Peabody Elementary School 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	**March 13, 2024**
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; **2024-2025** Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	**March 13, 2024**
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

<table>
<tr><td colspan="3" align="center">Improvement/Accountability Plan</td></tr>
<tr>
<td>Focus of Plan (check the appropriate box):
☐ LEA
✓ School</td>
<td>Name of LEA: St. Louis Public Schools

Name of School: Peabody Elementary

School Code: 562</td>
<td>Check if appropriate
  X Comprehensive School
***Requires a Regional School Improvement Team
  ☐ Targeted School
  X Title I.A</td>
</tr>
<tr><td>Date:</td><td colspan="2"></td></tr>
<tr><td colspan="3">Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</td></tr>
<tr><td colspan="3">School Mission:</td></tr>
<tr><td colspan="3">School Vision:</td></tr>
<tr><td colspan="3">

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** _____

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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	Shontrice Garrett	*Signature page attached*	Shontrice.garrett@slps.org
Academic Instructional Coach	Emily Jackson		Emily.Jackson@slps.org
Family Community Specialist	Antonious Hammond		Antonious.Hammond@slps.org
SPED Staff	Vivian Rodgers		Vivian.Rodgers@slps.org
ISS Staff	Korletta Mack		Korletta.Mack@slps.org
Teacher	Mary Burkins		Mary.Burkins@slps.org
Parent	Bryan Jones		kash.jb4l@gmail.com
Grandparent	Mary Wysinger		(314) 305-4197
Social Worker	Edneshia Hamilton		Edneshia.Hamilton@slps.org
Counselor	Chasity Cueto		Chasity.Cueto@slps.org
Supplemental Instructional Support Teacher	Kathleen Wideman		Kathleen.Wideman@slps.org
Little Bit Family Case Manager	Jonnetta Alexander		Jonnetta.Alexander@thelittlebitfoundation.org
Network Superintendent	Angela Glass		Angela.glass@slps.org

(What date did you and your School Planning Committee complete Section 1? ___March 13, 2024_____

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	168	Enrollment has remained consistent over the past 5 years. The greatest change being, we reopened a PK classroom that was closed during the pandemic, which slightly increased PK enrollment. The current K-5 enrollment is up slightly over the last 4 years.
Grade Level Breakdown	P3-21; P4-25; K-18; 1st-28; 2nd-28; 3rd-20; 4th-11; 5th-16	Grade level breakdown is consistent with previous school years with higher enrollment in PK-2 due to additional PK classroom.
Ethnicity	99.1% African American	Neighborhood demographics are predominantly African-American.
Attendance	90/90- 51.4% ADA- 86.4%	90/90 is 51.4%, down 10% from LY. This is primarily due to the number of displaced families and families in transition throughout the school year. ADA is 86.4%, which is fairly consistent year over year; however, slightly down from LY.
Mobility	21.8%	Mobility rate has improved slightly from last year. Many of our families have a long standing history in the Peabody-Clinton and LaSalle Park housing communities.
Socioeconomic status	100% Free and Reduced Lunch	Peabody is the highest prequalifying community in the district for free and reduced lunch direct certification.
Discipline	ISS-20 / OSS-1	1 type 1 infraction. ISS is used daily for reflection and recovery. The primary goal is to reset students and return them to class.
English Language Learners/LEP	3%	There are 5 students identified as ESOL. 3 of the students speak fluent English. The students received regular ESOL support onsite.
Special Education	18%	21 students receive support in self-contained settings (Cross-Cat and Autism). 9 students receive support through resource. Next year, we have been allocated a full-time resource instead of .5 to transition identified students out of the self-contained setting.

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	312.5	TBD	400	MPI increased 17 points from LY. Moved from the floor to the approaching performance band. There has been a greater focus on reading proficiency through foundation skills building, small group support, push-in/pull out, and LPIP to support high quality grade level instruction.
Math	251.6	TBD	300	MPI down 9 points from LY but still up over 100 points from previous year. New teachers still developing skills in implementing high quality math instruction through following the instructional framework, planning for misconceptions, and gradual release for independent practice.
Science	302.2	TBD	330	MPI up 5 points from LY. Daily science instruction in 5th grade using the curriculum resources and cross-curricular activities.
zxC				For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)

Student Achievement- Local Assessment					
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
STAR Reading	18%	15%	17%	19%	See Goal #2	Reading data is based on 2nd-5th grade students. Reading data has shown small increases consistently year over year. Growth is more evident in K-1where there has been a greater focus on building foundational skills knowledge through UFLI.
STAR Math	14%	13%	12%	12%	See Goal #3	Reading data is based on 2nd-5th grade students. Growth is more evident in K-1.
DRDP (PreK)	23%	37%	42%	71%		
ELL Benchmark Assessment- Speaking *EL students only						(ELL OFFICE WILL PROVIDE)

ELL Benchmark Assessment- Writing *EL students only						*(ELL OFFICE WILL PROVIDE)*

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

Curriculum and Instruction *(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)*		
Data Type	**Current Information**	**Reflections**
Learning Expectations	- High quality tier 1 instruction - Lesson plan internalization protocol - Rigorous instruction - Standards based /aligned instruction - Data-driven instructional practices - Response to intervention (MTSS) - Equitable teaching and learning practices - Gradual Release Model - Weekly Data Meetings/PLCs	- Some teachers have low expectations for students and do not effectively use tiered supports to implement high quality, rigorous, standards based instruction for all students - Some teachers do not effectively use the MTSS model to plan and implement instructional strategies for struggling students - Teachers need more PD on ensuring equitable teaching and learning practices through analyzing student work and responding to data within the lesson through strategic action steps
Instructional Programs	- K-5 Savvas myView Literacy Curriculum - K-5 Math- enVision Curriculum - K-3 Reading Support - University of Florida Literacy Institute (UFLI) Reading Development Program 3-5 Reading Support- Savvas myFocus Intervention - DIBELS Assessment Program	- Savvas Reading Routines Companion will be incorporated next school year - Incorporate a new benchmark assessment program to assess foundation skills and monitor growth
Instructional Materials	- UFLI Phonological Awareness Program - Technology Software Licenses (Freckle, IXL, Generation Genius) - Leveled Book Room /Classroom Leveled Libraries - DIBELS Assessment Program	- Leveled libraries available for all grades - Some teachers not effectively implementing small group reading protocols to support students with targeted reading strategies and interventions - Some teachers not trained on effective uses of supplemental instructional resources and

		strategies to support literacy development for all students
		▪ Teachers not effectively using libraries to give students access to text at varying levels
Technology	▪ Interactive Whiteboards (SMART/Promethean) in all classrooms Prek-5th ▪ 1-1 iPads in all grades Prek-5th ▪ Listening centers with leveled texts for all classrooms ▪ ActiveFloor K-1 ▪ ClassVR 2-5 ▪ Dash Robotics 2-5	▪ Students do not consistently bring iPads to school each day which creates barriers to using 1-1 technology daily and effectively ▪ STEM pathways will be available to all K-5 students
Support personnel	▪ Counselor, Social Worker, 3 TAs, 6 SPED ICAs, 3 building subs, Academic Instructional Coach, Family and Community Specialist, ISS, Nurse	▪ All support staff positions were filled for the 23-24 school year with a goal of filling all support staff vacancies for the upcoming year

High Quality Professional Staff		
(How are you ensuring that all students are taught by a high-quality teacher?)		
Data Type	**Current Information**	**Reflections**
Staff Preparation	▪ 12 Professional Development days (4.5 district, 6.5 site-based, 1 network) ▪ Weekly ELA/Math Data Meetings with AIC ▪ 1st/2nd year teachers assigned a Consultant Teacher and Building Mentor Teacher ▪ Professional Development for Interim Learning Associates and Associate Substitutes	Continuous PD around the lesson plan internalization protocol, standards based instruction, guided reading, gradual release, and problem solving

Staff Certification	▪ PK- 3 Certified Teachers
	▪ KG - 1 Certified Teacher
	▪ 1st - 1 Certified Teacher / 1 UMSL Teacher Resident
	▪ 2nd - 1 Certified Teacher
		▪ Current Vacancies
		   o 2 SPED ICAs
		   o 1 SPED CC

	▪ 3rd - 1 UMSL Teacher Resident ▪ 4th - 1 1 WashU Teacher Resident ▪ 5th - 1 BLA ▪ SPED – 2.5 Certified Teachers (1 ILA-SPED CC) ▪ Related Arts – 2 ILAs ▪ Certified Support Staff (nurse, social worker, counselor)	▪ Interviews conducted daily to fill 24-25 vacancies
Staff Specialist and other support staff	Academic Instructional Coach, Nurse, Counselor, Social Worker, and Family and Community Specialist receive district based PD specific to the capacity in which they provide support services	▪ Social Worker 2nd year with the district; provided with a mentor or colleague to assist with transition and understanding of essential job functions
Staff Demographics	▪ 86% Female (31) ▪ 14% Male (5) ▪ 72% Black (26) ▪ 25% White (9) ▪ 3% Bosnian (1) ▪ 53% Certified (19) ▪ 47% Non-Certified (17)	Despite staff demographic makeup, all staff members need continued PD on trauma awareness, restorative justice practices, and culturally responsive teaching and learning
School Administrators	▪ 1 Building Principal o Doctorate –Educational Leadership/Superintendent Certification o Ed.S.-School Administration/ Administrator Certification o M.A.- Human Resources Management o B.A.- Early Childhood Education o Minor- Business Administration	▪ 5th year principal with 11 years in urban education serving students with very similar demographics in SLPS ▪ Principal participates in monthly district leadership, and MO Leadership Development System, and Reading and Writing Initiative ▪ Principal has training on effective use of Cognitive Coaching, Culturally Responsive Teaching and Learning, Trauma Awareness, and Research for Better Teaching framework

24-25 School Parent and Family Engagement Policy

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

Program Evaluation Results

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

Monthly PTO meetings are planned and executed by the Family and Community Specialist. During the monthly meetings, the parent and family engagement policy is reviewed with parents. Additionally, signage is utilized within the school to post information relative to the parent and family engagement policy.

What are the strengths of family and community engagement?

There were a variety of family and community engagement activities that were scheduled throughout the school year (health/wellness through walking, community action through partnerships, instructional improvements, Curriculum Nights) A strength lies in parents being able to suggest activities and events that they would like to participate in throughout the school community and volunteer or support in many ways.

What are the weaknesses of family and community engagement?

Although we have monthly PTO /family engagement activities, the number of parents that participate /attend is in need of improvement. During events such as Goodies with Grandparents, the attendance rate is great; however, during curriculum nights (Math/Literacy/Science) the attendance rate is very low as compared to enrollment.

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

The needs identified pertaining to family and community engagement are: increased parent involvement during academic related sessions such as parent conferences, parenting workshops relevant to effective discipline practices, and job readiness training for parents.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?

Parents are informed of the planning/review meetings for the development of the school wide plan and are able to share their recommendations for improvement through attendance in the meeting or via parent surveys.

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

The school, parent, and family engagement policy is shared during the "planning/revision" meeting and parents who are in attendance provide feedback relative to the policy.

How is timely information about the Title I.A program provided to parents and families?
At the beginning of the school year (September), parents attend a Title I meeting where the Title I budget and programs funded through Title I are reviewed. The second Title I informative meeting is scheduled in January. During both meetings, school academic data is shared with the parents, including plans for increasing student achievement and overall school effectiveness within the school and community.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
At the beginning of the school year (September) the curriculum is reviewed during the Title I meeting. In addition to reviewing the curriculum, the Title I budget and staff allocations per Title I are reviewed with the parents along with the MAP levels of Achievement. An overview to of school wide data relative to student achievement is also reviewed. Curriculum Nights are scheduled throughout the school year beginning in October, where families learn about grade level expectations/standards that students and teachers are held accountable for mastering. After the overview of the curriculum, families engage in fun-interactive games from the highlighted curriculum area.

24-25 Shared Responsibility for Student Achievement-School Parent Compact

Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

What are the ways in which all parents will be responsible for supporting their children's learning?
SLPS Parents will support of academic achievement includes but may not be limited to the following. · Make sure my child is in school every day possible and on time; · Check that homework is completed including reading for 30 minutes per night; · Monitor and limit screen time; · Volunteer in my child's classroom/school when possible; · Be aware of my child's extra-curricular time and activities; · Stay informed about my child's education by reading all communications from the school and responding appropriately; · Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and · Notify school of all absences as they occur.

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

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:

· We will provide high-quality instruction and materials to our students.
· We will plan and participate in high-quality professional development which incorporates the latest research.
· We will maintain a safe and positive school climate.

We will hold annual parent-teacher conferences in the fall and spring to:

· Discuss the child's progress/grades during the first quarter (Fall Conference)
· Discuss this compact as it relates to the child's achievement
· Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

Provide parents with frequent reports on their child's progress as follows:

· Frequent communication from the teacher;
· Mid quarter progress reports and quarterly grade reports; and
· MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

Be accessible to parents and offer them opportunities to   provide input through:

· Email, phone calls or person-to-person meetings;
· Scheduled consultation before, during, or after school and
· Scheduled school or home visits, as necessary.

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
· Listen to children read;
· Have an opportunity to become a room parent;
· Present a program on their culture, a different country, a special skill or career, etc.;
· Assist with programs or parties, educational trips,

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

School Capacity for Involvement

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

September Parent Meeting – Overview of the previous year's academic achievement data (MAP and Benchmark Assessments)

October-Parent Meeting/Curriculum Night outlining grade level expectations by grade and content area. Websites will also be shared with parents that detail activities and resources to use at home for guidance in addressing the Missouri Learning standards.

November-January – Additional curriculum nights where teachers share ideas with parents geared towards improving the academic achievement of their child in the specified content area.

February-March – Preparing for MAP testing workshop, where the Missouri Assessment Program will be reviewed and MAP like questions are shared for families to become familiar with the expectations.

April-Parent workshop regarding avoiding the summer learning loss by utilizing community resources and utilizing materials shared by teachers.

May – VIP dinner with parents to share data and resources to prevent summer learning loss.

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

Throughout the school year, the teachers of Peabody Elementary work on various curriculum committees where they plan and execute specific curriculum night worship for families.

How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?
Professional Development days are designed to assist all school staff with training to promote all elements of successful relationship building with students and parents.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
One of the needs of our community includes providing practical ongoing workshops for parents regarding effective discipline. Our plan is to partner with surrounding agencies to provide ongoing workshops for our parents, focused on effective communication, needs vs wants, and encouraging and facilitating academic excellence.
Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
Our FCS has a parent resource center within his office. Resources will be made readily available for parent 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.
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
At Peabody Elementary School, we believe that parent involvement is an integral part of student achievement. Research has proven that children achieve more, have more positive attitudes, behaviors, and higher graduation and attendance rates when parents are involved. Therefore, we will ensure that Peabody parents are involved and informed by holding annual informational meetings, improving communication, and offering additional opportunities for parents to be involved in their child's education.

Summary Statements

Summary of the Strengths
Strengths: - 2- way communication with school and families, including parent involvement in decision making - Volunteer opportunities - Community partnerships and resources - Monthly parent meetings with FCS - High parent attendance and participation in celebratory events - Increase in parent volunteers Weaknesses: - Parents education programs onsite Low parent parental participation in academic school events

Summary of the Weaknesses
Strengths: - Students' sense of belonging at Peabody - Strong sense of community amongst parents, staff, and community partners - EOY in-person promotion ceremonies is evidence of the genuine strength, love, and care within the Peabody Community - We continued the work this school year with implementing Tier 1 instruction and Social Emotional Learning (SEL) Strategies;we need to continue this work into next year with greater consistency Weaknesses: - Student safety regarding community violence - Academic achievement gaps - Provide data more frequently to parents (What are students learning each quarter so parents can assist at home?) - Consideration for students/families who do not have access to technology at home

Summary of the Needs
*Summarize your current progress as a school, what is going well, where there is room for growth. Outline your **2** priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*   Overall, Peabody Elementary has continue to make great strides in building trusting relationships with parents and community based organizations. There was a shift in culture and climate with increasing parents' sense of belonging and connection to the school. In addition, great efforts were made to work with community partners to assist with providing wraparound services for families. The areas that pose the greatest need are the academic achievement gap and overall parent involvement. Based on data and observations throughout the school year, the following are the priorities for the 24-25 school year.   Needs Assessment: - Fully staffed w/certified teacher in all grades PK-5   - Literacy support and intervention for all grades K-5   - Parent technology training and education classes   - Small group and 1-1 Therapy   - Increase in opportunities for face-to-face interactions with parents and the community   Increased 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. Professional Development focused on implementing equitable, rigorous, high quality tier 1 instruction, with a high rate of student success for ELA and math instruction.
2. Data-driven decision-making utilized for planning and implementing instruction, including intervention and enrichment strategies to drive student success for ELA and math instruction.
3. Culturally responsive teaching and learning practices focused on trauma awareness and restorative justice strategies, which will prepare and equip teachers with the knowledge and resources to respond appropriately to behavior management, leading to increased sense of belonging and positive school culture and climate.

What date did you and your School Planning Committee Complete Section 2? ___ March 13, 2024 _____

SECTION 3
The Goals and the Plan

The Goals and the Plan

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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: 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.
2.

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ [Insert] Site-based focus strategy if applicable

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

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- School PBIS Matrix
- Staff meeting to identify mentor/mentee

Observation and Feedback
- PBIS Carousel

Implementation/Monitoring
- Pre-Survey (student and teacher)

Monitoring Student Progress
- Weekly check-ins

Person(s) Responsible	Resources
- Culture & Climate Coordinator	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations

60 Days:

Professional Development
- **Mini Lessons on Club Pamoja**

Observation and Feedback
- Observation checklist by administration

Implementation/Monitoring
- Teacher Survey

Monitoring Student Progress
-

Person(s) Responsible	Resources
-	-

90 Days:

Professional Development
- **Staff meeting on interpreting data**

Observation and Feedback
-

Implementation/Monitoring
- **Post Survey**

Monitoring Student Progress
-

Person(s) Responsible	Resources

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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)
  - $2000 for professional development books and resources for staff (Title/Comprehensive)
  - 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 (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: - 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) [Insert] Supplemental Phonics Program - LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan

Action Steps

30 Days:

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

Observation and Feedback
-

Implementation/Monitoring
-

Monitoring Student Progress
- STAR Reading BOY Assessment

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Director of Academic Instructional Coaches	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas ELA myView (K-5) / myPerspectives (6-8)

• Academic Instructional Coaches • [Insert] Site-based staff	• 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

Observation and Feedback
-

Implementation/Monitoring
-

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 •	• SLPS Collaborative Lesson Planning Protocol • SLPS Gradual Release Rubric

90 Days:

Professional Development
-

Observation and Feedback
-

Implementation/Monitoring
-

Monitoring Student Progress
- STAR Reading MOY Assessment

Person(s) Responsible	Resources
•	• STAR Renaissance

Funding source(s) / Cost to Support Implementation of Strategy
• *District-wide initiatives will be funded by the central office.*   o Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)

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

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
☐ **Pillar 1:** **The District creates a system of excellent schools**	☐ **Pillar 2:** **The District advances fairness and equity across its system**	☐ **Pillar 3:** **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments**	☒ **Pillar 4:** **All students learn to read and succeed**	☐ **Pillar 5:** **Community partnerships and resources support the District's Transformation 4.0 Plan**
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
GOAL 3: MATH By May 2025, - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.				
Mathematics Plan:				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.*				
Priorities: 1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition. 2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.				
Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources:			

	o Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
	o Instructional Design Framework and Math Lesson Plan Internalization Protocol
	▪ [Insert] Site-based focus strategy if applicable

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
▪

Implementation/Monitoring
▪

Monitoring Student Progress
- STAR Math BOY Assessment

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - [Insert] Site-based staff	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas enVision Math (K-8) - STAR Renaissance

60 Days:
Professional Development
▪

Observation and Feedback
▪

Implementation/Monitoring
▪

Monitoring Student Progress
▪

Person(s) Responsible	Resources
▪	▪ [SLPS Gradual Release Rubric](#) ▪

90 Days:
Professional Development
▪
Observation and Feedback
▪
Implementation/Monitoring
▪
Monitoring Student Progress
▪ STAR Math MOY Assessment

Person(s) Responsible	Resources
▪	▪ 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? _____

_____Ms. Shontrice Garrett_____   _____09-27-24_____
Principal (required)   **Date Completed (required)**

_____

Date Submitted to Network Superintendent (required)

_____

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

_____

Date Submitted to State and Federal Team (required)

_____

Superintendent   **Date**

_____

State Supervisor, School Improvement   **Date**