# Patrick Henry Downtown Academy 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:
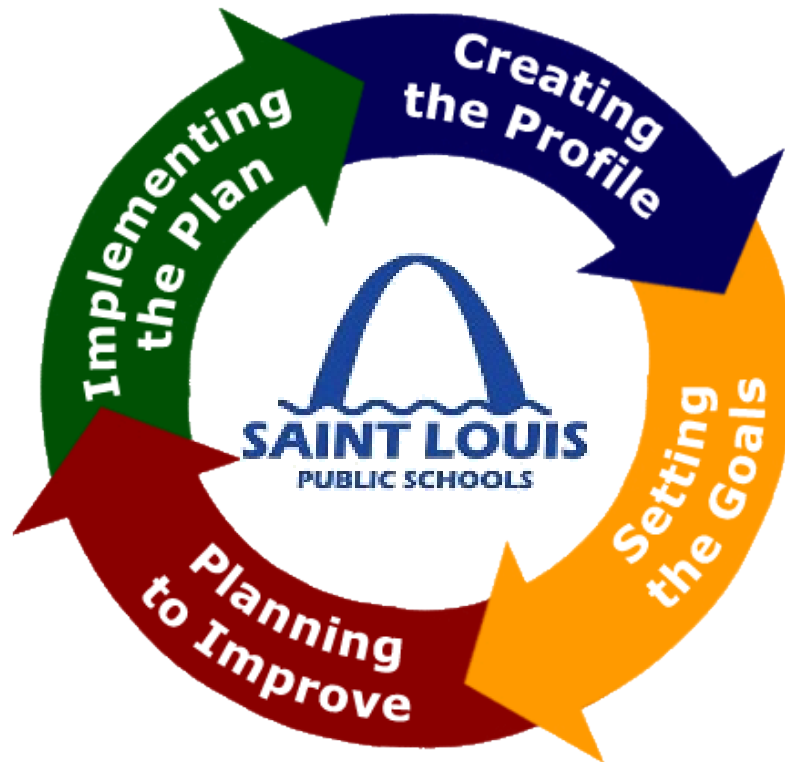
Pillar 1: The District creates a system of excellent schools

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

SAINT LOUIS
PUBLIC SCHOOLS

Creating the Profile

Setting the Goals

Planning to Improve

Implementing the Plan

24-25 ACCOUNTABILITY PLAN TEMPLATE
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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: 488**	**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: At Patrick Henry Downtown Academy we equip all students with the academic skills, scholarly habits, and character traits necessary to be successful in college or the career of their choice.		
School Vision: Patrick Henry Downtown Academy, we are committed to developing world-class teachers who will inspire and instill a joy for learning in their students, while teaching perseverance and the determination needed to overcome adversity. In addition, our students will have access to opportunities and experiences that they need to be successful in college or the career of their choice.		
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. Chavon Curry		Chavon.curry@slps.org
Academic Instructional Coach	Amber Smith		Amber.smith@slps.org
Dean of Students	Kelsey Jones		Kelsey.jones@slps.org
Counselor	Lonette Middleton		Lonette.middleton@slps.org
Teacher	Natasha Brown		Natasha.brown2@slps.org
Teacher	Lindsey Smith		Lindsey.smith@slps.org
Parent	Audrey Hammock		Audrey.hammock@slps.org
Network Superintendent	Dr. Angela Glass		Angela.glass@slps.org
Other			

What date did you and your School Planning Committee Complete Section 1? April 15, 2024

SECTION 2

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	170	Our school has a high level of transience and they typically switch schools throughout the school year. The enrollment has fluctuated between 160-200 students for the past several years.
Grade Level Breakdown	PreK: 51 KG: 22 1st: 17 2nd: 14 3rd: 19 4th: 21 5th: 22	Our enrollment in 2nd and 3rd Grade has greatly increased. We had to open a third, 3rd grade classroom.
Ethnicity	Black: 98.5% White: 1% Asian: 0% Hispanic: 0% Mixed Race: 0.5%	This reflects the demographics of the neighborhood that feeds into Patrick Henry Elementary.
Attendance	90/90 as of 5/31/2024: 36% ADA as of 5/31/2024: 83.9%	While our mobility rate declined, the attendance at our school continues to be our greatest challenge. Due to mobility, families were in transition and switched schools more than once throughout last school year. Since many of them did not enroll in a new school, we kept them on our rosters until we received an official records request from the new school. Our interventions included a daily attendance tracker for every child in the school, regular phone calls. We also have an attendance plan that we will incorporate into the 2024- 2025 school year to offer positive recognition to classrooms with high attendance rates. We also are incorporating positive incentives for students who attend school, including monthly and weekly incentives for students and parents.
Mobility	25.5%	Only 19 students withdrew during the 23-24 school year, in comparison to the year prior of 50 student withdrawals. Due to the overall mobility rate in the neighborhood, several families are on housing vouchers that shift throughout the school year. We work very hard to keep our students at Patrick Henry even when their housing vouchers change.

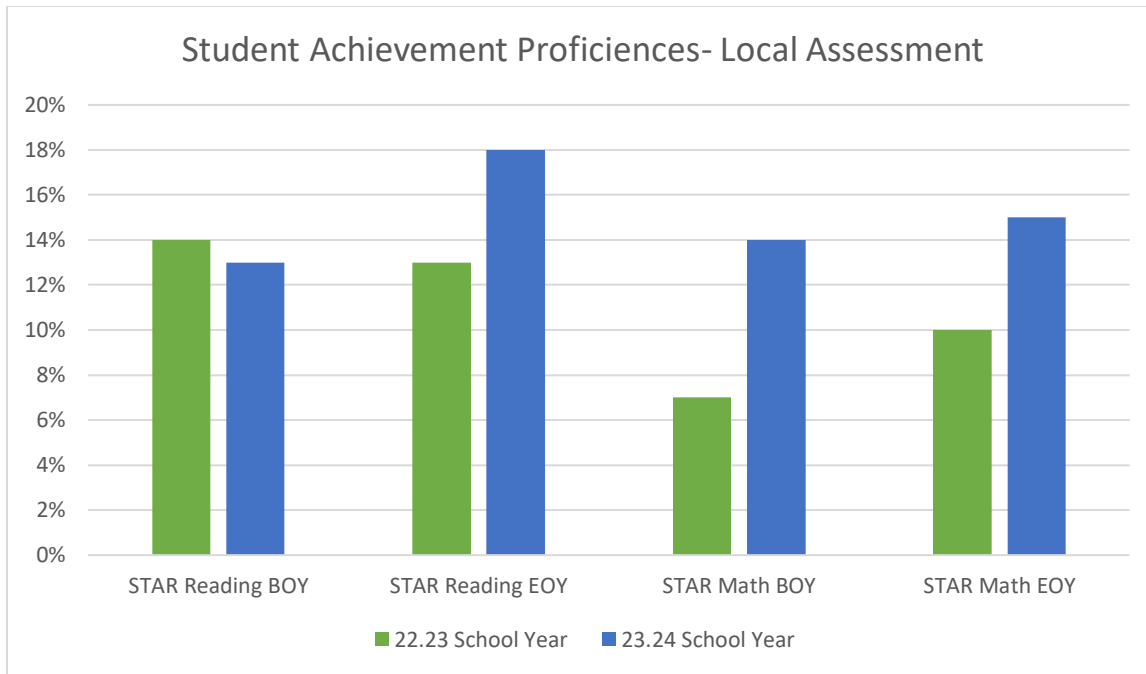| Socioeconomic status	100% Free and Reduced Lunch	Our community partnerships have been integral to helping meet the basic needs of our students in addition to receiving free breakfast, lunch, afternoon snack, and dinner for those who attend our afterschool program. Our partnerships include: The Little Bit Foundation to meet the clothing and additional food needs of 100% of our students, and The Patrick Henry Parent Resource Market is open 5 days a week to provide food resources, hygiene resources, and physical support for all families in need. Our partnerships with Little Bit, Ameren, St. Louis Police Department, St. Louis Fire Department, and the Housing Authority all service our families throughout the school year.
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	# of students: 2 % of students: 1%	Two students are identified as English as a Second Language students and receive services from an ESOL teacher who meets with them on a weekly basis. The ESOL staff member also provides resources to the family and will continue to work with the students throughout the 2024-2025 school year.
Special Education	# of students: 16 % of students: 13.5%	This data includes our preschool classrooms- one that is a Self-Contained Special Education classroom and one that is an Inclusion Special Education classroom. It also includes scholars who receive Resource services in upper elementary grades.

Student Achievement- State Assessment				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	ELA MAP 2022 Data 	Grade	% Proficient/Advanced	MPI
---	---	---
3rd	4.0%	267.7
4th	4.3%	282.8
5th	4.8%	292.7		ELA MAP 2023 Data | Grade	% Proficient/Advanced	MPI
---	---	---
3rd	10.5%	298
4th	0%	262
5th	4.5%	349		381 On Track	Score increase in 3rd and 5th grades. Consistent Tier 1 instruction was in place. There were some inconsistencies with implementation of Tier 1 instruction in 4th grade.

Math	Math MAP 2022 Data | Grade	% Proficient/Advanced	MPI
---	---	---
3rd	0%	240.9
4th	0%	242.1
5th	0%	252.5		Math MAP 2023 Data | Grade	% Proficient/Advanced	MPI
---	---	---
3rd	10.5%	284
4th	0%	242.1
5th	9.1%	365		370 On Track	Score increase in 3rd and 5th grade. An increase in fidelity to math curriculum resources and pacing guides for 4th grade will aide in the 24-25 year goal.
Science	Science MAP 2022 Data | Grade	% Proficient/Advanced	MPI
---	---	---
5th	9.1%	253.4		Science MAP 2023 Data | Grade	% Proficient/Advanced	MPI
---	---	---
5th	4.5%	266			Score increases from the previous year. More specific planning and learning activities 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	14% Proficient and Advanced	13% Proficient and Advanced	13% Proficient and Advanced	18% Proficient and Advanced	100% Proficient and Advanced	The average student at Froebel grew 0.6 years in reading during the 23-24 school year according to Star. Nearly half of our students are showing low growth and low proficiency. Targeted support will be provided to students/teachers in this area. This data indicates a need for teacher support in our 2nd (ILA) and 3rd (BLA) grade. It reflects the current 2nd graders who also were taught by an ILA in the previous academic year.

STAR Math	7% Proficient and Advanced	10% Proficient and Advanced	14% Proficient and Advanced	15% Proficient and Advanced	100% Proficient and Advanced	The average student at Froebel grew 0.8 years in reading during the 23-24 school year according to Star. Over half of our students are showing low growth and low proficiency. Targeted support will be provided to students/teachers in this area. This data indicates a need for teacher support in our 2nd grade (ILA).
DRDP (PreK)	37.0%	61.0%	38%	64%	N/A	
ELL Benchmark Assessment-Speaking *EL students only						
ELL Benchmark Assessment-Writing *EL students only						

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

Student Achievement Proficiences- Local Assessment

Chart showing Student Achievement Proficiences- Local Assessment:

Category	22.23 School Year	23.24 School Year
STAR Reading BOY	14%	13%
STAR Reading EOY	13%	18%
STAR Math BOY	7%	14%
STAR Math EOY	10%	15%

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	Teachers are expected to provide strong Tier I instruction across all content areas. This year they are expected to implement the ELA curriculum with fidelity. Teachers will also collaborate with colleagues to ensure consistent teaching across grade levels and content areas. Students will exhibit 80% mastery of a standard prior to a teacher moving forward. Teachers will aggressively monitor students during a lesson and will be able to pull intervention groups in real-time in order to address student misconceptions. Teachers will participate in professional learning communities to analyze student work and address student misconceptions forms of assessments.
Instructional Programs	Savvas- My View and My Perspective

	Initially used Reading A-Z but will be transitioning to UFLI's (University of Florida) Phonological Awareness program 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	Academic Instructional Coach Assistant Principal Principal 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 Professional Development Currently, PD days are built into the district calendar.
Staff Certification	

Grade Level	# of Teachers	Certification Notes
Prek	4	2 Certified, 2 Non-Certified (ILAs)

	Kdg	2	1 Certified, 1 Non-Certified (Substitute)	
	1st	1	Certified	
	2nd	1	Certified	
	3rd	1	Certified	
	4th	1	Certified	
	5th	1	Certified	
	SPED	1	Certified	
	Related Arts	3	1 Certified, 2 Non-Certified (ILAs)	
Staff Specialist and other support staff	Academic Instructional Coach, Counselor, Social Worker, Dean of Students			
Staff Demographics	Female- 25 Male- 1 Black- 16, White-10, Hispanic- 0, Asians- 0			
School Administrators	Principal- Dr. Chavon Curry			

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 newsletters and communication of school-wide information. Class Dojo used for school wide announcements and class specific information.

Posts on the school's webpage.
All families are invited to attend our Open House and quarterly family events.

What are the strengths of family and community engagement?

Patrick Henry has a Resource Market, a room that has physical resources like canned food and personal hygiene items, as well as other resources like computers, printers, fax machines, and scanners. Parents can schedule an appointment to use the room whenever they like and can schedule a date to come and shop for free from our Resource Market as well.

Patrick Henry has been successful in collaborating with the community to gain more resources for our families. Patrick Henry has cultivated strong relationships with the following community partners. All of the past partners were encouraged to apply to be a partner or community circle member with our district's new RFQ process. We look forward to being notified of which partners we will be able to work with this upcoming school year.

- Stifel
- Junior Achievement
- The Little BJC Community Outreach Bit Foundation
- Live! By Loews Hotel
- Seed St. Louis
- University of Missouri Extension - Nutrition Services (Food Corps)
- BJC Community Outreach
- Webster University – Tutoring & Education Club
- Delta Sigma Theta Alumni of St. Louis
- Biking4Books
- Union Station Hotel
- Alliance for a Healthier Generation
- Ameren

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?

Weaknesses of family and community engagement include not having a Family Community Specialist during the 2023- 2024 school year. Additionally, several families in our school have a high mobility rate, so they have many needs that they must address and being involved with the school may not always be their top priority. Also, some parents struggle with transportation and multiple work schedules as well, so that impedes their ability to attend school activities.

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 planning. 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.

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?

A principal update is distributed monthly via email and posted to Class Dojo. Our School Counselor maintains a bulletin board displaying all monthly events and meetings. Information is also available via Class Dojo from Principal 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?

Parent Teacher Conferences are held in October and March. During conferences. Families can ask questions regarding how to support their child at home.

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 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 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 participate in activities. There is regular communication between school staff and families.

School Capacity for Involvement

How does the school provide assistance to parents in understanding the following items?
- Missouri Learning Standards
- Missouri Assessment Program
- Local Assessments
- How to monitor a child's progress
- How to work with educators to improve the achievement of their children

The school provides information during Title 1 meetings, Family Nights and Parent Teacher Conferences about grade level expectations, assessments, and monitoring student's progress. Parents are provided with resources, websites, and activities to support the school-home learning connection.

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:

October - Parent Teacher Conferences – Teachers share student progress and support in place for families after the first quarter of the school year.

March – **Parent Teacher Conferences–** Student progress is discussed with families and suggested strategies are provided.

May - End of Year Promotion Ceremony – Celebration of scholar growth and success with scholars and families.

**We plan to have more curriculum nights (Literacy Night, Mad about Math Night, STEM Night) for families the 2024-2025 school year.

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?

Partnerships with organizations assists in educating school staff on the importance of family involvement and partnership. Our school also utilizes a school-wide communication platform, Class Dojo, in which all teachers are required to regularly communicate with parents. School updates are also posted to our school's Class Dojo as well.

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

The school counselor, dean of students, and other school staff implement and coordinate parent programs. Ties between parents and the school are built through family events.

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.

The school leadership team will help coordinate the programs that will encourage and reinforce parental involvement. The Parent Resource Room is available for parents to use. The resources include computer workstations for web surfing, resume building materials, information regarding continuing education (GED class schedules, tuition assistance, etc.), and pamphlets from various community based agencies. We will also have monthly parent programs (including PTO) to reinforce parental involvement as well.

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

Patrick Henry Downtown Academy is focused on parent and family engagement, understanding that parent involvement is important to the academic success of students. We strive to ensure that parents are informed through annual informational meetings and communication.

Summary Statements

Summary of the Strengths
Patrick Henry has a strong partnership with several key organizations that fully support the social, emotional, physical, and academic well-being of our students. This is a point of pride for the school because the organizations involved in Patrick Henry genuinely contribute to keeping our students and families happy, healthy, and connected, and allow teachers to focus the majority of their time on instruction. An area of weakness is parental involvement, but a concentrated effort will be made during the 2024- 2025 school year to provide different types of programs and activities for parents at the school in order to reach more families and engage them in the school and their child's learning environment.

Summary of the Weaknesses
Patrick Henry has worked diligently to use staffing allocations to have the greatest impact on student culture and student academic achievement. Students are making academic gains because of the schedule put into place to provide RTI Tier II interventions and the passionate pursuit of the staff for greater professional development opportunities. The schedule will be reviewed and adjusted to accommodate more implementation of interventions for scholars in reading and math.

Summary of the Needs
Overall, Patrick Henry has made great strides in decreasing student behavior infractions as a result of strategic trauma-informed care practices. The areas that pose the greatest need are the academic achievement gap, increased attendance, and increased overall sense of belonging (for scholars and parents). Based on data and observations throughout the school year, the following are the priorities for the 24-25 school year. • Increased student attendance and sense of belonging. • Increase in opportunities for parent participation in academic related school events.

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. Further development of small group and differentiated instruction.
2. Increase in opportunities for parent participation in academic- related school events.
3. Improve systematic approach to school culture and climate that fosters and increases the student sense of well-being.

What date did you and your School Planning Committee Complete Section 2? ____**4/29/24**_____

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: ▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

- School PBIS Matrix & Begin Monthly Character Education Words
- Begin Weekly Student Support Team
- Staff meeting to identify mentor/mentee
- Begin SEL lessons from ReThink Ed
- PBIS Feedback
- Weekly check-ins

Person(s) Responsible	Resources
- Counselor, Social Worker - Principal, Assistant Principal & AIC - Leadership Team Members - Student Support Team Members - Classroom Teacher	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations

60 Days:
- Monthly Character Education Words
- School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd material
- PBIS Coordinator & Assistant Principal conduct regular review of discipline referral data to refine classroom supports.
- Implement student-led conferences with students during October/March parent teacher conferences.

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

90 Days:
- Mid-Year Data Review as part of SST and Attendance Team process. (Principle 8)
- Mid-Year Celebration of students achieving academic and behavioral goals first semester. Staff meeting on interpreting data

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

Funding Source(s)/ Cost to Support Implementation of Strategy
- *District-wide initiatives will be funded by the central office.*
    - Panorama Ed Survey Platform
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
    - Salary and benefits associated with Academic Instructional Coach (Title)

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)
	▪ UFLI Phonemic Awareness
	▪ LETRS Training: Instructional Coaches, and Identified 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

Person(s) Responsible	Resources
▪ 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

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

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.
- Establish data tracking tool for Star Math
- 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	- 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 - Classroom Teachers and Support Staff - Instructional Leadership Team	[SLPS Gradual Release Rubric](#)

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.*
    o Tier 1 Instructional Tools (enVision Math K-8)
    o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
    o Academic Competitions
▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
    o

(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)

_____
Superintendent

_____
State Supervisor, School Improvement

_____
Date received from Principal (required)

_____
Date Submitted to State and Federal Team (required)

_____
Date

_____
Date