Mullanphy Accountability Plan

2024-2025

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

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the SLPS Transformation 4.0 Plan, which support the Continuous Improvement Theory of Action:
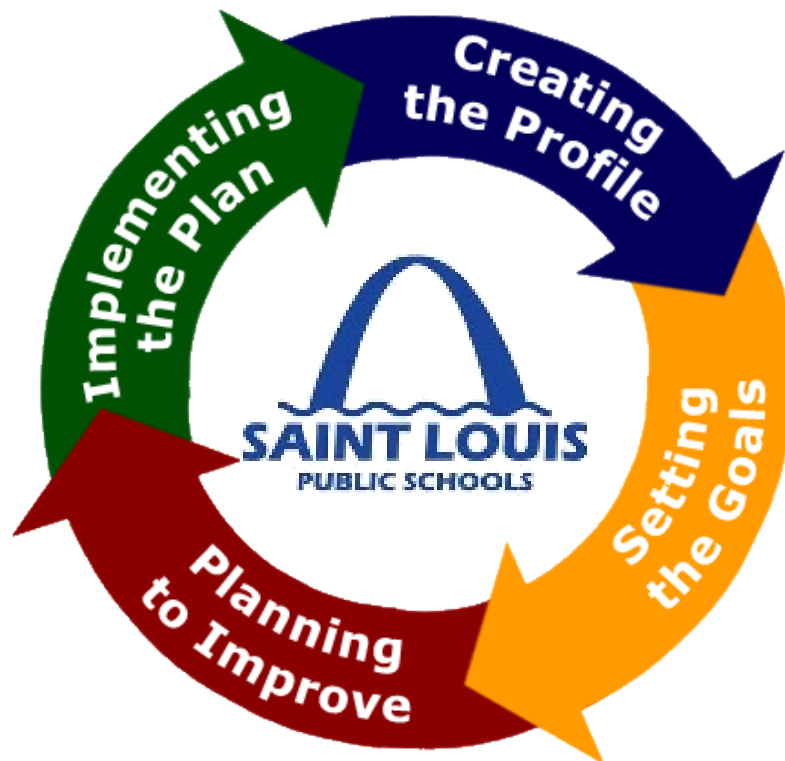
Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan

24-25 ACCOUNTABILITY PLAN TEMPLATE
Table of Contents

Section	Contents	Completion Dates (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	**9/26/24**
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; **2024-2025** 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	**9/26/24**
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	**September 20, 2024**
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		**September 27, 2024**
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ **LEA** ✓ **School**	**Name of LEA: St. Louis Public Schools** **Name of School: Mullanphy** **School Code: 5590**	**Check if appropriate** ☐ **Comprehensive School** ***Requires a Regional School Improvement Team** ☐ **Targeted School** ✓ **X Title I.A**
Date: 9/26/2024		

Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.

School Mission: Mullanphy-Botanical Garden Investigative Learning Center is dedicated to fostering a positive environment, where students will achieve social and academic success by building positive relationships between community, home and school.

School Vision: Mullanphy will be the school of choice for students to be motivated to reach their full potential as lifelong learners using experiences and science as our catalyst.

One plan may meet the needs of a number of different programs. Please check all that apply.
- ✓ **Title I.A School Improvement**
- ☐ **Title I.C Education of Migratory Children**
- ☐ **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
- ☐ **Title II.A Language Instruction for English Learners and Immigrant Children**
- ☐ **Title IV   21st Century Schools**
- ☐ **Title V Flexibility and Accountability**
- ☐ **Individuals with Disability Education Act**
- ☐ **Rehabilitation Act of 1973**
- ☐ **Carl D. Perkins Career and Technical Education Act**
- ☐ **Workforce Innovation and Opportunities Act**
- ☐ **Head Start Act**
- ☐ **McKinney Vento Homeless Assistance Act**
- ☐ **Adult Education and Family Literacy Act**
- ☐ **MSIP**
- ☐ **Other State and Local Requirements/Needs** _____

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

School Planning Committee

Position/Role	Name	Signature	Email/Phone Contact
Principal	Dr. Kelli Casper	*Dr. Kelli Casper*	kelli.casper@slps.org
Assistant Principal	Tanetra Flewellen	*Tanetra Flewellen*	tanetra.flewellen@slps.org
Assistant Principal	Taylor Jones	*Taylor Jones*	taylor.jones@slps.org
Academic Instructional Coach	Dr. Amy Martin	*Dr. Amy Martin*	amy.martin@slps.org
Family Community Specialist	Tamesia Fowler	*Tamesia Fowler*	tamesia.fowler@slps.org
ESOL Staff (if applicable)	Heather Nason	*Heather Nason*	heather.nason@slps.org
SPED Staff (if applicable)	Carrie Burgett	*Carrie Burgett*	carrie.burgett@slps.org
ISS/PBIS Staff (if applicable)	Ina Smith	*Ina Smith*	ina.smith@slps.org
Teacher	Paige Jones	*Paige Jones*	paige.jones@slps.org
Teacher-Librarian	Dr. Victoria Jones	*Dr. Victoria Jones*	victoria.jones@slps.org
Parent	Meghan Speiser	*Meghan Speiser*	speiserme@gmail.com
Parent			
Support Staff	Sherry Holman, BLA	*Sherry Holman, BLA*	Sherry.holman@slps.org
Community Member/Faith Based Partner	Carol Cloud-OneFamilyChurch	*Carol Cloud-*	
Network Superintendent	Dr. Isaac Pollack	*Dr. Isaac Pollack*	isaac.pollack@slps.org
Other			

What date did you and your School Planning Committee Complete Section 1? _____ 3-16-24_____ (Title I Evaluation meeting)_____

SECTION 2
Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 9/23/24	404	The recent decline in enrollment highlights the need for a thorough evaluation of factors such as student retention, family engagement, and community dynamics. Leadership will examine these areas to identify the underlying causes and address any contributing challenges. Strengthening family communication, refining recruitment strategies, and fostering a positive and supportive school environment will be key steps in stabilizing and potentially increasing enrollment in the future.
Grade Level Breakdown	PK: 70 K: 59 1: 52 2: 51 3: 60 4: 56 5: 56	The student breakdown at our school shows strong Pre-K enrollment with 70 students, while K-5 numbers are consistent, ranging from 51 to 60 students per grade. However, there is a slight decline as students move to upper grades, highlighting a need to focus on retention strategies and engagement as they progress.
Ethnicity	Black: 85% White: 7% Asian: 1% Hispanic: 6%	Our school's demographics, with 85% Black students and smaller groups of White, Hispanic, and Asian students, highlight the need for culturally responsive teaching and an inclusive environment. We will prioritize meeting the needs of our Black students while ensuring all groups feel supported. Engaging families and promoting equity will remain key to fostering a strong, inclusive community.
Attendance	90.86% ADA/ 68.97%	Our attendance gap, driven by district transportation issues, calls for stronger action. In addition to resolving transportation challenges, we will improve family communication, target chronically absent students, and create incentives to boost consistent attendance. These steps are crucial to keeping students engaged and in school.
Mobility		
Socioeconomic status		
Discipline	59-ISS	ISS is part of our tiered approach, designed to address behavioral challenges while ensuring that learning still happens through social-emotional learning and conflict resolution. By continuing to strengthen

				our PBIS strategies, we aim to reduce the need for ISS and foster a more positive and inclusive learning environment for all students.
English Language Learners/LEP	16%			
Special Education	19%			

| Student Achievement- State Assessments *(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)*				
Goal Areas	**22-23 performance**	**23-24 performance**	**24-25 Goals**	**Explanation/Rationale for Current Performance**
ELA	12.2% Proficient	12.6% Proficient		Our ELA state test scores remained nearly flat, moving from 12.2% in 2022-2023 to 12.6% in 2023-2024, indicating no significant improvement. This highlights the urgent need for stronger interventions and targeted literacy support. We will focus on refining instructional practices, aligning closely with state standards, and using data-driven approaches to drive meaningful growth in future assessments.
Math	10.2% Proficient	12.1% Proficient		Our state math scores improved from 10.2% in 2022-2023 to 12.1% in 2023-2024, but overall proficiency remains low. We will focus on stronger interventions, targeted support, and data-driven instruction to drive more significant growth moving forward.
Science	16.9% Proficient			Our science scores reflect the need for improvement, and we are working to become more standards-focused in our approach. By aligning our instruction more closely with science standards and incorporating hands-on, inquiry-based learning, we aim to strengthen student understanding. Providing targeted support will also help ensure better outcomes in future assessments.
Social Studies	N/A	N/A		N/A
CCR	N/A	N/A		N/A
WIDA ACCESS (Progress Indicator)	7/43 16%			2 ESOL teachers provide additional push in and pull-out instruction for our ELL students in grades K-5.

WIDA ACCESS (Proficiency Indicator)	3/55 5.5%				2 ESOL teachers provide additional push in and pull-out instruction for our ELL students in grades K-5.

Student Achievement- Local Assessment					
Goal Areas	**22-23 performance**		**23-24 performance**		**24-25 Goals**
	BOY	EOY	BOY	EOY	
STAR Reading	21% Prof	27% Prof	24%P rof.	32% Prof.	
STAR Math	18% Prof.	19% Prof.	19% Prof.	35% Prof.	
DRDP (PreK)	18%	53%			
ELL Benchmark Assessment- Speaking *EL students only	9/55 16%	21/52 40%	18/55 33%		
ELL Benchmark Assessment- Writing *EL students only	2/55 4%	11/52 21%	2/55 4%		

	Explanation/Rationale for Current Performance
STAR Reading	For STAR Reading, the steady rise to 32% is positive, but early-year proficiency remains low. Small group reading interventions will focus on key skills like fluency and comprehension, using leveled texts and differentiated instruction. Regular data monitoring will help tailor support and accelerate growth.
STAR Math	For STAR Math, the jump to 35% proficiency is encouraging, but low initial rates show the need for early small-group interventions. We will focus on targeted, personalized instruction to address skill gaps, with regular assessments guiding the groups. Teachers will receive training to ensure effective delivery and track progress.
ELL Speaking	Although a low number of our students are showing proficiency, we continue to show growth in this area.
ELL Writing	Teacher capacity and performance has greatly impacted this area. All of Mullanphy's teaching staff will receive SIOP training in 24-25

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

STAR Reading Proficiency Rate 1-5

STAR Math Proficiency Rate 1-5
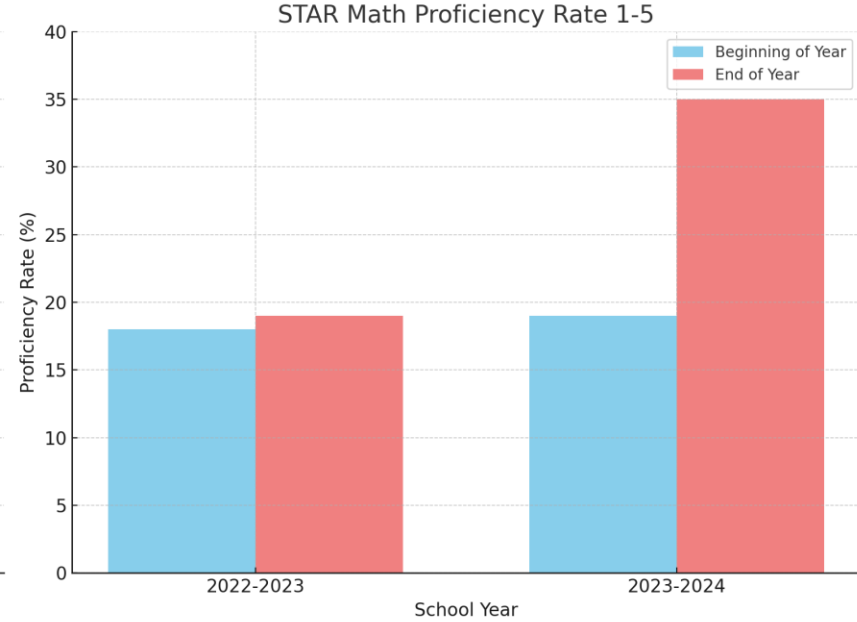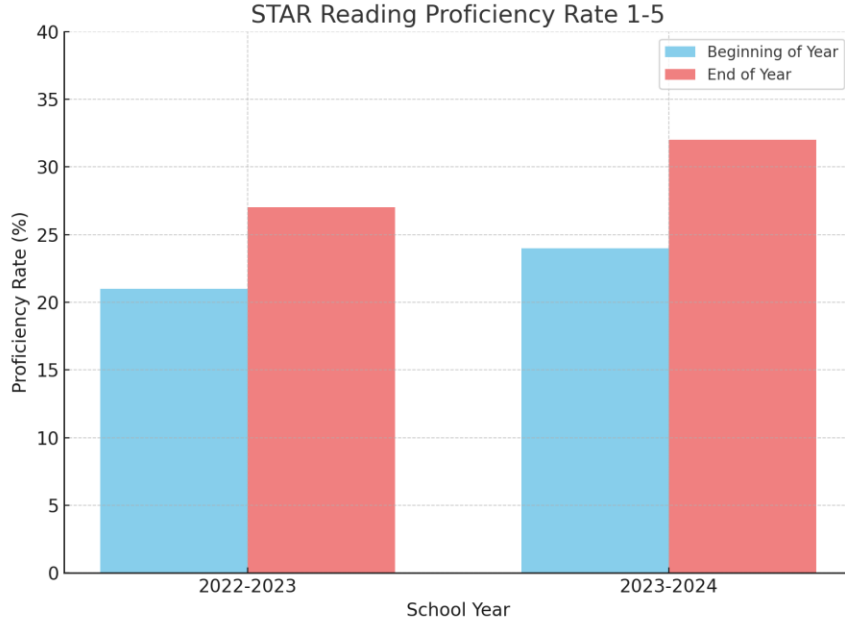
Curriculum and Instruction	
(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)	
Data Type	**Current Information**
Learning Expectations	Teachers will implement clear, standard-aligned objectives and model lessons with explicit instruction, ensuring frequent checks for understanding and actionable feedback. Lessons will focus on rigorous practice and student engagement, with differentiated support tailored to individual needs. Data-driven instruction and regular reflection will guide teaching, promoting continuous improvement and better student outcomes.
Instructional Programs	Pre-K Curriculum: SAVVAS Three Cheers K-5th ELA: SAVVAS MyView K-5 Reading: Structured Literacy approach that includes Phonemic Awareness, Phonics (UFLI), Fluency, Vocabulary, and Comprehension K-5th Math: SAVVAS envision K-5 Science and Social Studies: district standards-based curriculum plan (available in Teams) Pre-K-5 Related Arts: standards-based curriculum plan ESOL: district standards-based curriculum plan that includes co-teaching and data-driven pull-out small groups

	Special Education: multiple models that include Resource, Inclusion, self-contained Cross-Categorical, and Autism classrooms
Instructional Materials	SAVVAS curriculum UFLI phonics District-provided standards-based curriculum plan DESE Literacy Grant resources
Technology	iPads for all students Promethean/SMART boards in all rooms
Support personnel	

High Quality Professional Staff *(How are you ensuring that all students are taught by a high-quality teacher?)*	
Data Type	**Current Information**
Staff Preparation	*ILA's: 5* *1-2 years: 8* *3-5 years: 10* *5 + years: 30*
Staff Certification	40/45 teachers certified; 5 ILAs Counselor, SW certified
Staff Specialist and other support staff	3 AICs assigned specific caseload 2 Magnet Science Teachers 1 Teacher Assistant 1.0 Librarian 0.2 Gifted Teacher 5 Pre-Kindergarten Teacher's Assistants 15 Instructional Care Aides

	1 FSS
	1 Social Worker
	1 Counselor
	1 PBIS Behavior Interventionist
Staff Demographics	B-40%
	W- 58%
	A- 2%
School Administrators	1 Principal 10+ years
	1 AP 2nd year
	1 AP 1st year

24-25 School Parent and Family Engagement Policy

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

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?
At the Title 1 meetings held at Mullanphy Elementary, parents receive the School-Parent Compact and the School Parent and Family Engagement Policy.   For those unable to attend, packets are sent home. Additionally, this information is available on the school's website. The School-Parent Compact is signed by all parties.
What are the strengths of family and community engagement?

Overall, the programs and events organized by the school this year have been well-received. Highlights include the Winter Program, Black History Program, Literacy Night, Fall Festival, STEAM Fair, and various literacy workshops. A key strength is the ability of parents to suggest or request activities and events they would like to be involved in, and their willingness to volunteer and support these initiatives throughout the school community.

What are the weaknesses of family and community engagement?

While we offer monthly PTO and family engagement activities, we need to improve parent participation and attendance. For events like the Winter Program, attendance is strong, but events like Literacy Night see much lower turnout compared to overall enrollment.

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

The identified needs for family and community engagement include boosting parent involvement during academic sessions like parent conferences, offering parenting workshops focused on effective discipline practices, and providing job readiness training for parents. Additionally, our community would benefit from programs that support families in transition with resources such as food, job opportunities, clothing, childcare, and other essential services.

Policy Involvement

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

Mullanphy invites parents to join the School Planning Committee, where they can actively participate in shaping the schoolwide plan. This plan is also shared with families during PTO meetings. Additionally, families have the opportunity to provide input on school programming through the Panorama survey, conducted twice a year. The feedback collected from this survey is used to make necessary adjustments to the 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 distributes updated information via mass email and Class Dojo. Additionally, Mullanphy maintains a bulletin board displaying all monthly events and meetings. Information is also available via Class Dojo and the Mullanphy website. The Family Support Specialist sends out flyers and notices promptly to ensure parents have the opportunity to attend events. 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?

Curriculum Nights are scheduled throughout the school year beginning in October, where families learn about grade level expectations/standards that students and teachers are held accountable for mastering. After the overview of the curriculum, families engage in fun-interactive games from the highlighted curriculum area. During the bi-annual Title 1 meetings, the principal reviews the curriculum, assessments, and MAP achievement levels. Additionally, parent conferences focus on student progress based on STAR and MAP assessments, and further information is provided during Parent-Teacher Conferences.

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

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

What are the ways in which all parents will be responsible for supporting their children's learning?

SLPS Parents will support of academic achievement includes but may not be limited to the following.

· Make sure my child is in school every day possible and on time;

· Check that homework is completed including reading for 30 minutes per night;

· Monitor and limit screen time;

· Volunteer in my child's classroom/school when possible;

· Be aware of my child's extra-curricular time and activities;

· Stay informed about my child's education by reading all communications from the school and responding appropriately;

· Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and

· Notify school of all absences as they occur.

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

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:
· We will provide high-quality instruction and materials to our students.
· We will plan and participate in high-quality professional development which incorporates the latest research.
· We will maintain a safe and positive school climate.

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

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

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

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

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

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

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
· Listen to children read;
· Have an opportunity to become a room parent;
· Present a program on their culture, a different country, a special skill or career, etc.;
· Assist with programs or parties, educational trips,

Please provide assurance that the school is:
- ✓ 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 each year. Teachers provide frequent updates to parents and families about their student's progress by using e-mail, Class Dojo, and phone calls/text messages. Parents and families are encouraged to visit the school, participate in activities, and visit

classrooms. Communication from school staff is frequent and aligned to school 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 1 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. To help parents become familiar with testing formats, we share sample questions similar to those on MAP and Star assessments. Additionally, we offer collaborative strategies for parents and teachers to work together in supporting their child's learning.

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

Parents will have various opportunities to participate in meetings and workshop sessions throughout the year:
September | Parent Meeting – A review of the previous year's academic achievement data, including MAP and Benchmark Assessments.

October | Parent Meeting/Curriculum Night – A presentation on grade-level expectations for each subject area, with websites shared that offer activities and resources to support Missouri Learning Standards at home.
November-January | Additional Curriculum Nights – Teachers will share strategies and ideas with parents to help improve their child's academic performance in specific content areas.
February-March | MAP Testing Preparation Workshop – An overview of the Missouri Assessment Program, including sample MAP-style questions, to help families understand testing expectations.
April | Parent Workshop – Strategies to address summer learning loss using community resources and materials provided by teachers.

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?

We provide professional development sessions and staff meetings aimed at supporting all teachers, specialized instructional support personnel, principals, school leaders, and support staff. These trainings focus on building strong relationships with students and parents, effective communication techniques, and strategies for partnering with parents as equals in their child's education. Additionally, the district offers off-site training and professional development opportunities to further enhance these skills.

How does your school implement and coordinate parent programs, and build ties between parents and the school?
At the beginning of the year, we distributed a survey to parents to gather their feedback on programs from the previous year. Programs that received high attendance and positive feedback are scheduled again for families to participate in. Parents are also given opportunities to volunteer at events, with timely notifications provided to keep them informed. Our Family Community Specialist plays a key role in bridging the gap between school, home, and the community, making these connections clear and accessible to our parents. We keep parents informed through monthly newsletters, and ClassDojo. Additionally, we hold regular meetings and activities that connect parents, the school, and community partners, fostering a strong and collaborative school community
Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
Parents will receive timely notifications about programs and regularly scheduled parent meetings, enabling families to plan ahead and attend events related to their children. The parent resource center will be easily accessible and clearly marked, providing a welcoming space for families to engage fully. Resources are readily available for parents, including computer workstations for internet access, materials for resume building, information on continuing education opportunities (such as GED class schedules and tuition assistance), and pamphlets from various community-based agencies. This support aims to empower parents and enhance their involvement in their children's education.

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
Mullanphy is committed to inclusive parent and family engagement, accommodating all needs regardless of English proficiency, disability, migratory status, 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 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

Mullanphy continues to be a strong magnet school choice among families. Many refer their family and friends to our school. We work to assist all students with achieving academic and social-emotional growth.

Our dedicated teaching staff consistently implements grade-level instructional resources and actively seeks feedback and support. Teachers have participated in ongoing professional development in ELA and Math at the school level, along with receiving differentiated group support. According to Panorama data, 78% of staff feel there are positive relationships among staff and leadership. 55% are satisfied with the feedback and coaching they receive, and 56% are satisfied with professional learning opportunities, slightlyabove the district average of 54%.

Summary of the Weaknesses

Teachers require additional professional development and support to deliver instruction that is affirming and relevant to students' identities and experiences. While there has been an increase in the number of students proficient in both Reading and Math, only 23% of students in grades 1-6 are currently reading at or above grade level . Teachers are continuing to develop their skills in scaffolding instruction and understanding student mastery through diverse assessment methods. Specific instruction in early reading and math literacy/fluency is needed.

The procedures established by the Attendance Team have been effective in addressing the root causes of attendance concerns, but both the Attendance and Student Support Teams need to further refine these procedures and evaluate the effectiveness of the caseload model. Use of staff reflection and restorative practices are needed to assist students experiencing trauma.

Summary of the Needs

Teachers require ongoing instructional support in implementing the ELA and Math curriculum, with a particular focus on scaffolding grade-level content for students who are significantly below grade level. Additional support is also needed for teachers to effectively utilize district curriculum programs and make content relevant and affirming for students.

Continued support from an Assistant Principal, PBIS Coordinator, Counselor, and a full-time Social Worker will ensure a team-based approach to addressing students' social-emotional needs.

Summary of Focus Priorities for 24-25

Prioritized areas of _Need_ for 24-25 based on needs assessment/data analysis
Outline your **3** priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.
1.   Sustainable academic improvements in literacy achievement including reading, language, and writing.
2.   Enhancing instructional practices to make learning affirming and meaningful for students in literacy and math.
3.   Develop a systematic approach to school culture and climate that incorporates social emotional learning, schoolwide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.

What date did you and your School Planning Committee Complete Section 2? _____April 22, 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:

☐ **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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership
Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING
By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of 'Sense of Belonging', as evidenced by Spring 2025 Panorama Survey Results.

Leadership Plan

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

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

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ Rethink Ed Social Emotional Learning

Implementation Plan

Action Steps

30 Days:
Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Cohort professional development to promote collaboration and encourage a sense of belonging.
- Weekly student support and attendance meetings
- Daily schoolwide morning meetings

Observation and Feedback
- Weekly classroom observations with feedback
- Weekly lesson plan feedback

Implementation/Monitoring
- Coaching cycles with Administration and coaches

Monitoring Student Progress
- Teacher made daily informal
- formal assessment**s**

Person(s) Responsible	Resources
- PBIS Coordinator - Counselor - Leadership team - Academic Instructional Coaches, consultants and induction coaches - Student support team - Classroom teachers	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Time for staff, coaching and professional development meetings

60 Days:

Professional Development
- Rethink Ed
- Monthly character

Observation and Feedback
- Counselor and Social Worker have monthly classroom lessons and small group intervention.

Implementation/Monitoring
- Student led conferencing and parent teacher conferences
- Establish and implement welcoming routines and protocols
- Monthly attendance recognition

Monitoring Student Progress
- PBIS coordinator and Assistant Principals review discipline referrals and refine supports
- Parent teacher conferencing

Person(s) Responsible	Resources
PBIS Coordinator	Time for School activities

▪ Counselor ▪ Leadership team ▪ Academic Instructional Coaches, consultants and induction coaches ▪ Student support team ▪ Classroom teachers	▪ Professional development for student support team ▪ Access to Rethink Ed materials

90 Days:
Professional Development
▪ Rethink Ed monitoring
Observation and Feedback
▪ Monthly student check-ins on rethink Ed platform
Implementation/Monitoring
▪ Attendance monitoring
Monitoring Student Progress
▪ Attendance and discipline monitoring

Person(s) Responsible	Resources
▪ Participating staff ▪ Leadership team members ▪ Attendance Team & Student Supportive Team Members	▪ Time allocated for school activities

Funding Source(s)/ Cost to Support Implementation of Strategy
▪ *District-wide initiatives will be funded by the central office.*
    o Panorama Ed Survey Platform

▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
    o Salary and benefits associated with Academic Instructional Coach (Title)
    o $2000 for professional development books and resources for staff (Title/Comprehensive)
    o Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
    o Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/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,**	☒ **Pillar 4:** **All students learn to read and succeed**	☐ **Pillar 5:** **Community partnerships and resources support the**

		culturally responsive learning environments		District's Transformation 4.0 Plan

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading

GOAL 2: READING
> By May 2025,
> - 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.
> - 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.
> - 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.
> - 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

Reading Plan

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

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

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

Implementation Plan
Action Steps
30 Days: **Professional Development**

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

Observation and Feedback
- Conduct classroom walkthroughs
- Provide feedback based on the gradual release statement, strengths, and weaknesses
- Set up a schedule for phonics instruction and provide feedback on its implementations

Implementation/Monitoring
- ELA collaborative lesson planning
- PLCs
- Data review
- Align lesson plans with Instructional Design and Framework and Internalization Protocols

Monitoring Student Progress
- STAR Reading BOY Assessment
- UFLI BOY assessment
- Identify trends in data
- Student goal setting

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Director of Academic Instructional Coaches - Academic Instructional Coaches - Classroom Teachers - Leadership Team	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas ELA myView (K-5) / myPerspectives (6-8) - STAR Renaissance - Monthly Staff - SIOP protocols - Instructional Leadership Team Schedule - Weekly data meeting schedule

60 Days:

Professional Development
- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation
- Monthly Staff PD- Sheltered Instruction Observation Protocol (SIOP)
- UFLI Training
- PLCs to refine lesson plans, integrate complex text and higher-level questioning

Observation and Feedback
- Targeted observations on the Gradual Realease Model
- Coaching
- Phonics instruction

Implementation/Monitoring
- Monitor the effectiveness of PLCs
- Monthly writing prompts
- Small group instruction based on data
- Observation data to show the increased use of the Gradual Release Method
- Academic conversations
- Lesson pans are aligned with Instructional design framework

Monitoring Student Progress
- Analyze data and student work samplesto evaluate mastery
- Review phonics progress
- Use progress monitoring to adjust whole group and small group instruction

Person(s) Responsible	Resources
- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches	[SLPS Collaborative Lesson Planning Protocol](#) [SLPS Gradual Release Rubric](#) - Monthly staff PD schedule - Supplementary writing resources - District curricular resources

90 Days:
Professional Development
- Additional UFI curriculum
- Incorporate the Science of Reading into ongoing UFLI professional development and implementation

Observation and Feedback
- Conduct comprehensive observations to ensure the Gradual Release method is used
- Target feedback that focuses on academic conversations, complex text and other exemplary practice
- Continue to observe phonics instruction (UFLI) and provide feedback
- Provide coaching

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 adjust as necessary to keep the focus on continuous learning.

- Observations and lesson plans will consistently reflect high-quality use of 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
- STAR Reading MOY Assessment
- Review phonics intervention data and adjust classroom practices
- Summarize and analyze end of quarter assessment data, including phonics and ELA assessments to evaluate the overall impact of instructional strategies on student achievement
- Goal setting conferences with student
- Use data to set up new goals for further refinement and continued growth in literacy and academic conversations skills

Person(s) Responsible	Resources
- Instructional Leadership Team - District MTSS Coordinator - Identified Classroom Teachers	- STAR Renaissance - MTSS Implementation Plan - Resources for classroom to implement service learning and support of other staff/community resources

Funding source(s) / Cost to Support Implementation of Strategy

- *District-wide initiatives will be funded by the central office.*
  - Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)
  - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
  - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - Salary and benefit associated with Reading Intervention Teacher/Supplemental ELA Teacher (Title/Comprehensive)
  - $15,000 for professional development form Savvas (Title/Comprehensive)
  - $10,000 for cost associated with staff participation in conferences – Unbound Ed Standards Insitute, Solution Tree conferences, ASCD, Innovative School Conference, etc. (Title/Comprehensive)
  - Funds to renew licenses for supplemental resources (Title/ Comprehensive)
  - Approx. $1500 for replacement classroom rugs (Comprehensive/GOB)
  - $2000 for literacy kits and material for family literacy workshop (Title)
  - Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journal, etc.) (Title/Comprehensive)
  - $5,000 for teacher extra service for planning in ELA and Math and recognizing leveled book room (Title/Comprehensive)

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
☐ Pillar 1:	☐ Pillar 2:	☐ Pillar 3:	☒ Pillar 4:	☐ Pillar 5:

The District creates a system of excellent schools	The District advances fairness and equity across its system	The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	All students learn to read and succeed	Community partnerships and resources support the District's Transformation 4.0 Plan

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.

Evidence-based strategies	- SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional 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 - Site-based focus strategy if applicable - Relex Math fluency practice

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
- Current walk throughs to observe current practices in math instruction
- Effective Feedback

Implementation/Monitoring
- PLCS to review instructional adjustments based on the lesson plan effectiveness and student needs
- Continued support in PLCs and share best practices to support students' needs
- Monitor the impact of PLCs
- Observation data on academic discussions

Monitoring Student Progress
- STAR Math BOY Assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student digital tracking tool for Math
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - Instructional Leadership Team - Classroom teachers	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas enVision Math (K-8) - STAR Renaissance - Professional book study - Weekly data meeting time and facilitation support

60 Days:
Professional Development
- Provide additional development on enhancing structured dialogue
- Facilitate follow up training sessions

Observation and Feedback
- Conduct focused observations that target the transitions between each step of the Gradual Release Method
- Provide coaching for best practices

Implementation/Monitoring
- Utilize PLCs to adjust lesson plans, promote dialogue and implement best practices
- Utilize illustrative math tasks across all grades to address foundational gaps
- Implement small group instruction

Monitoring Student Progress

- Use student work samples and dialogue records to assess the quality of academic discussion and their impact on understanding complex math concepts.
- Use Daily Quick Checks to monitor student mastery of focused lesson standard
- Administer End unit Topic Assessments to monitor student progress towards mastery of identified unit standards

Person(s) Responsible	Resources
- Instructional leadership team - Professional Development Department - Academic Instructional coaches - Classroom teachers - Curriculum Specialists	[SLPS Gradual Release Rubric](#) - SLSP High Quality Instructional Design - Savvas enVision Math (k-5) - STAR Renaissance Time for professional development with teachers and collaboration with Instructional Leadership Team - Weekly data meetings

90 Days:
Professional Development
- Provide additional professional for teachers as needed

Observation and Feedback
- Comprehensive observations
- Provide ongoing feedback

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 adjust as necessary to keep the focus on continuous improvement.

Monitoring Student Progress
- STAR Math MOY Assessment
- Set goals based on data
- Daily quick checks as informal assessment
- Administer end of the unit assessments

Person(s) Responsible	Resources
- Instructional leadership team - MTSS Coordinator - After school Program Staff - Classroom teachers	- STAR Renaissance - Funds for professional development and release time for teacher engagement and collaboration - Time for After School Staff to plan and collaborate with classroom teachers.

Funding source(s) / Cost to Support Implementation of Strategy
District-wide initiatives will be funded by the central office.   - Tier 1 Instructional Tools (enVision Math K-8)

- o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
- o Academic Competitions
- ▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - o $15,000 for professional development form Savvas (Title/Comprehensive)
  - o $10,000 for cost associated with staff participation in conferences – Unbound Ed Standards Insitute, Solution Tree conferences, ASCD, Innovative School Conference, etc. (Title/Comprehensive)
  - o $7000 for purchase of Envision Extra Practice workbooks
  - o After school program cost (Twenty First Century Grant)
  - o $5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive)

(What date did you and your School Planning Committee Complete Section 3? _September 27, 2024_____

_____Dr. Kelli Casper_____ _____**9-27-24**_____

Principal (required)   **Date Completed (required)**

_____

Date Submitted to Network Superintendent (required)

_____ _____

Network Superintendent (required)   **Date received from Principal (required)**

_____

Date Submitted to State and Federal Team (required)

_____ _____

Superintendent   **Date**

_____   _____
State Supervisor, School Improvement   **Date**