

AMES VISUAL & PERFORMING ARTS ACCOUNTABILITY PLAN

2024-2025

DUE 09.27.2024



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

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

Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

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

24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	March 6, 2024
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	May 13, 2024
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)		May 8, 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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Ames VPA School Code: 0425	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date: 09.20.2024		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: Ames VPA is a school of choice; educating children so that we're recognized for student achievement, staff excellence and arts programming.		
School Vision: We will motivate students to excel academically and socially. Our expectation is for students to realize their greatest potential. It is our duty to develop students' intellect and creativity to their fullest potential		
One plan may meet the needs of a number of different programs. Please check all that apply. <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21 st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____		

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

School Planning Committee

Position/Role	Name	Signature	Email/Phone Contact
Principal	Prince, JaVeeta		JaVeeta.Parks@slps.org
Academic Instructional Coach	Johnson, Etoi		Etoi.Johnson@slps.org
Family Community Specialist	LaPlante, Robert		Robert.LaPlante@slps.org
SPED Staff	Skinner, Dutchess		Dutchess.Skinner@slps.org
ISS/ Staff	Brown, Patrick		Patrick.Brown@slps.org
Teacher	Betts, Vanessa		Vanessa.Betts@slps.org
Teacher	Constantine-brad, Anne		Anne.Constantine-brad@slps.org
Teacher	Mitchum, Donniece		Donniece.Mitchum@slps.org
Parent	Cage, Pedro		Pedgee1982@gmail.com
Parent	Hawkins, Shawntee		Shawntee.Hawkins@monsanto.com
Support Staff	Thompson, Tajun		Tajun.Thompson@slps.org
Support Staff	Slaughter, Tomeka		Tomeka.Slaughter.org
Community Member/Faith Based Partner	Anthony Anderson		KNupeAnderson@gmail.com
Network Superintendent	Gale, Crystal		Crystal.Gale@slps.org

What date did you and your School Planning Committee Complete Section 1? 03.07.2024

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	130	<ul style="list-style-type: none"> •Ames’ student population has declined over the years. •Students in our attendance area and magnet pool moved beyond the city’s limit. •Some families choose other options (keep home, to home-school, transfer children because of transportation issues • Some families chose to send their children back to neighborhood schools. •At least four of our families withdrew from Ames because of domestic disputes and foster care conflicts.
Grade Level Breakdown	PK:15 K:24 1:13 2nd:17 3:rd 23 4 th :19 5th:19	<ul style="list-style-type: none"> · Ames’ student population has declined over the years. · Students in our attendance area and magnet pool moved beyond the city’s limit. · Some families choose other options (charter, home-school, transfer) as a result of transportation issues. · Some families chose to send their children back to neighborhood schools.
Ethnicity	AA/95% W/5%	Ames VPA’s population is reflective of the immediate location of the school.
Attendance	90/90 / 71.3% ADA/91.4%	Our student demographic reflects those in the neighborhood.
Mobility	3%	Mobility rate is at the percentage due transportation concerns with district (ride-share and bus).
Socioeconomic status	100%	The entire student population qualifies for Free and Reduced Lunch.
Discipline	0%	•Students were encouraged to be in school every day. Following SLPS’ Code of Conduct policy, there were no students with an out-of-school consequence for an infraction thus far.
Special Education	6%	All Sped students are resource students.

22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA - 323	33% proficient	381	Students
Math - 290	45% proficient	370	

Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY	EOY	
STAR Reading (1st – 5th Grades)	10%	17%	12%	15%	100%	2023-24 EOY Breakdown by Grade Level 1 st Grade: 8% (Proficient/Advanced) 1 st Grade: 33% (Proficient/Advanced) Early Literacy 2 nd Grade: 19% (Proficient/Advanced) 3 rd Grade: 13% (Proficient/Advanced) 4 th Grade: 12% (Proficient/Advanced) 5 th Grade: 21% (Proficient/Advanced)
						<div style="text-align: center;"> <p>Chart Title</p> <p>Legend: ■ Series 1 ■ Series 2 ■ Series 3</p> </div>

STAR Math (1st – 5th Grades)	19%	23%	11%	20%	100%	2023-24 EOY Breakdown by Grade Level 1 st Grade: 0% (Proficient/Advanced) 2 nd Grade: 0% (Proficient/Advanced) 3 rd Grade: 0% (Proficient/Advanced) 4 th Grade: 8% (Proficient/Advanced) 5 th Grade: 25% (Proficient/Advanced)
DRDP (PreK)	0%	67%	0%	93%	100%	Students received formal direct instruction after being in a regular school setting. Most students come from a daycare setting when they enter pk. EOY results show gains as a result of yearlong instruction.

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

Curriculum and Instruction	
<i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
Data Type	Current Information
Learning Expectations	Effective, highly qualified curriculum implementation is our district’s focus for the 24-25 school year. Envision and MyView implementation provide avenues for scaffolding grade-level instruction. Differentiation via small group instruction are continued expectations for the school year.
Instructional Programs	<input type="checkbox"/> Envision <input type="checkbox"/> MyView <input type="checkbox"/> Mystrey Science, National Geographic
Instructional Materials	<input type="checkbox"/> Math: Envision consumable <input type="checkbox"/> ELA: Leveled bookroom Classroom libraries, MyView consumable, Age-appropriate trade books
Technology	Our district provides: <ul style="list-style-type: none"> <input type="checkbox"/> Smart/Promethean boards in each classroom <input type="checkbox"/> Document cameras <input type="checkbox"/> Individual iPads for each Pk through 5th grade student <input type="checkbox"/> Access to Freckle, MyOn, SuccessMaker Reading, etc. <input type="checkbox"/>

Support personnel	Varied lead team to support students and adult learners <input type="checkbox"/> Principal <input type="checkbox"/> Academic Instruction Coach <input type="checkbox"/> Lead Teachers <input type="checkbox"/> Arts Certified Teachers <input type="checkbox"/> Springboard to Learning Instructors							
High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>								
Data Type	Current Information							
Staff Preparation	Ames VPA 2024-2025 PD Focus: Utilizing Research-based Instructional Drivers to Improve Student Outcomes <input type="checkbox"/> Gradual release <input type="checkbox"/> Lesson internalization <input type="checkbox"/> Collaborative Lesson Planning Protocol <input type="checkbox"/> On-going reflection of school mission and vision <input type="checkbox"/> Envision and MyView curriculum implementation <input type="checkbox"/> Intrinsic motivation <input type="checkbox"/> Professional learning experiences for instructional improvement							
Staff Certification	Pk	Kg	1 st	2 nd	3 rd	4 th	5 th	Sped
	NC	NC	C	NC	C	C	C	NC
	Core Academic - 1 teacher per grade level: 4 out of 8 are certified Arts Courses - 5 out of 5 are certified C-certified NC-Noncertified							
Staff Specialist & Support Staff	<input type="checkbox"/> Part-time AIC, FSS, ISS lead, Counselor, Part-time Social Worker <input type="checkbox"/> 95% African-American <input type="checkbox"/> 5% Caucasian							
Staff Demographics								
School Administrators	<input type="checkbox"/> 1 Principal <input type="checkbox"/> Prince, JaVeeta L.							

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?

Ames VPA host Title I meetings for parents and other vital stakeholders. Parents receive and are debriefed on the School-Parent Compact and Ames' Schol Engagement Policy. Information is made available for all. Packets, bulletins, etc. are sent home. Information is acknowledged and designed by parents and guardians.

What are the strengths of family and community engagement?

The strengths of family and community engagement are varied. Parents are interested in learning about their children's academics, instructional methods to support; social and emotional growth and resources that support parents. Welcome Back Night, Parent Conference, Grandparent recognition, MAP night, Literacy Night, Parent-Student Social, Fall Fun Nights, Winter Holiday, Black History Celebration. Our goal is to increase parent attendance participation, sometimes we highlight students, their talents and academics since parents are more prone to engage. Our intent is to have parents to attend events and offerings that will promote their children's academic and social well-being although there may not be artistic events.

What are the weaknesses of family and community engagement?

Our weakness of family and community engagement include:

- We are a magnet school, and we draw our families from all over the city. We are not a neighborhood school so some of our parents do not have reliable means of transportation.
- Some parents' interest levels are not as high for informational, educational, academic, etc. meetings.
- Another weakness is preconceived ideas from past bad experiences that parents have had at an SLPS school. We must win back parent's trust which can be difficult and time consuming.
- Currently, we do not have any weaknesses in the community engagement aspect of our school. We have been successful in obtaining and establishing all the relationships that we need to meet our students' academic, social and physical needs.

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

We need the following:

- More social events with families so we can have interactions which purely reach out to our families where we can enjoy and get to know each other. School picnics, dinners and even a dance would work wonders at establishing friendly dialogs with our parents. We need more interaction between parents and teachers.
- Have an afterhours event whereby teachers can work with parents on how to help their child with their academic progress where skill are taught and practiced the parents.

- We could look to invite them to come and contribute to the performances with donations, for example, costumes, dance shoes, sound or lighting equipment, staging and scenery to name a few.

Policy Involvement

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

Our team invites parents and guardians to meetings to share past and current data, events, plans, etc. We then recruit and invite those interested to share and be part of our **planning and amendment of school plan.**

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

Parents are invited to meetings such as Title I (fall and spring events), parent nights and small group sessions with FSS. Our topics range from curriculum, instructional delivery, home-school connections, etc. The FSS utilizing the Annual Evaluation Guidance and Planning Tool, Every School Succeeds Act, Parents Right to Know, School & Parent Compact and the School Parent Engagement Policy.

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

Families receive notifications through various channels. Our FSS, and the school leader distributes the Ames Gazette and Newsletter monthly. The leader and FSS display an parent informational board that posts all pertinent Title I, parent, community, district Ames events and resources. Information is also available via Class Dojo and website. The FSS frequently sends robo-calls, emails and 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 meetings.

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.

We have parent conferences in the fall and spring each school year for parents to learn about their child’s social and academic progress. We connect with parents via newsletter, email, phone calls, in-person/school contact/meetings, Dojo, etc. We invite our parents to visit Ames VPA, participate in activities and events and share their expertise. School communication for teachers, specialist and administration are routine and aligned the SLPS’ and the school’s priorities.

School Capacity for Involvement

How does the school help with 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 Ames’ 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 like those on the shawntee.hawkins@monsanto.com 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?
Our team regularly provides information via newsletter, we have events for parents and workshops to support parents and guardians
How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?
Via staff in-house and district pd opportunities, parent activities and events, newsletter, etc
<ul style="list-style-type: none"> How does your school implement and coordinate parent programs, and build ties between parents and the school?
<ul style="list-style-type: none"> School leader, AIC, FSS, teachers facilitate data meetings with their peers *Data analysis for standardize assessments Mo. Learning Standards Teachers re-teach learning standards – weekly to achieve mastery levels Teachers communicate via STAR, parent notifications, standardized mock tests, guides/practice sessions and scores, MAP data scores/information Parent meetings regarding pd The school's social worker, counselor and leaders work partners that support chess programming, social and behavioral growth programming for students; programming geared to support parents in upper and lower students (scouting, empowerment, parent connections); 4th & 5th TAR Wars (substance abuse prevention) and 5th grade students in the AIM High Program.
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.
<ul style="list-style-type: none"> Utilize performance events to share and integrate academia, ways to support children at home, etc. Invite parents to utilize in-house resources for them and their families Support with other stakeholders' resources that support our students' households
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: <ul style="list-style-type: none"> ✓ 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
Ames VPA Elementary 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 Ames' 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

Our strengths include staff pride, and relationships between staff and families (students and parents). Community partners are an intricate part of supporting our students' academic, social, emotional and behavioral well-being. The areas that often behind our lotus of control are those that families hold us accountable – even though some concerns are at the organization's district level. Transportation was at the forefront of our challenges. This caused high rates of absence and tardies. Subsequently, parents constantly lashed out and personally attacked the FCS for following up. The qualifications and shortages of teachers also present a challenge as to how our school and overall organization is perceived.

Summary of the Weaknesses

Ames teachers require additional support so that students can be proficient. Research-based instructional strategies and delivery methods would support teachers so that students are successful.

Summary of the 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.

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.

Students who are reading significantly below grade level will receive additional support from tutors, who will work with individuals and small groups to improve reading skills. On-going support from our counselor, ISS lead and 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 Continuous improvement of the Ames' culture and climate so that students, staff and stakeholders feel a sense of belonging..
- 2 Prioritizing our students' acquisition of and proficiency of the literacy components (reading, writing and language and vocabulary).
- 3 Improving instructional delivery, and strategies so that learning is rigorous and meaningful to students at all levels.

What date did you and your School Planning Committee Complete Section 2? April 16, 2024

SECTION 3

The Goals & The Plan

The Goals and the Plan

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

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership
 Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

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
 - SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
 - 11 Principles of Character Education
 - RethinkEd Social Emotional Learning

Implementation Plan

Action Steps	
<p>30 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD ▪ School PBIS Matrix ▪ Staff meeting to identify mentor/mentee <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ PBIS Carousel <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Pre-Survey (student and teacher) <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Weekly check-ins 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Culture & Climate Coordinator 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Team meeting <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Observation checklist by administration <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Teacher Survey <p>Monitoring Student Progress</p>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Participating Staff ▪ Leadership Team Members ▪ Attendance Team & Student Support Team Members ▪ Funds and time for Character Plus Professional development ▪ Time allocated for school activities 	<ul style="list-style-type: none"> ▪ Funds and time for Character Plus Professional development ▪ Time allocated for school activities
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Staff meeting on interpreting data <p>Observation and Feedback</p>	

<ul style="list-style-type: none"> ▪ Implementation/Monitoring ▪ Post Survey Monitoring Student Progress ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Participating Staff ▪ Leadership Tam ▪ Attendance & Student Support Team 	<ul style="list-style-type: none"> ▪ Time allocated for school activities
Funding Source(s)/ Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Panorama Ed Survey Platform ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 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) 	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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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	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: <ul style="list-style-type: none"> ○ 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)
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	<ul style="list-style-type: none"> ▪ University of Florida Literacy Institute (UFLI) Foundations ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers
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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

Observation and Feedback

- Observation Checklists: Gradual Release Model, Academic Conversations, Lesson Plan Design

Implementation/Monitoring

- PLC and Common Planning Sessions using the Collaborative Lesson Planning Protocol, Lesson Plan Internalization Protocol, etc.
- Review student data including: STAR Reading BOY assessment, student work samples (independent practice, exit tickets, etc.) to determine student needs.

Monitoring Student Progress

- STAR Reading BOY Assessment
- Curriculum Based Measures (CBM) where applicable
- Student work samples (comprehension questions, close read activities, exit tickets, etc.)

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance

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
- Staff PD – Strengthening Tier 1 Practices in ELA

Observation and Feedback

- Observation Checklists: Gradual Release Model, Academic Conversations, Lesson Plan Design, Tier 1 Practices (identified “look fors”)

<ul style="list-style-type: none"> ▪ School Leadership Team (SLT) Walk-throughs with MTSS Coordinator 	
Implementation/Monitoring <ul style="list-style-type: none"> ▪ PLC and Common Planning Sessions using the Collaborative Lesson Planning Protocol, Lesson Plan Internalization Protocol, and High-Quality Instructional Design to plan lessons using the Gradual Release Model and Academic Conversations etc. ▪ Planning with MTSS Coordinator 	
Monitoring Student Progress <ul style="list-style-type: none"> ▪ CBM (bi-weekly) ▪ RSP (bi-weekly) ▪ Star Progress monitor ▪ Student work samples ▪ myView Unit test 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Principal ▪ Instructional Leadership Team ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ MTSS Coordinator ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Data Informed Tier 1 Practices ▪ Renaissance STAR ▪ Savvas myView Resource
90 Days:	
Professional Development <ul style="list-style-type: none"> ▪ Ongoing PD around the consistent use of Tier 1 practices ▪ Leader PD – UFLI ▪ STAFF PD – UFLI Professional Development 	
Observation and Feedback <ul style="list-style-type: none"> ▪ “Look fors” in reference to the Tier 1 practices previously identified for growth and improvement ▪ UFLI Implementation Checklist ▪ Peer Observations 	
Implementation/Monitoring <ul style="list-style-type: none"> ▪ Continue to support PLCs to review and discuss student data and plan lessons using the Gradual Release Model and Academic Conversations 	
Monitoring Student Progress <ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment ▪ Administer UFLI BOY Assessment ▪ Review and analyze baseline data to identify student needs 	
Person(s) Responsible	Resources

<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Principal ▪ Instructional Leadership Team ▪ Academic Instructional Coach ▪ ELA Curriculum Specialist ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ Savvas ELA myView ▪ UFLI Training Manual ▪ UFLI website for digital resources ▪ Magnetic Letters ▪ Whiteboards
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ 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 ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

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

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

GOAL 3: MATH

By May 2025,

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

Mathematics Plan:

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

Priorities:

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

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

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

- Observation Checklists: Gradual Release Model, Academic Conversations, Lesson Plan Design
- Gather baseline data
- Feedback: Highlights and areas for improvement and growth

Implementation/Monitoring

- PLC and Common Planning Sessions using the Collaborative Lesson Planning Protocol, Lesson Plan Internalization Protocol, etc.
- Review student data including: STAR Math BOY assessment, student work samples (independent practice, exit tickets, etc.)

Monitoring Student Progress

- STAR Math BOY Assessment
- Analyze student data during PLC meetings
- Conduct goal setting conferences with students

Person(s) Responsible

- Professional Development Department
- Curriculum Specialists

Resources

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)

<ul style="list-style-type: none"> ▪ Academic Instructional Coaches ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Staff PD around the gradual release model and academic conversations in Mathematics <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Gradual Release and Academic Conversations “look fors” checklist <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Use the Collaborative lesson planning protocol and High-Quality Instructional Design to plan lessons using the Gradual Release Model and Academic Conversations <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Student work samples (Quick Checks, Independent Practice Items, Exit Tickets) ▪ EnVision Math Topic Tests 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ District MTSS Coordinator ▪ Math Curriculum Specialist ▪ Academic Instructional Coach ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Savvas EnVision Math resources ▪ Tier 1 Instructional Practices ▪ Collaborative Lesson Planning Protocol ▪ High Quality Instructional Design Resource
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Differentiated professional development for teachers as needed. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Continue observation “look fors” and provide appropriate feedback as necessary ▪ Peer observations <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Continue to support PLCs to review and discuss student data and plan lessons using the Gradual Release Model and Academic Conversations <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math MOY Assessment ▪ Analyze data from STAR Math MOY assessment to set new goals as necessary ▪ Administer End of Unit Topic Assessments to monitor students’ progress 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ District MTSS Coordinator 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ PD funds

<ul style="list-style-type: none"> ▪ Math Curriculum Specialist ▪ Academic Instructional Coach ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Release time for teachers to attend collaborative planning sessions
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

(What date did you and your School Planning Committee Complete Section 3? June 4, 2024 __

Principal Prince, JaVeeta L. (required)

05.15.2024 -
Date Completed (required)

05.15.2024
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