

# Central VPA High 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	4.5.24
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	4.5.24
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	4.5.24
<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 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	Amy Phillips		Amy.phillips@slps.org
Assistant Principal (if applicable)	Perry Anselman		Perry.anselman@slps.org
Academic Instructional Coach	Veronica Rovira		veronica.rovira@slps.org
SPED Staff (if applicable)	Sydney Chase		Sydney.chase@slps.org
ISS/PBIS Staff (if applicable)	Manfret McGhee		Manfret.mcghee@slps.org
Teacher	Jason McClelland		jason.mcclelland@slps.org
Teacher	Maggie Schuh		margaret.schuh@slps.org
Parent	Von Dina Washington		vashington81@gmail.com
Parent	Angela Anderson		butterflyproduction314@gmail.com
Support Staff	Angela Thomas		angela.thomas@slps.org
Community Member/Faith Based Partner	Willie Kilpatrick		Willie.kilpatrick@slps.org
Network Superintendent	Sheila Sherman		Sheila.sherman@slps.org

**What date did you and your School Planning Committee complete Section1? 4.5.24**

# **SECTION 2**

## **Comprehensive Needs Assessment**

# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	333	Enrollment is extremely low. Dropped 8% after incident.
Grade Level Breakdown	9=87, 10=70, 11=85, 12=91	Fairly even distribution in grade levels.
Ethnicity	B=73%, H=12%, W=11%, O=4%	Fairly diverse student body.
Attendance	ADA= 85%, 90/90=46 %	Attendance became a challenge after incident.
Mobility	10.5%	Good rate based on previous year data.
Socioeconomic status	100% FRL	District-wide certification.
Discipline	OSS=5	Steady
Limited English Proficiency	16%	ELL population has increased 5-fold over last 2 years
Special Education	14%	Large SPED population. Increased 32% over last 2 years.

Student Achievement- State Assessments <i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	314.9 MPI	13.7% P and A		MPI
Math	310.5 MPI	6.0% P and A		MPI
Science	284.6 MPI	5.5% P and A		MPI
Social Studies	350.6 MPI	13.2% P and A		MPI (Secondary Only)
CCR				MPI (Secondary Only)
WIDA ACCESS (Progress Indicator)	15%			<i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)</i>
WIDA ACCESS (Proficiency Indicator)	0%			<i>For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)</i>

Student Achievement- Local Assessment				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance

	BOY	EOY	BOY	EOY		
<b>STAR Reading</b>						BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year
<b>STAR Math</b>						BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year
<b>ELL Benchmark Assessment- Speaking *EL students only</b>	42%	79%	65%			
<b>ELL Benchmark Assessment- Writing *EL students only</b>	8%	54%	38%			

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

**Star Reading School & Grade 3-2-1 Breakdown - Fall 2022**

*Central VPA High School*

GRADE	-3	-2	-1	0	1	2	3	TOTAL
9	72%	11%	6%	6%	6%	0%	0%	18
10	85%	3%	3%	3%	4%	0%	4%	78
11	100%	0%	0%	0%	0%	0%	0%	1
12	88%	5%	2%	0%	5%	0%	0%	56
<b>Totals</b>	<b>84%</b>	<b>5%</b>	<b>3%</b>	<b>2%</b>	<b>5%</b>	<b>0%</b>	<b>2%</b>	<b>153</b>

**Star Math School & Grade 3-2-1 Breakdown - Fall 2022**

*Central VPA High School*

GRADE	-3	-2	-1	0	1	2	3	TOTAL
9	66%	12%	9%	3%	3%	7%	0%	67
10	70%	6%	1%	5%	4%	5%	10%	83
11	55%	11%	7%	7%	13%	8%	0%	75
12	50%	0%	50%	0%	0%	0%	0%	2
<b>Totals</b>	<b>63%</b>	<b>9%</b>	<b>6%</b>	<b>5%</b>	<b>7%</b>	<b>7%</b>	<b>4%</b>	<b>227</b>



RENAISSANCE **Star Longitudinal Report**  
**Star Reading Enterprise Assessment (English)**

Generated Jan 10, 2023, 9:43AM

School: **Central Vpa High School** Grade: **Four Grades** Demographics: **All Demographics**

**District Benchmark Distribution of Same Set of Students Over Multiple Years**

■ Lowest Quartile ■ 2nd Lowest Quartile ■ 2nd Highest Quartile ■ Highest Quartile

School: **Central Vpa High School** Grade: **9th**

School Year	Grade	% Benchmark Distribution	Below 20 PR		20 - 50 PR		51 - 75 PR		At/Above 76 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022-2023 School Year	9		14	78%	3	17%	1	6%	0	0%	18
2021-2022 School Year	8		57	77%	13	18%	3	4%	1	1%	74
2020-2021	7		55	76%	11	15%	4	6%	2	3%	72
2019-2020	6		47	64%	15	20%	11	15%	1	1%	74
2018-2019 School Year	5		41	61%	19	28%	3	4%	4	6%	67

School: **Central Vpa High School** Grade: **10th**

School Year	Grade	% Benchmark Distribution	Below 20 PR		20 - 50 PR		51 - 75 PR		At/Above 76 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022-2023 School Year	10		65	83%	6	8%	4	5%	3	4%	78
2021-2022 School Year	9		65	75%	12	14%	8	9%	2	2%	87
2020-2021	8		59	73%	11	14%	9	11%	2	2%	81
2019-2020	7		51	65%	17	22%	8	10%	2	3%	78
2018-2019 School Year	6		45	61%	18	24%	8	11%	3	4%	74

School: **Central Vpa High School** Grade: **11th**

School Year	Grade	% Benchmark Distribution	Below 20 PR		20 - 50 PR		51 - 75 PR		At/Above 76 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022-2023 School Year	11		1	100%	0	0%	0	0%	0	0%	1
2021-2022 School Year	10		54	56%	29	30%	10	10%	3	3%	96
2020-2021	9		38	52%	14	20%	9	13%	3	6%	54
2019-2020	8		46	61%	19	25%	5	7%	6	8%	76
2018-2019 School Year	7		38	51%	23	31%	6	8%	7	9%	74

School: **Central Vpa High School** Grade: **12th**

School Year	Grade	% Benchmark Distribution	Below 20 PR		20 - 50 PR		51 - 75 PR		At/Above 76 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022-2023 School Year	12		47	76%	12	19%	1	2%	2	3%	62
2021-2022 School Year	11		51	72%	15	21%	3	4%	2	3%	71
2020-2021	10		38	57%	19	28%	8	12%	2	3%	67
2019-2020	9		58	63%	21	23%	12	13%	1	1%	92
2018-2019 School Year	8		45	59%	20	26%	8	11%	3	4%	76

RENAISSANCE Star Longitudinal Report  
Star Math Enterprise Assessment (English)

Generated Jan 10, 2023, 4:20 PM

School: Central Vpa High School  
Grade: Four Grades  
Demographics: All Demographics

District Benchmark Distribution of Same Set of Students Over Multiple Years

Does Not Meet Approach Expectation Meets Expectations Exceeds Expectations

School: Central Vpa High School  
Grade: 9th

School Year	Grade	% Benchmark Distribution	Below 20 PR		20-30 PR		31-70 PR		At/Above 70 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022-2023 School Year	9		43	60%	19	26%	10	14%	0	0%	72
2021-2022 School Year	8		41	57%	20	28%	10	14%	1	1%	72
2020-2021	7		48	68%	11	15%	10	14%	2	3%	71
2019-2020	6		43	58%	11	15%	14	19%	6	8%	74
2018-2019 School Year	5		16	37%	4	14%	3	12%	5	18%	38

School: Central Vpa High School  
Grade: 10th

School Year	Grade	% Benchmark Distribution	Below 20 PR		20-30 PR		31-70 PR		At/Above 70 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022-2023 School Year	10		44	53%	18	22%	14	17%	7	8%	83
2021-2022 School Year	9		40	44%	32	35%	15	16%	4	4%	91
2020-2021	8		36	44%	27	33%	14	17%	5	6%	82
2019-2020	7		38	49%	23	30%	12	16%	4	5%	77
2018-2019 School Year	6		25	40%	17	31%	9	17%	3	6%	54

School: Central Vpa High School  
Grade: 11th

School Year	Grade	% Benchmark Distribution	Below 20 PR		20-30 PR		31-70 PR		At/Above 70 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022-2023 School Year	11		33	43%	18	24%	23	30%	2	3%	76
2021-2022 School Year	10		42	51%	24	29%	14	17%	3	4%	83
2020-2021	9		36	43%	17	20%	28	34%	2	2%	83
2019-2020	8		35	45%	24	31%	15	19%	3	4%	77
2018-2019 School Year	7		24	44%	16	29%	12	22%	3	5%	55

School		Grade		Below 20 PR		20 - 30 PR		31 - 75 PR		Above 75 PR		# Students
School Year	Grade	Number	%	Number	%	Number	%	Number	%	% Students		
2022-2023 School Year	12	1	50%	0	0%	1	50%	0	0%	2		
2021-2022 School Year	11	31	39%	30	38%	14	18%	4	5%	79		
2020 - 2021	10	1	50%	1	50%	0	0%	0	0%	2		
2019 - 2020	9	31	37%	22	26%	24	29%	7	8%	84		
2018-2019 School Year	8	24	44%	20	36%	10	18%	1	2%	55		

Data Type	Current Information
<b>Learning Expectations</b>	<ul style="list-style-type: none"> <li>Missouri Learning Standards</li> <li>Standards-Based Grading/standard aligned exams</li> </ul>
<b>Instructional Programs</b>	<ul style="list-style-type: none"> <li>After School Tutoring</li> <li>PLCs</li> <li>Arts Majors</li> <li>SLPS Virtual Learning Academy</li> <li>Leveled Books</li> <li>STAR Testing</li> <li>Common Formative Assessments (CFAs)</li> <li>Common Summative Assessments (CSAs)</li> </ul>
<b>Instructional Materials</b>	<ul style="list-style-type: none"> <li>District Pacing Guides</li> <li>Textbooks</li> <li>Missouri Bar Association</li> <li>EOC Resources</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Computer Labs</li> <li>Laptop Carts</li> <li>1 to 1 Technology</li> <li>Promethean or Smart Boards in all classrooms</li> </ul>
<b>Support personnel</b>	<ul style="list-style-type: none"> <li>Academic Instructional Coach</li> <li>Assistant Principal</li> <li>District Curriculum Specialist</li> <li>Artistic Director</li> </ul>



<b>High Quality Professional Staff</b>	
<b>Data Type</b>	<b>Current Information</b>
<b>Staff Preparation</b>	100% of staff complete an IPDP each year Weekly data team meetings are held Weekly PLCs meet PD Focus is shared efficacy
<b>Staff Certification</b>	99% of teachers are certified
<b>Staff Specialist and other support staff</b>	Academic Instructional Coach ISS Teacher Trauma Therapist Artistic Director
<b>Staff Demographics</b>	W-66% B-33% A/H-1%
<b>School Administrators</b>	Dr. Amy Phillips, Principal Mr. Perry Anselman, Assistant Principal

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

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

### **Program Evaluation Results**

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

The school seeks to obtain the agreement of parents via e-mail, written, orally, in-person during parent teacher conferences, school / classroom visits

What are the strengths of family and community engagement?

Currently we have an active PTO board, parental contact by staff is good. Parents actively attend parent teach conferences, Title I meetings, and performance events. We also opened a Parent Resources room this school year.

What are the weaknesses of family and community engagement?

Parent communication can be improved. The parent info on the school website can also be updated.

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

Parent communication can be improved by adding a Remind text application. The parent info on the school website can also be updated

### **Policy Involvement**

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

Parents are invited to attend meetings and provide written and oral input.

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

Parents are encourage to give input both written and verbally. Parents also complete a survey for the school's review.

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

Information regarding the Title I meeting is sent out via e-mail to parents, and a robo-call is also made. The FCS also makes personal phone calls inviting parents to the meetings.

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

Parents will be provided with data via e-mail. Info will also be available for review in the Parent Resource Room. Parents will also be able to attend mini workshops on curriculum, assessments, and testing during the open house.

## 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?

**Our 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.
- Encourage my child to read 30 minutes each night; and
- Use technology to research colleges, career pathways, and military options with my child.

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 expose students to diverse opportunities for College and Career Readiness.

**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

**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, etc.

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 Conferences take place every October and March.

Grade Reports are issued every 9 weeks.

Families are welcome at the school at all times with appropriate identification.

Parents have access to the student information system, as well as schoolreach phone calls, social media and monthly newsletters.



## 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

- Parent Orientation Night will be hosted within the first 2 weeks of school.
- The annual Title I Meeting will be hosted in March of 2025 in the theatre to inform parents of CVPA's participation in the Title I programs.
- Parent-Teacher Conferences will be hosted in the first and third quarters.
- PTO Meetings will be hosted quarterly.

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

The school will conduct mini parent sessions on Missouri Learning Standards, Missouri Assessment Program, and Local Assessment during the open house. Information will also be available for review in the Parent Resource Room.

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?

Parents will be invited to speak with staff about communication during professional development trainings. Teachers will be required to make contact with parents on an on-going basis. Contact will be noted and monitored via parent log by administrators.

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

Parents will be invited to attend staff professional development trainings to speak on the importance of two-way communication. Parents will be encouraged to volunteer and serve on the PTO Board. The school will seek input from parents when developing the School Wide Plan. The school will incorporate grade level parent groups.

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 be encouraged to utilize the resources in the Parent Resource Room. The FCS will be readily available to assist parents utilizing the Parent Resource Room. Parents will be encouraged to volunteer and serve on the PTO Board.

## 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

Parents and family members who have limited English proficiency, disabilities, migratory children. Provides information and school reports in a format and language parents understand.

## Summary Statements

### Summary of the strengths

The strengths of CVPA Family and Community Engagement are keeping parents informed by sponsoring parent workshops to assist families with EOC testing, College and Career Readiness goals, Post-secondary plans and attendance/academic concerns. The school principal has an open door policy and there is quick access of staff through e-mail.

The weakness of our Family and Community Engagement would be communication from school to parent, as well as having correct working phone numbers and addresses of families. Other challenges include limited use of the parent portal and inability to provide transportation for families to attend the meetings at school.

### Summary of the weaknesses

It is our objective to support staff and students to achieve at their best academic, social, and emotional level throughout their entire high school experience. We are focused on implementing high quality instruction in the English Language Arts, including reading, and math. In addition to increasing all student's attendance and maintaining the positive culture and climate of the school.

### Summary of Needs

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

1. Identify specific reading strategies to be used consistently across all contents to improve student literacy.
2. Teachers will use informative assessments to improve instructional methods and guide re-teaching towards student mastery.

### **Summary of Focus Priorities for 24-25**

*Outline your 2 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*

1. Identify specific reading strategies to be used consistently across all contents to improve student literacy.
2. Teachers will use informative assessments to improve instructional methods and guide re-teaching toward student mastery.

**What date did you and your School Planning Committee complete Section 2? 4.5.24**

# **SECTION 3**

## **The Goals and the Plan**

## The Goals and the Plan

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

<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input checked="" type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
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**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**

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

**GOAL 1: SENSE OF BELONGING**

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

**Leadership Plan**

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

*Please identify two areas of focus that most align with this goal.*

**Priorities:**

1. 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.

<b>Evidence-based strategy</b>	<ul style="list-style-type: none"> <li>▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols</li> <li>▪ 11 Principles of Character Education</li> <li>▪ <i>RethinkEd</i> Social Emotional Learning</li> </ul>
<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 socialemotional 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>▪ Counselor, Social Worker &amp; PBIS Coordinator</li> <li>▪ Principal, Assistant Principal &amp; AIC</li> <li>▪ Leadership Team Members</li> <li>▪ Attendance Team Members</li> <li>▪ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Districtwide PBIS Matrix</a></li> <li>▪ <a href="#">PBIS Districtwide Bus and Building Expectations</a></li> <li>▪ Time allocated for professional development</li> <li>▪ Time for Attendance Team, Student Support Team &amp; Leadership Team collaboration</li> </ul>

**60 Days:**

- Implement cross-age buddy program to cultivate relationships among the students between grade levels. (Principles 2 & 4)
- Begin monthly Celebrating Character incentives aligned with school core values. (Principle 7) ▪ School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.
- Character Plus Professional Development- CEEL & TACE cohorts begin.
- Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students. (Principles 4 & 10)
- 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)

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

<b>Person(s) Responsible</b>	<b>Resources</b>
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<ul style="list-style-type: none"> <li>▪ Participating Staff</li> <li>▪ Leadership Team Members</li> <li>▪ Attendance Team &amp; Student Support Team Members</li> </ul>	<ul style="list-style-type: none"> <li>▪ Funds and time for Character Plus Professional development</li> <li>▪ Time allocated for school activities</li> </ul>
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**Funding Source(s)/ Cost to Support Implementation of Strategy**

<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> ○ Panorama Ed Survey Platform</li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ \$2000 for professional development books and resources for staff (Title/Comprehensive) ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) ○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)</li> </ul>
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<ul style="list-style-type: none"> <li>▪ Summarize and analyze end-of-quarter assessment data, including phonics and ELA assessments, to evaluate the overall impact of instructional strategies on student achievement.</li> <li>▪ Use data to set new goals for further refinement and continued growth in literacy and academic conversation skills.</li> <li>▪ Conduct goal setting conferences with students.</li> </ul>
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<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Instructional Leadership Team</li> <li>▪ District MTSS Coordinator</li> <li>▪ Identified Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> <li>▪ MTSS Implementation Plan</li> <li>▪ Resources for classrooms to implement service learning and support of other staff/community resources</li> </ul>

**Funding Source(s) / Cost to Support Implementation of Strategy**

<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i></li> </ul>
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Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> <b>Pillar 1:</b> The District creates a system of excellent schools	<input type="checkbox"/> <b>Pillar 2:</b> The District advances fairness and equity across its system	<input type="checkbox"/> <b>Pillar 3:</b> The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> <b>Pillar 4:</b> All students learn to read and succeed	<input type="checkbox"/> <b>Pillar 5:</b> Community partnerships and resources support the District's Transformation 4.0 Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading</b>				

**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:**



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).

<b>Evidence-based strategy</b> Resources:	<ul style="list-style-type: none"> <li>▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) Instructional Model with an Emphasis on Academic Conversation and Complex Texts and Tasks</li> <li>○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol</li> <li>○ ELA Collaborative Lesson Planning Protocol (PLCs)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Supplemental Phonics Instruction: UFLI Phonological Awareness Program</li> </ul>	
<ul style="list-style-type: none"> <li>▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers</li> </ul>	

**Implementati**

**on 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

- Staff PD - UFLI for foundational literacy skills instruction in KG -5<sup>th</sup> grade.

**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>▪ Professional Development Department</li> <li>▪ Curriculum Specialists</li> <li>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> <li>▪ Instructional Leadership Team</li> <li>▪ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li>▪ <a href="#">SLPS High Quality Instructional Design</a></li> <li>▪ Savvas ELA myView (K-5)</li> <li>▪ STAR Renaissance</li> <li>▪ Monthly Staff PD Schedule</li> <li>▪ Instructional Leadership Team Schedule</li> <li>▪ Weekly data meeting schedule and facilitation support</li> </ul>

## **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
- Leader and Staff PD – Begin LETRS training
- Conduct follow-up professional development to address common challenges and deepen understanding of the Instructional Design Framework and Lesson Plan Internalization Protocols.
- Use PLCs to collaboratively refine lesson plans, focusing on integrating complex texts and tasks that align with ELA standards.

### **Observation and Feedback**

- Conduct targeted observations to assess the implementation of the Gradual Release Model, specifically looking for guided practice and student-led discussions around complex texts.
- Provide feedback and coaching based on observations, with a focus on increasing the quality of academic conversations in the classroom.
- ▪ Continue to observe phonics instruction and provide feedback, focusing on the fidelity of UFLI program implementation.

### **Implementation/Monitoring**

- Monitor the effectiveness of PLCs through attendance, engagement, and the quality of collaborative planning.
- Provide additional support or adjustments to the PLC process as needed to enhance teacher collaboration and lesson plan quality.
- Implementation of weekly curriculum writing prompts and supplemental resources (i.e. Lakeshore).
- Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.\
- Participate in multi-tiered systems of support (MTSS) pilot to support implementation of the Science of Reading including completing the Reading Tiered Fidelity Inventory.
- Observational data will show increased use of the Gradual Release Model with effective academic conversations and student engagement with complex texts.
- 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**      Instructional Leadership Team      ▪

[SLPS Collaborative Lesson Planning Protocol](#)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Classroom Teachers &amp; Support Staff</li> <li>▪ home literacy resources</li> <li>▪ Monthly Staff PD Schedule</li> <li>▪ Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources</li> <li>▪ Supplemental Teacher/Reading Intervention Teacher</li> </ul> | <ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> <li>▪ Professional Development Department</li> <li>▪ Take</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.

- Summarize 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
<ul style="list-style-type: none"> <li>▪ Teachers will demonstrate proficiency in the Instructional Design Framework, evidenced through PLC discussions, lesson plans, and classroom practice.</li> <li>▪ Instructional Leadership Team</li> <li>▪ District MTSS Coordinator</li> <li>▪ Identified Classroom Teachers</li> <li>▪ Administer Star Reading middle of year assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> <li>▪ MTSS Implementation Plan</li> <li>▪ Resources for classrooms to implement service learning and support of other staff/community resources</li> </ul>

**Funding Source(s) / Cost to Support Implementation of Strategy**

- Review phonics intervention data and adjust instructional strategies based on student progress.
- ~~District-wide initiative will be funded by the central office.~~ Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON) o Academic Competitions
- **For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):**
  - o Salary and benefits associated with Reading Intervention Teacher/Supplemental ELA Teacher (Title/Comprehensive) o \$15,000 for professional development from Savvas (Title/Comprehensive)
  - o \$10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute, Solution Tree conferences, ASCD, Innovative Schools Conference, etc. (Title/Comprehensive) o Funds to renew licenses for supplemental resources (Title/Comprehensive) o Approx. \$1500 for replacement classroom rugs (Comprehensive/GOB) o \$2000 for literacy kits and materials for family literacy workshops (Title)
  - o Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title/Comprehensive)
  - o \$5,000 for teacher extra service for planning in ELA and Math and reorganizing leveled book room (Title/Comprehensive)

<b>Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> The District creates a system of excellent schools	<input type="checkbox"/> <b>Pillar 2:</b> The District advances fairness and equity across its system	<input type="checkbox"/> <b>Pillar 3:</b> The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> <b>Pillar 4:</b> All students learn to read and succeed	<input type="checkbox"/> <b>Pillar 5:</b> Community partnerships and resources support the District's Transformation 4.0 Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics</b>				
<p><b>GOAL 3: MATH</b> By May 2025,</p> <ul style="list-style-type: none"> <li>- 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment.</li> <li>- 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment.</li> <li>- 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.</li> <li>- 100 % of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.</li> </ul>				
<b>Mathematics Plan:</b>				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				

<b>Priorities:</b>	
<ol style="list-style-type: none"> <li>1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.</li> <li>2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.</li> </ol>	
<b>Evidence-based strategy</b>	<ul style="list-style-type: none"> <li>▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-5) Resources: <ul style="list-style-type: none"> <li>○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts</li> <li>○ Instructional Design Framework and Math Lesson Plan</li> </ul> </li> <li>Internalization Protocol</li> </ul>
<b>Implementation Plan</b>	
<b>Action Steps</b>	
<b>30 Days:</b>	



### **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**

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

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Curriculum Specialists</li> <li>▪ Academic Instructional Coaches</li> <li>▪ Instructional Leadership Team</li> <li>▪ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li>▪ <a href="#">SLPS High Quality Instructional Design</a></li> <li>▪ Savvas enVision Math (K-5)</li> <li>▪ STAR Renaissance Time for professional development with teachers and collaboration with Instructional Leadership Team</li> <li>▪ Professional book study resources and materials for teachers</li> <li>▪ Weekly data meeting time and facilitation support</li> </ul>

**60 Days:****Professional Development**

- Provide additional professional development on enhancing structured dialogue and academic discussions, focusing on strategies such as questioning techniques, peer discussions, and using mathematical language.
- Facilitate follow-up training sessions to address challenges and further refine lesson planning using the Instructional Design Framework and Internalization Protocol.

**Observation and Feedback**

- 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.
- Highlight best practices and provide coaching for teachers who need additional support in facilitating academic discussions in math.

**Implementation/Monitoring**

- Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.
- Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics.
- 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.
- Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions.

**Monitoring Student Progress**

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

<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"><li>▪ Instructional Leadership Team</li><li>▪ Classroom Teachers &amp; Support Staff</li></ul>	<ul style="list-style-type: none"><li>▪ <a href="#">SLPS Gradual Release Rubric</a></li><li>▪ Instructional time and teacher professional development to implement mathematics tasks</li><li>▪ Professional development time for classroom teachers and support staff</li><li>▪ Supplemental Teacher/Reading Intervention Teacher</li></ul>

**90 Days:****Professional Development**

- Provide additional professional development for teachers as needed to.

**Observation and Feedback**

- Conduct comprehensive observations to ensure that the Gradual Release Model is effectively utilized across all math classrooms.
- Provide ongoing feedback and celebrate successful practices, highlighting examples of high-quality academic discussions and structured dialogues in math.

**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.

- Monitor the impact of collaborative planning on student outcomes, and make adjustments as necessary to keep the focus on continuous improvement.

**Monitoring Student Progress**

- Administer STAR Math middle of year assessment
- Use data to set new goals and refine instructional approaches to support further growth in math understanding and performance.
- Use PLCs to review student data and collaboratively adjust instruction based on lesson plan effectiveness and student performance
  - Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards
  - Conduct goal setting conferences with students

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Instructional Leadership Team</li> <li>▪ District MTSS Coordinator</li> <li>▪ After School Program Staff</li> <li>▪ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> <li>▪ Funds for professional development and release time for teacher engagement and collaboration</li> <li>▪ Time for After School Staff to plan and collaborate with classroom teachers</li> </ul>
<b>Funding Source(s) / Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>▪ <b><i>District-wide initiatives will be funded by the central office.</i></b> <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> </li> <li>▪ <b><i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i></b> <ul style="list-style-type: none"> <li>○ \$15,000 for professional development from Savvas (Title/Comprehensive)</li> <li>○ \$10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute, ASCD, Innovative Schools Conference, etc. (Title/Comprehensive)</li> <li>○ \$7,000 for purchase of <i>Envision</i> Extra Practice workbooks (KG-6<sup>th</sup>) (Title/Comprehensive)</li> <li>○ After school program costs (Twenty First Century Grant)</li> <li>○ \$5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive)</li> </ul> </li> </ul>	

**What date did you and your School Planning Committee complete Section 3? 4.5.24**

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**Principal (required)**

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**Date Completed (required)**

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

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**Network Superintendent (required)**

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**Date received from Principal (required)**

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**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**