Mason School of Academic and Cultural Literacy Accountability Plan

2024-2025

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

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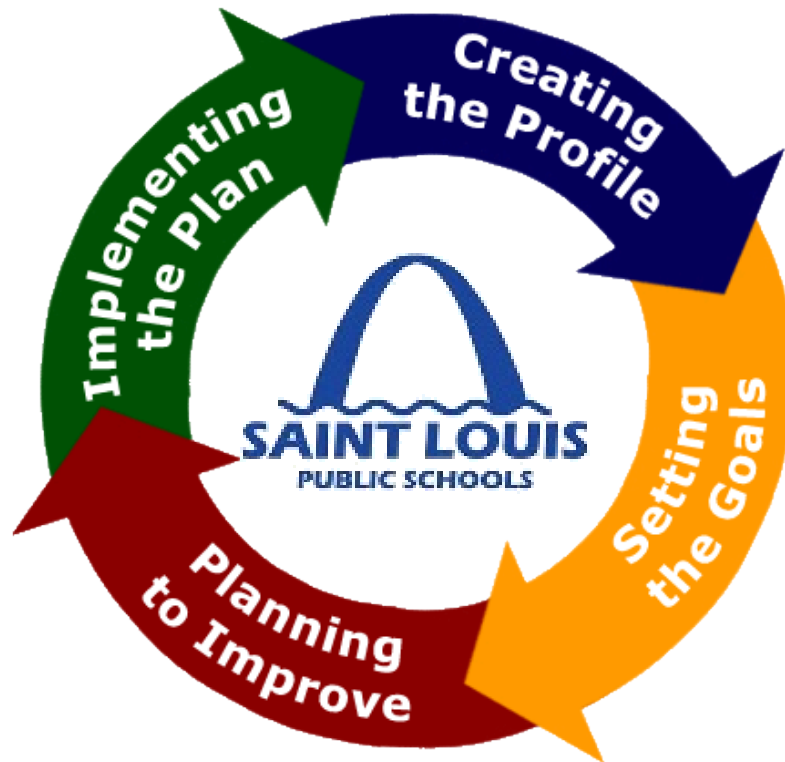
Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

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

24-25 ACCOUNTABILITY PLAN TEMPLATE
Table of Contents

Section	Contents	Completion Dates (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	**4.12.24**
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; **2024-2025** Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	**4.12.24**
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	**September 20, 2024**
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		**September 27, 2024**
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1
School Profile

Accountability Plan Template

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

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

School Mission: We at Mason School are committed to educating children to be productive citizens of a global community through rigorous instruction, character education, critical thinking, and problem-solving skills.

School Vision: At Mason School we provide a quality education, developing each student academically, socially, and emotionally through high levels of instruction, character education, and critical thinking skills. Our program will ensure that all of our students are empowered to be productive and responsible citizens of the global community.

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** _____

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

School Planning Committee			
Position/Role	**Name**	**Signature**	**Email/Phone Contact**
Principal	Dr. Stacey M. Franklin		Stacey.franklin@slps.org
Assistant Principal (if applicable)	Dr. Duane M. Foster		Duane.foster@slps.org
Academic Instructional Coach	Dr. Stacey M. Cook		Stacey.cook@slps.org
Family Community Specialist (if applicable)	Mrs. Nadine Poindexter		Nadine.poindexter@slps.org
ESOL Staff (if applicable)	Ms. Jane Kahmann		Jane.kahmann@slps.org
SPED Staff (if applicable)	Mrs. Dana Buchanan		Dana.buchanan@slps.org
ISS/PBIS Staff (if applicable)	Mrs. Mary Matthews		Mary.matthews@slps.org
Teacher	Mr. John Dmitrasz		John.dmitrasz@slps.org
Teacher	Mrs. Shawna O'Brien		Shawna.obrien@slps.org
Parent	Ciena McNew		
Network Superintendent			
Other			

What date did you and your School Planning Committee Complete Section 1? April 12.2024

Comprehensive Needs Assessment

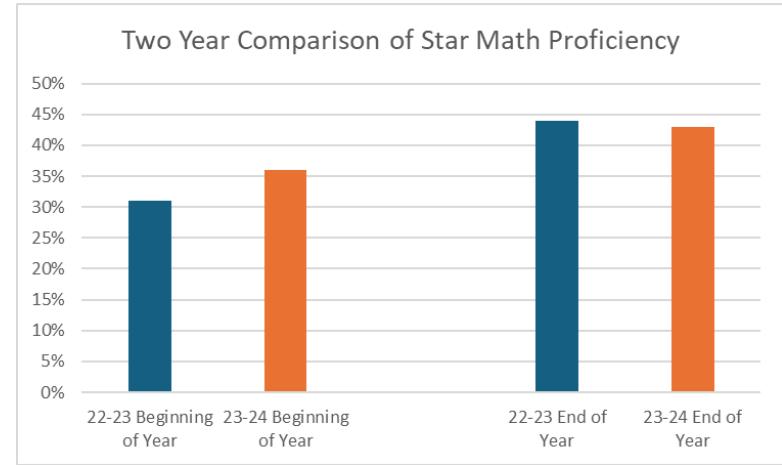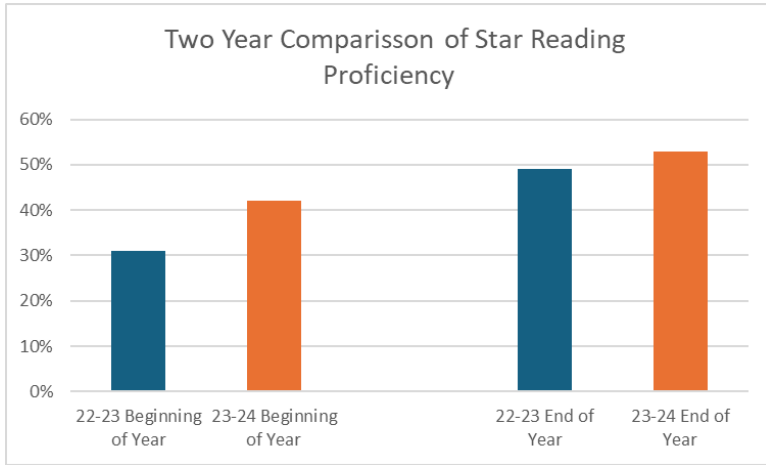| Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	388	Our enrollment has been consistent for the past three years in number.
Grade Level Breakdown	Prek- 57 Kdg- 49 1st- 46 2nd- 50 3rd- 52 4th- 43 5th- 46 6th- 26 Cross Cat- 19	Our enrollment in 2nd and 3rd Grade has greatly increased. We had to open a third, 3rd grade classroom.
Ethnicity	Asian- 20 Hispanic- 47 American Indian- 6 Multi-Race- 3 Pacific Islander- 1 Black- 128 White- 183	
Attendance	93%	90/90
Mobility	15.3%	Mobility Rate
Socioeconomic status	100%	Free and Reduced Lunch
Discipline	66 Infractions	Behavior incidents were repeated infractions. We spent a lot of time supporting scholars in building relationships to reduce the number of peer-peer negative interactions.
English Language Learners/LEP	103	
Special Education	43	

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

ELA	39.4% Proficient MPI: 373			Consistent scores throughout the past two years.
Math	31.9% Proficient MPI 350.9			Score increase from 284.7 in 21-22 school year. Increased fidelity to math curriculum resources and pacing guides.
Science	39.4% Proficient MPI 366.6			Score increase from 349.6 in 21-22 school year. More intentional planning and inclusion of PBLs assists in understanding content.

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	31% Proficient and Advanced	49% Proficient and Advanced	42% Proficient and Advanced	53% Proficient and Advanced	100% Proficient and Advanced	BOY$\Rightarrow$EOY (By Grade Level) 2nd - 43%$\Rightarrow$56% 3rd - 48%$\Rightarrow$52% 4th - 30%$\Rightarrow$47% 5th - 31%$\Rightarrow$48% 6th - 23%$\Rightarrow$54%
STAR Math	31% Proficient and Advanced	44% Proficient and Advanced	36% Proficient and Advanced	43% Proficient and Advanced	100% Proficient and Advanced	BOY$\Rightarrow$EOY (By Grade Level) 1st - 41%$\Rightarrow$58% 2nd - 36%$\Rightarrow$39%

						3rd - 35%$\Rightarrow$48% 4th - 46%$\Rightarrow$37% 5th - 18%$\Rightarrow$41% 6th - 32%$\Rightarrow$38%
DRDP (PreK)	43.0%	88.0%			N/A	Our early childhood team has moved to a more project-based model which provides more opportunities for collaboration and social growth for our early learners.
ELL Benchmark Assessment-Speaking *EL students only	36%	50%	37%	41%		Project based learning, co-teaching, and arts integration programs has impacted our ELL scholars' growth in ELA. Our ESOL teachers working collaboratively with the classroom teacher in these efforts has provided our scholars with new platforms of learning that are rich in visuals, building schema, and learning from peers.
ELL Benchmark Assessment-Writing *EL students only	10%	21%	17%	24%		Project based learning, co-teaching, and arts integration programs has impacted our ELL scholars' growth in ELA. Our ESOL teachers working collaboratively with the classroom teacher in these efforts has provided our scholars with new platforms of learning that are rich in visuals, building schema, and learning from peers.

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

Two Year Comparisson of Star Reading Proficiency

Two Year Comparison of Star Math Proficiency

Curriculum and Instruction	
(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)	
Data Type	**Current Information**
Learning Expectations	This year's focus has been centered around SIOP and high impact teacher team processes. Weekly PLCs and data team meetings will ensure that scholar progression is tracked and adjustments to planning and instruction are developed based on data.
Instructional Programs	Savvas- My View and My Perspective Michael Heggerty Phonological Awareness Envision 2.0 Math National Geographic Exploring Science
Instructional Materials	Savvas Envisions Math SuccessMaker MyOn Freckle MySci and National Geographic Missouri Learning Standards
Technology	Promethean and Smartboards 1:1 iPads Laptops

Support personnel	Document Cameras
	Academic Instructional Coach
	Assistant Principal
	Principal
	ESOL Teachers
	SPED Resource

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

Data Type	Current Information
Staff Preparation	Weekly PLCs and Data Meetings Project-Based Learning SIOP Training
Staff Certification	

Grade Level	# of Teachers	Certification Notes
Prek	3	Certified
Kdg	3	Certified
1st	3	Certified
2nd	2	1 Certified, 1 Non-Certified (ILA)
3rd	3	Certified
4th	2	Certified
5th	2	Certified
6th	2	Certfied
ESOL	3	Certified
SPED	4	2 Certified, 2 Non-Certified (ILA)
Related Arts	4	2 Certified, 2 Non-Certified

Staff Specialist and other support staff	Academic Instructional Coach, Counselor, Social Worker, Family Community Specialist, Gifted Specialist
Staff Demographics	Female- 48 Male- 8 Black- 17, White-35, Hispanic- 2, Asians- 2
School Administrators	Assistant Principal- Dr. Duane Foster Principal- Dr. Stacey Franklin

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?
Monthly PTO Meetings The parent committee collaborates to revise, edit and provide input on engagement policy. Monthly newsletters and communication of school-wide information. Class Dojo used for school wide announcements and class specific information. PTO Slack Posts on the school's webpage and collaboration with the PTO using Mason School PTO Facebook Page
What are the strengths of family and community engagement?
Family Engagement: Fewer events throughout the 2023-2024 school year however attendance at events was greater with favorable survey results. Community Engagement: Neighborhood members at events have developed partnerships to support projects. We have 14 actively involved community partners that provide opportunities and programs for students and families. COCA's continued support for Mason being and Arts Integrated school.

What are the weaknesses of family and community engagement?
Language translations limit interactions with families. We are limited in our ability to send communication in written correspondence as limited translations are available. This creates inequity in communicating with our families and having school specific events and/or communications available.
What are the needs identified pertaining to family and community engagement?
The identified needs for family and community engagement include interpreters for events, translation services for written communications, and transportation to attend conferences, performances, and family events.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are invited to join us during parent teacher conferences for our annual planning committee for accountability. PTO Leaders are invited to join as well. Our PTO Leadership hosts monthly events such as family nights and general PTO meetings that allow for parental input and suggestions. The Panorama Survey is sent to families twice a year to solicit feedback. The results are reviewed, and the school develops a plan of improvement based on feedback. Lastly, a survey provided by our Family Support Specialist is given to our families for feedback on schoolwide events and their satisfaction with our offerings and programs.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are informed and given the opportunity to attend Title 1 meetings held in the fall and spring. These meetings cover the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy. Parents are invited to a revision meeting before finalizing the School Parent and Family Engagement Policy.
How is timely information about the Title I.A program provided to parents and families?
Families are notified and updated through various channels. A principal update is distributed monthly via email and posted to Class Dojo. Our Family Support Specialist maintains a bulletin board displaying all monthly events and meetings. Information is also available via Class Dojo from our Family Support Specialist including flyers and notices promptly to ensure parents can attend events. Teachers regularly post updates on Class Dojo to provide parents with ample notice.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Mason hosts curriculum nights and community events during the school day to invite families into the learning environment. Parent Teacher Conferences are held in October and March. During conferences, we host an informational table led by our special education lead teacher, counselor, social worker, English Language Learner teacher, instructional coach, and admin team. Families can ask questions regarding how to suppor their child at home. A letter is sent home to families to identify MAP testing techniques, what the data is used for, and the academic levels of achievement.

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 academic achievement including 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, parties, or educational trips

Please provide assurance that the school is:
- ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ✓ Issuing frequent reports to parents on their children's progress
- ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ✓ Ensuring regular two-way, meaningful communication between family members and school staff and in a language that family members understand.

Parent-teacher conferences are held twice per school year. Teachers provide frequent updates to parents and families about their student's progress by using email, Class Dojo and phone calls. Parents and families are encouraged to visit the school, participate in activities, and visit classrooms. Communication from school staff is frequent and aligned to school priorates.

School Capacity for Involvement

How does the school provide assistance to parents in understanding the following items?
- Missouri Learning Standards   - Missouri Assessment Program   - Local Assessments   - How to monitor a child's progress   - How to work with educators to improve the achievement of their children
During Title 1 meetings, PTO meetings, Curriculum Nights, Parent Teacher Conferences information about grade level expectations, understanding assessment, and monitoring student's progress will be shared. During these sessions, we also provide parents with resources, websites, and activities, that can be used at home to reinforce the learning standards and support their children in meeting their academic goals.
How does your school provide materials and training to help parents work with their children to improve achievement?
Parents have various opportunities to participate in meetings and workshop sessions throughout the year: **September** – **Curriculum Night -** Provide families with grade level expectations for each subject area and Missouri Learning Standards, and curricular resources available. **October - Parent Teacher Conferences –** Teachers share student progress and support in place for families after the first quarter of the school year. **January & February** – **Literacy Nights and Science Nights –** Engaging activities for students and families to promote learning in all subject areas. Parents are provided websites, additional activities and resources to support Missouri learning Standards at home. **March** – **Parent Teacher Conferences–** Student progress is discussed with families and suggested strategies are provided to address summer learning loss using community resources and materials. **May - End of Year Banquet** – Celebration of student data and success with families.
How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?
We provide professional development sessions and staff meetings aimed at supporting all teachers, specialized instructional support personnel, principals, school leaders, and support staff. These trainings focus on building strong relationships with students and parents, effective communication techniques, and strategies for partnering with parents as equals in their child's education. Additionally, the district offers off-site training and professional development opportunities to further enhance these skills.
How does your school implement and coordinate parent programs, and build ties between parents and the school?

At the end of each school year, we distributed a survey to parents to gather their feedback on programs from the school year. Programs that received high attendance and positive feedback are scheduled again for families to participate in. Parents are also given opportunities to volunteer at events with timely notifications provided to keep them informed. Our Family Community Specialist plays a key role in bridging the gap between school, home, and the community, making these connections clear and accessible to our parents. We keep parents informed through monthly newsletters, and Class DoJo. Additionally, we hold regular meetings and activities that connect parents, the school and community partners, fostering a strong collaborative school community.
Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
Parents will receive timely notifications about programs and regularly scheduled parent meetings, enabling families to plan and attend events related to their children. We offer a quarterly Coffee with Caregivers to provide relevant literature, resources, and volunteer opportunities for families. The Family Community Specialist keeps an updated bulletin board with resources and available programming. Additionally, the Student Support Team provides quarterly newsletter to make resources readily available including computer workstations for internet access, information on educational opportunities, community resources, and assistance from community-based agencies.

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

Mason School 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 Mason's 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
Mason School of Academic and Cultural Literacy has experienced steady enrollment. Community engagement and the perception of the school have remained high throughout the past five years. Academic development and performance continue to be strength at Mason ACL through traditional teaching and nontraditional concepts such as project-based learning. The counselor has brought in Character Education into classrooms with the school social worker. The team pairs character education standards with district SEL curriculum to develop a robust support system and program for

intrinsic motivators of citizenship development. Our staff, through the development of our consultant this year, has developed a community of leaders. Through this development, staff have taken on more leadership roles throughout the building and are more involved in the decision-making process at Mason.

Summary of the Weaknesses
Mason has received a rise in enrollment of English Language Learners and continue to do so throughout each school year. Ensuring we are equitable in communication is needed as notices to families do not always consider the language barriers present during meetings and events. Additionally, transportation for families is needed to ensure they are able to attend schoolwide events and meetings.

Summary of the Needs
Teachers need ongoing instructional support in implementing ELA and Math curriculum, including ELL language objectives with a focus on scaffolding grade-level content for students significantly below grade level. Additional support is also needed for teachers to effectively utilize district curriculum programs and make content relevant and affirming for students.   Weekly Data Meetings are held on Thursdays to give staff time to preview upcoming content, analyze data, and develop teacher made assessments.

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. Development of universal systems in ELA and Math for a systematic approach to planning and instruction.
2. Development of staff in content in language objectives in support of English Language Learners.
3. Maintain a systematic approach to school culture and climate that incorporates social and emotional learning, character building, and scholars as leaders.

What date did you and your School Planning Committee Complete Section 2? _____

SECTION 3
The Goals and the Plan

The Goals and the Plan

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

☐ Pillar 1: The District creates a system of excellent schools	☐ Pillar 2: The District advances fairness and equity across its system	☒ Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	☐ Pillar 4: All students learn to read and succeed	☐ Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan

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

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

Leadership Plan

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

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

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

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

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- School PBIS Matrix
- Staff meeting to identify mentor/mentee
- Begin Weekly Student Support Team
- Begin SEL lessons from ReThink Ed
- ReThink Ed – Professional Development Refresher

Observation and Feedback

- PBIS Carousel

Implementation/Monitoring

- Pre-Survey (student and teacher)

Monitoring Student Progress

- Weekly check-ins

Person(s) Responsible	Resources
- Counselor - Social Worker - Leadership Team Members - Classroom Teachers - Goal Setting Mentor	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations

60 Days:

Professional Development

- Monthly Character Education Words

Observation and Feedback

- Observation checklist by administration

Implementation/Monitoring

- Teacher Survey

Person(s) Responsible	Resources
- Counselor - Social Worker - Leadership Team Members - Classroom Teachers - Goal Setting Mentor	- Time Allocation - ReThink Ed Lessons

90 Days:

Professional Development

- Staff meeting on interpreting data

Implementation/Monitoring

▪ Post Survey	
Person(s) Responsible	**Resources**
▪ Counselor ▪ Social Worker ▪ Leadership Team Members ▪ Classroom Teachers ▪ Goal Setting Mentor	▪ Time Allocation ▪ ReThink Ed Lessons

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

▪ *District-wide initiatives will be funded by the central office.*
   o Panorama Ed Survey Platform
▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
   o Salary and benefits associated with Academic Instructional Coach (Title)
   o Professional development books and resources for staff provided by ESOL
   o Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
   o Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
☐ **Pillar 1:** **The District creates a system of excellent schools**	☐ **Pillar 2:** **The District advances fairness and equity across its system**	☐ **Pillar 3:** **The District cultivates teachers and leaders who foster effective, 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: Reading

GOAL 2: READING
   By May 2025,
   - 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.
   - 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.

- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

Reading Plan

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

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

Evidence-based strategies	

	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources:
	      o Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
	      o Instructional Design Framework and ELA Lesson Plan Internalization Protocol
	      o ELA Collaborative Lesson Planning Protocol (PLCs)
	
	 ▪ Heggerty Phonemic Awareness
	 ▪ LETRS Training: Instructional Coaches, and Identified Teachers
	 ▪ SIOP Training for all 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 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
- STAR Reading BOY Assessment
- Administer Star Reading beginning of year Assessment
- Administer beginning of year assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial data tracking tool for Star Reading
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Director of Academic Instructional Coaches - Academic Instructional Coaches - Classroom Teachers and Support Staff - Instructional Leadership Team	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas ELA MyView (K-5) / MyPerspectives (6-8) - STAR Renaissance

60 Days:

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

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

Implementation/Monitoring
- Monitor the effectiveness of PLCs through attendance, engagement, and the quality of collaborative planning
- Provide additional support or adjustments to the PLC process as needed to enhance teacher collaboration and lesson plan quality
- Implementation of weekly curriculum writing prompts and supplemental resources (i.e. Lakeshore)
- Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards
- 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
- CBM (bi-weekly)
- RSP (bi-weekly)
- Star Progress monitor

Person(s) Responsible	Resources
- Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches - Classroom Teachers and Support Staff - Instructional Leadership Team	[SLPS Collaborative Lesson Planning Protocol](#) [SLPS Gradual Release Rubric](#)

90 Days:

Professional Development
- 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
- 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 adjust 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

STAR Reading MOY Assessment	
Person(s) Responsible	**Resources**
▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Classroom Teachers and Support Staff ▪ Instructional Leadership Team	▪ STAR Renaissance

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

▪ *District-wide initiatives will be funded by the central office.*
  - o Tier 1 Instructional Tools (MyView (K-5) and MyPerspectives (6-8) ELA Instructional Resources)
  - o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
  - o Academic Competitions
▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - o

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: Mathematics				

GOAL 3: MATH
    By May 2025,
    - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment
    - 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment
    - 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment				

Mathematics Plan:				

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

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

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources:
	o Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
	o Instructional Design Framework and Math Lesson Plan Internalization Protocol
	o SIOP Training for all Teachers

Implementation Plan

Action Steps

30 Days:

Professional Development
- Leader PD - Gradual Release Model and Academic Conversations
- Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - Math Lesson Planning and High-Quality Instructional Design / Plan for Staff PD
- Staff PD - Math Lesson Planning and High-Quality Instructional Design/ Plan for Implementation

Observation and Feedback
- 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 adjust 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.

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - Classroom Teachers and Support Staff - Instructional Leadership Team	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas enVision Math (K-8) - STAR Renaissance

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-6th 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 standard

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches	- SLPS Gradual Release Rubric

■ Classroom Teachers and Support Staff ■ Instructional Leadership Team	

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 adjust as necessary to keep the focus on continuous improvement
- Monitor the impact of collaborative planning on student outcomes and adjust as necessary to keep the focus on continuous improvement

Monitoring Student Progress
- STAR Math MOY 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
■ Professional Development Department ■ Curriculum Specialists ■ Academic Instructional Coaches ■ Classroom Teachers and Support Staff ■ Instructional Leadership Team	■ STAR Renaissance

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

- *District-wide initiatives will be funded by the central office.*
  - Tier 1 Instructional Tools (enVision Math K-8)
  - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
  - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  -

(What date did you and your School Planning Committee Complete Section 3? _____

_____   _____
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**