

Oak Hill 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:

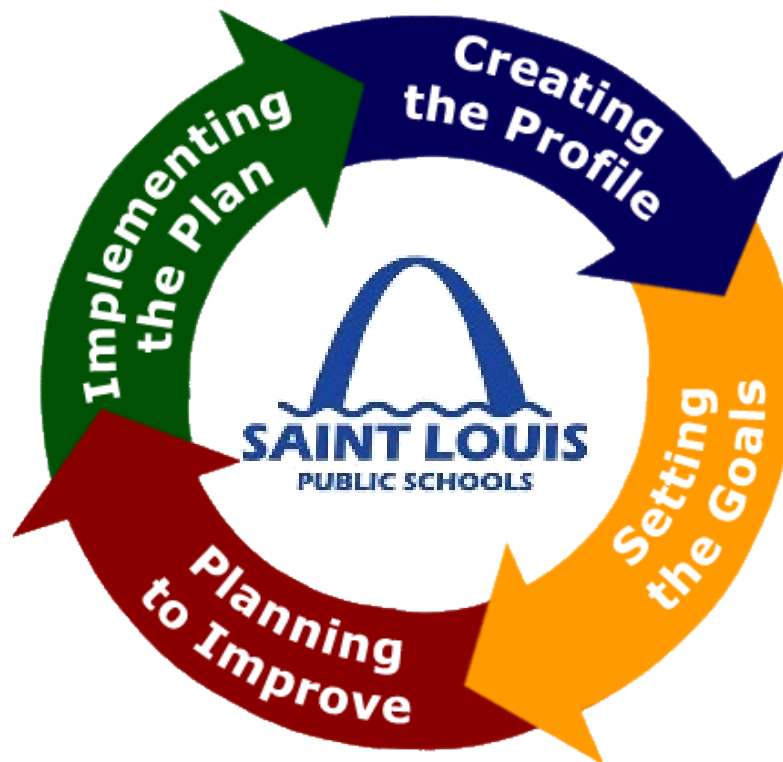
Pillar 1: The District creates a system of excellent schools

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

| 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. <ul style="list-style-type: none"> <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 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ | | |

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

| School Planning Committee | | | |
|---|-----------------------------|------------------|----------------------------|
| Position/Role | Name | Signature | Email/Phone Contact |
| Principal | Angela Durbin | | Angela.Durbin@slps.org |
| Academic Instructional Coach | LaTonya Johnson | | LaTonya.Johnson@slps.org |
| Family Community Specialist (if applicable) | Audrey Mack | | Audrey.Mack@slps.org |
| ESOL Staff (if applicable) | Linette Floth | | Linette.Floth@slps.org |
| SPED Staff (if applicable) | Elizabeth Lawton | | Elizabeth.Lawton@slps.org |
| ISS/PBIS Staff (if applicable) | Braxton Ingram | | Braxton.Ingram@slps.org |
| Teacher | Danielle Carnes | | Danielle.Carnes@slps.org |
| Teacher | Jamie Timmons | | Jamie.Timmons@slps.org |
| Parent | Lyndsay Baruch | | Lyndsaybaruch@gmail.com |
| Support Staff | Sherry Andre | | Sherry.Andre@slps.org |
| Community Member/Faith Based Partner | Shaare Emeth/Dana Weinstein | | DaWeinsteins@gmail.com |
| Network Superintendent | Shaimeka Humphrey | | Shaimeka.Humphrey@slps.org |

What date did you and your School Planning Committee Complete Section 1? September 27, 2024

Comprehensive Needs Assessment

| Student Demographic | | |
|-------------------------------------|---|---|
| Data Type | Current Information | Reflections |
| Student Enrollment as of 3/1 | 226 | Enrollment is up by 12 students from last year |
| Grade Level Breakdown | PreK (27 students) Kindergarten (42 students) 1st Grade (34 students) 2nd Grade (33 students) 3rd Grade (26 students) 4th Grade (30 students) 5th Grade (34 students) | Enrollment in K-2 has increased from the previous year (KG by 8 students; 1 st by 7 students; 2 nd by 10 students) Enrollment in PreK, 3 rd , 4 th and 5 th has decreased or remained the same. This year we had split classrooms due to enrollment (split 1 st /2 nd , and 4 th /5 th); Last year we had to split 1 st /2 nd , 3 rd /4 th and 4 th /5 th) Splits prove to be very challenging especially when teaching math for two grade levels |
| Ethnicity | 101 African American 30 White 75 Hispanic 13 Asian 7 Multi-racial | Oak Hill is a very diverse school community with an ELL population over 50%. Note that our African Students are classified as African American through the Student Information System (SIS). |
| Attendance | 90/90 = 58.3% ADA = 90.2% | 90/90 and ADA showed a slight increase from the 2022-23 school year: 90/90 = 56.7% and ADA = 87.9% Attendance was a concern this year for a variety of reasons. The number of students who stayed home for illness has been more frequent than in the past prior to Covid-19. We also still had a number of bus issues making it difficult for some students to make it to school consistently. An attendance committee was formed in the second semester to track and plan for incentives. A plan is already in place to promote attendance from the beginning of the school year. The school Social Worker kept abreast of and addressed issues around families in need pertaining to attendance. We did not have an FCS to monitor attendance closely as in the previous year. The SST (Principal, Social Worker, FCS, Full Service Schools Coordinator, Counselor and AIC) discussed concerns around attendance in weekly SST meetings. |

| | | |
|-----------------------------|-----------------------------|--|
| Mobility | 20.4% | <p>The mobility rate at Oak Hill Elementary has seen an increase over last year. In 2023, the rate was 19.7%, which increased to 20.4% in 2024.</p> <p>Oak Hill’s new social worker and SST helped to support our families in transition and will continue to do so.</p> <p>Oak Hill students who withdrew in the middle of the year were students who had relocated to St. Louis County or had moved out of state. We did not lose students to other city schools.</p> |
| Socioeconomic status | 100% Free/Reduced Lunch | <p>Families received support from Oak Hill’s Full-Service Program led by The Full Service Coordinator until it was eliminated from the school in January ‘24.</p> <p>The school continues to supplement groceries for families through our Falcon Market, a partnership between St. Louis Food Bank and Fresh Thyme. Families place orders for pick up weekly and bi-weekly and food and hygiene orders are filled by school volunteers.</p> <p>International Crisis Aide and Kirkwood Baptist Church also supported Oak Hill families with food boxes and food bags. Our partners at Shaare Emeth, Jubilee Church, and Panera Bread- Marketing Department also assisted families this year.</p> <p>Assistance League helps to get shoes for students in need within the first year of school.</p> <p>The Falcon Closet is stocked with clothing such as coats, shoes, pants, shorts, shirts and other various clothing items.</p> <p>We currently have a laundry room, established 5 years ago.</p> |
| Discipline | 6 Out of School Suspensions | <p>82 Discipline referrals. That is down by 45 referrals the previous year.</p> <p>Most of the behavior infractions include fighting of some kind.</p> <p>Despite not having an ISS monitor this year, other staff covered to assist with students assigned to ISS. This helped us to maintain our restorative</p> |

| | | |
|--------------------------------------|--------------------------|---|
| | | <p>discipline process and keep students in school for most of the behavior incidents.</p> <p>We need to work to develop problem solving skills with students to prevent student disruptions caused by altercations.</p> <p>We implement PBIS strategies and celebrate students every Friday who are models of positive behavior that week. We also have monthly PBIS incentives inviting students who have not had behavior infractions that month.</p> |
| English Language Learners/LEP | 115 students (K-5) = 58% | <p>Oak Hill is a very diverse school community with over 50% ELLs in K-5. This percentage does not include those PreK students who participated in the Early Childhood ESOL program with the itinerant teacher, who provided ESOL services in the ECE classroom and through small group, pull-out lessons.</p> <p>With the addition of 15 PreK students receiving direct language support, the number of ELLs at Oak Hill increases to 130 EL students. This is the 3rd year of ELL support in the ECE classroom.</p> <p>87% of the students who received direct support in the PreK setting progressed to higher proficiency levels.</p> |
| Special Education | 16 Students (K-5) = 7% | <p>We have a total of 16 students that receive special education services. Teachers are documenting academic concerns and collecting anecdotal data and work samples. This number has decreased by 2 since last year.</p> <p>The building principal shares the responsibility as the LEA along with the school counselor.</p> <p>Oak Hill has one self- contained-cross cat classroom with 6 students, a classroom teacher, and 2 ICAs.</p> <p>We currently have an allocation for a .5 shared SPED resource teacher that has been vacant all year. The Cross-Cat teacher has been covering both SPED Resource and Cross-Cat.</p> |

Student Achievement- State Assessments

(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)

| Goal Areas | 22-23 performance | 23-24 performance | 24-25 Goals | Explanation/Rationale for Current Performance |
|-------------------|------------------------------------|--------------------------|--------------------|--|
| ELA | 6% Prof./Adv. MPI: 311.9 | 8% Prof./Adv. | 100% Prof./Adv. | Status: Approaching There was a slight increase in ELA proficiency from 2023-2024. A school-wide focus on language/writing workshop is needed. 93% of students struggled to demonstrate competency in reading, writing, comprehension, and language skills UFLI is used to differentiate foundational literacy skills based on student level. |
| Math | 6% Prof./Adv. MPI: 279.3 | 8% Prof./Adv. | 100% Prof./Adv. | Status: Floor Oak Hill students struggled with higher level math performance tasks and lacked basic, foundational math skills such as math fact fluency. Word problems are challenging for our ELLs Split classrooms are extremely challenging when it comes to teaching math. 93% of students faced challenges in understanding mathematical concepts, problem-solving, and applying mathematical skills |
| Science | 6% Prof./Adv. MPI: 312.9 | 9% Prof./Adv. | 100% Prof./Adv. | Status: Approaching Improvement made from the 21-22 school year. Science MPI was 275.3 (Floor) during that school year. 6% of 5 th grade students demonstrated competency in scientific knowledge, inquiry skills, and understanding scientific principles. |

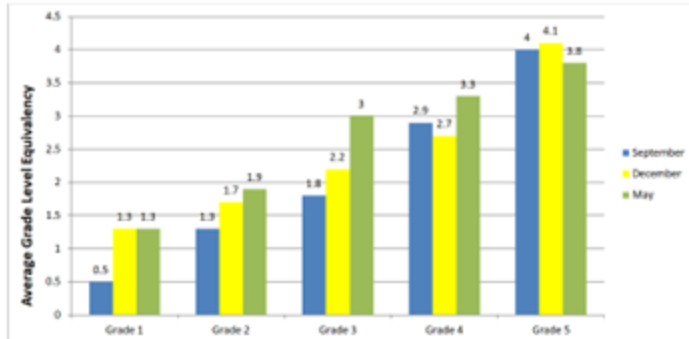
| | | | | |
|--|------|--|--|---|
| | | | | <p>Science instruction is implemented daily.</p> <p>Teachers were trained by science lead teacher on planning, preparing and use of resources for effective Science implementation. This science lead teacher will continue to support colleagues in planning and implementing science instruction.</p> |
| WIDA ACCESS (Progress Indicator) | 30% | | | <p>76% of EL students start the school year at a language proficiency level below 3</p> <p>Not fully staffed with Certified ESOL teachers for the year and lost an allocation even though the numbers of ELs served did not change</p> |
| WIDA ACCESS (Proficiency Indicator) | 5.6% | | | <p>76% of EL students start the school year at a language proficiency level below 3</p> <p>Not fully staffed with Certified ESOL teachers for the year and lost an allocation even though the numbers of ELs served did not change</p> |

| 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 | 25% | 34% | 27% | 32% | 100% Prof./Adv. | <p>73% of students struggle to demonstrate competency in reading abilities, word recognition, vocabulary knowledge, comprehension, and fluency.</p> <p>The number of students reading on grade level increased from 27 to 32 from the beginning of the school year to the end of the school year.</p> <p>At the end of the year, 32% of students demonstrated competency in reading abilities, word recognition, vocabulary knowledge, comprehension, and fluency.</p> |
| STAR Math | 22% | 48% | 18% | 52% | 100% Prof./Adv. | 82% of students faced challenges in understanding mathematical concepts, number and operations, algebra, geometry, measurement, data analysis and probability at the beginning of the year. |

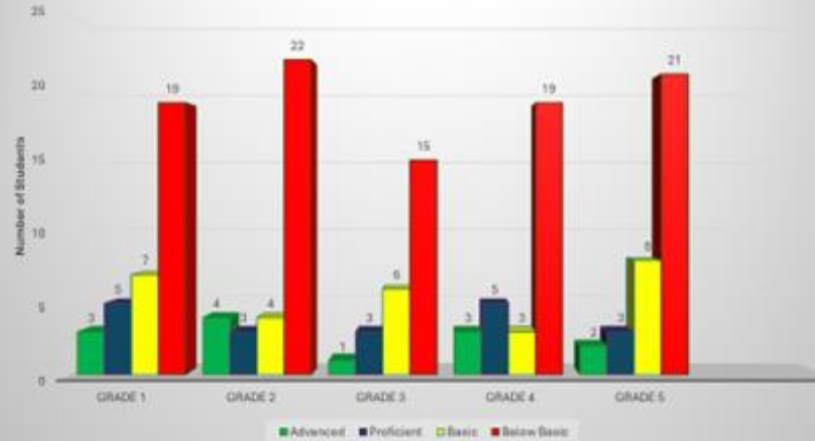
| | | | | | | |
|---|-----|-----|-----|-----|------|---|
| | | | | | | <p>The number of students performing on grade level increased from 18 to 52 from the beginning of the school year to the end of the school year.</p> <p>At the end of the year 52% of students demonstrated proficiency in understanding mathematical concepts, number and operations, algebra, geometry, measurement, data analysis and probability.</p> |
| DRDP (PreK) | 58% | 96% | 58% | 80% | 100% | <p>PreK students are showing progress toward kindergarten readiness through DRDP assessments.</p> <p>Considering 11 students are P3 and are not expected to be kindergarten ready until next year, 96% proficiency toward kindergarten readiness is to be celebrated.</p> |
| ELL Benchmark Assessment- Speaking *EL students only | 3% | 7% | 1% | 5% | 20% | <p>Speaking continues to be an area for growth. Students struggle with academic language and discourse.</p> |
| ELL Benchmark Assessment- Writing *EL students only | 8% | 9% | 4% | 10% | 20% | <p>The percentage of ELs showing improvement in writing increased from benchmark 2 to benchmark 3.</p> <p>Our students need more focused instruction in writing, including targeted support in meeting grade-level standards.</p> |

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

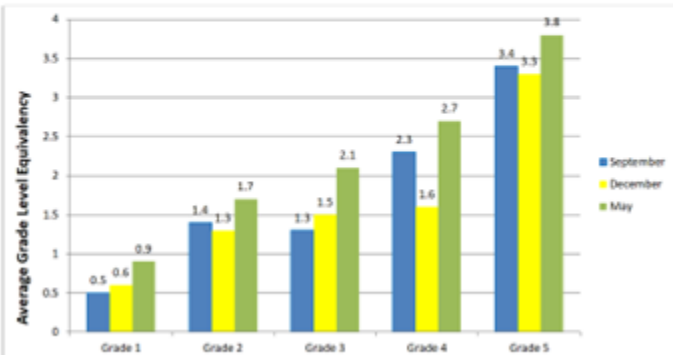
STAR Math
September 2023 - May 2024
Average Grade Level Equivalency
in Grades 1-5



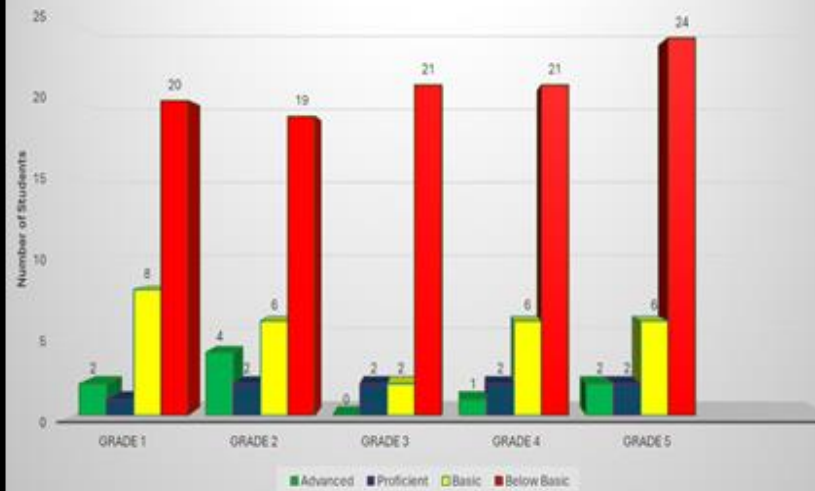
Oak Hill STAR Math - May 2024



STAR Reading
September 2023 - May 2024
Average Grade Level Equivalency
in Grades 1-5



Oak Hill STAR Reading - May 2024



| 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 | <p>Teachers are expected to implement strong, rigorous Tier 1 instruction aligned to the outcomes and learning pathways outlined in their curricular materials in all content areas.</p> <p>Teachers are expected to differentiate and personalize learning for all students through small group lessons daily and through scaffolding based on language proficiency of all students across all grade levels.</p> <p>Teachers have dedicated time every day devoted to strategically re-teaching and remediating key content based on instructional data.</p> |
| Instructional Programs | <p>1st/2nd split classroom; 4th/5th split classroom</p> <p>Small group reading using UFLI and Successmaker individualized resources</p> <p>Savvas Literacy and Math</p> <p>Renaissance Learning</p> <p>Successmaker</p> <p>Freckle Reading and Math</p> <p>MyOn Reading Program</p> <p>Mystery Science</p> <p>Generation Genius</p> <p>UFLI</p> <p>IXL for ELA and Math</p> |
| Instructional Materials | <p>Decodable readers (Savvas and UFLI)</p> <p>Letter Tiles/alphabet arc</p> <p>Sound walls</p> <p>Math manipulatives</p> <p>Hand to Mind Science Supplies</p> <p>STEM Lab</p> <p>School-Wide Blackboard Configuration Posters for all classrooms</p> <p>SAVVAS ELA PowerPoint Lessons</p> |

| | |
|---|---|
| | STEM materials UFLI Tests a |
| Technology | Active Floor 1 to 1 iPads Document Cameras Slate Promethean mobile writing pads Dash Robots in 5th and Kg Web Cameras LU Activity System |
| Support personnel | Counselor Social Worker Nurse Library Assistant (.5) ICA (2) PreK Assistant (2) Secretary Building Learning Associates (2) Family Community Specialist (FCS) |
| 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 | District and Site Based Professional Development Weekly Data and Lesson Plan Internalization Meetings Safe and Civil Schools Leadership Program Support Study (1 year + 1 st Quarter) ESOL Department Training Job embedded PD from ELA, Math and MTSS Specialists |
| Staff Certification | PreK/ECE- 2 Certified Teachers KG – 2 Certified Teacher 1st - 1 Certified Teacher 1 st /2 nd – 1 Certified Teacher 2nd - 1 Certified Teacher 3rd - 1 Certified Teacher 4th - 1 Certified Teacher 4 th /5 th – 1 Certified Teacher 5th - 1 Certified Teacher SPED - 1 Certified Teacher |

| | |
|---|---|
| | Related Arts – 3 Certified Teachers ESOL Teachers – 2 Certified Teachers Reading Specialist – 1 Certified Teacher |
| Staff Specialist and other support staff | Counselor - 1 Social Worker - 1 Nurse - 1 Library Assistant .5 Family Community Specialist - 1 ICA – 2 PreK TAs – 2 In-School Suspension Monitor - 0 Secretary – 1 Building Learning Associate (BLA) – 2 Instructional Learning Associate (ILA) - 1 |
| Staff Demographics | Female – 28 (85%) Male – 5 (15%) African American – 11 (33%) Caucasian – 22 (67%) |
| School Administrators | Building Principal – 1 Academic Instructional Coach – 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?

The parent and family engagement policy is passed out twice a year at Title 1 Meetings. We will begin including this document in the enrollment packet and posting on the school website this year. We will also include it as a consistent link in the school newsletter.

What are the strengths of family and community engagement?

| |
|---|
| <p>Oak Hill serves a large international student population. We do our best to ensure communication with parents is either translated into their language or can easily be translated using online features. We provide regular communication through Class Dojo, email and bi-weekly newsletters. We have dedicated volunteers and community partners who help with food, clothes, shoes, and personal hygiene products for students and families. We held 4 family events this school year and utilized community partners as sponsors. We have formed a family engagement committee during the 23-24 school year and hope to continue the momentum of this organization next year.</p> |
| <p>What are the weaknesses of family and community engagement?</p> |
| <p>This year, we did not have an FCS for much of the year. This hindered our ability to communicate to our fullest capacity. There is a need to continue to expand and strengthen our community partnerships. The school community suffered a great loss with the elimination of the full-service schools program and our coordinator at the start of the new year in January. The positive impact and support that she had on our students, families, and community were immeasurable. The loss of our Full-Service Coordinator left the school without a social worker and FCS causing a halt in providing the families and school community with the supplemental food and clothing items they had found to be so helpful. When the new FCS was onboarded in February, we were able to implement the food pantry again, but took some time to get up and running again. The FCS, being in the role for three months at this time, has begun planning on ways to bridge the family and school connection, however, we still have room for improvements as she is still new to the position.</p> |
| <p>What are the needs identified pertaining to family and community engagement?</p> |
| <p>Many of our families face challenges. We try to meet basic needs of food and clothing in addition to connecting families to community events and resources. We need to continue to try to reach all of our families so that they feel welcomed and valued members of the Oak Hill community. Through the full-service schools program, we will determine needs based on an assessment sent to families at the start of each semester and as any new families become enrolled.</p> |
| <p style="text-align: center;">Policy Involvement</p> |
| <p>How are parents involved in the planning, review, and improvement of the Schoolwide plan?</p> |
| <p>All parents are encouraged and invited to take part in the Title 1.a Annual Evaluation Meeting and provide input on the schoolwide plan. During this meeting, parents have the opportunity to review and offer suggestions for improvement of the accountability plan. After review of the existing plan lead by Oak Hill's principal, AIC, FCS. Parents and other meeting attendees are asked for input to add, cut, and replace processes to strengthen the plan.</p> |
| <p>How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?</p> |
| <p>When parents attend Title 1.a Annual Evaluation Meeting, they are invited and encouraged to review the existing plan. Parents and other meeting attendees are asked for input to add, cut, and replace processes to strengthen the plan. Parents and meeting attendees' voices are respected and valued.</p> |
| <p>How is timely information about the Title I.A program provided to parents and families?</p> |

Invitations to Title 1.A Informational Meetings are sent home with students and posted in online communications with parents. The first parent meeting of the year in the Fall reviews important information about the Title I.A program. This school year, a flyer with school event dates and Title I meeting dates will be provided to families in their enrollment packets along with a link to the engagement policy will be in the school newsletter.

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

Oak Hill will hold State of the School parent meetings. Those meetings will specifically highlight school data: MAP, Savvas, STAR as well as share information regarding the curriculum that is being utilized to meet our ELA, Mathematics, and Science goals. Also, Open House and Parent/Teacher conferences are held to share information with parents.

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.

Parent-teacher conferences are held two times each year. Teachers provide frequent updates to parents and families about their student's progress by using e-mail, Class Dojo, Class Newsletters and phone calls/text messages. 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 priorities.

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

Oak Hill holds parent meetings that share information regarding the state of the school which includes MAP data and school data (STAR and Savvas). During the parent meetings, school data is shared as well as curriculum information. Through constant communication and collaboration between parents and teachers, parents are able to monitor their scholar's progress and achievements.

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

Teachers provide parents with weekly class newsletters to inform them of current learning and to help parents to reinforce those topics at home. The family engagement newsletter has a section on parents as supporters of scholars.

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 participate in Professional Development courses several times a year during site-based sessions and staff meetings to share the processes, procedures, and expectations around communication with families. A communication plan is shared with staff at the beginning of the school year highlighting all communication types and expectations for communicating with families and community partners.

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

| |
|---|
| We make personal phone calls, send letters and flyers, and utilize Class Dojo to invite parents to events and to notify them of resources that are available. We provide translation services for events when needed. We plan to reach families through offering guest speakers, adult English classes, technology assistance, and volunteer opportunities through the FCS department. |
| 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. |
| We plan to reach families through offering guest speakers, adult English classes, technology assistance, and volunteer opportunities through the FCS department. |
| 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 |
| Oak Hill Elementary creates a more inclusive and informed environment for all families, ensuring that they have meaningful opportunities to participate and engage in their children’s education. We provide important school reports and updates in multiple formats, such as newsletters, Class DoJo posts, website posts, and automated calls in multiple languages. We offer resources such as language translation devices or use technology platforms to bridge language gaps, and we ensure that all written and oral communications are translated into the languages spoken by families within the school community. |

Summary Statements

| |
|---|
| Summary of the Strengths |
| <p>The relationships between teachers and students, as well as among colleagues, are positive, fostering a safe and conducive learning environment. There's also an encouraging trend of increased family and community engagement, indicating growing support beyond the school walls.</p> <p>Our dedicated staff values coaching and feedback as essential components of professional growth and views them as integral to their roles. Our Academic Instructional Coach (AIC) is a strong and effective coach who builds trusting relationships with the team, fostering a culture of continuous improvement and collaboration. According to the Fall 2023 Panorama data, Staff feedback and coaching was in the 80th-99th percentile. Staff willingly shared their expertise with colleagues through planned PD sessions that they developed.</p> <p>Significant growth in the number of students who are performing on or above grade level in math from fall to spring. Growth in Science: MPI was 275.3 (Floor) in 21-22 and was 312.9 (Approaching) in 22-23.</p> |

We emphasized academic achievement through structured weekly data meetings to monitor student progress and mastery of standards. In the 4th quarter, 3rd-5th grade teachers and the AIC met daily to analyze student performance and plan targeted reteach sessions. We prioritized phonics instruction using the UFLI program in primary grades, along with Heggerty for school-wide phonics, and invested in computer-based programs to close learning gaps. Five staff members, including the AIC, participated in LETRS training, and 8 staff members became SIOP certified. The ESOL department also led professional development to support our EL students.

Summary of the Weaknesses

The 2022-23 Math MAP results indicate that our scores are significantly low. Contributing factors include the lack of experience of half of the staff in working with ESOL students, an Instructional Learning Associate positioned in ESOL, and a regression in STAR Reading scores mid-year.

Split classrooms in 4th/5th and 1st/2nd present significant challenges to effective teaching and learning by requiring teachers to juggle multiple curricula, differentiate instruction for varied academic needs, and manage complex classroom dynamics—all of which can hinder student progress and create inequities in learning opportunities, especially in Math.

Students struggle with higher DOK performance tasks and multi-step, problem-solving questions, further highlighting a need for targeted focus and intentional, high-level instruction. Additionally, ESOL Benchmark assessments show minimal growth in speaking and writing.

There's a need for greater parental involvement in the parent engagement committee to ensure diverse perspectives and effective representation.

While the family engagement committee is a positive step, there's a need to continue building its capacity and ensuring it reflects the diverse voices within the school community.

Summary of the Needs

Oak Hill School faces several challenges, including students not performing at grade level and a significant proportion being English Language Learners (ELL) comprising over 50% of the student body. However, several strengths provide a foundation for improvement. The staff is fully certified, except for one ILA ESOL teacher, indicating a high level of professional competency. Moreover, the relationships between teachers and students, as well as among colleagues, are positive, fostering a conducive learning environment. There's also an encouraging trend of increased family and community engagement, indicating growing support beyond the school walls.

Despite these strengths, there are areas for growth. One crucial aspect is enhancing writing and English Language Arts (ELA) skills among students. Additionally, there's a need to improve performance in math and science problem-solving tasks, suggesting a focus on critical thinking and analytical skills development. Reducing classroom disruptions is another area requiring attention to create an optimal learning environment. Finally, addressing the individual learning needs of students, particularly those who are not on grade level and ELL students, should be a priority to ensure equitable academic progress for all learners.

Overall, while there are areas requiring improvement, the school's positive teacher-student relationships, commitment to professional growth, and increasing community involvement lay a solid foundation for addressing challenges and enhancing student outcomes.

To address the challenges identified, we will implement a programmatic focus centered around a comprehensive writing program and regular writing prompts, along with a targeted emphasis on weekly performance tasks for students in grades 2 through 5. The writing program will include structured lessons, resources, and strategies to support students in developing their writing abilities, including grammar, vocabulary, organization, and style. Regular writing prompts will be integrated into the curriculum to provide students with opportunities to practice their writing skills in various formats and genres. These prompts will be aligned with grade-level standards and objectives and will challenge students to express their thoughts, ideas, and perspectives effectively through writing.

In addition to regular classroom assignments and assessments, students in grades 2 through 5 will engage in weekly MAP-like performance tasks. These tasks will be designed to assess students' critical thinking skills while providing opportunities for them to demonstrate their understanding of key concepts and topics covered in the curriculum.

All Oak Hill teachers need to become SIOP trained to best meet the needs of the ELLs they serve. Becoming trained will allow teachers to make content comprehensible to their students.

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. Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA.
2. Increase the number of students demonstrating mastery of math standards and grade level proficiency on the MAP assessment in mathematics.
3. Develop teacher capacity around considering language proficiency to make content accessible to ELLs when planning lessons.

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

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 foster a collaborative environment among staff members, encouraging teamwork on projects, committees, and school initiatives while facilitating the sharing of best practices.
2. Leaders will establish a positive and inclusive school environment that upholds high standards for all students and ensures that every student feels valued and supported to reach their full potential while contributing positively to our school community through recognition and celebration of success.

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Promote a growth mindset in classrooms to encourage perseverance and a love for learning.
- Form a student council or advisory board to provide students with a voice in school decisions, fostering leadership and accountability.

- *RethinkEd* Social Emotional Learning

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

Implementation

- Establish a team of Teacher Leaders to facilitate collaboration and support of school initiatives.
- Foster positive relationships through PBIS to create a safe and encouraging learning environment.
- Recognize and celebrate student achievements regularly to boost morale and motivation.
- Review the school behavior expectations aligned to the PBIS expectations
- Begin weekly celebrations and recognition of student model behavior and academic success
- Establish an intentional agenda complete with next steps and SST staff assigned to address all needs for student support
- Parent engagement and school-wide activities calendar of events is shared; Teacher event sign-up link given
- Begin 1st Fridays family playground meet ups

Person(s) Responsible

Resources

- Culture & Climate Coordinator
- Student Support Team
- Principal
- Teachers
- AIC
- FCS

- [Districtwide PBIS Matrix](#)
- [PBIS Districtwide Bus and Building Expectations](#)
- SST weekly agenda template
- PBIS Incentives

60 Days:

- Continue weekly celebrations and recognition of student model behavior and academic success
- School Counselor and Social Worker begin monthly classroom lessons utilizing *RethinkEd* materials.
- SST conducts regular review of discipline referral data to refine classroom supports.
- Bullying presentation
- Establish student advisory groups of students in 1st-5th to meet monthly.

Person(s) Responsible

Resources

- Student Support Team
- Counselor
- Social Worker
- Teachers
- FCS

- Time allocated for school activities
- RethinkEd activities
- School Resource Offices
- Student Advisory Group agenda, process and leader

| | |
|--|--|
| <ul style="list-style-type: none"> ▪ School Resource Officers | |
| 90 Days: <ul style="list-style-type: none"> ▪ Data Review of student trends and support ▪ Mid-Year celebration of student behavior, academic and attendance successes | |
| Person(s) Responsible | Resources |
| <ul style="list-style-type: none"> ▪ Student Support Team ▪ Principal ▪ AIC | <ul style="list-style-type: none"> ▪ Funding for PBIS Celebration ▪ Data collection and reporting tool |
| 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 I, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ \$2000 for professional development books and resources for staff (Title) ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) ○ Funds to upgrade and refresh literacy spaces throughout the building as needed (GOB) ○ Funds for PBIS and attendance incentives (GOB) ○ Funds for family engagement events (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, | | | | |

- 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:
 - 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)
- Supplemental Phonics Instruction: UFLI Phonological Awareness Program
- LETRS Training: School Leaders, Instructional Coaches, and Teachers
- SIOP Training: 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
- Staff PD - UFLI for foundational literacy skills instruction in KG-5th grade.

- Set instructional groups for UFLI.
- Establish a framework and pacing for the school-based writing curriculum
- Begin site-based SIOP training

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.

Implementation/Monitoring

- Weekly PLC and data team meetings to review student data and plan for reteaching
- SIOP schedule implemented

Monitoring Student Progress

- STAR Reading BOY 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 Coach ▪ ESOL SIOP Coordinator | <ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance ▪ SIOP materials and guided activities |

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
- SIOP Guided Lessons and Activities
- Discussion and Student Discourse Protocols

Observation and Feedback

- Observation/Feedback of SIOP strategies
- Conduct targeted observations to assess the implementation of the Gradual Release Model, specifically looking for guided practice and studentled discussions around complex texts.

- Provide feedback and coaching based on observations, with a focus on increasing the quality of academic conversations in the classroom.
- Continue to observe phonics instruction and provide feedback, focusing on the fidelity of UFLI program implementation.

Implementation/Monitoring

- Monitor Tierd grouping and progress - UFLI
- Implementation of weekly curriculum writing prompts and supplemental resources (Mystery Writing)
- Implement small group Re-Teaching to support students with mastering grade level standards
- Lesson plans will consistently reflect the Instructional Design Framework, with evidence of internalization

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 | <ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ SIOP Materials ▪ UFLI Materials ▪ Mystery Writing Program |

90 Days:

Professional Development

- Continue site-based SIOP training
- Utilize observation data to determine needs for additional PD supports

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.
- Analyze student writing samples

Implementation/Monitoring

- Teachers will demonstrate proficiency in the Instructional Design Framework, evidenced through PLC discussions, lesson plans, and classroom practice.

- Observations and lesson plans will consistently reflect high-quality use of the Gradual Release Model and academic conversation strategies.

Monitoring Student Progress

- 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 an

| Person(s) Responsible | Resources |
|---|---|
| <ul style="list-style-type: none"> ▪ Classroom Teachers ▪ District MTSS Coordinator ▪ AIC ▪ Principal | <ul style="list-style-type: none"> ▪ STAR Renaissance ▪ MTSS Implementation Plan ▪ SIOP Materials and Activities |

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

- *District-wide initiatives will be funded by the central office.*
 - Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)
 - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
 - Academic Competitions
 - SIOP Training
- *For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):*
 - Funds for costs associated with staff participation in conferences (Title)
 - Funds to renew licenses for supplemental resources (Title)
 - Funds for literacy kits and materials for family literacy workshops (Title)
 - Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title)
 - Funds for teacher extra service for planning in ELA and Math and reorganizing leveled book room (Title)

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

| | | | | |
|---|--|---|--|---|
| <input type="checkbox"/> Pillar 1: The District creates a system of excellent schools | <input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system | <input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, | <input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed | <input type="checkbox"/> Pillar 5: Community partnerships and resources support the |
|---|--|---|--|---|

| | | culturally responsive learning environments | | District's Transformation 4.0 Plan |
|---|--|---|--|------------------------------------|
| SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics | | | | |
| GOAL 3: MATH By May 2025, <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> | | | | |
| Priorities: | | | | |
| <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-8) 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 | | | | |
| 30 Days: Professional Development <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.
- 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

- Professional Development Department
- Curriculum Specialists
- Academic Instructional Coaches
- Principal
- Teachers

Resources

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- Savvas enVision Math (K-5)
- 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.
- 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

- Instructional Leadership Team
- Classroom Teachers
- AIC
- Principal

Resources

- [SLPS Gradual Release Rubric](#)
- Professional development time for classroom teachers and support staff

90 Days:**Professional Development**

- Utilize observation data to determine needs for additional PD supports

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

Monitoring Student Progress

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

| <ul style="list-style-type: none"> ▪ Conduct goal setting conferences with students | |
|--|--|
| Person(s) Responsible | Resources |
| <ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ District MTSS Coordinator ▪ Classroom Teachers ▪ AIC ▪ Principal | <ul style="list-style-type: none"> ▪ STAR Renaissance ▪ Funds for professional development and release time for teacher engagement and collaboration |
| Funding source(s) / Cost to Support Implementation of Strategy | |
| <ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Funds for costs associated with staff participation in conferences (Title) ○ Funds to renew licenses for supplemental resources (Title) ○ Funds for kits and materials for family math workshops (Title) ○ Funds to purchase supplies to support the implementation of math (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title) ○ Funds for teacher extra service for planning in ELA and Math and reorganizing leveled book room (Title) | |

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



Principal (required)

May 31, 2024

Date Completed (required)

May 31, 2024

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date