evening) to participate in meetings and workshops throughout the school year:

August – Meet the Teacher

September – Literacy Night

October – Math Night

November – January – Kids Invite Someone Special (KISS Days for grade levels, family members learn with their child for part of the day)

February – April – Science Fair May – Transition Night (What families can do over the summer to help prepare their child for the next grade level)
How does your school educate school personnel ( <i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i> ) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?
<b>Establish Partnerships with Parents</b> – utilize PTO meetings, Incredible Years Program (provided by Places for People), Literacy Night, Curriculum Night, etc. <b>Encourage Two-Way Communication</b> – Reading Success Plans (RSP), Using Class Dojo as web communicator, emails, phone calls, Title One Meetings, and parent teacher conferences. <b>Provide Resources and Materials</b> – STAR Home Connection for reading and math, teacher newsletters, Curriculum Night, Literacy Night and Saturday School.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
By providing school-wide events and grade-level specific events. Teachers present information to parents that helps them with activities and strategies they can do at home to help their child’s learning.
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.
Stix ECC understands the importance of collaborating in the community. For that reason, we seek opportunities to collaborate with businesses and organizations that provide resources and services that can benefit our families. Partnerships with Places for People, Bailey Youth Enrichment Foundation and other agencies brings our parents and our community together to help our children.
<b>Accessibility Assurance</b>
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: <ul style="list-style-type: none"> <li>✓ Parents and family members who have limited English proficiency</li> <li>✓ Parents and family members with disabilities</li> <li>✓ Parents and family members of migratory children</li> <li>✓ Provides information and school reports in a format and language parents understand</li> </ul>
Stix ECC is committed to inclusive parent and family engagement, accommodating all needs regardless of English proficiency, disability, or language. We recognize that parent involvement is crucial to student success, leading to better academic outcomes and positive attitudes. To support this, we will ensure that our parents are actively involved and well-informed through annual informational meetings, improved communication, and additional opportunities to participate in their child's education.

# Summary Statements

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

### Strengths:

- A large percentage of parents attend Meet the Teacher, Curriculum Night, PTO Meetings and Literacy Night.
- 89% of parents attend conferences.
- Parents volunteer to help in classrooms and on field trips.

### Weaknesses:

- 11% of parents are not attending conferences.
- Need to increase community partners for more diverse supports to the school.

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

All teachers benefit from PLCs and grade level sharing where strategies, research and best practices are shared. Grade level ELA & Math blocks are utilized in grades K – 2. Social emotional growth of all students is addressed using character education tenets throughout the building and classrooms.

Teachers would benefit from additional workshops on teaching children with challenging behaviors and ELA research based practices.

## Summary of Needs Assessment and Priorities for 24-25

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

We will continue to focus on PLCs and data meetings that support teachers in learning and implementing reteaching strategies.

**(What date did you and your School Planning Committee complete Section 2? \_\_\_\_\_ April 18, 2024 \_\_\_\_\_)**



# **SECTION 3**

## **The Goals and the Plan**

## The Goals and the Plan

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

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

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

**GOAL 1: SENSE OF BELONGING**

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

**Leadership Development Plan**

Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. *Please identify two areas of focus that most align with this goal.*

**Priorities:**

1. Leaders will promote a healthy school climate by maintaining a culture of high expectations, empowerment, recognition of success, and collaboration to foster s sense of belonging among the school community.
2. Leaders will promote a culture of student-centered goal setting and enthusiasm for learning.

<b>Evidence-based strategy</b>	~ SLPS Positive Behavior Interventions and Supports (PBIS) protocols ~ 11 Principles of Character Education ~ <i>ReThinkEd</i> Social/emotional learning	
<b>Implementation Plan</b>		
<b>Action Steps</b>		
<p><b><u>30 Days:</u></b></p> <ul style="list-style-type: none"> <li>▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD</li> <li>▪ Establish small group staff cohort professional development model to promote cross-role collaboration and support belonging, including social-emotional check-ins and wellness activities. (Principles 4 &amp; 9)</li> <li>▪ Continue practice of school-based leadership team, staff committees, and student advisory group (including expanding student advisory to grades 1 &amp; 2). (Principle 8)</li> <li>▪ Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support. (Principles 4 &amp; 11)</li> <li>▪ Begin schoolwide Monday Morning Meetings to promote positive behavior and core values. (Principle 5)</li> <li>▪ Social emotional learning lessons including RethinkEd are implemented in classrooms for twenty minutes on the first day of each week. (Principle 5)</li> <li>▪ Students establish goals for the 2024-2025 school year. (Principles 5 &amp; 6)</li> </ul>		
<b>Person(s) Responsible</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor, Social Worker &amp; PBIS Coordinator</li> <li><input type="checkbox"/> Principal, Assistant Principal &amp; AIC</li> <li><input type="checkbox"/> Leadership Team Members</li> <li><input type="checkbox"/> Attendance Team Members</li> <li><input type="checkbox"/> Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Districtwide PBIS Matrix</li> <li><input type="checkbox"/> PBIS Districtwide Bus and Building Expectations</li> <li><input type="checkbox"/> Time allocated for professional development</li> <li><input type="checkbox"/> Time for Attendance Team, Student Support Team &amp; Leadership Team collaboration</li> </ul>	
<p><b><u>60 Days:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement cross-age buddy program to cultivate relationships among the students between grade levels. (Principles 2 &amp; 4)</li> <li><input type="checkbox"/> Begin monthly Celebrating Character incentives aligned with school core values. (Principle 7)</li> <li><input type="checkbox"/> School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.</li> <li><input type="checkbox"/> Character Plus Professional Development- CEEL &amp; TACE cohorts begin.</li> <li><input type="checkbox"/> Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students. (Principles 4 &amp; 10)</li> </ul>		

- PBIS Coordinator & Assistant Principal conduct regular review of discipline referral data to refine classroom supports. (Principle 11)
- Implement student-led conferences with students during October/March parent teacher conferences. (Principles 6 & 10)

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership Team Members</li> <li><input type="checkbox"/> Student Support Team Members</li> <li><input type="checkbox"/> School Secretary &amp; Family Community Specialist</li> <li><input type="checkbox"/> School Counselor &amp; Social Worker</li> <li><input type="checkbox"/> Classroom Teachers</li> <li><input type="checkbox"/> Instructional Leadership Team Members</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Time allocated for school activities</li> <li><input type="checkbox"/> Resources to implement cross-age buddy activities</li> <li><input type="checkbox"/> Professional development for student support team members</li> <li><input type="checkbox"/> Access to <i>RethinkEd</i> curriculum resource</li> </ul>

**90 Days:**

- Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences. (Principle 11)
- Character Education Emerging Leaders (CEEL) Cohort visit. (Principle 11)
- Mid-Year Data Review as part of SST and Attendance Team process. (Principle 8)
- Mid-Year Celebration of students achieving academic and behavioral goals first semester. (Principle 7)

Person(s) Responsible:	Resources:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Participating Staff</li> <li><input type="checkbox"/> Leadership Team Members</li> <li><input type="checkbox"/> Attendance Team &amp; Student Support Team Members</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Funds and time for Character Plus Professional development</li> <li><input type="checkbox"/> Time allocated for school activities</li> </ul>

**Funding Source(s) / Cost to Implement Strategies**

***District-wide initiatives will be funded by the central office.***

- Panorama Ed Survey

***For Building Initiatives, please identify the funding source (GOB, Title1, Comprehensive, Other):***

- Salary and benefits associated with Academic Instructional Coach (Title)
- \$3000 for professional development books, resources or workshops (Title)
- Funds for field trip admission and transportation for learning experiences to enhance lessons (GOB)

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
Pillar 1: The District creates a system of excellent schools	Pillar 2: The District advances fairness and equity across its system	Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	✓ Pillar 4: All students learn to read and succeed	Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading</b>				
<p><b>GOAL 2: READING</b> By May 2025,</p> <ul style="list-style-type: none"> <li>- 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.</li> <li>- 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.</li> <li>- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.</li> <li>- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the school year.</li> </ul>				
<b>Reading Plan</b>				
Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
<p><b>Priorities:</b> Pre-K, Elementary, and Secondary:</p> <ol style="list-style-type: none"> <li>1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.</li> <li>2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading).</li> </ol>				
<b>Evidence-based strategy</b>	<input type="checkbox"/> SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) Instructional Resources: <ul style="list-style-type: none"> <li>o Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks</li> <li>o Instructional Design Framework and ELA Lesson Plan Internalization Protocol</li> </ul>			

- o ELA Collaborative Lesson Planning Protocol (PLCs)
  - Supplemental Phonics Instruction: UFLI Phonological Awareness Program
  - LETRS Training: School Leaders, Instructional Coaches, and Teachers

### Implementation Plan

#### Action Steps

#### **30 Days:**

##### **Professional Development**

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

##### **Observation and Feedback**

- Conduct classroom walkthroughs to gather baseline data on current instructional practices related to gradual release, specifically looking for guided practice and student-led discussions around complex texts.
- Provide initial feedback focused on identifying strengths and areas for growth.
- Set up a schedule for phonics instruction observations and provide feedback on implementation.

##### **Implementation/Monitoring**

- Establish PLCs dedicated to ELA collaborative lesson planning. Provide a structured agenda that includes the use of the Lesson Plan Internalization Protocol.
- Schedule regular PLC meetings and set expectations for collaborative planning using the protocol.
- Observation data will reflect initial efforts in implementing the Gradual Release Model and incorporating academic conversations into lessons.
- Lesson plans will begin to show alignment with the Instructional Design Framework and Internalization Protocols.
- Participation and engagement in PLCs will be tracked, with evidence of collaborative lesson planning using the ELA protocols.

##### **Monitoring Student Progress**

- Administer Star Reading beginning of year Assessment
- Administer UFLI beginning of year assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student digital tracking tools for Star Reading and UFLI
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> Professional Development Department</li> <li><input type="checkbox"/> Curriculum Specialists</li> <li><input type="checkbox"/> Director of Academic Instructional Coaches</li> <li><input type="checkbox"/> Academic Instructional Coaches</li> <li><input type="checkbox"/> Instructional Leadership Team</li> <li><input type="checkbox"/> Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SLPS Instructional Vision for Academic Excellence</li> <li><input type="checkbox"/> SLPS High Quality Instructional Design</li> <li><input type="checkbox"/> Savvas ELA myView (K-5)</li> <li><input type="checkbox"/> STAR Renaissance</li> <li><input type="checkbox"/> Monthly Staff PD Schedule</li> <li><input type="checkbox"/> Instructional Leadership Team Schedule</li> <li><input type="checkbox"/> Weekly data meeting schedule and facilitation support</li> </ul>
<p><b>60 Days:</b>  <b>Professional Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> <li><input type="checkbox"/> Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation</li> <li><input type="checkbox"/> Leader and Staff PD – Begin LETRS training</li> <li><input type="checkbox"/> Conduct follow-up professional development to address common challenges and deepen understanding of the Instructional Design Framework and Lesson Plan Internalization Protocols.</li> <li><input type="checkbox"/> Use PLCs to collaboratively refine lesson plans, focusing on integrating complex texts and tasks that align with ELA standards.</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct targeted observations to assess the implementation of the Gradual Release Model, specifically looking for guided practice and student-led discussions around complex texts.</li> <li><input type="checkbox"/> Provide feedback and coaching based on observations, with a focus on increasing the quality of academic conversations in the classroom.</li> <li><input type="checkbox"/> Continue to observe phonics instruction and provide feedback, focusing on the fidelity of UFLI program implementation.</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor the effectiveness of PLCs through attendance, engagement, and the quality of collaborative planning.</li> <li><input type="checkbox"/> Provide additional support or adjustments to the PLC process as needed to enhance teacher collaboration and lesson plan quality.</li> <li><input type="checkbox"/> Implementation of weekly curriculum writing prompts and supplemental resources (i.e. Lakeshore).</li> <li><input type="checkbox"/> Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.</li> <li><input type="checkbox"/> Participate in multi-tiered systems of support (MTSS) pilot to support implementation of the Science of Reading</li> <li><input type="checkbox"/> Observational data will show increased use of the Gradual Release Model with effective academic conversations and student engagement with complex texts.</li> </ul>	

- Lesson plans will consistently reflect the Instructional Design Framework, with evidence of internalization during PLC meetings.
- Feedback from PLCs will demonstrate improvements in lesson planning and collaboration.

**Monitoring Student Progress**

- Analyze student work samples and assessment data to evaluate mastery of complex texts and tasks.
- Review phonics progress monitoring data to ensure students are making expected gains with the UFLI program.
- Use progress monitoring data to identify students who may need additional support and adjust phonics groups accordingly.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional Leadership Team</li> <li><input type="checkbox"/> Classroom Teachers &amp; Support Staff</li> <li><input type="checkbox"/> Professional Development Department</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SLPS Collaborative Lesson Planning Protocol</li> <li><input type="checkbox"/> SLPS Gradual Release Rubric</li> <li><input type="checkbox"/> Take-home literacy resources</li> <li><input type="checkbox"/> Monthly Staff PD Schedule</li> <li><input type="checkbox"/> Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources</li> <li><input type="checkbox"/> Supplemental Teacher/Reading Intervention Teacher</li> </ul>

**90 Days:**

**Professional Development**

- Provide additional professional development for teachers as needed to maintain high fidelity in UFLI program implementation.
- Incorporate LETRS principles into ongoing professional development and instructional feedback.

**Observation and Feedback**

- Conduct comprehensive observations to ensure that the Gradual Release Model is being effectively utilized across all classrooms.
- Provide targeted feedback and celebrate successful implementation, highlighting exemplary practices in academic conversations and complex text engagement.
- Continue to observe phonics instruction and provide feedback, focusing on the fidelity of UFLI program implementation.
- Provide coaching for teachers as needed to maintain high fidelity in UFLI program implementation.
- Begin to integrate LETRS concepts into classroom observations and feedback, particularly in literacy instruction.

**Implementation/Monitoring**

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.
- Observations and lesson plans will consistently reflect high-quality use of the Gradual Release Model and academic conversation strategies.



- Teachers will demonstrate proficiency in the Instructional Design Framework, evidenced through PLC discussions, lesson plans, and classroom practice.

**Monitoring Student Progress**

- Administer Star Reading middle of year assessment
  - Review phonics intervention data and adjust instructional strategies based on student progress.
  - Summarize and analyze end-of-quarter assessment data, including phonics and ELA assessments, to evaluate the overall impact of instructional strategies on student achievement.  Use data to set new goals for further refinement and continued growth in literacy and academic conversation skills.
  - Conduct goal setting conferences with students.

Person(s) Responsible	Resources
<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District MTSS Coordinator <input type="checkbox"/> Identified Classroom Teachers	<input type="checkbox"/> STAR Renaissance <input type="checkbox"/> MTSS Implementation Plan <input type="checkbox"/> Resources for classrooms to implement service learning and support of other staff/community resources
Funding Source(s) / Cost to support implementation of strategy:	

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

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

**GOAL 3: MATH**

By May 2025,

- 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment.
- 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment.
- 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

**Mathematics Plan:**

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

**Priorities:**

1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.
2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

**Funding Source(s):**

*District-wide initiatives will be funded by the central office.*

- *Tier 1 Instructional Tools*
- *Identified Tier 2 and Tier 3 Instructional Tools (Freckle)*
- *Academic Competitions*

*For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other)*

**Priorities:**

1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.
2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

**Evidence-based strategy**

- SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-5) Resources:
  - Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
  - Instructional Design Framework and Math Lesson Plan Internalization Protocol

**Implementation Plan**

## Action Steps

**30 Days:****Professional Development**

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

**Observation and Feedback**

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

**Implementation/Monitoring**

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.
- Observation data will show initial attempts at implementing the Gradual Release Model, with a focus on structured dialogue and academic discussions.
- Lesson plans will begin to reflect alignment with the Instructional Design Framework and Math Lesson Plan Internalization Protocol.

**Monitoring Student Progress**

<ul style="list-style-type: none"> <li>▪ Administer Star Math beginning of year Assessment</li> <li>▪ Review and analyze baseline assessment data to identify trends and student needs.</li> <li>▪ Establish initial student digital tracking tools for Star Math</li> <li>▪ Conduct goal setting conferences with students</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> Professional Development Department</li> <li><input type="checkbox"/> Curriculum Specialists</li> <li><input type="checkbox"/> Academic Instructional Coaches</li> <li><input type="checkbox"/> Instructional Leadership Team</li> <li><input type="checkbox"/> Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SLPS Instructional Vision for Academic Excellence</li> <li><input type="checkbox"/> SLPS High Quality Instructional Design</li> <li><input type="checkbox"/> Savvas enVision Math (K-5)</li> <li><input type="checkbox"/> STAR Renaissance Time for professional development with teachers and collaboration with Instructional Leadership Team</li> <li><input type="checkbox"/> Professional book study resources and materials for teachers</li> <li><input type="checkbox"/> Weekly data meeting time and facilitation support</li> </ul>
<p><b>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Provide additional professional development on enhancing structured dialogue and academic discussions, focusing on strategies such as questioning techniques, peer discussions, and using mathematical language.</li> <li>▪ Facilitate follow-up training sessions to address challenges and further refine lesson planning using the Instructional Design Framework and Internalization Protocol.</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Conduct focused observations to provide specific feedback on the implementation of the Gradual Release Model, particularly on transitioning from guided practice to independent student discussions.</li> <li>▪ Highlight best practices and provide coaching for teachers who need additional support in facilitating academic discussions in math.</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.</li> <li>▪ Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics.</li> <li>▪ Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps. Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons.</li> <li>▪ Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions.</li> </ul>	

<p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>• Use student work samples and dialogue records to assess the quality of academic discussions and their impact on understanding complex math concept.</li> <li>• Use Daily Quick Checks to monitor student mastery of focused lesson standard</li> <li>• Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards</li> </ul>	
<p>Person(s) Responsible</p>	<p>Resources</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional Leadership Team</li> <li><input type="checkbox"/> Classroom Teachers &amp; Support Staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SLPS Gradual Release Rubric</li> <li><input type="checkbox"/> Instructional time and teacher professional development to implement mathematics tasks</li> <li><input type="checkbox"/> Professional development time for classroom teachers and support staff</li> <li><input type="checkbox"/> Supplemental Teacher/Reading Intervention Teacher</li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Provide additional professional development for teachers as needed to.</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Conduct comprehensive observations to ensure that the Gradual Release Model is effectively utilized across all math classrooms.</li> <li>▪ Provide ongoing feedback and celebrate successful practices, highlighting examples of high-quality academic discussions and structured dialogues in math.</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.</li> <li>▪ Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.</li> <li>▪ Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvements.</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administer STAR Math middle of year assessment</li> <li><input type="checkbox"/> Use data to set new goals and refine instructional approaches to support further growth in math understanding and performance.</li> <li><input type="checkbox"/> Use PLCs to review student data and collaboratively adjust instruction based on lesson plan effectiveness and student performance</li> <li><input type="checkbox"/> Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards</li> <li><input type="checkbox"/> Conduct goal setting conferences with students</li> </ul>	

Person(s) Responsible	Resources
<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District MTSS Coordinator <input type="checkbox"/> After School Program Staff <input type="checkbox"/> Classroom Teachers	<input type="checkbox"/> STAR Renaissance <input type="checkbox"/> Funds for professional development and release time for teacher engagement and collaboration <input type="checkbox"/> Time for After School Staff to plan and collaborate with classroom teachers
Funding Source(s) / Cost to Support Implementation of Strategy	
<p><b><i>District-wide initiatives will be funded by the central office.</i></b></p> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools (enVision Math)</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)</li> <li>○ Academic Competitions</li> </ul> <p><b><i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i></b></p> <ul style="list-style-type: none"> <li>○ \$10,000 for costs associated with staff participation in conferences- NAEYC, ASCD, Innovative Schools Conference, etc. (Title)</li> <li>○ \$5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive)</li> </ul>	

**(What date did you and your School Planning Committee complete Section 3? \_\_\_\_\_ May 21, 2024\_\_\_\_\_)**

*Dr. Diane Dymond*

**Principal (required)**

\_\_\_\_\_ May 30, 2024 \_\_\_\_\_

**Date Completed (required)**

\_\_\_\_\_ May 30, 2024 \_\_\_\_\_

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

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

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

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

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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**