

Hodgen Tech Accountability Plan

2024-2025

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

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

Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

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



24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

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

SECTION 1

School Profile

Accountability Plan Template

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: School Code:	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:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission:		
School Vision:		
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 _____		

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	Julia Kaiser		Julia.Kaiser@slps.org 314-771-2539
Academic Instructional Coach	Tessa Olney		Tessa.Olney@slps.org 314-771-2539
SPED Staff (if applicable)	Sally Kemper		Sally.Kemper@slps.org 314-771-2539
Teacher	Deborah Huling		Deborah.Huling@slps.org 314-771-2539
Teacher	Denise Atkins		Denise.Atkins@slps.org 314-771-2539
Parent	Kierra Parott		KierraParrot@yahoo.com (314) 813-3033
Parent	Cozet Latimore		(314) 532-8770
Support Staff	Vikki DeClue		Vikki.DeClue@slps.org 314-771-2539
Community Member/Faith Based Partner	Beloved Community United Methodist – Reverend Kosh		akaphkosh@gmail.com 314-771-7703
Network Superintendent	Isaac Pollack		Isaac.Pollack@slps.org
<i>Other: scholars</i>	Daniel Innocent (5 th) Janeth Trapala (5 th) Chase Hunter (4 th) Parker Hodge (4 th)		314-771-2539

What date did you and your School Planning Committee Complete Section 1? March 6th, 2024 (Title 1 Annual Evaluation)

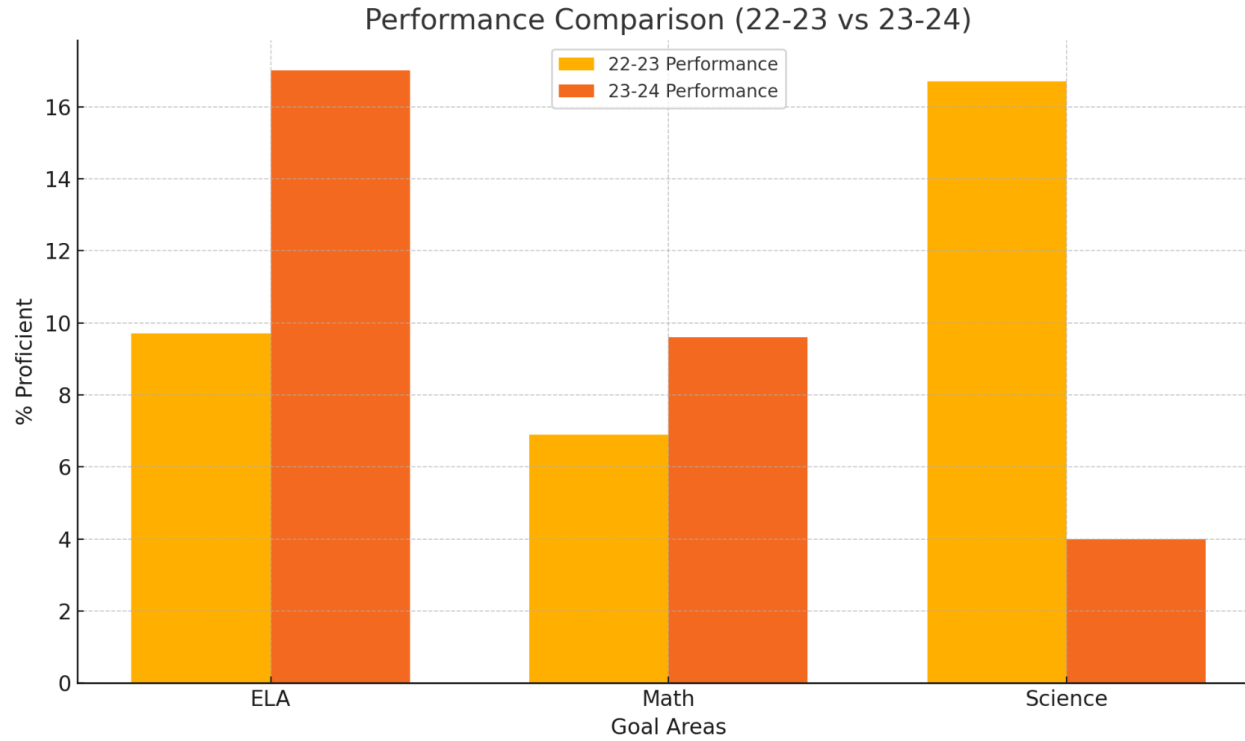
Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	217	Parents, scholars, and community members speak positively about the academic and STEAM programs offered at Hodgen Tech Academy.
Grade Level Breakdown	PreK 3- 29 PreK 4- 35 K - 31 1st - 27 2nd - 28 3rd – 20 4th - 21 5th - 26	There is a potential need for an additional teacher in grades 1-2 or 2-3 split if enrollment continues to rise.
Ethnicity	B – 90% W – 8% M- 2%	Hodgen reflects the demographics of most SLPS neighborhood elementary schools.
Attendance	90/90 – 46% ADA – 86%	Hodgen has experienced a decline in attendance due to the ongoing effects of a lack of transportation, illness, and families in transition. Increasing attendance remains a priority for Hodgen Tech.
Mobility	46%	Hodgen has experienced a 12% increase of scholar mobility this school year. Negative effects such as poverty continue to impact housing stability.
Socioeconomic status	79.7% Free & Reduced Lunch	Nearly 80% of Hodgen families fall below levels of poverty and receive government assistance. We collaborate with the community and The Little Bit Foundation who provides families with clothes, shoes, and food. The Little Bit Foundation also hosts a Mobile Food Market every 4 th Tuesday of the month.
Discipline	OSS - 0	Effective use of various positive behavior support strategies and Trauma Informed practices with our Counselor and trained staff: Zones of Regulations, play therapy, reflection chart, meditation, calming corner, buddy rooms, family conferences, home visits, teacher/scholar mentors and a restorative classroom.
English Language Learners/LEP	7% PreK - 0 K - 3 1st - 3	Hodgen has increased the population of ELL scholars from 2% to 7%; an ESOL specialist is on site once a week to work with our ELL scholars.

	2nd - 2 3rd - 1 4th - 4 5th - 2	
Special Education	20% PreK 3- 16 PreK 4- 6 K - 8 1st - 6 2nd - 5 3rd - 5 4th - 4 5th - 5	55 Hodgen scholars have an IEP. We strive to move scholars receiving services to independently mastering at grade level content in the least restrictive environment. With the increase of scholars with IEPs, we have added an additional Cross Categorical classroom, totaling 3, along with 1 Inclusive Pre-K, 1 SC PreK, 2 Autism classrooms.

Student Achievement- State Assessments				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	9.7% Proficient 301.6 MPI Approaching	17% Proficient	400-500 MPI	In 3rd grade ELA, 57.9% of scholars scored Below Basic, with 26.3% at Basic, and only 15.8% Proficient, highlighting the need for foundational reading support. In 4th grade, proficiency rose to 20%, but 55% of students remained Below Basic, indicating some growth but continued need for targeted intervention. By 5th grade, the Below Basic percentage dropped to 28%, with 16% of students Proficient, showing improvement, though further efforts are needed to advance more students to higher proficiency levels.
Math	6.9% Proficient 276.3 MPI Approaching	9.6% Proficient	400-500 MPI	In 3rd grade math, 52.6% of students scored Below Basic, with 31.6% at Basic, and 15.8% Proficient, reflecting a need for foundational math interventions. In 4th grade, the Below Basic percentage remained high at 80%, with only 5% reaching Proficient, indicating significant gaps in math proficiency. In 5th grade, while 16% of students were Proficient or Advanced, 80% remained Below Basic, highlighting the urgency for focused interventions in multi-step problem-solving and arithmetic skills.
Science	16.7% Proficient	4% Proficient	400-500 MPI	In 5th grade science, Hodgen scholars had 64% scoring Below Basic, slightly higher than the district's 61.6%. Additionally, 32% of Hodgen

	297.7 MPI Floor			students performed at the Basic level, compared to 22% district-wide. Only 4.0% of Hodgen scholars reached Proficient, with no students achieving Advanced, while the district had 9.6% Proficient and 6.0% Advanced.
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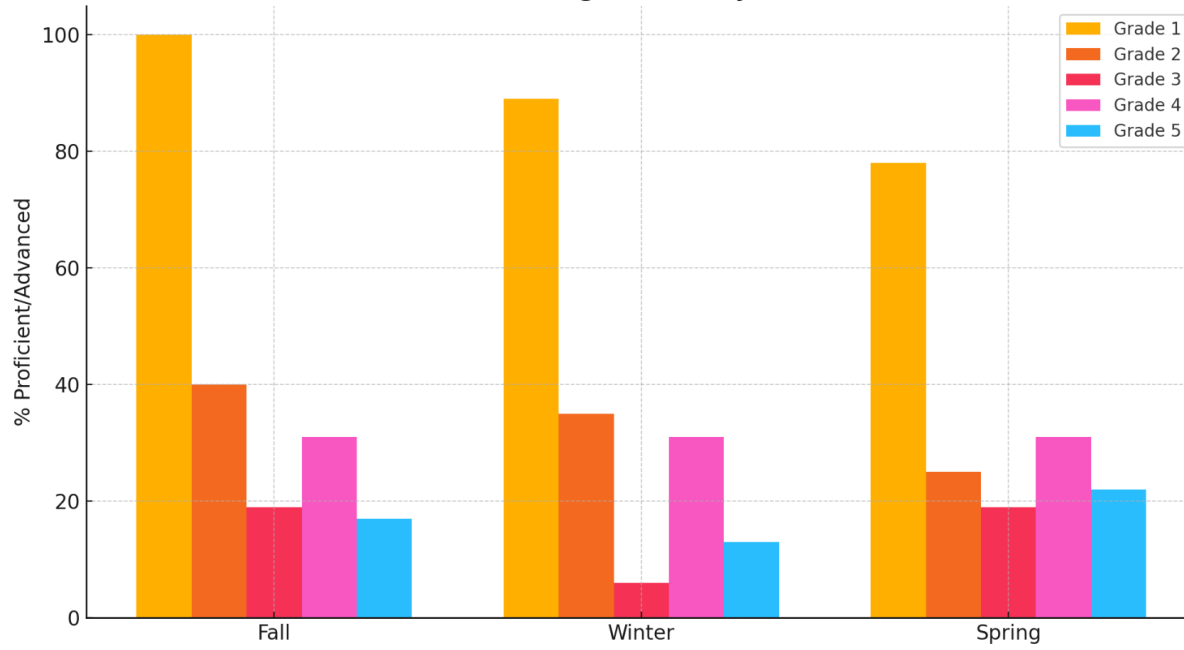


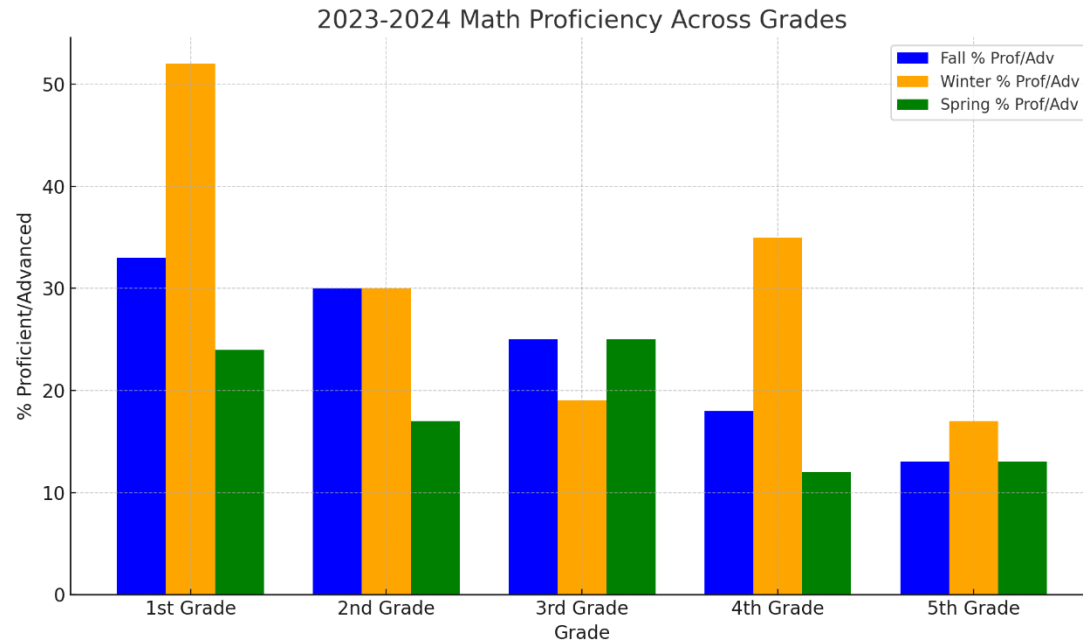
Student Achievement- Local Assessment				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance

	BOY	EOY	BOY	EOY		
STAR Reading	18% Proficient and Advanced	31% Proficient and Advanced	30% Proficient and Advanced	31% Proficient and Advanced	100% Proficient and Advanced	The data reflects consistent progress in STAR Reading, with the percentage of scholars scoring Proficient and Advanced increasing from 18% at the beginning of the 22-23 school year to 31% by the end of the year, and maintaining this level of achievement into 23-24.
STAR Math	20% Proficient and Advanced	30% Proficient and Advanced	33% Proficient and Advanced	18% Proficient and Advanced	100% Proficient and Advanced	For STAR Math, while there was a strong increase from 20% Proficient and Advanced at the beginning of 22-23 to 33% at the start of 23-24, the end-of-year results suggest a renewed opportunity for growth. The data shows that our interventions are effective, and with continued focus, we can sustain and build on these gains, especially in math.
DRDP (PreK)	33%	67%	37%	50%		PreK scholars are on track for Kindergarten readiness

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

2023-2024 Reading Proficiency Across Grades





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	Teachers are expected to implement strong rigorous Tier 1 ELA instruction aligned to the outcomes and learning pathways outlined in their curricular materials in all content areas. In addition, teachers are charged with teaching at least 3 separate 20-minute long small group lessons daily across Kindergarten through 5 th grades.
Instructional Programs	<ul style="list-style-type: none"> • MyView • Envision • MyWorld (Savvas) • Mystery Science, National Geographic Science
Instructional Materials	ELA- Trade Books & Classroom Libraries; MyView workbooks and materials

	Math- Envision 2.0 workbooks Leveled books and hands-on materials for small groups STEAM materials and resources UFLI Foundations
Technology	1:1 iPads Promethean boards Document Cameras Makerspace Freckle, Successmaker, MyOn, IXL
Support personnel	Academic Instructional Coach Counselor ICAs - 6 TA - 3 Building Substitutes - 2
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	<ul style="list-style-type: none"> • District and Site Based Professional Development • Weekly Data and Lesson Plan Internalization Meetings • Weekly Student Support Team Meetings
Staff Certification	PreK/ECE- 4 Certified Teachers KG – 2 Certified Teacher 1 st - 1 Certified Teacher 2 nd - 1 Certified Teacher 3 rd – 1 Certified Teacher 4 th - 1 ILA Teacher 5 th - 1 Certified Teacher SPED – 2 Certified Teachers - 2 ILAs

	Related Arts – 3 Certified Teachers
Staff Specialist and other support staff	Administrative Assistant Academic Instructional Coach Counselor Instructional Care Aides
Staff Demographics	40 FTE (4 vacancies) 60% (23) African-American 40% (16) Caucasian
School Administrators	Principal - 1

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?

Hodgen Elementary provides every parent with a School/Parent/Scholar Compact stating the requirement for parents, scholars and classroom teacher responsibilities and expectations for the current school year. The compact must be signed by all parties, including the school principal.

What are the strengths of family and community engagement?

We can further educate our parents through programming involving families with homework, participation in decision making at school and offering resources through our community partners for the advancement of our scholars.

What are the weaknesses of family and community engagement?

Hodgen Tech weakness of family and community engagement is low parent participation in education functions or activities.
What are the needs identified pertaining to family and community engagement?
We are in need of funding for our family functions to increase our family participation in school and community activities.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Every parent at Hodgen Tech is encouraged to attend Title I.a Annual Evaluation Meeting, along with monthly meetings where we plan, review and make improvements to our school plan.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Every parent at Hodgen Tech is encouraged to attend our Title I.a Annual Evaluation Meeting, along with monthly meetings where we plan, review and make improvements to our parent and family engagement plan.
How is timely information about the Title I.A program provided to parents and families?
Information regarding Title I is disseminated at the beginning of the school year Title I.a Informational Meeting and reiterated during PTO and monthly Title I meetings.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Hodgen Tech invites all parents to attend our monthly Title I meetings where we provide information on curriculum, assessments and MAP achievements.

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.

School Capacity for Involvement

- Reoccurring schedule PTO meetings will assists parents in understanding the Missouri Learning standards, Missouri assessment program, and local assessments. Through continuous communication and collaboration, such as weekly instructional newsletter, between parents and teachers, parents are able to monitor their student's progress and achievements.

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

Specialized programming accompanied with regular scheduled meetings provides opportunities to train parents to help improve their scholars’ achievements.

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?

Professional Development Days are designed to assist all school staff with training to promote all areas of successful relationship building with scholars and parents.

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

Partnering with our community partners for specialized programming and PTO meetings will continue to build ties with the parents and 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.
Through our partnership with our community partners for specialized programming and resources, such as a parent resource centers encourages and support parents to participate in their scholar's academic career.
Reoccurring schedule PTO meetings will assists parents in understanding the Missouri Learning standards, Missouri assessment program, and local assessments. Through continuous communication and collaboration, such as weekly instructional newsletter, between parents and teachers, parents are able to monitor their student's progress and achievements.
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
Hodgen Tech Academy 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 Apple 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
Parent communication via phone calls, conferences, PTO events, newsletters, school and district handbooks, and social media such as Instagram and Class Dojo is a growing strength for Hodgen Tech. This creates a supportive environment where students feel valued and motivated to excel academically. Additionally, with nearly 80% of Hodgen families present at school events, communication between parents and teachers is enhance and allows for better understanding of scholars' progress and areas of improvement. It also strengthens the bond between home and school, leading to better collaboration in addressing educational challenges. While strong parent participation is beneficial, the absence of community partnerships limits the resources and opportunities available to students. To address

this, efforts will be made to regain community partnerships, as they bring in diverse expertise, mentorship programs, and additional support, further enriching the educational experience and benefiting students' holistic development.

Summary of the Weaknesses

Hodgen Tech Academy is proud to have a highly qualified staff, with most teachers certified in their content areas and many holding graduate-level degrees and reading specialist certifications, ensuring high instructional quality. Hodgen's professional development is well-focused on critical areas like Lesson Plan Internalization, UFLI Foundations, Atomic Habits, and Love & Literacy, which are vital for enhancing instructional practices while growing a love of reading. The Student Support Team is dedicated to improving student attendance and integrating Social Emotional Learning (SEL) practices, supporting a positive learning environment. Additionally, leadership has successfully hired a diverse staff that reflects our student population, promoting inclusivity. Hodgen benefits from stable and consistent leadership under Principal Julia Kaiser, who led Hodgen for six years, providing a coherent vision and strategy for the school's development.

Summary of the Needs

Hodgen has made progress in training staff to meet the socio-emotional needs of scholars. This is evident maintaining 0 OSS and Panorama Comprehensive Culture and Climate survey data results depicting 84% of scholars feel they have a strong social connection between their teachers within and beyond the classroom. We have focused on implementing Restorative Practice strategies to sustain a positive culture and climate. We have seen growth in our reading achievement; yet this is not enough growth to increase the percent of scholars reading at grade level.

We have identified several key areas for growth in the 2023-2024 school year. First, we will have 2 new teachers to the staff at Hodgen Tech next school year. Our staff needs professional development and support in a wide range of content areas, teaching skills, and instructional planning skills. Having the time and capacity to provide this deeply differentiated support and development to our teachers has been a challenge. Secondly, we have identified gaps in our teachers' content knowledge and understanding of curriculum, as well as in their ability to take a written curriculum and interpret it in ways that help ensure each student masters key skills daily. Lastly, we need to continue developing staff in the areas of culturally responsive teaching, racial identity development, and implicit bias.

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. Maintain a systematic approach to school culture and climate that incorporates social emotional learning, schoolwide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.
2. Sustainable academic improvements in literacy achievement including reading, language, and writing.
3. Enhancing instructional practices to make learning affirming and meaningful for students in literacy and math

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

<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 Protocols
- *RethinkED* Social Emotional Learning and *Panorama* Playbook

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

<ul style="list-style-type: none"> ▪ Establish small group staff cohort professional development model to promote cross-role collaboration and support belonging, including social emotional check-ins and wellness activities. ▪ Continue practice of school-based leadership team, staff committees, and student advisory group ▪ Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support. ▪ Begin schoolwide Monday Morning Meetings to promote positive behavior and core values. ▪ Social emotional learning lessons including RethinkEd are implemented in classrooms for twenty minutes on the first day of each week. ▪ Students establish goals for the 2024-2025 school year. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Counselor & Social Worker ▪ Principal & AIC ▪ Leadership Team Members ▪ Attendance Team Members ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ Time allocated for professional development ▪ Time for Attendance Team, Student Support Team & Leadership Team collaboration
<p>60 Days:</p> <ul style="list-style-type: none"> ▪ Implement cross-age buddy program to cultivate relationships among the students between grade levels. ▪ Begin monthly Celebrating Character incentives aligned with school core values. ▪ School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials. ▪ Character Plus Professional Development- CEEL & TACE cohorts begin. ▪ Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students. PBIS Coordinator & Assistant Principal conduct regular review of discipline referral data to refine classroom supports. ▪ Implement student-led conferences with students during October/March parent teacher conferences. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Leadership Team Members ▪ Student Support Team Members ▪ School Secretary & Family Community Specialist ▪ School Counselor & Social Worker ▪ Classroom Teachers ▪ Instructional Leadership Team Members 	<ul style="list-style-type: none"> ▪ Time allocated for school activities ▪ Resources to implement cross-age buddy activities ▪ Professional development for student support team members ▪ Access to RethinkEd curriculum resource
<p>90 Days:</p> <ul style="list-style-type: none"> ▪ Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences. ▪ Mid-Year Data Review as part of SST and Attendance Team process. ▪ Mid-Year Celebration of students achieving academic and behavioral goals first semester. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Participating Staff ▪ Leadership Team Members 	<ul style="list-style-type: none"> ▪ Funds and time for Character Plus Professional development ▪ Time allocated for school activities

<ul style="list-style-type: none"> ▪ Attendance Team & Student Support Team Members
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"> ○ Professional development books and resources for staff (Title/GOB) ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (Title/GOB) ○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Title/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
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
GOAL 2: READING By May 2025, <ul style="list-style-type: none"> ▪ 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. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				

Pre-K, Elementary, and Secondary:

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

Evidence-based strategies

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

Implementation Plan

Action Steps

30 Days:

Professional Development

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

Observation and Feedback

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

Implementation/Monitoring

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

Monitoring Student Progress

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

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

Monitoring Student Progress

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

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Take-home literacy resources ▪ Monthly Staff PD Schedule ▪ Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources ▪ Supplemental Teacher/Reading Intervention Teacher

90 Days:

Professional Development

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

Observation and Feedback

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

Implementation/Monitoring

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

Monitoring Student Progress	
<ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment ▪ Administer Star Reading middle of year assessment ▪ Review phonics intervention data and adjust instructional strategies based on student progress. ▪ Summarize and analyze end-of-quarter assessment data, including phonics and ELA assessments, to evaluate the overall impact of instructional strategies on student achievement. ▪ Use data to set new goals for further refinement and continued growth in literacy and academic conversation skills. ▪ Conduct goal setting conferences with students 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ District MTSS Coordinator ▪ Identified Classroom Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ MTSS Implementation Plan ▪ Resources for classrooms to implement service learning and support of other staff/community resources
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, 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 I, Comprehensive, Other):</i> <ul style="list-style-type: none"> • Professional development (Title/GOB) • Staff participation in conferences- Unbound Ed Standards Institute, Solution Tree conferences, ASCD, Innovative Schools Conference, etc. (Title/GOB) • Funds to renew licenses for supplemental resources (Title/GOB) • Replacement classroom rugs (Title/GOB) • Literacy kits and materials for family literacy workshops (Title/GOB) • Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title/GOB) • Myview teacher edition and extra practice workbooks (Title/GOB) • Teacher extra service for planning in ELA and Math (Title/GOB) 	

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1:	<input type="checkbox"/> Pillar 2:	<input type="checkbox"/> Pillar 3:	<input checked="" type="checkbox"/> Pillar 4:	<input type="checkbox"/> Pillar 5:

The District creates a system of excellent schools	The District advances fairness and equity across its system	The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	All students learn to read and succeed	Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
<p>GOAL 3: MATH By May 2025,</p> <ul style="list-style-type: none"> ▪ 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. <i>Please identify two areas of focus that most align with this goal.</i>				
<p>Priorities:</p> <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-5) Instructional Resources: <ul style="list-style-type: none"> ○ 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				
<p>30 Days: Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations ▪ Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD ▪ Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation 				

Observation and Feedback

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

Implementation/Monitoring

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

Monitoring Student Progress

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

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

60 Days:**Professional Development**

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

Observation and Feedback

- Conduct focused observations to provide specific feedback on the implementation of the Gradual Release Model, particularly on transitioning from guided practice to independent student discussions.
- Highlight best practices and provide coaching for teachers who need additional support in facilitating academic discussions in math

Implementation/Monitoring

- Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.
- Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics.
- Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps.
- Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons.
- Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions

Monitoring Student Progress

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

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

90 Days:

Professional Development

- Provide additional professional development for teachers as needed to.

Observation and Feedback

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

Implementation/Monitoring

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.

<ul style="list-style-type: none"> ▪ Monitor the impact of collaborative planning on student outcomes, and make adjustments as necessary to keep the focus on continuous improvement. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math MOY Assessment ▪ Administer STAR Math middle of year assessment ▪ Use data to set new goals and refine instructional approaches to support further growth in math understanding and performance. ▪ Use PLCs to review student data and collaboratively adjust instruction based on lesson plan effectiveness and student performance ▪ Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards ▪ Conduct goal setting conferences with students 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ District MTSS Coordinator ▪ After School Program Staff ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ Funds for professional development and release time for teacher engagement and collaboration ▪ Time for After School Staff to plan and collaborate with classroom teachers
Funding source(s) / Cost to Support Implementation of Strategy	
<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-5) ○ 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"> ○ Professional development (Title/GOB) ○ Staff participation in conferences- Unbound Ed Standards Institute, ASCD, Innovative Schools Conference, etc. (Title/GOB) ○ Envision Extra Practice workbooks (KG-5th) (Title/GOB) ○ After school program costs (Title/GOB) ○ Teacher extra service for planning in ELA and Math (Title/GOB) 	

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

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