# SLPS Accountability Plan

Sumner High School

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:
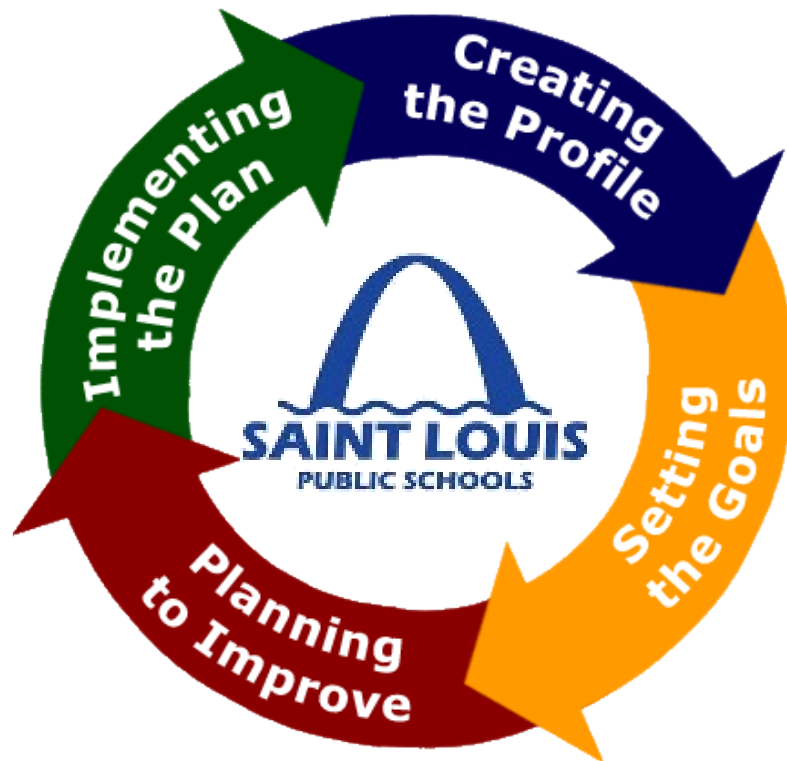
Pillar 1: The District creates a system of excellent schools

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	**April 11, 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	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		***April 30, 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 *May 17, 2024, from Network Superintendent.		

SECTION 1
School Profile

Accountability Plan

Improvement/Accountability Plan		

Focus of Plan (check the appropriate box):
☐ **LEA**
    X School
	Name of LEA: St. Louis Public Schools
	
	Name of School: Sumner High School
	
	School Code: 180
		Check if appropriate
		    X 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: The Mission of Charles Sumner High School is to be relentless in developing our students to be dynamic leaders and critical thinkers in a competitive and global world.		
School Vision: Developing		

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. Ronda Wallace	Dr. Ronda Wallace	Ronda.Wallace@slps.org
Assistant Principal (if applicable)	Amanda LaBoo	Amanda LaBoo	Amanda.LaBoo@slps.org
Academic Instructional Coach	Dr. Dianna Sumner	Dr. Dianna Sumner	Dianna.Sumner@slps.org
Family Community Specialist (if applicable)	NA	NA	NA
ESOL Staff (if applicable)	NA	NA	NA
SPED Staff (if applicable)	Terrance Sharp	Terrance Sharp	Terrance.Sharp@slps.org
ISS/PBIS Staff (if applicable)	Sylvester Dixon (PBIS)	Sylvester Dixon	Sylvester.Dixon3@slps.org
Teacher	Conner Maguire	Conner Maguire	Conner.Maguire@slps.org
Teacher	Chaquill Merriweather	Chaquill Merriweather	Chaquil.Merriweather@slps.org
Parent	Tameka Doss	Tameka Doss	Tameka.doss@slps.org
Parent	Cornell Doss	Cornell Doss	Cornelldoss30@gmail.com
Support Staff	Vickie Shearer	Vickie Shearer	VickieShearer@slps.org
Community Member/Faith Based Partner	Dr. Mary Cook	Dr. Mary Cook	microann@outlook.com
Network Superintendent	Dr. Tonya Bailey	Dr. Tonya Bailey	Tonya.Bailey@slps,org

(What date did you and your School Planning Committee complete Section1? April 11, 2024

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 3/1	300	60% Transient rate
Grade Level Breakdown	9th - 55.64% 10th – 56.45% 11th – 56.71% 12th – 51.19%	Our grade level numbers have shifted from the first semester. Our largest grade-level populations come from 10th and 11th grade; which is a shift from 9th and 10th grades.
Ethnicity	Black – 97.8% Hispanic – 1.1% White – 0.1%	Enrollment data
Attendance	68.6	We are addressing attendance at Sumner. Our Secondary Coordinator has worked all year to provide students and their families with resources when they are challenged with attending school regularly. An additional barrier is inconsistent transportation. This caused a significant deficit in our overall attendance.
Mobility	25.9	The high mobility rate has a negative impact on overall student outcomes.
Socioeconomic status	100%	All Sumner High School students receive free breakfast and lunch.
Discipline	9th – 42% 10th – 30% 11th – 18% 12th – 10%	Our discipline increased during the second semester with a 4% increase for 9th and 11th graders. There was a decrease in disciplinary action with 10th and 12th graders. We have added incentives for attendance to increase student engagement.
Limited English Proficiency	0.1%	We have one LEP student who speaks fluent social English.
Special Education	21.5%	Our population of students who receive SPED services has decreased.

		Student Achievement		
		(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	**EOC** – 16.8% BB, 64.2% B, 19% P **-EOC completion** 100% for 22-23 **MPI**-343.2	**EOC** – Awaiting Results **-EOC completion** 99% for 23-24 **MPI**-Awaiting Results	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	Most students who are not reading at grade level, and this impacts assessment scores. Students who are not reading at grade level are given a benchmark assessment in both reading and math to progress- monitor their growth throughout the year. Some students are more impacted by attendance and transportation concerns.

			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.	
Reading	**STAR Reading** 9th Grade: 83% BB, 11% B, 7% P 10th Grade: 82% BB, 11% B, 7%, P 11th Grade: 81% BB, 11% B, 7% P 12th Grade: N/A	**STAR Reading** 9th Grade: 74% BB, 19% B, 7% P 10th Grade: 77% BB, 13% B, 8% P, 2% A 11th Grade: 78% BB, 11% B, 10% P, 2% A 12th Grade: 88% BB, 7% B, 5% P	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	Students who are not reading at grade level are given a benchmark assessment in both reading and math to progress- monitor their growth throughout the year. Some students are more impacted by attendance and transportation concerns. To support our students, we currently have three in-school reading tutors in place.

| | | | 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. | |
|---|---|---|---|---|
| **Math** | **EOC** – 72.7% BB, 27.3% B
-**EOC completion** 100% for 22-23
MPI-289.6

STAR Math
9th Grade: 69% BB, 21% B, 10% P, | **EOC** – Awaiting Results
-**EOC completion** 98% in Algebra I and 100% in Algebra II for 23-24
MPI-Awaiting Results | 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 | Students who are not reading at grade level are given a benchmark assessment in both reading and math to progress- monitor their growth throughout the year. Some students are more impacted by attendance and transportation concerns. To support our math instructors and students, we currently have two in-school math tutors in place. |

	10th Grade: 68% BB, 22% B, 5% P, 5% A 11th Grade: 69% BB, 26% B, 6% P 12th Grade: N/A	**STAR Math** 9th Grade: 79% BB, 14% B, 6% P, 1% A 10th Grade: 71% BB, 19% B, 9% P, 1% A 11th Grade: 68% BB, 25% B, 6% P, 2% A 12th Grade: 68% BB, 26% B, 6% P,	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.	
Science	**EOC** – 82.7% BB, 14.3% B, 3% P -**EOC completion** 100% for 22-23	**EOC** – Awaiting Results -**EOC completion** 100% for 23-24		When students are not reading at grade level, this impacts students' ability to negotiate successfully through assessments at the high school level. Student skills in the foundational areas of reading and ELA contribute to the lack of growth in science.

	MPI-276.8	MPI-Awaiting Results		
Social Studies	**EOC** – 12.3% BB, 82.7% B, 5% P **-EOC completion** 100% for 22-23 **MPI**-322.9	EOC – Awaiting Results -EOC **completion** 100% for 23-24 **MPI**-Awaiting Results		When students are not reading at grade level, this impacts students' ability to negotiate successfully through assessments at the high school level. Student skills in the foundational areas of reading and ELA contribute to the lack of growth in social studies.
CCR	ACT Composite Avg. Score remains 12.5 92% of 22-23 graduates completed the ACT.	ACT Composite Avg. Score remains 13.2 ---- of 23-24 graduates completed the ACT.		When students are not reading at grade level, this impacts students' ability to negotiate successfully through assessments such as the ACT.

Please include any data tables, charts, graphs, etc. to support your current performance below

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	It is expected that teachers plan lessons that are aligned to the district's pacing guides and state standards. Additionally, teachers are expected to assess student learning by continuously checking for understanding to monitor student moves. Teacher-centered data teams also utilize STAR Reading and Math data (administered during the fall, winter, and spring) to help plan data driven instruction and interventions.	There is evidence of some growth in some of the content areas based on STAR and EOCs; however, the data are inconsistent and does not reflect the teaching and learning in the classroom. Teachers have been having data conversations with their students in efforts to increase student self-efficacy and ownership of their assessment data.
Instructional Programs	SLPS curriculum, pacing guides, resources (Nearpod, Freckle, IXL, etc.), and materials.	Teachers are using the district-provided curriculum and pacing guides. Professional development will support the training and development of teachers to increase student engagement and positive student growth. The SPED department has been utilizing IXL for their ELA classes and has seen positive gains in our students' reading skills. The SPED teachers have also cultivated student-centered data conversations where students can track their academic progress using data walls and student goal-setting sheets.
Instructional Materials	SLPS curriculum, pacing guides, textbooks, resources, and materials.	Teachers are working to balance the curriculum to meet the required pacing expectations while meeting the needs of students.
Technology	Promethean/SMART boards in all classrooms 5 iPad carts 2 desktop computer labs District issued 1:1 student laptop	Technology equipment and integration greatly increased due to the pandemic. This had led to a shift in blended learning within the classrooms, integrating in-person learning with virtual learning through Microsoft Teams.
Support personnel	Sumner has various support staff members including 1 Academic Instructional Coach; 2 Academic Counselors; 1 Social Worker; .5	Many students enter SHS with extensive trauma histories, mental health concerns, and other socio-emotional issues. We need increased mental health

	Therapist; 1 Positive Behavior Interventionist; and 1 Dropout Prevention Specialist.	staff dedicated to the full-time service of mental health stability and growth of our students.

Data Type	Current Information		
Staff Preparation	2024-2025 Sumner High School PD Focus: Data -Data Literacy and Data-Driven Instructional Decision Making		
Staff Certification	Academic Level	# of Teachers	Certification Notes
	English	3	1 non-certified
	Math	2	
	Science	2	1 non-certified
	Social Studies	2	
	Special Education	3	2 non-certified
	CTE	2	1 non-certified
	JAG	1	
	Electives	5	4 non-certified
Staff Specialist and other support staff	PBIS Dropout Prevention Specialist Social Worker Therapist Counselors (2) AIC (1)		
Staff Demographics	Male- 18 Female - 23 Does Not Specify - 1		
School Administrators	Dr. Ronda Wallace, Principal Amanda LaBoo, Assistant Principal		

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?

Email blasts, Parent/Teacher conferences, Title Meetings, Family Nights, Volunteer Opportunities, School Performances.

What are the strengths of family and community engagement?

Family and community engagement contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.

What are the weaknesses of family and community engagement?

Lack of parental/family support.

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

Strong, welcoming, and connected partnerships, community collaboration, a need for shared responsibility and safe spaces.

Policy Involvement

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

Title I and parent meetings throughout the school year.

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

Title I and Parent Meetings throughout the school year.

How is timely information about the Title I.A program provided to parents and families?
Email blasts and Robo calls.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Title I and parent meetings throughout the school year.

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 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

- Incoming 9th Grade Family Orientation (information packets, parent meetings for questions)
- Open House
- Parent/Teacher Conferences
- Scheduled family meetings with the school counselors and administration
- Care Team meetings with Social Worker

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

Through Title I and ongoing parenting meeting.
How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?
We partner with community stakeholders creating various events and activities to build ties between families and the school.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
We partner with community organizations to offer additional opportunities for family involvement. For example, schools could partner with a local library to offer storytelling or homework-help programs for families. Schools can also partner with a local museum to offer family discounts or special 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.
Begin by conducting a comprehensive needs assessment to understand the specific requirements and challenges faced by parents in the community. This assessment should involve surveys, focus groups, and interviews with parents, teachers, and administrators. Establish a collaborative team comprising school administrators, teachers, counselors, and parent representatives. This team will be responsible for planning, implementing, and evaluating parental involvement programs and activities. Creation of a Parent and Family Engagement Center: Set up a dedicated space equipped with resources such as computers, books, pamphlets, and multimedia materials on various topics related to parenting, education, and FAFSA and child development.
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

Summary Statements

Summary of the Strengths
We approach families with a strengths-based attitude, we show our respect and encourage collaboration. We adopt a positive attitude and do not avoid challenges, and we want to work together to find solutions. However, parents rarely attend parent meetings, parent/teacher conferences and/or family activities provoking parent and family engagement.

Summary of the Weaknesses
Teachers require additional professional development and support to deliver instruction that is affirming and relevant to students' identities and experiences. While there has been an increase in the number of students proficient in both Reading and Math, teachers are continuing to develop their skills in scaffolding instruction and understanding student mastery through diverse assessment methods. The procedures established by the Attendance Team have been effective in addressing the root causes of attendance concerns, but both the Attendance and Student Support Teams need to further refine these procedures and evaluate the effectiveness of the caseload model. Although school discipline incidents are declining, there is an ongoing need for staff to reflect on and enhance their use of restorative practices and culturally responsive instructional strategies. 9th grade students have the highest rates of behavior incidents, highlighting the need for additional support and intervention from school personnel.

Summary of Needs Assessment and Priorities for 24-25
Teachers require ongoing instructional support in implementing the Math and ELA curriculums, with a particular focus on scaffolding grade-level content for students who are significantly below grade level. Additional support is also needed for teachers to effectively utilize district curriculum programs and make content relevant and affirming for students. Weekly Data Team Meetings will give staff time to preview upcoming content rather than focusing solely on previously taught lessons. This shift aims to provide teachers with more time and capacity to manage their varied responsibilities and plan effectively to meet student needs. Students who are reading

significantly below grade level will receive additional support from a Reading Intervention Teacher/Supplemental Reading Teacher, who will work with individuals and small groups to improve reading skills. Continued support from an Assistant Principal, PBIS Coordinator, Counselor, and a full-time Social Worker will ensure a team-based approach to addressing students' social-emotional needs.
Summary of Needs
Summary of Focus Priorities for 24-25 Prioritized areas of Need for 24-25 based on needs assessment/data analysis Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.   1. Maintain a systematic approach to school culture and climate that incorporates social emotional learning, schoolwide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.   2. Sustainable academic improvements in literacy achievement including reading, language, and writing.   3. Enhancing instructional practices to make learning affirming and meaningful for students in literacy and math.

(What date did you and your School Planning Committee complete Section 2? April 30, 2024)

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 Development Plan

Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select **two** of the following areas of focus that most align with this goal.*
- Providing high-quality professional development to teachers
- Supporting first-year teachers
- Creating systems to establish a clear focus on attaining student achievement goals
- Creating a collaborative and data-driven culture through PLCs
- Establishing a positive culture and climate
- Becoming an effective instructional leader

    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 strategy:	- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols 11 Principles of Character Education - RethinkEd Social Emotional Learning
Implementation Plan	

Action Steps 30 Days:

SLPS Districtwide PBIS Protocols:

- Leader PD / Staff PD
- Establish small group staff cohort professional development model to promote cross-role collaboration and support belonging, including socialemotional check-ins and wellness activities. (Principles 4 & 9)
- Continue practice of school-based leadership team, staff committees, and student advisory group (including expanding student advisory to grades 1 & 2). (Principle 8)
- Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support. (Principles 4 & 11)
- Begin schoolwide Monday Morning Meetings to promote positive behavior and core values. (Principle 5)
- Social emotional learning lessons including RethinkEd are implemented in classrooms for twenty minutes on the first day of each week. (Principle 5)
- Students establish goals for the 2024-2025 school year. (Principles 5 & 6)

Person(s) Responsible	Resources
- Counselor, Social Worker & PBIS Coordinator - Principal, Assistant Principal & AIC - Leadership Team Members - Attendance Team Members - Classroom Teachers	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Time allocated for professional development - Time for Attendance Team, Student Support Team & Leadership Team collaboration

60 Days:
- ➢ Implement cross-age buddy program to cultivate relationships among the students between grade levels. (Principles 2 & 4)
- ➢ Begin monthly Celebrating Character incentives aligned with school core values. (Principle 7)
- ➢ School Counselor and Social Worker begin monthly classroom lessons utilizing RethinkEd materials.
- ➢ Character Plus Professional Development- CEEL & TACE cohorts begin.
- ➢ Continue practicing new student welcoming protocol for students throughout the year and refine protocol for young students. (Principles 4 & 10)
- ➢ PBIS Coordinator & Assistant Principal conduct regular review of discipline referral data to refine classroom supports. (Principle 11)
- ➢ Implement student-led conferences with students during October/March parent teacher conferences. (Principles 6 & 10)

Person(s) Responsible	Resources
➢ Leadership Team Members ➢ Student Support Team Members ➢ School Secretary ➢ School Counselor & Social Worker ➢ Classroom Teachers ➢ Instructional Leadership Team Member	➢ Time allocated for school activities ➢ Resources to implement cross-age buddy activities ➢ Professional development for student support team members ➢ Access to RethinkEd curriculum resource

90 Days:
- ➢ Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences. (Principle 11)
- ➢ Character Education Emerging Leaders (CEEL) Cohort visit. (Principle 11)
- ➢ 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. (Principle 7)

Person(s) Responsible	Resources
➢ Participating Staff ➢ Leadership Team Members ➢ Attendance Team & Student Support Team Members	➢ Funds and time for Character Plus Professional Development ➢ Time allocated for school activities

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

District-wide initiatives will be funded by the central office.
- o Panorama Ed Survey Platform

For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):

o Salary and benefits associated with Academic Instructional Coach (Title)

o $2000 for professional development books and resources for staff (Title/Comprehensive)

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.

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:

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 ideas and texts (speaking, writing, listening, reading)

Funding Source(s):

District-wide initiatives will be funded by the central office.

-Tier 1 Instructional Tools

- Identified Tier 2 and Tier 3 Instructional Tools (Freckle)

- Academic Competitions

GOB, Title 1, Comprehensive

Implementation Plan
Action Steps:

30 Days:
Professional Development
    ➢ Leader PD - Gradual Release Model and Academic Conversations and Test Talks
    ➢ Leader PD - Collaboration, Consistency, and Clarity for PLCs and Data Driven Instruction
    ➢ 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 and Data Driven Instruction and Literacy / Plan for Staff PD / Determine ELA PLC Cohorts
    ➢ Staff PD - ELA Lesson Planning and High-Quality Instructional Design/ Plan for Implementation 26
    ➢ Staff PD – Data Literacy with Dr. Beck
Observation and Feedback
    ➢ Conduct classroom walkthroughs to gather baseline data on current instructional practices related to gradual release, specifically looking for guided practice and student-led discussions around complex texts.
    ➢ Provide initial feedback focused on identifying strengths and areas for growth.
    ➢ Set up a schedule for phonics instruction observations and provide feedback on implementation.
    ➢
Implementation/Monitoring
    ➢ Establish PLCs dedicated to ELA collaborative lesson planning. Provide a structured agenda that includes the use of the Lesson Plan Internalization Protocol.
    ➢ Schedule regular PLC and Data Team 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
    ➢ Administer Star Reading beginning of year Assessment
    ➢ Review and analyze baseline assessment data to identify trends and student needs
    ➢ Establish initial student digital tracking tools for Star Reading
    ➢ Conduct goal setting and test talk conferences with students

Person(s) Responsible	Resources
➢ Professional Development Department	➢ SLPS Instructional Vision for Academic Excellence
➢ Curriculum Specialists	➢ SLPS High Quality Instructional Design
➢ Director of Academic Instructional Coaches	➢ STAR Renaissance
➢ Academic Instructional Coaches	➢ Monthly Staff PD Schedule
➢ Instructional Leadership Team	➢ Instructional Leadership Team Schedule
➢ Classroom Teachers	➢ Weekly data meeting schedule

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 and Staff PD – Data Driven Instruction – Data Literacy
➢ 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 studentled discussions around complex texts.
➢ Provide feedback and coaching based on observations, with a focus on increasing the quality of academic conversations in the classroom.
➢ Continue to observe phonics instruction and provide feedback, focusing on the fidelity of UFLI program implementation.

Implementation/Monitoring
➢ Monitor 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.
➢ Implement high-quality, structures within classroom to support students with mastering grade level standards.
➢ Participate in multi-tiered systems of support (MTSS) including completing the Reading Tiered Fidelity Inventory.
➢ Observational data will show increased use of the Gradual Release Model with effective academic conversations and student engagement with complex texts.

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

Monitoring Student Progress
- ➢ Analyze student work samples and assessment data to evaluate mastery of complex texts and tasks.
- ➢ Test Talks
- ➢ Use progress monitoring data to identify students who may need additional support

Person(s) Responsible	Resources
➢ Instructional Leadership Team ➢ Classroom Teachers & Support Staff ➢ Professional Development Department	➢ SLPS Collaborative Lesson Planning Protocol ➢ SLPS Gradual Release Rubric ➢ Take-home literacy resources ➢ Monthly Staff PD Schedule ➢ Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources ➢ Supplemental Teacher/Reading Intervention Teacher

90 Days:

Professional Development
- ➢ Provide additional professional development for teachers as needed to maintain high fidelity.
- ➢ 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.
- ➢ Provide coaching for teachers as needed to maintain high fidelity.

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
➢ Administer Star Reading middle of year assessment.
➢ Review phonics intervention data and adjust instructional strategies based on student progress.
➢ Summarize and analyze end-of-quarter assessment data, including phonics and ELA assessments, to evaluate the overall impact of instructional strategies on student achievement.
➢ Use data to set new goals for further refinement and continued growth in literacy and academic conversation skills.
➢ Conduct goal setting conferences with students.

Person(s) Responsible	Resources
➢ Instructional Leadership Team ➢ District MTSS Coordinator ➢ Identified Classroom Teachers	➢ STAR Renaissance ➢ MTSS Implementation Plan ➢ Resources for classrooms to implement service learning and support of other staff/community resources.

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

District-wide initiatives will be funded by the central office.
o Tier 1 Instructional Tools
o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; IXL)
o Academic Competitions

For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):
o Salary and benefits associated with Reading Intervention Teacher/Supplemental ELA Teacher (Title/Comprehensive)
o $15,000 for professional development – Restorative Practices and Data Driven Instruction (Title/Comprehensive)
o $10,000 for costs associated with staff participation in conferences- EdPlus, Solution Tree Conferences, ASCD, Innovative Schools Conference, etc. (Title/Comprehensive)
o Funds to renew licenses for supplemental resources (Title/Comprehensive)
o $2000 for literacy kits,books and materials for family literacy workshops (Title)
o Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title/Comprehensive)
o $5,000 for teacher extra service for planning in ELA and Math and reorganizing the media center (library) (Title/Comprehensive)

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.

Funding Source(s):
District-wide initiative will be funded by the central office.
-Tier 1 Instructional Tools
- Identified Tier 2 and Tier 3 Instructional Tools (Freckle, IXL)
- Academic Competitions
GOB, Title 1, Comprehensive

Evidence-based strategy	SLPS Instructional Vision for Academic Excellence utilizing: 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

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 and Data Teams 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 and test talks.
- ➢ Lesson plans will begin to reflect alignment with the Instructional Design Framework and Math Lesson Plan Internalization Protocol.

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

Person(s) Responsible	Resources
➢ Professional Development Department ➢ Curriculum Specialists ➢ Academic Instructional Coaches ➢ Instructional Leadership Team ➢ Classroom Teachers	➢ SLPS Instructional Vision for Academic Excellence ➢ SLPS High Quality Instructional Design ➢ STAR Renaissance Time for professional development with teachers and collaboration with Instructional Leadership Team ➢ Professional book study resources and materials for teachers ➢ Weekly data meeting time and facilitation support

60 Days:

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

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

Implementation/Monitoring
➢ Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.
➢ 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 Checks for Understanding to monitor student mastery
➢ Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards.

90 Days:
Professional Development ♣
  ➢ Provide additional professional development for teachers as needed.

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 and Data Teams to review student data and make instructional adjustments based on lesson plan effectiveness and student need.
  ➢ 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
  ➢ Administer STAR Math middle of year assessment
  ➢ Use data to set new goals and refine instructional approaches to support further growth in math understanding and performance.
  ➢ Use PLCs to review student data and collaboratively adjust instruction based on lesson plan effectiveness and student performance
  ➢ Administer End of unit Assessments to monitor student progress towards mastery of identified unit standards
  ➢ Conduct goal setting and test talk conferences with students

Person(s) Responsible	Resources
➢ Instructional Leadership Team ➢ District MTSS Coordinator ➢ After School Program Staff ➢ Classroom Teachers	➢ STAR Renaissance ➢ Funds for professional development and release time for teacher engagement and collaboration ➢ Time for After School Staff to plan and collaborate with classroom teachers

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

District-wide initiatives will be funded by the central office
o Tier 1 Instructional Tools
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 $15,000 for professional development from Savvas (Title/Comprehensive)
o $10,000 for costs associated with staff participation in conferences- EdPlus, ASCD, Innovative Schools Conference, etc. (Title/Comprehensive)
o $8,000 for IXL Math and other math resources
o $5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive)

Dr. Ronda Wallace_____   _____

Principal (required)   **Date Completed (required)**

                                                                   _____

                                                                   Date Submitted to Network Superintendent (required)

Dr. Tonya Bailey _____ _____

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

                                                                   _____

                                                                   Date Submitted to State and Federal Team (required)

Dr. Millicent Borishade_____

                                                                   _____

Interim Superintendent   **Date**

_____   _____

State Supervisor, School Improvement   **Date**