ETS @ Madison

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

SAINT LOUIS
PUBLIC SCHOOLS

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	**6/7/2024**
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	**6/7/2024**
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	**6/7/2024**
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		***April 30, 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 *May 17, 2024, from Network Superintendent.		

SECTION 1
School Profile

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.

Improvement/Accountability Plan		

Focus of Plan (check the appropriate box): ☐ **LEA** **X School**	**Name of LEA: St. Louis Public Schools**
	
	Name of School: ETS @ Madison
	
	School Code: 699
		Check if appropriate
		☐ **Comprehensive School**
		     ***Requires a Regional School Improvement Team**
		☐ **Targeted School**
		     Title I.A

Date:	**June 4, 2024**	
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: The mission at ETS @ Madison is to provide continuous support, self care, and personal growth for our students, parents, and staff.		
School Vision: The vision at ETS @ Madison is to build relationships with all students while providing structure and consistent consequences in a safe, nurturing learning environment.		
One plan may meet the needs of a number of different programs. Please check all that apply. ☐ **Title I.A School Improvement** ☐ **Title I.C Education of Migratory Children** ☐ **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** ☐ **Title II.A Language Instruction for English Learners and Immigrant Children** ☐ **Title IV 21st Century Schools** ☐ **Title V Flexibility and Accountability** ☐ **Individuals with Disability Education Act** ☐ **Rehabilitation Act of 1973** ☐ **Carl D. Perkins Career and Technical Education Act** ☐ **Workforce Innovation and Opportunities Act** ☐ **Head Start Act** ☐ **McKinney Vento Homeless Assistance Act** ☐ **Adult Education and Family Literacy Act** ☐ **MSIP** ☐ **Other State and Local Requirements/Needs** _____		

School Planning Committee			
Position/Role	**Name**	**Signature**	**Email/Phone Contact**
Principal	Marvin Echols, Jr.		marvin.echols@slps.org
Assistant Principal (if applicable)	N/A		
Academic Instructional Coach	Alicia Calvin		alicia.calvin@slps.org
Family Community Specialist (if applicable)	N/A		
ESOL Staff (if applicable)	N/A		
SPED Staff (if applicable)	Diane Horton		diane.horton@slps.org
ISS/PBIS Staff (if applicable)	N/A		
Teacher	Allison McKee		allison.mckee@slps.org
Teacher	Patricia Owens		patricia.owens@slps.org
Parent	Ms. Ellis	*Barbara Ellis*	314-743-7242
Parent	Ms. Conway	*Lisa Conway*	314-242-9832
Support Staff	Jermaine Smith		
Community Member/Faith Based Partner	N/A		
Network Superintendent	Dr. Crystal Gale		crystal.gale@slps.org
Other			

(What date did you and your School Planning Committee complete Section 1?) <u>June 7, 2024</u>

SECTION 2
Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	56	Student enrollment has been consistent for the last two years.
Grade Level Breakdown	K: 1 1st: 2 2nd: 3 3rd: 9 4th: 2 5th: 6 6th: 12 7th: 13 8th: 8	All students meet the criteria for diagnoses including Intellectual Disability, Multiple Disabilities, Autism, Other Health Impairments, Traumatic Brain Injury, and Emotional Disturbance. Students are placed at ETS @ Madison due to significant behavioral and emotional concerns.
Ethnicity	➢ Black -91% ➢ White- 7% ➢ Hispanic- 2%	Male – 46 Female - 10
Attendance	➢ ADA – 84.4% ➢ 90/90 – 36.4%	Attendance factors at our school: Parents having difficulty getting students to school due behavioral concerns in the household and parents needing additional support. Transportation concerns impact our attendance.
Mobility	N/A	N/A
Socioeconomic status	100% Free Lunch	All students qualify for free lunch, and many families rely on government assistance to support their household needs.
Discipline	0% Out of School Suspensions 100% of Classroom infractions are handled in the Reflection Room	The PBIS support staff in the Recovery Room collaborates with classroom teachers, students, and their families to help redirect students towards appropriate reactions and behaviors. Additionally, this year, teachers have initiated morning check-ins to provide SEL (Social-Emotional Learning) support. While many of our students exhibit behavioral concerns, there have been no out-of-school suspensions during the 2023-2024 and 2024-2025 school years.

English Language Learners/LEP	N/A	None currently
Special Education	100%	All students meet the criteria for diagnoses including Intellectual Disability, Multiple Disabilities, Autism, Other Health Impairments, Traumatic Brain Injury, and Emotional Disturbance.

Strengths	Weaknesses	Needs
ETS @ Madison's enrollment has remained steady, with a slight increase rather than any decrease. Notably, there have been no out-of-school suspensions in the program's 9 years of existence.	A notable weakness is that students age out of the program without transitioning back into a regular school setting in a timely manner. Currently, there is no formal transition plan in place.	Increased academic support is a critical need that must be addressed at ETS @ Madison.

Student Achievement- State Assessments				
(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)				
Goal Areas	**22-23 performance**	**23-24 performance**	**24-25 Goals**	**Explanation/Rationale for Current Performance**
ELA	BB – 82% B – 16% P – 2% A – 0%	BB-97% B- 3% P-0% A-0%	By the end of the 2024-2025 school year, 20% of students will progress from the "below basic" category to the "basic" category in English Language Arts (ELA) as measured by MAP assessments. Additionally, 10% of students will progress from the "basic" category to the "proficient" level.	Depending on how well teachers are trained in both literacy and behavior management, some students may not be receiving consistent, targeted interventions that address both their academic and behavioral needs simultaneously. A lack of integration between academic instruction and behavioral support can create gaps in learning.
Math	BB – 96% B – 4% P – 0% A – 0%	BB-100% B-0% P-0% A-0%	By the end of the 2024-2025 school year, 15% of students will progress from the "below basic" category to the "basic" category in mathematics, as measured by MAP assessments. Additionally, 10% of students will show significant growth	As students progress through grade levels, math concepts become more abstract and complex. Students who are already below basic may find it increasingly difficult to bridge gaps in their understanding, leading to

		within the "below basic" category, demonstrating progress toward mastering foundational math skills.	cumulative learning losses. This can account for the decline in math performance, from 96% below basic to 100%.
Science	BB – 100% B – 0% P – 0% A – 0%	BB-100% B-0% P-0% A-0%	By the end of the 2024-2025 school year, 10% of students will progress from the "below basic" category to the "basic" category in science, as measured by MAP assessments. Additionally, 15% of students will show measurable growth within the "below basic" category, particularly in foundational science concepts.	Science is a subject that often benefits from hands-on experiments and real-world application. In a special needs setting, students may not be receiving consistent opportunities for experiential learning due to the challenges of managing behavior during activities. This could hinder their ability to grasp fundamental scientific concepts and skills.
Social Studies	N/A	N/A	N/A	
CCR	N/A	N/A	N/A	MPI (Secondary Only)
WIDA ACCESS (Progress Indicator)	N/A	N/A	N/A	*For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)* ***(ELL OFFICE WILL PROVIDE)***
WIDA ACCESS (Proficiency Indicator)	N/A	N/A	N/A	*For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)* ***(ELL OFFICE WILL PROVIDE)***

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

STAR Reading	N/A	N/A	N/A	4%	By the end of the 2024-2025 academic year, students' reading levels will improve by an average of 2.5 grade levels, with at least 15% of students reaching proficiency (up from the current 4%).	By the end of the 2024-2025 school year, students at Madison School will demonstrate measurable improvement in reading, as evidenced by the STAR Reading Assessment. The percentage of students reading below grade level will decrease by 15%, and students will exhibit individual growth aligned with their respective growth targets as determined by STAR.
STAR Math	N/A	N/A	N/A	6%	Increase the percentage of students proficient in math from 6% to 15% by the end of the academic year.	By the end of the 2024-2025 school year, students at Madison School will demonstrate a 10% overall increase in math proficiency as measured by the STAR Math Assessment. Individual growth targets will be set for each student, and at least 80% of students will meet or exceed their personal growth goals by the end of the year.
Science (CFA/CSA)					Decrease the percentage of students below basic in science from 100% to 85%, with at least 10% of students reaching basic proficiency by the end of the academic year.	*We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4*
Social Studies (CFA/CSA)					By the end of the 2024-2025 school year, establish a baseline for social studies proficiency using CSA and CFA data.	*We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4*
DRDP (PreK)	N/A	N/A	N/A	N/A	N/A	*Early Childhood Office will provide*
ELL Benchmark Assessment- Speaking *EL students only*	N/A	N/A	N/A	N/A	N/A	***(ELL OFFICE WILL PROVIDE)***
ELL Benchmark Assessment- Writing *EL students only*	N/A	N/A	N/A	N/A	N/A	***(ELL OFFICE WILL PROVIDE)***

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

Strengths	Weaknesses	Needs

Staff are continuously improving in writing standards-based IEPs that align individual goals with state standards while addressing the unique academic and social-emotional needs of each student. Although many of our students are functioning several grade levels below their peers, they still receive rigorous, high-quality instruction from teachers in core content areas. One of the key strengths of our program is IEP compliance. Additionally, data team meetings and established protocols have become a regular and familiar part of our process. This year, we are excited to further strengthen the core of our work through enhanced collaboration and focus during team meetings.	This year, we will focus on updating, modifying, or adopting new curriculum to address functional academic gaps and life skills development. Since the pandemic, student attendance has been poor, and student behaviors have become a growing concern, especially with the severity of offenses observed so far. Additionally, ongoing staff shortages, particularly in the areas requiring certified specialists, continue to challenge our ability to fully meet the needs of the students we serve	We will continue to offer professional development at the school level and participate in district-level professional learning opportunities for both current and incoming staff. Teachers will revisit and revise their Individual Professional Development Plans (IPDP) to reflect updated professional growth goals and strategies. This year, a key focus will be on Attendance and Data meetings to monitor progress and improve outcomes. Despite ongoing staff shortages, we will continue to modify and update schedules to ensure all student needs are met. Additionally, mentoring will be reinstated, with each staff member assigned one or two students to mentor throughout the year.

STAR READING DATA 2023-24			
GRADE	BOY	MOY	EOY
1	0	2.9	2.0
2	1.0	1.2	0.8
3	0	1.4	0.7
4	2.1	1.9	2.7
5	.6	1.5	0.9
6	2.3	2.9	2.2
7	2.2	0	2.4
8	0	0	0

STAR MATH DATA 2023-24			
GRADE	BOY	MOY	EOY
1	0	1.3	1.0
2	1.1	1.8	1.8
3	0	1.4	2.3
4	2.5	1.9	2.9
5	0.4	2.3	1.6
6	0	3.8	3.8
7	0.8	2.0	3.1
8	0	0	0

Curriculum and Instruction *(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)*		
Data Type	**Current Information**	**Reflections**
Learning Expectations	While our teachers are supporting the learning through meeting the needs of the students and implementing the students IEP goals; there is a need	It is essential that all students participate in the assessments so we can gather the necessary data to

	to make sure our students take all of the assessments.	identify their needs and guide the direction of our instruction effectively.
Instructional Programs	K-5th ELA: SAVVAS My View K-5th Math: SAVVAS envision K-5 Science and Social Studies: district standards-based curriculum plan Special Education: Resource, Inclusion, self-contained and Cross Categorial	We need to create more opportunities for students to engage in hands-on experiences and skill-based lessons that prepare them for future career opportunities.
Instructional Materials	SAVVAS curriculum District provided standards-based curriculum plan Manipulatives for Math and Reading iPads and TEAMs	We should provide more opportunities for students to participate in hands-on activities and skill-based lessons that will equip them with practical knowledge and prepare them for future career pathways.
Technology	Each classroom has access to promethean boards, IPADs and laptop computers to support student achievement. Teachers have gained many technical tools and are delivering meaningful functional core content lessons to special needs students virtually.	We will consistently update technology as needed to support instruction and actively integrate it into the learning process to enhance student achievement.
Support personnel	ICA's	The English teacher will continue to deliver lessons that with a focus of enhancing reading skills.

Strengths	Weaknesses	Needs
A key strength of our curriculum is the effective implementation of students' IEP goals by teachers. Through the use of SMART goals, educators focus on enhancing both the academic and social-emotional skills of our students, ensuring personalized and measurable progress in alignment with their individual needs.	A current weakness in our curriculum is the low level of student achievement in both ELA and Math. Despite efforts, a significant portion of students are not meeting grade-level expectations in these core areas, highlighting the need for improved instructional strategies and targeted interventions.	A curriculum need is the implementation of a supplemental program that helps teachers target the individual needs of students to close achievement gaps. Additionally, there is a need to develop more rigorous lessons in core content areas, incorporate content-specific targets in instruction, and regularly revisit standards-based IEPs to ensure alignment with student progress and academic goals.

High Quality Professional Staff *(How are you ensuring that all students are taught by a high-quality teacher?)*

Data Type	Current Information	Reflections
Staff Preparation	Staff must have ongoing support through weekly Data team meetings, staff meetings, observational feedback/coaching, and school based/district wide professional development.	Cohort groupings have worked well with staff this year. Staff brought back new ideas and strategies to use with students immediately. All teachers were able to navigate the Teams learning platform for the purpose of student instruction.
Staff Certification	Ten certified teachers with additional training in autism and behavioral education K-2:1 3-4: 2 5-6: 3 7-8: 1 Type 1: 0 Autism: 0 Art: 1 ILA-5 (Type I, Autism, K-2, (2)7-8)	This year we had to hire ILA's to support our classrooms. Those persons need to be trained and provided professional development in not only teaching and the area of special education.
Staff Specialist and other support staff	Behavioral Specialist Autistic Teachers Instructional Care Aides	We do an excellent job of training our team and supporting them with student behavioral concerns
Staff Demographics	31 staff members Black - 29 White -2 Female 20 Male 11	8 certified classroom teachers 10 ICAs 1 BLAs 6 ILAs
School Administrators	Principal	Marvin Echols, Jr.

Strengths	Weaknesses	Needs
67% of classroom teachers are certified.	ETS @ Madison has a high teacher retention rate, but the there's a continuous shortage of Instructional Care Aides.	The addition of a dedicated music teacher and a full-time librarian are essential to support a well-rounded education, fostering creativity and literacy, and enhancing students' academic and cultural development. We also need two full time certified teachers and seven ICAs.

24-25 Focus Areas/ Priorities
Prioritized areas of _Need_ for 24-25 based on needs assessment/data analysis
Based on the needs assessment, there is a strong need for families to partner with outside agencies to provide additional support for students.
Additionally, improving student attendance is critical for academic success.
It is also necessary to adopt a functional curriculum tailored to the needs of our students and provide comprehensive training for teachers to effectively implement it.

Root Causes	
Determine the Root Causes of the needs listed above using the 5 Whys:	
Root Cause Analysis #1	
Need #1- Please describe the need:	There is an ongoing need for the families at ETS @ Madison to partner with schools and or the district so that when the student transitions back to a school there is student support. Students continue to leave school without the necessary support for success once placed back into a regular school setting.
Why?	When the student is returned to the home school or transfers out of ETS @ Madison there is nothing in place to support the student.
Why?	There is not a transition program within our district.
Why?	Schools within the district do not have the support in place to address the discipline concerns.
Why?	Many times, once a student is placed at ETS @ Madison they remain and never return to the home school. The student is then sent into 9th grade,
Why?	It will be impossible for them to achieve our school's mission of a successful transition to independence.
Root Cause	Student IQs are below 70 which put them at the significant to severe range of learning deficits and sometimes social and emotional difficulties are extensive and families aren't able to support their needs. They are being taken advantage of in their community, contact is loss, and this becomes their way of living.

Root Cause Analysis #2	
Need #2 - Please describe the need:	ETS @ Madison's attendance team needs to go to regular meetings to quickly establish the needs of students to support those who are experiencing difficulty with making it to school daily to meet the 90/90 rule.
Why?	Students are not gaining needed skills to be successful if they're not coming to school regularly.

Why?	Students have significant disabilities that requires them to have extensive supports in all areas.
Root Cause	Students must have an attendance percentage of 90% or above.

Root Cause Analysis #3	
Need #1- Please describe the need:	We need to adopt a functional curriculum tailored to the needs of our students and provide comprehensive training for teachers because many students are not meeting academic standards and lack essential life skills, and teachers are not equipped with the right tools to address these gaps.
Why?	The current curriculum fail to address the diverse needs of students because it is largely focused on academic content without sufficient emphasis on functional skills or individualized learning, which are essential for students with unique educational needs.
Why?	Students not meeting academic standards and lacking essential life skills because the current curriculum does not adequately address the diverse needs of students, particularly those with behavior disorders or IEPs.
Root Cause	The root cause of the need to adopt a functional curriculum and train teachers is the lack of alignment between the current curriculum and the specific needs of students with special needs, compounded by insufficient professional development for teachers to effectively implement differentiated and functional instructional strategies.

24-25 School Parent and Family Engagement Policy

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

Program Evaluation Results

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

At Madison School, even without a Community Support Specialist or an established PTO, we prioritize meaningful communication and engagement with parents through the following methods:

1. **Teacher-Parent Interactions:**
   Teachers regularly engage with parents during conferences, phone calls, and informal meetings to discuss both academic progress and behavioral concerns. These interactions provide a platform for introducing the parent and family engagement policy, ensuring parents are informed and involved.
2. **Home Visits:**
   Teachers conduct home visits, which offer a more personal setting to build trust and foster stronger relationships with families. During these visits, teachers can explain the parent and family engagement policy and seek parental input and agreement in a way that feels collaborative and supportive.
3. **Parent-Teacher Conferences and School Meetings:**
   During parent-teacher conferences or schoolwide meetings, teachers present the parent and family engagement policy and invite parents to review and discuss it. Feedback is welcomed, and the policy is adjusted if necessary to better suit the needs of the families.
4. **Communication Channels:**
   The school uses multiple communication methods—such as newsletters, emails, and phone calls—to keep parents informed about the engagement policy and gather their agreement. These platforms also encourage parents to share their perspectives and actively participate in shaping school-family collaboration.

What are the strengths of family and community engagement?

The strengths of family and community engagement at Madison School include the following:
1. **Strong Teacher-Parent Relationships:**
   Teachers regularly interact with parents through phone calls, conferences, and home visits. These direct, personal connections build trust and encourage active involvement from families in their children's education.
2. **Home Visits:**
   The practice of home visits allows teachers to engage with families in a comfortable environment, fostering deeper connections and providing insight into students' home lives, which helps tailor support to individual needs.
3. **Open Communication Channels:**
   Multiple communication platforms—such as newsletters, emails, phone calls, and face-to-face meetings—keep families informed and involved. This consistent communication ensures parents have access to important updates and are able to provide input on school policies and their child's progress.

4. **Cultural Sensitivity and Inclusivity:**
   Engaging families in their own environments shows cultural awareness and respect for the unique circumstances of each family, helping to create a more inclusive school community that values the voices and input of all parents.
5. **Commitment to Parental Involvement:**
   Despite not having a formal PTO or Community Support Specialist, the school demonstrates a strong commitment to involving parents by seeking their input through regular interactions and making efforts to include them in decision-making processes.
6. **Support for Holistic Student Development:**
   By working closely with families, teachers and staff can address both the academic and social-emotional needs of students, ensuring more comprehensive support for their overall development.

What are the weaknesses of family and community engagement?

The weaknesses of family and community engagement at Madison School include the following:
1. **Lack of a Formal PTO or Parent Organization:**
   The absence of a Parent-Teacher Organization (PTO) or formal parent group limits structured collaboration between parents and the school. A PTO could provide an organized platform for parents to voice concerns, suggest improvements, and work collaboratively on school initiatives.
2. **No Dedicated Community Support Specialist:**
   Without a Community Support Specialist, there is no designated staff member to coordinate and facilitate community partnerships or family engagement efforts. This limits the school's ability to effectively connect families with external resources and support systems.
3. **Inconsistent Participation from All Families:**
   While teachers conduct home visits and interact with parents, there may be inconsistent levels of involvement from some families, particularly those facing challenges like work schedules, language barriers, or transportation issues. This can create disparities in engagement and support for students.
4. **Limited Access to External Resources:**
   Without formal community engagement structures in place, the school may miss out on opportunities to partner with local organizations, businesses, and agencies that can provide additional resources and support for students and families.
5. **Overreliance on Teachers for Engagement:**
   While teachers play a critical role in family engagement, the lack of specialized staff or programs means that teachers must shoulder the responsibility of building and maintaining relationships with families. This can strain their capacity, limiting the depth of engagement efforts.
6. **Inadequate Parent Training and Workshops:**
   There may be a lack of opportunities for parents to receive training or attend workshops on how to better support their children academically and behaviorally. This limits parents' ability to actively contribute to their child's success at home.

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

The identified needs pertaining to family and community engagement at Madison School include:

1. **Establishment of a PTO or Parent Organization:**
   Creating a formal Parent-Teacher Organization (PTO) or similar parent group is essential for fostering structured and sustained collaboration between families and the school. This would provide parents with a platform to actively participate in decision-making, school improvement efforts, and community-building activities.
2. **Hiring a Community Support Specialist:**
   There is a need for a dedicated Community Support Specialist to coordinate family engagement efforts, connect families with external resources, and establish partnerships with local organizations. This role would strengthen communication, streamline engagement, and provide targeted support for families in need.
3. **Increased Parent Participation and Involvement:**
   Encouraging greater involvement from all families, especially those facing barriers like work schedules, transportation issues, or language differences, is crucial. Providing flexible engagement options, such as virtual meetings or bilingual resources, can help increase participation and inclusivity.
4. **Partnerships with Community Organizations:**
   Developing partnerships with local businesses, non-profits, and community agencies is needed to bring additional resources and support to students and their families. These partnerships could help with tutoring, mentoring, counseling, and other essential services that support both academic and social-emotional development.
5. **Parent Workshops and Training Programs:**
   Offering workshops and training for parents on topics such as academic support, behavioral strategies, and navigating school systems would empower them to take a more active role in their children's education. Providing sessions in multiple languages and at convenient times could increase attendance and engagement.
6. **Improved Communication Strategies:**
   There is a need to improve communication methods between the school and families by utilizing a wider range of tools, such as social media, text alerts, and translated materials. Ensuring that all families receive timely, relevant information in a way that suits their needs will enhance engagement.
7. **Access to External Support Services:**
   Many families may benefit from greater access to social services, mental health resources, and academic support for their children. A structured approach to connecting families with these services through partnerships or an in-house specialist is critical.

The agreement is given out several times a year in several different ways. It's apart of our school enrollment packet, it's reviewed and distributed at PTO meetings, posted on the school website, and Title 1 meetings.

What are the strengths of family and community engagement?

The strengths of family and community engagement at Madison School include:

1. **Multiple Avenues for Engagement:**
   The parent and family engagement agreement is distributed through various channels—enrollment packets, PTO meetings, the school website, and Title 1 meetings. This ensures that all families have multiple opportunities to access and review the information, increasing the likelihood of participation.

2. **Consistent Communication:**
   By providing the engagement agreement several times a year, the school maintains consistent communication with families, reinforcing the importance of their involvement and ensuring they stay informed about opportunities to participate.
3. **Integration with School Processes:**
   Including the engagement agreement in the school enrollment packet ensures that all families are introduced to the policy from the start, embedding family engagement as a foundational part of the school experience.
4. **Strong Emphasis on Parent Involvement in PTO and Title 1 Meetings:**
   By reviewing the engagement agreement during PTO and Title 1 meetings, the school fosters an environment where parent involvement is encouraged and supported. These meetings provide an opportunity for families to ask questions, provide feedback, and collaborate on improving school initiatives.
5. **Accessibility via the School Website:**
   Posting the agreement on the school website makes it easily accessible for parents and community members at any time, allowing them to reference it as needed and engage at their convenience.
6. **Title 1 Support for Engagement:**
   The inclusion of the engagement agreement in Title 1 meetings ensures that the school meets federal guidelines for family involvement while also emphasizing the importance of parents' roles in supporting student success, particularly in schools serving higher populations of low-income families.

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

Parents at Madison School are involved in the planning, review, and improvement of the school's parent and family engagement policy through the following methods:
1. **Title 1 Meetings:**
   As part of Title 1 compliance, parents are invited to participate in meetings where the parent and family engagement policy is reviewed. This allows parents to provide input on how the policy can better serve families and support student success.
2. **Surveys and Feedback Forms:**
   The school regularly distributes surveys and feedback forms to parents, either in person or online, to gather their thoughts on the engagement policy. This provides an avenue for parents to share ideas on what is working well and what needs improvement.
3. **Parent Conferences and Informal Meetings:**
   During parent-teacher conferences or informal discussions with staff, parents can share their insights on the effectiveness of the engagement policy. These conversations are valuable for gathering immediate feedback and addressing any concerns.
4. **Home Visits:**
   Teachers conducting home visits may discuss aspects of the engagement policy with parents in a more personal setting. This allows for more candid feedback and helps ensure that the policy reflects the needs of families in the community.

5. **Direct Communication with School Leadership:**
   Parents can directly communicate with school administrators via email, phone calls, or scheduled meetings to provide suggestions or express concerns about the parent and family engagement policy. These interactions are considered in the policy's continuous improvement process.

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

Timely information about the Title I.A program is provided to parents and families at Madison School through the following methods:
1. **Title I Meetings:**
   Parents are invited to attend annual Title I meetings where they receive detailed information about the program, its objectives, and how it supports their children's education. These meetings are scheduled early in the school year to ensure families are informed from the start.
2. **School Enrollment Packets:**
   Information about the Title I.A program is included in the enrollment packet given to families at the beginning of the school year. This ensures that every family receives an overview of the program's purpose and benefits as part of the initial school process.
3. **School Website and Newsletters:**
   Updates and information about the Title I.A program are posted on the school's website and included in regular newsletters sent home to parents. This provides continuous access to important updates and reinforces awareness of the program throughout the year.
4. **Parent-Teacher Organization (PTO) Meetings:**
   During PTO meetings, the Title I.A program is reviewed, and parents are given the opportunity to ask questions and receive clarification about how the program works and how it can benefit their children.
5. **Parent-Teacher Conferences:**
   Teachers provide individualized updates and information about Title I services during parent-teacher conferences, ensuring that families understand how the program directly supports their child's academic progress.
6. **Direct Communication (Emails, Phone Calls, Flyers):**
   The school uses emails, phone calls, and flyers to promptly inform parents of any changes or updates related to the Title I.A program. This helps to ensure that families are kept in the loop on all relevant matters concerning the program.

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

Madison School uses the following methods and plans to explain the curriculum, assessments, and MAP achievement levels to parents and families:
1. **Parent-Teacher Conferences:**
   During these meetings, teachers provide a detailed explanation of the curriculum, assessment methods, and individual student performance on the MAP (Missouri Assessment Program). This gives parents the opportunity to ask specific questions and understand how their child is progressing academically.
2. **Curriculum Nights or Open Houses:**
   The school hosts events like Curriculum Night or Open House at the beginning of the school year, where parents can learn about the core curriculum, instructional methods, and assessment practices. These events include presentations or sessions that explain the MAP achievement levels and what they mean for student progress.

3. **Title I Meetings:**
   At annual Title I meetings, parents receive information about how Title I supports academic achievement, along with an explanation of the curriculum and assessment systems. MAP data and achievement levels are often reviewed, providing an overview of how these assessments align with the curriculum and inform instruction.
4. **School Website and Newsletters:**
   The school regularly updates its website and newsletters with resources that explain the curriculum and assessments, including MAP achievement levels. These resources are accessible for parents to review at any time, and they often include guides on how to interpret MAP scores and other assessment data.
5. **Individualized Student Reports:**
   After MAP assessments, parents receive detailed reports on their child's performance, including explanations of their achievement levels (Below Basic, Basic, Proficient, and Advanced). Accompanying these reports are guidelines or letters from the school explaining how to interpret the scores and what they mean for student growth and progress.
6. **Workshops and Parent Education Sessions:**
   The school offers workshops and information sessions to help parents better understand the curriculum, assessments, and MAP achievement levels. These sessions provide hands-on explanations, examples of assessment items, and strategies to support student learning at home.
7. **Home Visits:**
   For families who are unable to attend school events, teachers can explain curriculum and assessment processes, including MAP achievement, during home visits. This personalized approach helps ensure that all parents, regardless of circumstances, understand how their children are performing academically.

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?

Parents play a crucial role in supporting their children's learning as outlined in the school-parent compact. The following are ways in which all parents will be responsible for supporting their children's academic success:

1. Ensure Regular Attendance:

   Parents are responsible for ensuring that their children attend school regularly and arrive on time, as consistent attendance is critical for academic progress.

2. Monitor Homework and Assignments:

Parents will check and ensure that their children complete homework and assignments on time, helping to reinforce learning outside of the classroom.

3. **Create a Positive Learning Environment at Home:**

   Parents will establish a dedicated space for their children to study and complete schoolwork, providing a quiet and focused environment conducive to learning.

4. **Communicate with Teachers:**

   Parents will maintain open communication with teachers and school staff, attending parent-teacher conferences, responding to school communications, and addressing any concerns regarding their child's academic or behavioral performance.

5. **Participate in School Activities and Meetings:**

   Parents are encouraged to participate in school events, including workshops, Title I meetings, and Parent-Teacher Organization (PTO) activities, to stay informed and engaged in their child's education.

6. **Support Reading and Study Habits at Home:**

   Parents will promote reading and good study habits by providing books, encouraging regular reading, and ensuring that their children have time set aside for studying each day.

7. **Encourage Positive Behavior:**

   Parents will reinforce the school's behavior expectations at home, encouraging their children to follow school rules, respect others, and take responsibility for their actions.

8. **Support School Policies and Academic Goals:**

   Parents will actively support the school's academic goals and policies by staying informed about the curriculum, assessments, and any instructional changes, and by partnering with teachers to address their child's academic and behavioral needs.

9. **Provide Nutritional and Health Support:**

   Parents will ensure that their children are well-rested, receive proper nutrition, and are in good physical and mental health to fully participate in school activities and achieve their academic potential.

10. **Set High Expectations:**

    Parents will set high expectations for their children's academic performance and encourage a positive attitude toward learning and school.

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

The school has the responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment to ensure all students have the opportunity to meet academic standards and succeed. This includes the following key elements:

1. **Standards-Based Curriculum:**
   The school is responsible for delivering a curriculum aligned with state standards and benchmarks, ensuring that instruction covers the necessary content areas in English Language Arts, Math, Science, and other subjects. The curriculum must be relevant, rigorous, and tailored to the diverse needs of students.

2. **Effective Instructional Strategies:**
   Teachers must use evidence-based instructional practices that are designed to engage students, accommodate different learning styles, and support academic growth. Differentiated instruction should be provided to meet the unique needs of each student, including those with Individualized Education Programs (IEPs).

3. **Qualified and Trained Educators:**
   The school must ensure that all teachers and staff are well-trained and hold the necessary qualifications to deliver high-quality instruction. Ongoing professional development is essential for teachers to stay current with best practices in education and classroom management.

4. **Supportive Learning Environment:**
   The school is responsible for creating a positive and inclusive learning environment that fosters student engagement, motivation, and emotional well-being. This includes addressing students' social and emotional needs, implementing effective behavior management strategies, and promoting a culture of respect and safety.

5. **Access to Resources and Technology:**
   The school must provide students and teachers with the resources they need to succeed, including textbooks, instructional materials, and up-to-date technology. These tools should be integrated into daily lessons to enhance learning and keep students engaged.

6. **Ongoing Assessment and Feedback:**
   The school is responsible for using formative and summative assessments to measure student progress regularly. Teachers must provide timely and constructive feedback to students and adjust instruction based on assessment data to address learning gaps and improve academic outcomes.

7. **Partnership with Families:**
   The school must maintain strong communication with parents and guardians, keeping them informed about their children's progress and actively involving them in the educational process. Family engagement is essential to support student achievement and foster a collaborative partnership between the home and school.

8. **Safe and Welcoming School Climate:**
   The school is responsible for ensuring that the physical and emotional environment is safe, welcoming, and conducive to learning. Anti-bullying policies, conflict resolution strategies, and a strong focus on equity and inclusion are critical components of a supportive school climate.

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.

The school assures that it is fully committed to fostering a strong partnership with parents and families by meeting the following requirements:

1. **Parent-Teacher Conferences:**
   The school conducts parent-teacher conferences at least once annually. During these conferences, the school-parent compact is discussed, outlining how parents, staff, and students will share the responsibility for improved student academic achievement. Parents are also provided an opportunity to discuss their child's progress, set goals, and share concerns.

2. **Frequent Progress Reports:**
   The school issues frequent reports to parents on their children's academic progress, including quarterly report cards and interim progress reports. Additionally, regular communication is provided via phone calls, emails, or meetings to keep parents informed about their child's performance and any areas that require additional support.

3. **Reasonable Access to Staff and Opportunities for Involvement:**
   The school provides parents with reasonable access to staff through scheduled meetings, phone calls, and email communication. Parents are encouraged to volunteer in the school and participate in various school activities. The school also allows parents to observe classroom activities upon request, offering them insight into their child's learning environment.

4. **Regular Two-Way, Meaningful Communication:**
   The school ensures regular two-way, meaningful communication between families and school staff. This communication is maintained through newsletters, emails, phone calls, and parent meetings. Importantly, all communications are provided in a language that family members understand, ensuring accessibility for all families. Translation and interpretation services are available for families who need them to ensure clear and effective communication.

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

The school offers various forms of assistance to parents to help them understand key educational standards and assessments. This includes:

- **Missouri Learning Standards:** Information is provided through workshops and parent meetings, where educators explain the standards and how they guide classroom instruction. Written resources are also available in both print and digital formats.
- **Missouri Assessment Program (MAP):** The school holds informational sessions that detail the purpose of the MAP, the testing schedule, and how results are used to evaluate student performance. Parents are provided with guides to help interpret their child's MAP scores.
- **Local Assessments:** Regular communication, such as progress reports and parent-teacher conferences, keeps parents informed about local assessments. Staff members are available to explain assessment tools and their role in measuring student progress.
- **Monitoring a Child's Progress:** Parents are encouraged to use the online student portal, where they can access grades, assignments, and feedback from teachers. Additionally, the school provides training on how to effectively use these tools to track their child's academic progress.
- **Working with Educators:** The school facilitates collaboration between parents and educators through parent-teacher conferences, family engagement nights, and ongoing communication via email, phone, and school apps. Guidance is provided on how parents can support their child's learning at home and advocate for their needs in school.

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

The school provides a variety of materials and training opportunities to equip parents with the tools they need to help improve their children's academic achievement:
- **Home Learning Materials:** The school provides parents with resources like homework guides, practice worksheets, and online learning tools. These materials are aligned with the curriculum and help parents engage with their children in productive learning activities at home.
- **Family Engagement Nights:** During these events, parents and students participate in educational activities together. Teachers demonstrate learning techniques that parents can use at home, such as how to help with homework, improve reading skills, or foster positive study habits.
- **Digital Tools and Resources:** Parents are given access to digital platforms and online resources that complement classroom instruction. The school offers training sessions to ensure parents can effectively use these tools to support their children's learning.
- **One-on-One Support:** For parents needing additional assistance, the school provides individual consultations with teachers or staff to address specific concerns and offer personalized strategies for helping their child succeed academically.

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?

Our school is committed to fostering strong partnerships between educators and parents. We provide ongoing training and professional development opportunities for school personnel, including teachers, specialized instructional support staff, principals, and other school leaders, to emphasize the value and importance of parent contributions. This includes:
- **Professional Development Workshops:** We offer regular training sessions that focus on the value of parent involvement, strategies for effective communication, and ways to build collaborative relationships with parents. These workshops help staff recognize the critical role parents play in their children's academic success.

- **Cultural Competency Training:** To better engage with families from diverse backgrounds, staff members receive training on cultural awareness and sensitivity. This enables them to build trusting relationships with families from all walks of life and create an inclusive environment.
- **Communication Skills Training:** Staff are trained on effective communication techniques, both in person and through digital platforms. They learn how to engage parents in meaningful discussions about their children's progress, listen to parent concerns, and offer support as needed.
- **Parent-Teacher Collaboration Models:** We promote best practices for collaborative problem-solving between parents and educators. This includes structured approaches to parent-teacher conferences, ongoing dialogue through newsletters and digital platforms, and shared goal-setting for student achievement.
- **Leadership Support:** School leaders play an active role in modeling effective communication with parents and supporting staff in their efforts to engage parents as equal partners. Leadership encourages an open-door policy where parents can actively participate in decision-making processes that impact their children.

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

Although we are in the process of establishing a Parent-Teacher Organization (PTO), our school is committed to creating strong ties between parents and the school community. Our current efforts and future plans to implement and coordinate parent programs include:
- **Establishing a Parent-Teacher Organization (PTO):** We are actively working toward forming a PTO to provide parents with a structured platform for involvement in school activities, decision-making, and event planning. This organization will serve as a key vehicle for building collaboration between parents and the school.
- **Parent Engagement Events:** While we establish the PTO, we plan to host parent engagement events such as family nights, workshops, and open houses. These events will provide opportunities for parents to interact with teachers, staff, and other parents, fostering a sense of community and involvement in the school.

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.

Our school is committed to fostering parental involvement by coordinating and integrating various programs and activities that encourage and support parents in actively participating in their children's education. To the extent feasible and appropriate, we plan to implement the following strategies:
- **Parent Resource Center:** We are exploring the development of a Parent Resource Center within the school, where parents can access educational materials, information on community resources, and tools to support learning at home. This center would serve as a hub for parents to engage with school staff, access workshops, and receive guidance on academic support strategies.
- **Collaborating with Community Programs:** We plan to build partnerships with community organizations, such as local libraries, early childhood programs, and after-school programs, to offer joint workshops and resources for parents. These partnerships would extend learning and support opportunities beyond the school setting and help parents better understand how to support their child's academic and social development.

- **Workshops and Seminars:** In collaboration with the Parent-Teacher Organization (PTO), once established, we will offer regular workshops focused on parenting skills, academic support, and health and wellness. These workshops would be coordinated with community programs and other educational resources to provide comprehensive support for families.
- **Family Support Networks:** We aim to connect parents with local social services and support networks that offer assistance in areas such as housing, healthcare, and employment. By integrating these services into our parent involvement programs, we can address broader family needs that impact a child's ability to succeed in school.
- **Digital Resources and Training:** To accommodate busy schedules and varying access to in-person resources, we plan to offer online learning tools and webinars for parents. These digital resources will help parents stay informed about their child's progress, curriculum expectations, and ways to support learning at home.
- **Ongoing Communication and Feedback:** We will maintain regular communication with parents through newsletters, digital platforms, and surveys to ensure that we are addressing their needs and concerns. Feedback from parents will guide the development of future programs and activities to better support their involvement.

Accessibility Assurance

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:
- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

In carrying out the parent and family engagement requirements, the school is committed to ensuring equitable participation and access for all parents and families. To the extent practicable, the school provides the following opportunities for informed participation:

1. **Parents and Family Members with Limited English Proficiency:**
   The school provides translation and interpretation services for parents and family members who have limited English proficiency. This includes translating important documents, school reports, and communications into languages spoken by the families in the school community. Interpreters are also available for parent-teacher conferences, school meetings, and other events to ensure that non-English-speaking families are fully informed and involved in their children's education.

2. **Parents and Family Members with Disabilities:**
   The school ensures that parents and family members with disabilities have access to participation in all aspects of school activities and decision-making. This includes providing accessible meeting locations, offering accommodations such as sign language interpreters or materials in alternative formats (e.g., large print or braille), and making any other necessary adjustments to facilitate their involvement in their child's education.

3. **Parents and Family Members of Migratory Children:**
   The school recognizes the unique needs of migratory families and works to ensure they receive timely and relevant information regarding their child's education. The school provides additional support to help these families understand school processes, assessments, and engagement opportunities, and ensures that they are included in the school community despite any transient nature of their residency.

4. **Providing Information in a Format and Language Parents Understand:**
   The school provides all key information—such as school policies, reports, and assessment results—in a format and language that parents and family members can understand. This includes making documents accessible and culturally relevant to ensure that all families, regardless of background or language ability, are fully informed about their children's progress and the school's engagement opportunities.

Summary Statements

Summary of the strengths and weaknesses relative to Family and Community Engagement.
Madison School has significant strengths in terms of building personal connections with families, maintaining open communication, and making efforts to support diverse family needs. However, the school faces challenges due to the lack of formal structures for family engagement, such as a PTO and a Community Support Specialist, as well as inconsistent participation from all families. Addressing these weaknesses could enhance the school's ability to engage the entire community and foster stronger, more structured partnerships to support student success.

Summary of the strengths and weaknesses relative to the school context and organization.
Madison School has strengths in its personalized approach to student support, dedicated staff, and strong communication with families. However, challenges exist in the areas of formal family engagement structures, student attendance, curriculum rigor, and the overextension of staff responsibilities. Addressing these weaknesses would enhance the school's ability to provide a more supportive and effective learning environment, ultimately improving student outcomes.

Summary of Needs Assessment and Priorities for 24-25

1. Closing Achievement Gaps in ELA and Math:
• **Programmatic Shift:** Implement a supplemental program specifically designed to provide targeted instruction in ELA and Math. This will include data-driven, differentiated instruction aligned with students' individual needs to help close achievement gaps.
• **Key Actions:**
   o Adopt a more rigorous curriculum focused on core content.
   o Provide additional professional development for teachers to support differentiated instruction and intervention strategies.
   o Regularly monitor student progress through assessments like STAR and MAP and adjust instruction as needed.

2. Increasing Student Attendance:
- **Programmatic Shift:** Develop and implement a schoolwide attendance improvement plan to address the root causes of absenteeism and increase student engagement.
- **Key Actions:**
  - Engage families in addressing attendance barriers by working with them to identify and resolve challenges.
  - Implement incentive programs that recognize and reward consistent attendance.
  - Collaborate with community partners to provide support services for families facing external challenges affecting attendance (e.g., transportation, health issues).

What date did you and your School Planning Committee complete Section 2? **April 8, 2024.**

SECTION 3
The Goals and the Plan

The Goals and the Plan

Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
• **Pillar 1:** The District creates a system of excellent schools	• **Pillar 2:** The District advances fairness and equity across its system	• **Pillar 3:** The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	• **Pillar 4:** All students learn to read and succeed	• **Pillar 5:** Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments				
By the end of the 2024-2025 school year, 100% of Special Education classrooms at Madison School will be equitably equipped with the necessary instructional materials, assistive technology, and behavioral support resources to meet the diverse needs of all students with IEPs. Progress will be measured through biannual resource audits, teacher feedback surveys, and improvements in student performance on IEP goals. Audits will ensure that resources are distributed fairly and equitably across all classrooms, with audits conducted in December 2024 and June 2025.				
Leadership Development Plan				
Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. *Please identify two areas of focus that most align with this goal.*				
Priorities: 1. Culturally Responsive Practices 2. Strengthening Relationships Between Staff and Students				
Funding source(s): none				

Priority # 1	Culturally Responsive Teaching (CRT) is an evidence-based strategy that emphasizes the incorporation of students' cultural backgrounds, experiences, and perspectives into the learning environment. This approach seeks to make instruction more relevant and accessible by aligning the curriculum, teaching practices, and classroom interactions with the diverse cultural identities of students.

Evidence-based strategy	Key Components of the Strategy:
	1. Incorporating Diverse Cultural Content: Teachers integrate multicultural content into lessons, using texts, examples, and historical perspectives that reflect the diverse cultures represented in the student body. This helps students feel seen and valued, which fosters a greater sense of belonging. 2. Building on Students' Cultural Strengths: Teachers draw on students' cultural knowledge and experiences as assets in the classroom, using them to enhance engagement, participation, and academic success. This approach shifts the focus from viewing cultural differences as deficits to recognizing them as strengths. 3. Creating an Inclusive Classroom Environment: Teachers foster an environment of respect and inclusion by encouraging discussions about culture, identity, and diversity. They create safe spaces for students to express their cultural identities and address any bias or stereotypes in the classroom. 4. Differentiated Instruction for Diverse Learners: Teachers use culturally responsive pedagogy to differentiate instruction based on the unique learning needs and cultural backgrounds of their students. This helps ensure that every student can access and engage with the curriculum in ways that resonate with them. 5. Developing Positive Teacher-Student Relationships: Building trust and understanding between teachers and students is essential in culturally responsive teaching. Teachers get to know their students' cultural backgrounds and use that understanding to develop positive, supportive relationships that contribute to a stronger sense of belonging.
Cost to support implementation of strategy:	Low End Estimate: $14,600 High End Estimate: $58,000

Indicators of Success			
August	**December**	**February/March**	**May**
Increased Positive Relationships Between Students and Staff • Stronger, more trusting relationships between students and teachers, evidenced by improved classroom behavior, student-teacher	**Improved Student Engagement and Participation** • Increased student participation in class discussions, activities, and school events, particularly among students from underrepresented and	**Greater Family and Community Involvement** • Increased participation of families and community members in school activities, workshops, and decision-making processes, especially those from culturally diverse backgrounds.	**Reduction in Achievement Gaps** • A measurable decrease in academic achievement gaps between student subgroups, particularly for students from historically marginalized communities, as shown in ELA and Math assessments. • **Measurement:** Analysis of standardized test scores (e.g.,

interactions, and mutual respect. • **Measurement:** Data from climate surveys, feedback from student and staff focus groups, and reductions in disciplinary referrals or incidents.	diverse cultural backgrounds. • **Measurement:** Data collected from student engagement surveys, classroom observations, and participation rates in extracurricular activities.	• **Measurement:** Attendance records from school events, participation in parent-teacher conferences, and feedback from parent/community surveys on school engagement.	MAP, STAR) and formative assessments, disaggregated by demographic data (race, ethnicity, socioeconomic status, special education, etc.).

Priority # 2	By implementing a structured mentoring or advisory program, Madison School can foster stronger, more positive relationships between students and staff, leading to improved academic engagement, social-emotional development, and a greater sense of belonging for all students.
Evidence-based strategy	One effective evidence-based strategy to strengthen relationships between staff and students is implementing mentoring and advisory programs. These programs pair students with a consistent, trusted adult (teacher, staff member, or mentor) who provides regular guidance, support, and academic advice. The goal is to create a structured, ongoing relationship that fosters trust and positive interactions between students and staff, ultimately leading to better academic and social outcomes for students.
Cost to support implementation of strategy:	Low-End Total Cost Estimate: $3,500–$7,500 High-End Total Cost Estimate: $11,500–$23,000

Indicators of Success			
August	**December**	**February/March**	**May**
Program Launch & Initial Engagement • **Student-Mentor Matches Completed** By the end of August, 100% of students will be matched with a designated mentor or advisor. The first round of check-ins will have occurred, establishing initial goals and creating	**Progress on Relationships and Engagement** • **Improved Student Engagement and Relationship-Building** By December, mentors will have completed at least 4 check-ins with their students. Feedback surveys will show that at least 80% of students report feeling supported	**Academic and Behavioral Improvements** • **Improvement in Academic and Behavioral Outcomes** By February, at least 70% of students in the mentoring program will show improvements in academic performance (grades or progress on goals) and/or a reduction in	**Student Progress and Program Impact** • **Achievement of Mentoring Goals and Positive Program Impact** By May, at least 80% of students will have met or exceeded the personal and academic goals set with their mentors at the beginning of the year. Additionally, end-of-year surveys will show an

		behavioral issues, compared to baseline data from the start of the year.	overall positive impact on students' sense of belonging and engagement in school.
rapport between mentors and students. **Measurement:** • Record of mentor-student pairings. • Initial goal-setting documents or logs of check-ins.	and having a positive connection with their mentor. **Measurement:** • Student feedback surveys focused on relationships and feelings of support. • Mentor logs showing the number of check-ins and discussions.	**Measurement:** • Academic performance data (grades, assessments, and goals). • Discipline records, attendance, or behavioral incident reports.	**Measurement:** • Student and mentor surveys assessing goal completion. • Final review of academic data and behavioral records. • Qualitative feedback from both mentors and students on the overall program effectiveness.

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
Pillar 1: **The District creates a system of excellent schools**	**Pillar 2:** **The District advances fairness and equity across its system**	**Pillar 3:** **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments**	✓ **Pillar 4:** **All students learn to read and succeed**	**Pillar 5:** **Community partnerships and resources support the District's Transformation 4.0 Plan**
✓ **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Pillar 4: All students learn to read and succeed (Reading_**				
By the end of the 2024-2025 school year, Madison School will improve overall reading proficiency by increasing the percentage of students reading at or above grade level by 15% and decreasing the achievement gap between special education students and their general education peers by 10%. Progress will be measured through quarterly STAR Reading Assessments and the MAP Reading Assessment, with targeted interventions and differentiated instruction implemented by October 2024.				
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) Improve Reading Proficiency for Below-Grade-Level Students 2) Increase Early Literacy Skills in K-3 Students				
Funding Source(s): *District-wide initiatives will be funded by the central office.* - *Tier 1 Instructional Tools*				

Priority # 1	By the end of the 2024-2025 school year, Madison School will increase the percentage of students reading at or above grade level by 15%, with a focus on students currently performing below grade level. This will be measured using the STAR Reading Assessment, administered quarterly, with targeted interventions implemented for identified students beginning in September 2024.
Evidence-based strategies	1. Strategy: Structured Literacy Approach (Including Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension) 2. 2. Strategy: Leveled Literacy Intervention (LLI)
Cost to support implementation of strategy:	Structured Literacy Approach: • Low-End Cost: $5,000–$12,000 • High-End Cost: $20,000–$50,000 Leveled Literacy Intervention (LLI): • Low-End Cost: $3,000–$7,000 • High-End Cost: $15,000–$30,000

Indicators of Success			
August	**December**	**February/March**	**May**
Initial Assessment and Intervention Planning • **Baseline Reading Data Collected** By the end of August, all students performing below grade level will have completed diagnostic reading assessments (e.g., STAR Reading or DIBELS). Individualized intervention plans will be created based on the results, and small-group	**Progress Review** • **Growth in Reading Proficiency** By December, at least 50% of students in the intervention program will show measurable improvement in reading proficiency, as indicated by progress monitoring data from the STAR Reading or similar assessments. Adjustments to interventions will be	**Intervention Effectiveness Evaluation** • **Continued Reading Growth and Program Adjustments** By February, at least 75% of students in the reading intervention program will show continued growth in reading proficiency, with interventions adjusted based on mid-year evaluations. Any students not showing improvement	**Reading Proficiency Evaluation** • **Reading Proficiency Goal Achieved** By May, at least 85% of students in the intervention program will have achieved the targeted 15% increase in reading proficiency, as measured by the end-of-year STAR Reading or MAP Reading Assessment. This will demonstrate the effectiveness of the intervention strategies.

intervention groups will be formed. **Measurement:** - Completion of diagnostic assessments for all below-grade-level students. - Intervention plans documented for each student, along with group assignments.	made based on student progress. **Measurement:** - Progress reports from STAR Reading or other assessment tools. - Data showing improvement in reading levels for at least 50% of targeted students.	will receive intensified support. **Measurement:** - Mid-year assessment results showing progress for 75% of students. - Documentation of adjusted or intensified interventions for students still struggling.	**Measurement:** Final assessment data showing that at least 85% of students achieved reading growth, with a 15% increase in reading proficiency for the targeted population.

Priority # 2	By the end of the 2024-2025 school year, Madison School will increase early literacy skills in K-3 students by 20%, as measured by STAR Early Literacy or similar assessments, with progress monitored quarterly. Evidence-based interventions, including phonemic awareness, phonics, and vocabulary development, will be implemented by September 2024 to support literacy growth.
Evidence-based strategy	1) UFLI 2) Heggerty Phonemic Awareness or Foundations
Cost to support implementation of strategy:	Low-End Cost: $3,000–$6,000 High-End Cost: $10,000–$25,000

Indicators of Success			
August	**December**	**February/March**	**May**
Program Implementation and Baseline Assessment **Program Launched and Baseline Data Collected** By the end of August, 100% of K-3 classrooms will have begun implementing the phonemic awareness and phonics program (e.g.,	**Mid-Year Progress Check** **50% of Students Demonstrate Growth** By December, at least 50% of K-3 students will show measurable progress in phonemic awareness and phonics skills, as evidenced by mid-year assessments (e.g., STAR	**Continued Literacy Growth** **75% of Students Demonstrate Continued Growth** By February, 75% of K-3 students will demonstrate continued growth in phonemic awareness and phonics, with assessments showing progress	**Year-End Literacy Proficiency** **85% of Students Achieve Literacy Growth Goal** By May, at least 85% of K-3 students will achieve the targeted literacy growth, demonstrating a significant improvement in phonemic awareness

Heggerty or Fundations). All K-3 students will complete an initial literacy assessment (e.g., STAR Early Literacy or DIBELS) to establish a baseline for tracking progress. **Measurement:** • Documentation of program materials being used in all K-3 classrooms. • Completion of baseline literacy assessments for all K-3 students.	Early Literacy or DIBELS). Teachers will adjust interventions for students who are not making adequate progress. **Measurement:** • Mid-year assessment results showing improvement for at least 50% of students. • Adjusted intervention plans for students not making adequate progress.	compared to December results. Additional support will be provided to struggling students as needed. **Measurement:** • Mid-year assessment results indicating progress for 75% of students. • Documentation of intensified interventions for students who need additional support.	and phonics skills, as measured by the end-of-year assessment (e.g., STAR Early Literacy or DIBELS). **Measurement:** • Final assessment data showing that 85% of K-3 students achieved the targeted growth in literacy skills.

Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
• **Pillar 1:** **The District creates a system of excellent schools**	• **Pillar 2:** **The District advances fairness and equity across its system**	• **Pillar 3:** **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments**	• **Pillar 4:** **All students learn to read and succeed**	• **Pillar 5:** **Community partnerships and resources support the District's Transformation 4.0 Plan**
• **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Pillar 2:The District advances fairness and equity across its system (Mathematics)**				
By the end of the 2024-2025 school year, Madison School will increase the percentage of students performing at or above grade level in mathematics by 15%, as measured by quarterly STAR Math Assessments and the annual MAP Math Assessment. This will be achieved by strengthening foundational math skills in K-8 students through targeted interventions and small-group instruction, and by improving problem-solving and conceptual understanding through hands-on activities, math discourse, and the integration of real-world applications into daily lessons.				
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) Strengthening Foundational Math Skills 2) Increasing Math Proficiency Through Problem-Solving and Conceptual Understanding	

Funding Source(s):
District-wide initiatives will be funded by the central office.
- *Tier 1 Instructional Tools*
- *Identified Tier 2 and Tier 3 Instructional Tools (Freckle)*
- *Academic Competitions*

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

Priority # 1	Strengthening foundational math skills is a critical strategy to promote fairness and equity in education. In the St. Louis Public Schools (SLPS) system, the focus on reading is always at the forefront, but addressing foundational math skills can play an equally important role in ensuring that all students, particularly those from underrepresented and disadvantaged backgrounds, have the tools they need to succeed. Here's how this approach advances fairness and equity: 1. Closing Achievement Gaps 2. Tailored, Individualized Support 3. Building Confidence and Reducing Math Anxiety 4. Providing Equal Opportunities for Future Success 5. Inclusive Curriculum and Instructional Practices
Evidence-based strategy	Math Intervention Programs (RTI - Response to Intervention) Response to Intervention (RTI) is an evidence-based framework used to identify students who are struggling in math and provide targeted interventions to strengthen their foundational math skills. The RTI model involves screening all students, providing tiered levels of support based on individual needs, and monitoring progress to ensure students are improving. This strategy is especially effective in ensuring that all students, particularly those from disadvantaged backgrounds, receive the necessary support to close achievement gaps.
Cost to support implementation of strategy:	Low-End Cost: $4,000–$8,000 High-End Cost: $20,000–$50,000

Indicators of Success			
August	**December**	**February/March**	**May**
Program Setup and Baseline Data	**Progress Monitoring**	**Growth and Intervention Adjustments**	**Proficiency and Program Evaluation**

Baseline Data Collected and Intervention Groups Formed	50% of Students Demonstrate Growth in Foundational Math Skills	75% of Students in Intervention Show Growth	85% of Students Meet Targeted Growth Goals
• **Baseline Data Collected and Intervention Groups Formed** By the end of August, all students will have completed baseline math assessments (e.g., STAR Math or i-Ready Diagnostic) to determine their current level of proficiency. Based on this data, students will be assigned to appropriate intervention tiers (Tier 1, Tier 2, or Tier 3), and small-group intervention groups will be formed. **Measurement:** • Completion of math baseline assessments for all students. • Formation of intervention groups, with documentation of tiered placements.	• **50% of Students Demonstrate Growth in Foundational Math Skills** By December, 50% of students in Tier 2 and Tier 3 intervention groups will demonstrate measurable progress in foundational math skills, as evidenced by progress monitoring data from tools like STAR Math or i-Ready. Adjustments to interventions will be made for students not meeting expected progress. **Measurement:** • Progress monitoring results showing growth for at least 50% of students in intervention groups. • Intervention adjustments for students not demonstrating sufficient progress.	• **75% of Students in Intervention Show Growth** By February, 75% of students in Tier 2 and Tier 3 interventions will demonstrate continued improvement in foundational math skills. Teachers and interventionists will refine and intensify interventions for students still struggling, ensuring that all students are receiving appropriate levels of support. **Measurement:** • Mid-year assessment data showing growth for 75% of students in intervention groups. • Documentation of adjusted intervention plans for students requiring additional support.	• **85% of Students Meet Targeted Growth Goals** By May, 85% of students in intervention groups will have met their targeted growth goals in foundational math skills, as measured by end-of-year assessments (e.g., STAR Math or i-Ready). The overall effectiveness of the intervention program will be evaluated, and plans for continuation or improvement will be developed for the following school year. **Measurement:** • End-of-year assessment data showing 85% of students meeting growth goals. • Program evaluation report, including success rates and recommendations for the next school year.

Priority # 2	By focusing on problem-solving and conceptual understanding in mathematics, SLPS advances fairness and equity by closing achievement gaps, promoting higher-order thinking, offering inclusive instruction, empowering all students, and providing skills essential for future success. This approach ensures that all students, regardless of their background, have the opportunity to excel in math, leading to more equitable outcomes across the district.
Evidence-based strategy	Cognitively Guided Instruction (CGI) is an evidence-based practice that enhances students' problem-solving and conceptual understanding in mathematics. CGI focuses on understanding how students naturally solve math problems and using their intuitive strategies to build deeper conceptual knowledge. By connecting students' prior knowledge to new mathematical concepts, CGI helps foster critical thinking, equity in learning, and deeper problem-solving skills. Key Components of CGI:

	1. Student-Centered Problem-Solving: CGI encourages teachers to observe and understand the natural ways in which students approach math problems. Teachers then guide students to develop more advanced strategies by building on their existing knowledge. This approach respects diverse thinking processes and fosters mathematical understanding in students at all levels. 2. Conceptual Understanding Over Memorization: Instead of relying on rote memorization or procedural learning, CGI focuses on helping students develop a deep conceptual understanding of mathematical principles. Students explore multiple methods to solve problems, promoting flexibility in their thinking and a richer understanding of mathematical concepts. 3. Math Discourse: Students are encouraged to explain their thinking and engage in discussions about math problems, allowing them to develop reasoning and communication skills. This type of discourse is critical for building conceptual understanding and is an equitable practice that includes all students in the conversation, regardless of ability level. 4. Teacher as a Facilitator: Teachers act as facilitators, guiding students' learning by posing open-ended questions and encouraging exploration. Teachers use assessments to understand each student's current thinking and tailor their instruction to meet individual needs, creating a differentiated learning environment.
Cost to support implementation of strategy:	Low-End Cost Estimate: $3,000–$7,000 (Basic training, professional development materials, classroom manipulatives, and simple progress monitoring tools) High-End Cost Estimate: $15,000–$30,000 (Comprehensive training, professional development resources, advanced manipulatives and technology, and formal assessment tools)

Indicators of Success			
August	**December**	**February/March**	**May**
Launch and Initial Training • **Teacher Training Completed and CGI Implementation Begun** By the end of August, 100% of K-8 math	**Progress Check** • **50% of Students Show Progress in Problem-Solving Skills** By December, at least 50% of K-8 students will	**Growth and Mid-Year Review** • **75% of Students Demonstrate Continued Growth in Math Proficiency** By February, 75% of	**Year-End Proficiency Achieved** • **85% of Students Meet or Exceed Expected Growth in Math** By May, at least 85% of students will have met or

teachers will have completed initial professional development on Cognitively Guided Instruction (CGI). Teachers will begin implementing CGI strategies in their classrooms, with the first set of student problem-solving activities introduced. **Measurement:** • Documentation of completed professional development sessions. • Teacher lesson plans reflecting the use of CGI strategies in math instruction.	demonstrate measurable growth in problem-solving and conceptual understanding, as evidenced by progress monitoring tools (e.g., STAR Math, formative assessments). Teachers will adjust instruction based on student progress to target gaps in understanding. **Measurement:** • Results from mid-year assessments showing improvement for 50% of students. • Documentation of instructional adjustments for students not making sufficient progress.	students will show continued improvement in their ability to solve complex math problems and demonstrate conceptual understanding, as measured by formative assessments and class activities. Teachers will continue to refine CGI strategies based on individual student needs. **Measurement:** • Assessment results showing that 75% of students are improving in problem-solving and conceptual understanding. • Teacher feedback and student work samples showing application of CGI strategies.	exceeded their expected growth in problem-solving and conceptual understanding, as demonstrated by the end-of-year assessments (e.g., STAR Math, MAP Math). This will reflect successful implementation of CGI across K-8 classrooms. **Measurement:** • Final assessment data showing that 85% of students achieved targeted growth in math. • Teacher evaluations and classroom observation data confirming consistent CGI use throughout the year.

What date did you and your School Planning Committee complete Section 3? <u>June7, 2024</u>

_____   _____

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

_____

Date Submitted to Network Superintendent (required)

_____   _____

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

_____
Date Submitted to State and Federal Team (required)

_____   _____
Superintendent   **Date**

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