

Walbridge STEAM Academy Accountability Plan

The Accountability Plan meets the requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to 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:

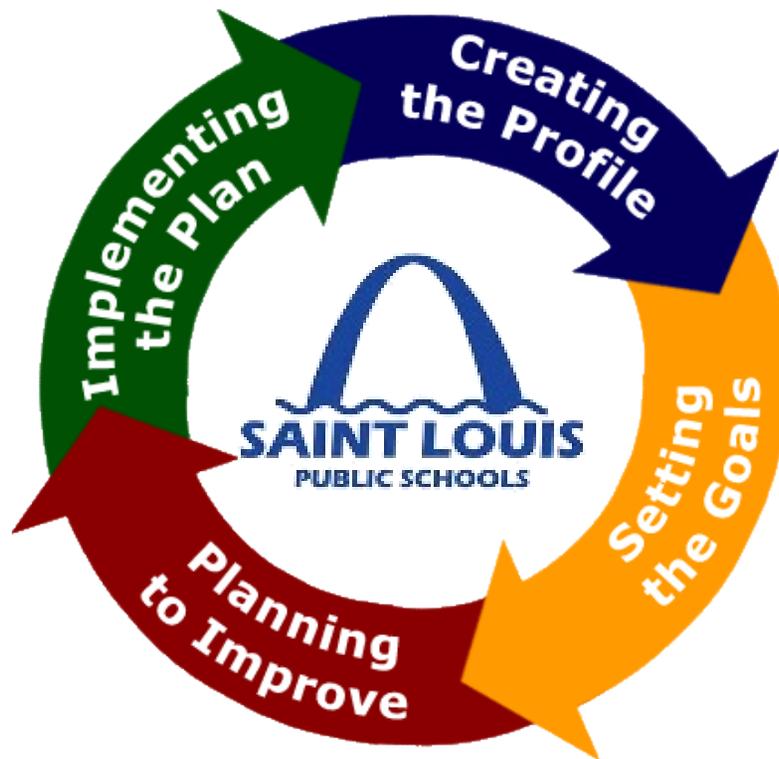
Pillar 1: The District creates a system of excellent schools

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 <small>(What date did you and your School Planning Committee complete each section?)</small>
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	March 12, 2024 April 11, 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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Walbridge STEAM Academy School Code: 5960	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: We will create a safe haven for our students where we will meet each student’s academic and emotional needs. With technology, experience, research, and guided instruction, we will provide a quality education to all of our students regardless of their backgrounds.		
School Vision: Walbridge STEAM Academy is a community-based school committed to ensuring students understand that they possess extraordinary potential, must work hard, and pursue their goals to succeed in a global society.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment

process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Vrhonnee' L. Brown (New Principal 2024-25 School Year)		Vrhonnee.brown@slps.org (314) 383-1829
Assistant Principal (if applicable)	N/A		
Academic Instructional Coach	Kristine Kovarik		Kristine.kovarik@slps.org (314) 383-1829
Family Community Specialist (if applicable)	Detria Huddleston		Detria.huddleston@slps.org (314) 383-1829
ESOL Staff (if applicable)	N/A		
SPED Staff (if applicable)	Desmond Holmes (contracted)		Desmond.holmes@slps.org (314) 383-1829
ISS/PBIS Staff (if applicable)	Myron Cason		Myron.Cason@slps.org (314)383-1829
Teacher	Erica Caradine		Erica.Caradine@slps.org (314)383-1829
Teacher	Paris Fox		Paris.Fox@slps.org (314) 383-1829
Parent			
Parent			
Support Staff			
Community Member/Faith Based Partner	Amy Branson		anybr@thecrossing.church (314)210-5105
Network Superintendent	Shaimeka Humphrey		Shaimeka.Humphrey@slps.org (314)337-3815
<i>Other</i>			

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

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	119	Our student enrollment fluctuates because of our high mobility rate and only one pre-school classroom.
Grade Level Breakdown	P3 5 P4 10 KG 16 1 st 16 2 nd 19 3 rd 15 4 th 25 5 th 12 Cross Cat 1	There is insufficient housing in the Walnut Park area.
Ethnicity	Asian 1%; Hispanic 2%; Black 97%	Our student body is 97% African American, 1% Asian, and 2% Hispanic. Our ethnicity mirrors the neighborhood in which they live.
Attendance	90/90 - 50.8% ADA - 87.5%	Walbridge experiences a high level of students not coming to school or coming to school late. Parents have expressed their concerns about walking to school due to crime, vacant properties, and other concerns with the neighborhood. Our social worker and Family Community Specialist are members of the attendance team. We did not get a 0.5 social worker until the middle of the school year. Our Family Community Specialist is new to the position.
Mobility	26.6%	We historically have had a high level of student mobility due to insufficient housing in the Walnut Park community.
Socioeconomic status	79.3% Free Lunch	79.3% of Walbridge students qualify for free and reduced lunch due to their socioeconomic status.
Discipline	Incident Description # False Alarms 1 Fighting on bus 2 Fighting Type 2 2 Intent to Distract 1 Leaving the Classroom 1 Other Type 2 1 Throwing Objects 1	Walbridge had 9 infractions and 0 out of school suspension for the 2023-2024 school year.

	Total	9	
English Language Learners/LEP	2%		
Special Education	7.8%		We have one self-contained classroom.

Student Achievement- State Assessments						
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
ELA	MPI: 303.3 9.3% Prof/Adv		7% Prof/Adv		MPI: 381	Walbridge has experienced inconsistencies in the instructional core. Several classrooms were managed by novice teachers or substitutes. ELA instructional focused on small group reading instruction. The Reading Specialist supported students performing at the basic level 3 rd – 5 th grade. Baseline data indicates students struggle with foundational reading skills that supports independent reading strategies.
Math	MPI: 265.1 3.7% Prof/Adv		5% Prof/Adv		MPI: 370	Walbridge has experienced inconsistencies in the instructional core. Several classrooms were managed by novice teachers or substitutes. MA instructional focused on the MA instructional framework centering around implementing SAVVAS curriculum.
Science	MPI: 288.8 5.9% Prof/Adv		7% Prof/Adv		MPI: 372	Walbridge was intentional with providing daily science instruction using the Missouri Learning Standards.

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	6.2% Proficient	7.5 Proficient	23.4 % Proficient	20% Proficient	100%	
STAR Math	14.9% Proficient	9.6% Proficient	16.9 %	16.9 %	100%	

DRDP (PreK)	0%	47%	27%	47%	N/A	
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BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

Curriculum and Instruction <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
Data Type	Current Information
Learning Expectations	
Instructional Programs	<ul style="list-style-type: none"> • myView • Pre-K Three Cheers for Literacy • Envision • MyWorld (Savvas) • Mystery Science • Exploring Science (National Geographic) • UFLI
Instructional Materials	ELA – Trade Books & Classroom Libraries; myView workbooks and materials MA – Envision 2.0 workbooks Leveled books and hands-on materials for small groups STEAM material and resources
Technology	1:1 iPads for all students Document cameras in every classroom New Promethean Active Boards for all classroom
Support personnel	Academic Instructional Coach 1.0 Reading Specialist for grades 3-5 1.0 Family Community Specialist 1.0 Counselor 1.0 In-School Suspension Monitor 1.0 Nurse 1.0 Social Worker 0.5 Library Aide 0.5 Preschool Aide 1.0 Building Substitute (2) 1.0
High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	

Data Type	Current Information
Staff Preparation	2024-25 Walbridge Elementary School Focus: Building Our Culture and Climate to maximize student learning. Staff will participate in Professional Learning Committees, Data Team Meetings, Professional Development and Staff Professional Meetings. These sessions are based on improve student academic achievement by strengthening the development of teachers.
Staff Certification	PreK – Certified Kindergarten – Certified Return to Work Teacher 1 st Grade: ILA 2 nd Grade – Certified 3 rd Grade – Provisional 4 th Grade – Provisional 5 th Grade – Certified Sp. Ed – Contracted Employee Art – Certified Physical Education – Certified Music – Currently Vacant
Staff Specialist and other support staff	Academic Instructional Coach 1.0 Secretary 1.0 In School Suspension Monitor 1.0 Counselor 1.0 Family Community Specialist 1.0 Nurse 1.0 Social Worker 0.5

	<p>Library Aide – 0.5</p> <p>Preschool Assistant – 110</p> <p>Reading Specialist 1.0</p>
Staff Demographics	<p>Black – 15</p> <p>White - 4</p>
School Administrators	One Elementary Principal – 1 (7 th year at school, new principal 2024-25 school year)

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?
All parents are invited to attend the Title I meetings. At these meetings parents receive the School-Parent Compact. If parents are unable to attend, packets are sent home. Information is also available on the school's website. The School-Parent Compact is signed by all parties.
What are the strengths of family and community engagement?
Overall, our programs and events organized by the school have been well-received. However, our highlights are through our faith-based partners sponsor events such as family theme nights throughout the school year. The events sponsored by the partners are well attended by families. In addition, these community partners also provide tutoring sessions for our students.
What are the weaknesses of family and community engagement?
The weaknesses of family and community engagement at Walbridge STEAM Academy is low parent attendance at school meetings/events.
What are the needs identified pertaining to family and community engagement?

Walbridge’s primary challenge in family and community engagement is the difficulty in identifying the necessary community resources to support the following:

- Ensuring students attend school daily, arrive on time, and are prepared to learn with a positive mindset.
- Access to essential resources such as stable housing, food, clean clothing, employment education, mental health services for both students and their families, and financial support, which are all urgently needed.

Policy Involvement

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

Parents are encouraged to participate in the Annual Review and Revisions Planning Meeting held each spring. During this meeting, parents, staff, and community partners offer input and feedback on the current plan and suggest revisions to the School-Wide Plan for the following school year. Additionally, parents can provide feedback at other Title 1 meetings, PTO meetings, or during parent and community workshops.

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

Parents are invited to attend the annual meeting to review and update the policy to address the evolving needs of parents, families, and the school. Whenever possible, the policy is made available in a language that parents can easily understand.

How is timely information about the Title I.A program provided to parents and families?

Title I.A information is shared with parents through various channels. We hold an annual meeting at a convenient time, inviting all parents to attend. At this meeting, we inform them of our participation in Title I.A, explain its requirements, and discuss how parents can be involved in planning, reviewing, and developing school-wide programs and parent involvement policies.

We also maintain a dedicated bulletin board to keep parents informed, which is regularly updated with upcoming events. Additionally, Walbridge communicates Title I.A information through invitations sent home, auto-dial messages, newsletters, and announcements posted at entrances and on ClassDojo. These efforts aim to notify parents in a timely manner and encourage higher attendance at events

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

We offer flexible meeting times, both in the morning and evening, to provide parents with an overview of the school's curriculum, the types of academic assessments used to measure progress, and the achievement levels on the Missouri Assessment Program (MAP). Additionally, parent conferences focus on student progress as measured by Missouri Learning Standards, STAR and MAP assessments.

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.

Walbridge holds parent-teacher conferences twice a year. Teachers regularly update parents and families on their student’s progress through email, ClassDojo, and phone calls or text messages. Parents and families are encouraged to visit the school, participate in activities, and observe classrooms. School staff maintain frequent communication that aligns with school priorities.

School Capacity for Involvement

How does the school provide assistance to parents in understanding the following items?

- Missouri Learning Standards
- Missouri Assessment Program
- Local Assessments
- How to monitor a child’s progress
- How to work with educators to improve the achievement of their children

Walbridge holds bi-annual Title I meetings and monthly gatherings. The initial meetings introduce staff and community partners to families, share important Title I documents, and present the latest school data. Subsequent meetings provide updates on the school's goals and student achievement, offering opportunities for parents and community members to engage with school staff and discuss strategies to support student success. Additionally, we assist parents in understanding their child's assessments through meetings held throughout the academic year.
How does your school provide materials and trainings to help parents work with their children to improve achievement?
<p>The school values parents as essential partners in their child's success. We support parents through various materials and trainings, including:</p> <ul style="list-style-type: none"> • Holding parent-teacher conferences • Providing progress reports on their child's performance • Offering reasonable access to staff, volunteer opportunities, and classroom observation • Hosting family-themed and academic make-and-take events • Offering one-on-one training upon request • Ensuring regular, two-way, meaningful communication between families and school staff, and providing information in a language families can understand whenever possible.
How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) 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?
Walbridge organizes various professional development sessions and article/book reviews to enhance our ability to facilitate regular, two-way, meaningful communication between families and school staff. These sessions cover the use of different communication tools, such as teacher web pages, class newsletters, and ClassDojo.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Walbridge hosts parent meetings and themed nights to foster collaboration, communication, and recruit parent volunteers to support the school community in achieving its goals. When data is received, we provide parents with documentation related to the Missouri Learning Standards, Missouri Assessment Program (MAP), and district assessments. Additionally, we share strategies with parents on how to enhance their child's academic achievement.
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.
Walbridge has a dedicated parent resource center that offers informational pamphlets on a variety of parenting topics, as well as computers available for parent use. We hold flexible meetings in the morning and evening to gather input and feedback from parents regarding their child's education.
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

Walbridge STEAM Academy is dedicated to supporting the families we serve. Families in transition receive assistance from our social worker, counselor, family community specialist, and the St. Louis Public Schools Office of Students in Transition. Additionally, we can provide information translated into the parents' preferred language through the St. Louis Public Schools ESOL Bilingual Migrant Program. These methods help us ensure that our parents are actively engaged and well-informed.

Summary Statements

Summary of the Strengths

Walbridge is a distinctive school within the St. Louis Public Schools system. As a traditional neighborhood school entering its seventh year as a STEAM Academy, we continue to implement the adopted SLPS curriculum aligned with the Missouri Learning Standards while integrating STEAM through design and problem-solving challenges and interactive activities. Currently, Walbridge features one Makerspace Lab for 3rd to 5th grade students and one STEAM Lab for PreK to 2nd grade students, equipped with a variety of materials to support activities and projects for both students and staff.

In our classrooms, students operate at various instructional levels, prompting teachers to differentiate instruction through leveled reading groups, tutoring assistance, and support from community partner volunteers. In a neighborhood with many challenges, our school stands out as a safe, welcoming environment focused on teaching and learning. We believe that well-supported parents contribute to student success, so we offer numerous resources for families both inside and outside the school. These resources include an in-school food pantry, an on-site washer and dryer, and bimonthly Mobile Food Markets.

Walbridge fosters a school environment that inspires enthusiasm for learning, where all students appreciate the intrinsic value of education. We also enjoy strong involvement from our faith-based and community partners, who provide various levels of support, including academic and extracurricular activities. Community partners offer tutoring for our elementary students, and parents contribute to our staff appreciation events, further enhancing our school culture.

Summary of the Weaknesses

Walbridge has a significant population of parents facing hardships, which can lead to trauma for our students. This often results in students displaying various coping challenges within the school environment.

Student attendance remains a concern for academic achievement, with many students either not attending school or arriving late. Absent students miss valuable instruction, while late arrivals miss the initial parts of lessons. Parent participation in school-based activities and workshops is generally low, largely due to parents' work schedules and transportation issues. Our new Family and Community Specialist is actively exploring ways to increase the availability of activities and workshops for parents.

Summary of the Needs

Walbridge staff embrace the challenge of adapting to the evolving school environment and are dedicated to addressing students' academic and social/emotional needs. We are committed to shifting mindsets to create an environment where teachers can teach effectively and students can learn.

Needs Assessment:

- Ensure the school is fully staffed with 100% certified teachers.
- Enhance parent participation in academic make-and-take events.
- Expand reading support for all grade levels.

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. Develop a structured approach to enhancing school culture and climate, incorporating social-emotional learning, clear schoolwide expectations, consistent disciplinary procedures, and opportunities for students to model school values and showcase leadership skills.
2. Retain teachers to ensure ongoing, yearly professional development that enhances their skills and strengthens their capacity in teaching and learning.
3. Enhance instructional practices to make learning more meaningful, aiming to increase the number of students achieving mastery of grade-level standards in English Language Arts and Mathematics.

What date did you and your School Planning Committee Complete Section 2? March 12, 2024, revisions September 20, 2024

SECTION 3

The Goals and the Plan

The Goals and the Plan

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

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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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. Promote a healthy school climate by maintaining a culture of high expectations and recognition of success to increase the percentage of students stating they like coming to school.
2. Promote a culture of student-centered goal setting and enthusiasm for learning to increase the percentage of students stating their voice matters.

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Panorama Playbook
- Staff Book Study: Belonging Through a Culture of Dignity

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Weekly Attendance Meeting
- Student Support Team to monitor student outcomes and areas of support
- Begin schoolwide Morning Meeting to promote positive behavior and core values.

Observation and Feedback

- Conduct classroom observations and provide feedback on culture and climate.
- Develop action steps that support positive change in culture and climate.

Implementation/Monitoring

- Develop and communicate system for documenting attendance.
- Develop and communicate system for documenting behaviors.

Monitoring Student Progress

- Weekly Attendance Meeting to analyze attendance data and make next steps for support.
- Student Support Team to monitor student behavior and identify areas of support.

Person(s) Responsible

- Counselor, Social Worker & In-School Suspension Monitor
- Principal
- AIC
- Leadership Team Members
- Attendance Team Members
- School Support Team
- Classroom Teachers

Resources

- [Districtwide PBIS Matrix](#)
- [PBIS Districtwide Bus and Building Expectations](#)
- R.O.A.R Matrix
- Belonging Through a Culture of Dignity

60 Days:

Professional Development

- Continue Book Study

Observation and Feedback

- Continue conducting classroom observations and provide feedback on culture and climate.
- Develop action steps that support positive change in culture and climate.

<p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Celebrate students and staff by highlighting them on R.O.A.R wall. ▪ Monthly celebrations for attendance, behavior, academic growth. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Continue to analyze student attendance and behavior and tier students to provide supports. ▪ Identified students check in with a member of the Student Support Team. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Counselor, Social Worker & In-School Suspension Monitor ▪ Principal ▪ AIC ▪ Leadership Team Members ▪ Attendance Team Members ▪ School Support Team ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ R.O.A.R Matrix ▪ Belonging Through a Culture of Dignity
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Continue with Book Study <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Continue conducting classroom observations and provide feedback on culture and climate. ▪ Develop action steps that support positive change in culture and climate. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Celebrate students and staff by highlighting them on R.O.A.R wall. ▪ Monthly celebrations for attendance, behavior, academic growth. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Support Team review attendance and behavior data. ▪ Support Team review student Tiers and celebrate movement. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Counselor, Social Worker & In-School Suspension Monitor ▪ Principal ▪ AIC ▪ Leadership Team Members 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ R.O.A.R Matrix ▪ Belonging Through a Culture of Dignity

<ul style="list-style-type: none"> ▪ Attendance Team Members ▪ School Support Team ▪ Classroom Teachers 	
Funding Source(s)/ Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Panorama Ed Survey Platform ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ \$2000 for professional development books and resources for staff (Title/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:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
<p>GOAL 2: READING By May 2025,</p> <ul style="list-style-type: none"> - 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. <i>Please identify two areas of focus that most align with this goal.</i>	
Priorities: Pre-K, Elementary, and Secondary: <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks ○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol ○ ELA Collaborative Lesson Planning Protocol (PLCs) ▪ Supplemental Phonics Instruction: UFLI Phonological Awareness Program ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers
Implementation Plan	
Action Steps	
30 Days: Professional Development <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree ▪ Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD ▪ Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts ▪ Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation ▪ Staff PD – UFLI for foundational literacy skills instruction in KG-5th grade Observation and Feedback <ul style="list-style-type: none"> ▪ Conduct classroom walkthroughs to collect baseline data on current instructional practices related to gradual release, with a focus on observing guided practice and student-led discussions around complex texts. ▪ Provide initial feedback focused on identifying strengths and areas for growth. Implementation/Monitoring <ul style="list-style-type: none"> ▪ Provide a structure PLC agenda that includes viewing student work and planning next steps for students’ support. ▪ Participation and engagement in PLCs will be tracked, with evidence of monitoring student’s ELA growth and modifying instruction. 	

- Observation data will reflect initial efforts in implementing the Gradual Release Model and incorporating academic conversations into lessons.

Monitoring Student Progress

- STAR Reading BOY Assessment
- Administer UFL beginning of year assessment
- Review and analyze baseline assessment data to identify trends and students’ needs.
- Develop initial student digital tracking tools for STAR Reading.
- Conduct goal setting conferences with students.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ SLPS Gradual Release Rubric ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance ▪ Monthly Staff PD schedule ▪ Instructional Leadership Team Schedule ▪ Weekly data meeting schedule and facilitation support

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
- Staff PD – Reading and Writing Workshop Model

Observation and Feedback

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

Implementation/Monitoring

- Monitor the effectiveness of PLCs through attendance, engagement, and change of practices.
- Provide a structure PLC agenda that includes viewing student work and planning next steps for students’ support.
- Participation and engagement in PLCs will be tracked, with evidence of monitoring student’s ELA growth and modifying instruction.
- Observation data will reflect initial efforts in implementing the Gradual Release Model and incorporating academic conversations into lessons.

<p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ CBM Bi-weekly ▪ RSP Bi-weekly ▪ STAR Progress Monitoring ▪ Analyze student work samples and assessment data to evaluate mastery of complex texts and task. ▪ Review phonics progress monitoring data to ensure students are making expected gains with the UFLI program. ▪ Use progress monitoring data to identify students who may need additional support and adjust phonics groups accordingly. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ Academic Instructional Coaches ▪ Classroom Teachers & Support Staff 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Take-home literacy resources ▪ Reading and Writing Workshop Framework ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance ▪ Monthly Staff PD schedule ▪ Instructional Leadership Team Schedule ▪ Weekly data meeting schedule and facilitation support
<p><u>90 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Provide additional professional development for teachers based on observational data of UFLI implementation. ▪ Continue professional development of the Reading and Writing Workshop Model. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Continue conducting targeted observations to assess the implementation of the Gradual Release Model, specially looking for guided practice and student-led discussions around complex texts. ▪ Continue providing 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. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Monitor the impact of PLC collaboration on student outcomes and adjust as necessary. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ CBM Bi-weekly ▪ RSP Bi-weekly 	

<ul style="list-style-type: none"> ▪ Analyze student work samples and assessment data to evaluate mastery of complex texts and task. ▪ Review phonics progress monitoring data to ensure students are making expected gains with the UFLI program. ▪ STAR Reading MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Take-home literacy resources ▪ Reading and Writing Workshop Framework ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance ▪ Monthly Staff PD schedule ▪ Instructional Leadership Team Schedule ▪ Weekly data meeting schedule and facilitation support
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ ELA Tools ○ Handwriting books ○ Composition Notebooks ○ Journals ○ Binders ○ Highlighters ○ Markers (Dry Erase) ○ Pencil ○ Paper ○ Writing Paper ○ Anchor Chart Paper ○ High Interest Reads ○ Topic Kits (Main Idea, Inferences, etc) ○ Small group Kits ○ Copy Paper 	

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
<p>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.</p>				
Mathematics Plan:				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
<ol style="list-style-type: none"> Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations. 				
Evidence-based strategies	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts ○ Instructional Design Framework and Math Lesson Plan Internalization Protocol 			

Implementation Plan

Action Steps

30 Days:

Professional Development

- 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 collect baseline data on current instructional practices related to gradual release, with a focus on observing guided practice and student-led discussions around thinking through mathematic problems.
- Provide initial feedback focused on identifying strengths and areas for growth.

Implementation/Monitoring

- Provide a structure PLC agenda that includes viewing student work and planning next steps for students’ support.
- Participation and engagement in PLCs will be tracked, with evidence of monitoring student’s mathematical growth and modifying instruction.
- Observation data will reflect initial efforts in implementing the Gradual Release Model and incorporating academic conversations into lessons.

Monitoring Student Progress

- STAR Math BOY Assessment
- Classroom Assessment focused on key mathematical standards.

Person(s) Responsible

- Professional Development Department
- Curriculum Specialists
- Academic Instructional Coaches
- Instructional Leadership Team
- Classroom Teachers & Support Staff

Resources

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- [SLPS Gradual Release Rubric](#)
- Savvas enVision Math (K-8)
- STAR Renaissance
- Math Instructional Framework

60 Days:

Professional Development

- Continue professional development as needed per instructional data review.

Observation and Feedback

- Conduct classroom walkthroughs to continue data collection on current instructional practices related to gradual release, with a focus on observing guided practice and student-led discussions around thinking through mathematic problems.
- Provide continual feedback focused on identifying strengths and areas for growth centered around mathematics instruction.

Implementation/Monitoring

- Conduct PLC agenda that includes viewing student work and planning next steps for students’ support.
- Participation and engagement in PLCs will be tracked, with evidence of monitoring student’s mathematical growth and modifying instruction.
- Observation data will reflect initial efforts in implementing the Gradual Release Model and incorporating academic conversations into lessons.

Monitoring Student Progress

- STAR Progress Monitoring
- Classroom Assessment focused on key mathematical standards.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classroom Teachers & Support Staff ▪ Curriculum Specialist 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance ▪ Math Instructional Framework

90 Days:

Professional Development

- Continue professional development as needed per instructional data review.

Observation and Feedback

- Conduct classroom walkthroughs to continue data collection on current instructional practices related to gradual release, with a focus on observing guided practice and student-led discussions around thinking through mathematic problems.
- Provide continual feedback focused on identifying strengths and areas for growth centered around mathematics instruction.

Implementation/Monitoring

- Conduct PLC agenda that includes viewing student work and planning next steps for students’ support.
- Participation and engagement in PLCs will be tracked, with evidence of monitoring student’s mathematical growth and modifying instruction.
- Observation data will reflect initial efforts in implementing the Gradual Release Model and incorporating academic conversations into lessons.

Monitoring Student Progress

- STAR Math MOY Assessment

<ul style="list-style-type: none"> ▪ Classroom Assessment focused on key mathematical standards. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classroom Teachers & Support Staff ▪ Curriculum Specialist 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance ▪ Math Instructional Framework
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Math Manipulatives ○ Small Group Kits ○ Math Story Kits ○ Math tools (rulers, graph paper, protractors, etc) ○ Copy Paper ○ Graph Paper ○ Math Journals 	

(What date did you and your School Planning Committee Complete Section 3? _____ May 14, 2024 and revisions from September 20 to 27, 2024 _____)

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