

# Woerner Accountability Plan

## 2024-2025

The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the **SLPS Transformation 4.0 Plan**, which support the Continuous Improvement Theory of Action:

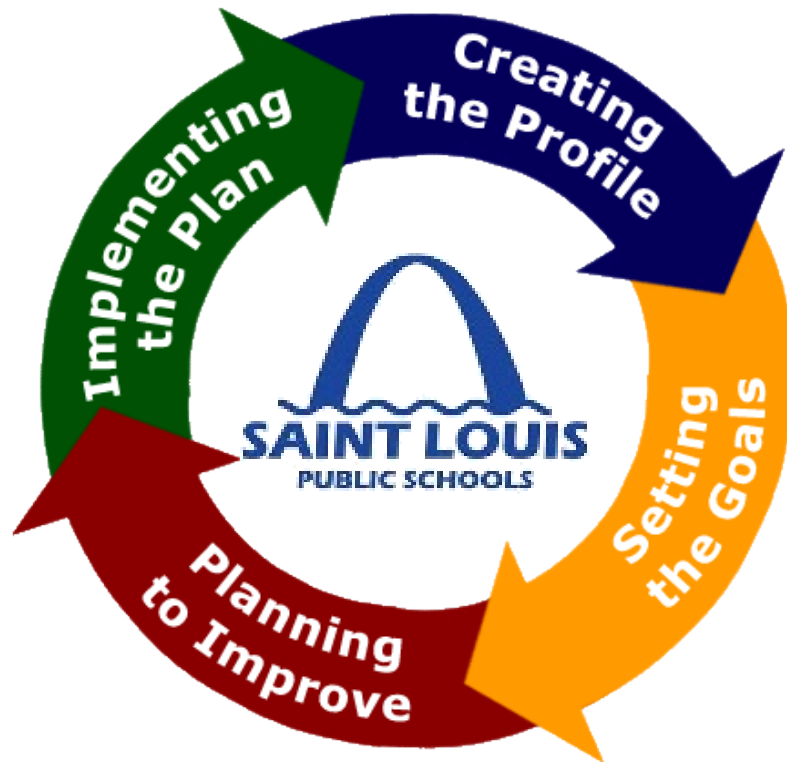
**Pillar 1:** The District creates a system of excellent schools

**Pillar 2:** The District advances fairness and equity across its system

**Pillar 3:** The District cultivates teachers and leaders who foster effective and culturally responsive learning environments

**Pillar 4:** All students learn to read and succeed

**Pillar 5:** Community partnerships and resources support the District's **Transformation 4.0 Plan**



# 24-25 ACCOUNTABILITY PLAN TEMPLATE

## Table of Contents

<b>Section</b>	<b>Contents</b>	<b>Completion Dates</b> (What date did you and your School Planning Committee complete each section?)
<b>1</b>	School Profile, Mission, Vision, School Improvement Planning Committee	
<b>2</b>	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; <b>2024-2025</b> 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	
<b>3</b>	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	<b>September 20, 2024</b>
<b>(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)</b>		<b>September 27, 2024</b>
<b>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.</b>		

# **SECTION 1**

## **School Profile**

# Accountability Plan Template

Improvement/Accountability Plan		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	<b>Name of LEA: St. Louis Public Schools</b>  <b>Name of School: Woerner</b>  <b>School Code: 597</b>	<b>Check if appropriate</b> <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
<b>Date: 9-23-24</b>		
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<b>School Mission:</b> The mission of <b>Woerner Elementary</b> is to provide our students with an exemplary education by building strong character values and a passion for life-long learning.		
<b>School Vision:</b> <b>Woerner Elementary</b> students will make an impact locally and globally through leadership in academic excellence, character education, and strong community collaboration.		
<b>One plan may meet the needs of a number of different programs. Please check all that apply.</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I.A School Improvement</li> <li><input type="checkbox"/> Title I.C Education of Migratory Children</li> <li><input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</li> <li><input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children</li> <li><input type="checkbox"/> Title IV 21<sup>st</sup> Century Schools</li> <li><input type="checkbox"/> Title V Flexibility and Accountability</li> <li><input type="checkbox"/> Individuals with Disability Education Act</li> <li><input type="checkbox"/> Rehabilitation Act of 1973</li> <li><input type="checkbox"/> Carl D. Perkins Career and Technical Education Act</li> <li><input type="checkbox"/> Workforce Innovation and Opportunities Act</li> <li><input type="checkbox"/> Head Start Act</li> <li><input type="checkbox"/> McKinney Vento Homeless Assistance Act</li> <li><input type="checkbox"/> Adult Education and Family Literacy Act</li> <li><input type="checkbox"/> MSIP</li> <li><input type="checkbox"/> Other State and Local Requirements/Needs _____</li> </ul>		

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.

<b>School Planning Committee</b>			
<b>Position/Role</b>	<b>Name</b>	<b>Signature</b>	<b>Email/Phone Contact</b>
Principal	Kathy Matthews	<i>Kathy Matthews</i>	Kathy.matthews@slps.org
Assistant Principal (if applicable)	Donald Guinn	<i>Donald Guinn</i>	Donald.guinn@slps.org
Academic Instructional Coach	Anne Thomas	<i>Anne Thomas</i>	Anne.thomas@slps.org
Family Community Specialist (if applicable)	N/A		
ESOL Staff (if applicable)	Sarah Cerone	<i>Sarah Cerone</i>	Sarah.cerone@slps.org
SPED Staff (if applicable)	Dana Ashley	<i>Dana Ashley</i>	Dana.Ashley@slps.org
ISS/PBIS Staff (if applicable)	N/A		
Teacher	Megan Schmid	<i>Megan Schmid</i>	Megan.schmid@slps.org
Teacher	Elizabeth Buehler	<i>Elizabeth Buehler</i>	Elizabeth.buehler@slps.org
Parent	Marneisha Times	<i>Marneisha Times</i>	Marneisha.times@slps.org
Parent	Endia Payne	<i>Endia Payne</i>	EndiaPayne@yahoo.com
Support Staff	Sue Adams	<i>Sue Adams</i>	Sue.adams@slps.org
Community Member/Faith Based Partner	Britney Hawk	<i>Britney Hawk</i>	Britneyhawk@yahoo.com
Network Superintendent	Angela Glass	<i>Angela Glass</i>	Angela.glass@slps.org
<i>Other</i>			

**What date did you and your School Planning Committee Complete Section 1? 4-15-24**

# **SECTION 2**

## **Comprehensive Needs Assessment**

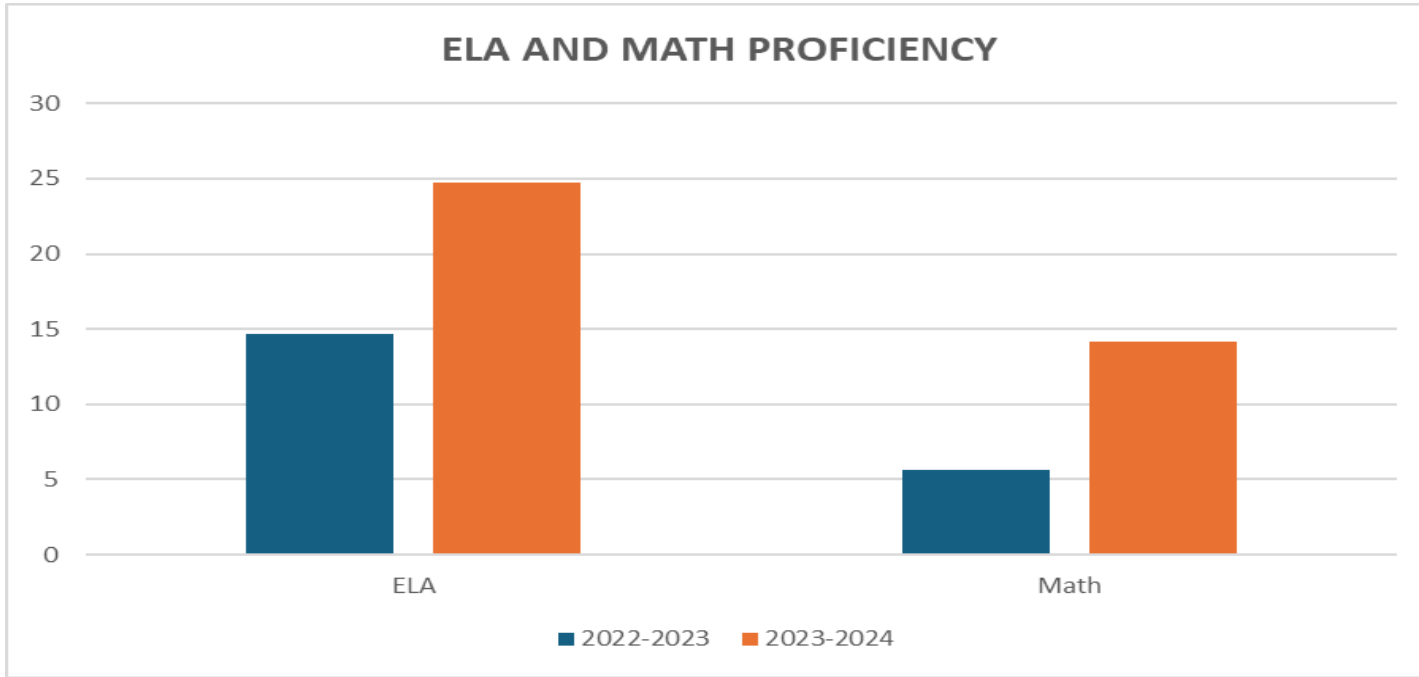
# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
<b>Student Enrollment as of 3/1</b>	318	Woerner Student Enrollment is low for us since the 2019-2020 school year, when enrollment was 389. Since then, a new Pre-K opened, with 20 students enrolled which helped increase enrollment.
<b>Grade Level Breakdown</b>	PK – 38 KG – 40 1 <sup>st</sup> - 47 2 <sup>nd</sup> - 56 3 <sup>rd</sup> - 44 4 <sup>th</sup> - 57 5 <sup>th</sup> - 44	Woerner Pre K is now 60 students. It will be important to recruit kindergarten students for the upcoming school year. The class sizes at Woerner remain low and conducive for learning. This number also includes 2 Cross Categorical Special Education classrooms.
<b>Ethnicity</b>	Asian- 11% Black-42% White- 26% Multi Racial.8% Hispanic-13% Pacific Islander -1%	Woerner Elementary is very diverse. 37% of our students speak other languages. Woerner is an ELL Center with an enrollment of 143 ELL students. In addition, 12% of our students receive special education services. Our diversity speaks to who we are as a school. We welcome everyone’s culture and differences.
<b>Attendance</b>	ADA=90% 90/90 =58.1%	The 90/90 attendance rate has seen a major decline since 2022-2023. Our attendance is below our goal. Students attending school 90% of the time will increase from 58.1% to 90.% by the end of the 2024-2025 school year
<b>Mobility</b>	23.5%	The Mobility Rate at Woerner Elementary has seen a slight decrease since last year. In 2023-2024, the Mobility Rate was 24%, a .5% decrease.
<b>Socioeconomic status</b>	100% F&R	Woerner Elementary is 100% Free and Reduced Lunch. Woerner participates in the Fruit Program weekly. The Fruit Program introduces students to healthy and nutritious fruits and vegetables.
<b>Discipline</b>	All Suspensions = 18	Woerner Elementary is a National School of Character. At Woerner, we teach our students how to be good citizens and show good character. Our Touch Stone Pledge supports our character values and holds our students accountable for their actions. For many years, Woerner has also

		implemented the PBIS strategies and structures all school-wide management systems according to the PBIS Matrix.
<b>English Language Learners/LEP</b>	104 students – 31%	For the 2023-2024 school year, Woerner had 106 students identified as EELs which is a slight decline from the year before. This decline was a result of losing 2 ELL teachers. Woerner is an ELL Center in the district. Woerner has 18 SIOP trained teachers and 16 Co-Teaching classrooms. Our ELLs come from 16 different countries and speak over 18 different languages.
<b>Special Education</b>	13% 60 students	The Special Education program at Woerner has 60 students in total of which 59 students received push-in or resource services through the Special Education program. Woerner has 2 Cross-Categorical classrooms, one with 5 Self-contained students and the other has 1 Self-contained student.

<b>Student Achievement- State Assessments</b>				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
<b>Goal Areas</b>	<b>22-23 performance</b>	<b>23-24 performance</b>	<b>24-25 Goals</b>	<b>Explanation/Rationale for Current Performance</b>
<b>ELA</b>	MPI 330.6 14.7% P/A	MPI 341.1 24.7% P/A	381 On Track	Continuing to address student needs through MTSS. Staff has participated in professional development in the Science of Reading which has increased our scores in ELA. This year's focus is vocabulary development.
<b>Math</b>	MPI 286.3 5.6% P/A	MPI 299.2 14.2% P/A	370 On Track	Math scores were on track based on fidelity to teaching math and following pacing. Additionally, small group instruction was consistent across all grade levels.
<b>Science</b>	MPI 330.5 21.3% P/A	MPI 363.7 36.8% P/A	372 On Track	At Woerner, science is taught consistently across all grade levels. 5 <sup>th</sup> grade departmentalized in science and utilized the science anchor lessons throughout the year.



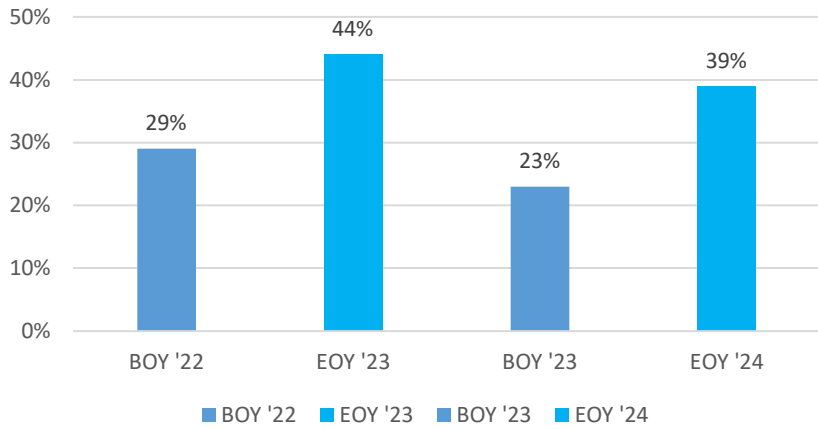


<b>WIDA ACCESS (Progress Indicator)</b>	27%			Woerner’s WIDA data for ELLs show Beginning of the Year 27% of students making progress in learning English per DESE Benchmark (minimum n count of 30 students over three years).
<b>WIDA ACCESS (Proficiency Indicator)</b>	4.8%			Woerner’s WIDA data for ELLs show End of the Year 4.8% of students scoring proficient in English per DESE Benchmark (minimum n count of 30 students over three years).

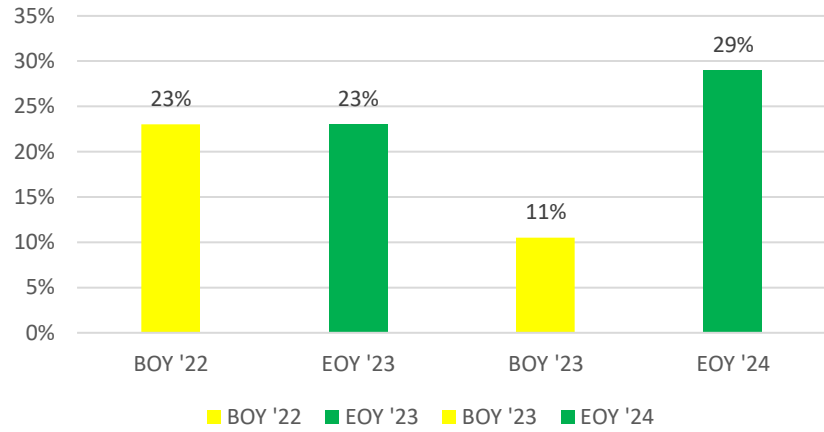
**Student Achievement- Local Assessment**

Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
<b>STAR Reading Grades 2-5</b>	29% Proficient	44% Proficient	23% P/A	39% P/A	100% Proficient/Advanced	<p>BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year</p> <p>BOY – EOY by Grade Level                      37% - 34% Grade 2                      25% - 33% Grade 3                      27% - 31% Grade 4                      33% - 44% Grade 5</p> <p>Woerner showed an overall growth of +1 based on STAR data for grades 3, 4, and 5. 2<sup>nd</sup> grade scores decreased slightly. Work will continue in increasing proficiencies scores by addressing the needs of students through MTSS and professional development on core curriculum.</p>
<b>STAR Math Grades 2-5</b>	23% Proficient	23% Proficient	10.5% P/A	29% P/A	100% Proficient/Advanced	<p>BOY– EOY by Grade Level                      12.1% - 30.0% Grade 2                      08.3% - 20% Grade 3                      12.7% - 39.0% Grade 4                      08.9% - 31% Grade 5</p> <p>Based on STAR Math, Woerner students in grades 3, 4, and 5 showed growth with an overall growth rate of +1.1</p>
<b>DRDP (PreK)</b>	16%	73%	30.0%	89.0%		
<b>ELL Benchmark Assessment- Speaking</b> <b>*EL students only</b>	15/121 12%	45/119 38%	12/94 13%	57%		<p>Woerner’s ELL Speaking Domain increase from 13% BOY 23 to 57% EOY 23. Interventions included Progress Monitoring and Goal-Setting in the Speaking Domain.</p>
<b>ELL Benchmark Assessment- Writing</b> <b>*EL students only</b>	3/121 2%	22/119 18%	0/93 0%	21%		<p>Woerner’s ELL students continue to score low in writing with a decrease from 18% to 0%. Additional scaffolding and frequent Progress Monitoring is needed.</p>

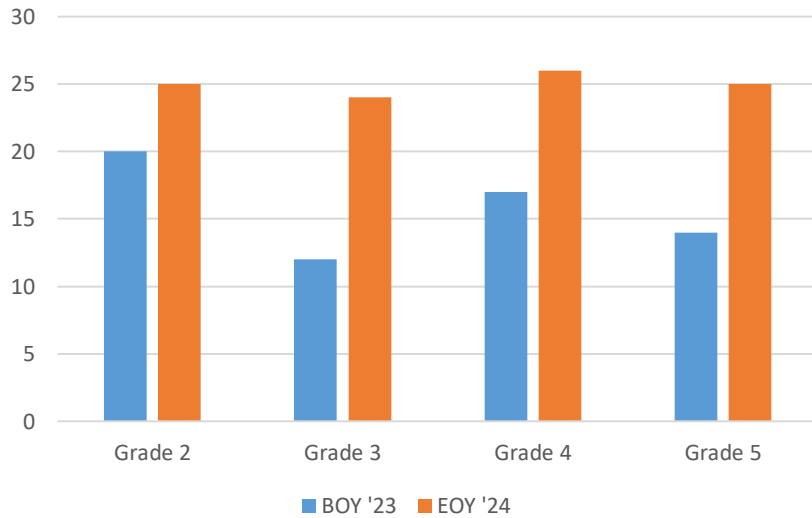
STAR Proficiency Reading



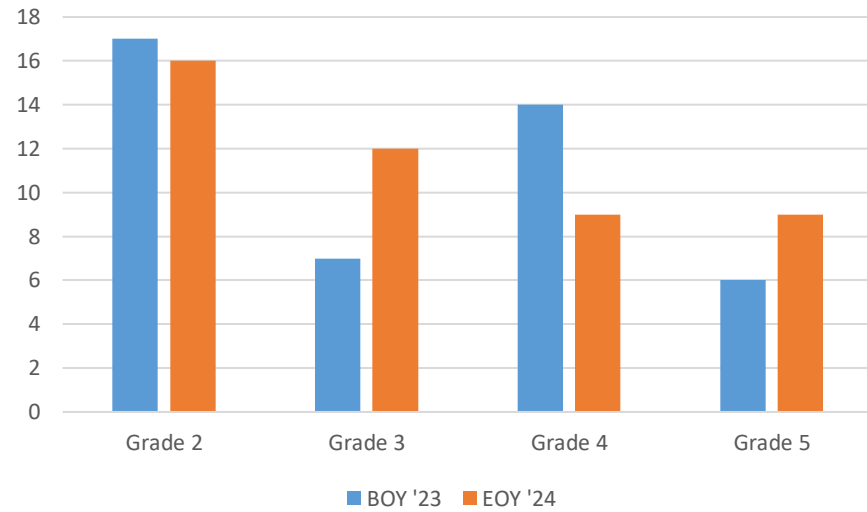
STAR Proficiency Math



Number of Students on Grade Level 2023-2024 STAR Reading



Number of Students on Grade Level 2023-2024 STAR Reading



<b>Curriculum and Instruction</b>	
<i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
<b>Data Type</b>	<b>Current Information</b>
<b>Learning Expectations</b>	<p>Teachers are expected to design and implement the district curriculum with MTSS support for students at Tier 1 (Universal Support), Tier 2 (Targeted Support), and Tier 3 (Intensive Support). They should incorporate DOK leveled questions and check for understanding throughout instruction to determine instructional shifts, providing differentiated instruction.</p> <p>Additionally, teachers will analyze student instructional needs using components of the High Impact Teachers Team process in weekly Data/PLC meetings to make instructional decisions for students who are not grasping content or making growth. Phonics instruction is provided in the ELA block, along with small group instruction in both ELA and math blocks.</p>
<b>Instructional Programs</b>	<p>K-5 ELA: myView, Trade Books within program            Pre-K: Three Cheers            K-5 Math: Envision 2024            K-5 Science: Exploring Science (National Geographic) MySci            K-5 Social Studies: Savvas MyWorld</p>
<b>Instructional Materials</b>	<p>SAVVAS myView Literacy            Heggerty Phonemic Awareness Pre-K-5 and Bridge the Gap (2-5) and Toucan Series Decodables (2-5)            Envision Math            Successmaker            myOn            National Geographic Science            Mystery Science            MyWorld Social Studies            Math Manipulatives            UFLI            Electronic books            Science Hand2Mind Materials            Online platforms and programs – Microsoft Teams, Generation Genius Science and Math            IXL ELA, Math and Social Studies            Nearpod            PebbleGo            BrainPop (Jr)            Leveled bookroom</p>

<b>Technology</b>	Promethean boards in all classrooms iPads 1:1 Document cameras in each classroom Teacher iPad and Laptop																					
<b>Support personnel</b>	Academic Instructional Coach Assistant Principal Counselor Social Worker ESOL Teachers Special Education Teachers (Resource & Cross-Categorical) Nurse																					
<b>High Quality Professional Staff</b> <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>																						
<b>Data Type</b>	<b>Current Information</b>																					
<b>Staff Preparation</b>	<p>2024-2025 - Woerner Elementary Focus: Increase teacher instructional skillset through planning and instruction to leverage student growth.</p> <ul style="list-style-type: none"> <li>• Science of Reading with Jessica Hall</li> <li>• MyView &amp; Envision curriculum implementation</li> <li>• Meaningful Phonics instruction using UFLI and Heggerty</li> <li>• Scaffolding instruction</li> <li>• Small group instruction</li> <li>• Character building</li> </ul> <p>Weekly Data Team Meetings are held each Wednesday and Thursday with a focus on lesson internalization and standards.</p>																					
<b>Staff Certification</b>	<table border="1"> <thead> <tr> <th>Grade Level</th> <th># of Teachers</th> <th>Certification Notes</th> </tr> </thead> <tbody> <tr> <td>AIC</td> <td>1</td> <td>Certified</td> </tr> <tr> <td>Nurse</td> <td>1</td> <td>Full time</td> </tr> <tr> <td>Counselor</td> <td>1</td> <td>Full time</td> </tr> <tr> <td>Social Worker</td> <td>1</td> <td>Full time</td> </tr> <tr> <td>ESOL</td> <td>3</td> <td>Full time</td> </tr> <tr> <td>Gifted Teacher</td> <td>.5</td> <td>Certified Part time</td> </tr> </tbody> </table>	Grade Level	# of Teachers	Certification Notes	AIC	1	Certified	Nurse	1	Full time	Counselor	1	Full time	Social Worker	1	Full time	ESOL	3	Full time	Gifted Teacher	.5	Certified Part time
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Counselor	1	Full time																				
Social Worker	1	Full time																				
ESOL	3	Full time																				
Gifted Teacher	.5	Certified Part time																				

	Librarian	.5	Certified Part time
	Related Arts	3	2 Certified 1 Non-Certified ILA
	Special Education	2	1 Certified 1 Contractor Supplemental Services
	PreK	3	2 Certified 1 Non-Certified (ILA)
	Kg.	2	Certified
	1st	3	Certified
	2 <sup>nd</sup>	3	Certified
	3 <sup>rd</sup>	3	Certified
	4 <sup>th</sup>	2	Certified
	5 <sup>th</sup>	3	Certified
<b>Staff Specialist and other support staff</b>	Academic Instructional Coach (AIC) Building and Learning Associates (BLA) Teacher Assistants (TA) Instructional Care Aides (ICA) Trauma Therapist		
<b>Staff Demographics</b>	<b>2024-2025 Staff Demographics:</b> Black – 8 White – 50 Hispanic – 1 Male – 5 Female – 54		

<b>School Administrators</b>	Kathy Matthews, Principal Donald Guinn, 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?

Parents are invited to an Annual Informational Meeting at Woerner Elementary where they can read and give feedback on the parent and family engagement policy. Parents, teachers, administrators, and community members are also involved in drafting and revising the school/parent compact. This information is on the school's website. The School-Parent Compact is signed by all parties.

What are the strengths of family and community engagement?

Overall, Woerner Elementary parents and community come together to support events. We ended the year with 86% of Woerner parents attending Parent/Teacher Conferences. Woerner has two church partners that are very active in supporting the mission of the school. The neighborhood surrounding Woerner (Holly Hills) is very invested in the school. Parents and community members attend many other events at school including Fall Festival, Culture Fair, Music Programs, Literacy Night, Trunk-or-Treat, Holiday Parties, Ice Cream Socials, STEM Night, Summerfest, Field trips, Awards Day, and Graduations.

What are the weaknesses of family and community engagement?

Woerner Elementary has a diverse culture. Communication is not always translated into languages that all families can read and understand. Communication has become more digital (emails) and a small group of parents do not have access to email and/or check it on a daily basis. Parent committees have been established to allow more parents to volunteer and support school events and activities.

What are the needs identified pertaining to family and community engagement?
The identified needs for family and community engagement include securing translated documents in a timely manner. We need to ensure that we are reaching out to all our school families and inviting them to take a more active role in school events and activities.
<b>Policy Involvement</b>
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Woerner Elementary invites parents to join the School Planning Committee. A Title I School Plan meeting is held to plan review and revise the Schoolwide plan. There is an electronic link where parents can provide feedback, suggestions, and ideas. There are also informal lines of communication with parents where ideas are gathered and considered.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
The School Parent and Family Engagement Policy is also reviewed and revised at the Title I School Plan meeting. Woerner parents can also share ideas throughout the year through the feedback link. These meetings cover the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy.
How is timely information about the Title I.A program provided to parents and families?
An invitational flyer is sent out a month in advance of the meeting. Email reminders are sent weekly. Woerner parents have access to the plans and other information both on-line, and at school.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
During the bi-annual Title I meetings, the principal reviews the curriculum, assessments, and MAP data. Parents also learn about school-wide STAR Reading and Math data. Parents also participate in Parent/Teacher Conferences twice per year which involves conversations with parents about students' mastery of standards and attendance.

**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?
<b>SLPS Parents will support of academic achievement includes but may not be limited to the following.</b>



- 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

At Woerner Elementary, assistance is provided to parents during Title I parent meetings and Parent/Teacher Conferences. Information is shared about grade-level expectations, standards-based grading, understanding assessments, and monitoring student’s progress. During Literacy Night, parents are provided resources, websites, and activities that can be used at home to reinforce learning standards and support their children in meeting academic goals.

How does your school provide materials and trainings to help parents work with their children to improve achievement?
<p>Woerner parents are provided with take home learning materials that they can use to help their child with academics at home. They also receive information and materials at Parent/Teacher Conferences. Parent workshops are held occasionally as well. Our church partner provides parent workshops and English classes for our parents. We also consistently share information about events, workshops, and classes that are available in our community.</p> <p>September – Parent Meeting – A review of previous year’s academic achievement data, including MAP and STAR data</p> <p>October – Literacy Night – Teachers share strategies and ideas with parents to help improve their child’s academic performance in specific content areas.</p> <p>November – January – Dooling Literacy Meeting – Librarian share tips and ideas with parents on how to motivate their child to become good readers</p> <p><b>February- March – Annual Title 1 Evaluation Meeting -</b></p> <p>April – MAP Testing Prep - An overview of the Missouri Assessment Program, including sample MAP – style questions to help families understand testing expectations.</p>
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?
All staff members have learned the benefits of working with parents as equal partners in their child’s education. All teachers are required to keep open lines of communication with the parents and families of their students.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Woerner has strong lines of communication with our school families. At the beginning of the school year, we welcome parents to participate at school. Personal invitations yield the best results, so we use this strategy often. The school’s social worker and counselor keep in constant communication with school families to help ensure that their needs are being met and that they are aware of the many events and activities that are taking place at school. In many cases home visits are conducted by the social worker and counselor to ensure families are staying connected to the school.
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.
Woerner’s Family Engagement bulletin board by the front door is used to communicate different programs offered outside the school. These opportunities are also sent out in school communications. Flyers and forms are easily accessible to parents on the Parent Information Table outside the main office. We have a parent resource room with a washer and dryer, school uniforms, books, hygiene items, and other items that parents are welcome to use/have if needed.
<b>Accessibility Assurance</b>

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

Woerner Elementary is committed to inclusive parent and family engagement. At Woerner, we do not overlook the needs of any family due to their economic status or English proficiency. At Woerner, we recognize that parent involvement is critical to student success, leading to better academic outcomes and happier students and families. Woerner is committed to keeping our parents actively involved and well-informed through annual information meetings, improved communication, and many opportunities for parents to be involved in their child's education.

## Summary Statements

### Summary of the Strengths

Woerner has opened a third PreK classroom which has increased enrollment by 20 students. Student achievement levels are promising. STAR Reading results showed a +1 growth across grades 2-5. STAR Math shows for grades 3, 4, and 5 showed growth with an overall growth of +1.1

Woerner Elementary has a large percentage of parents who are involved in some way in their child's education. The school hosts many school and parent events that give parents many opportunities to participate and feel connected to the school. Information and resources are provided to our students' families often throughout each school year. Communication is frequent, and parents have access to all school staff by email, phone, or face-to-face meeting at any time during the school year.

Woerner has two church partners that are very active in supporting the mission of the school. The neighborhood surrounding Woerner (Holly Hills) is also very invested in the school. Committees have been established in place of a more formal PTO to allow more parents to volunteer and support school events and activities.

Ongoing professional development in the Science of Reading has enhanced our teaching staff in teaching reading at high levels, resulting in students showing progress in reading and ELA.

**Summary of the Weaknesses**

At Woerner Elementary, communication is not always translated into languages that all families can read and understand. Communication has become more digital (emails) and a small group of parents do not have access to email. We are still developing this model to ensure that all parents have equal opportunities to participate. We are also working to develop a better system for having documents translated in a timely manner.

Continued support and guidance are needed to ensure that the teachers are providing the best possible instruction to our students. While there has been an increase in the number of students proficient in reading and math, only 39% of our students are proficient or advanced in reading and only 29% of our students are proficient or advanced in math.

**Summary of the Needs**

Teachers require ongoing professional development in implementing the ELA and Math curriculum, which a particular focus on the Science of Reading, the Gradual Release Model and Phonics instruction.

Weekly Data Team Meetings will continue for each grade-level content teacher to preview upcoming content with an emphasis on standards not met to facilitate whole group or small group instruction as needed for students. Focus will also be given to upcoming standards as teachers plan for instruction.

Continued support from the Attendance committee will ensure a team-based approach to addressing attendance and student’s social-emotional 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. Reading: Increase the number of students reading on grade level and demonstrating grade level proficiency in ELA and STAR Benchmarks.

- |                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Math - Increase the number of students demonstrating mastery of math standards and grade level proficiency in Math and STAR Benchmarks. |
| 3. Improve student attendance school-wide to meet the 90/90 attendance ratio for the 2024-2025 school year.                                |

**What date did you and your School Planning Committee Complete Section 2? April 15, 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"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input checked="" type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
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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. Leaders will include all stakeholder voices in decision making. Leaders will promote a healthy school climate by maintaining a culture of high expectations, recognition of success, and collaboration to foster a sense of belonging among staff.
2. Leaders will promote a culture of student-centered goal setting and love for learning.

**Evidence-based strategies**

- 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
- School PBIS Matrix taught at Boot Camp to establish expectations building wide. Systems in place to promote positive behavior and core values.
- Staff meeting dates established to promote collaboration, team building and professional development for all staff.
- Identify those new staff members needing a mentor/mentee
- Students establish goals for 2024-2025 school year
- Set calendar invites to begin ongoing weekly Attendance meetings and CARE Team meetings

**Professional Development**

**Observation and Feedback**

- PBIS Carousel

**Implementation/Monitoring**

- Pre-Survey (student and teacher)

**Monitoring Student Progress**

- Weekly check-ins
- Progress Monitoring of student goals

Person(s) Responsible	Resources
<ul style="list-style-type: none"><li>▪ <b>Culture &amp; Climate Coordinator – Donald Guinn</b></li><li>▪ <b>Principal</b></li><li>▪ <b>PBIS Leadership Team</b></li><li>▪ <b>Attendance Committee</b></li><li>▪ <b>AIC</b></li></ul>	<ul style="list-style-type: none"><li>▪ <a href="#">Districtwide PBIS Matrix</a></li><li>▪ <a href="#">PBIS Districtwide Bus and Building Expectations</a></li><li>▪ <a href="#">Time allocated for professional development</a></li><li>▪ <a href="#">Time allotted for Attendance Committee</a></li><li>▪ Time allocated for PBIS teams and CARE Team</li></ul>

**60 Days:**

- Character Education Assemblies begin to promote character values and sense of belonging
- School Counselor and Social Worker begin monthly classroom lessons utilizing ReThink Ed materials
- New student Welcoming protocol implemented
- PBIS committee meet to incentives positive behavior (School Store)

**Professional Development**

**Observation and Feedback**

- Observation checklist by administration

**Implementation/Monitoring**

- Teacher Survey

**Monitoring Student Progress**

-



Monthly Goal setting in STAR reading and STAR math	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ <b>Principal</b></li> <li>▪ <b>Classroom Teachers</b></li> <li>▪ <b>Academic Coach</b></li> <li>▪ <b>PBIS Coordinator</b></li> <li>▪ <b>Character Education Committee</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Access to Character Education resources</li> <li>▪ Time allotted for school activities</li> </ul>
<p><b>90 Days:</b></p> <ul style="list-style-type: none"> <li>▪ Character Education Leadership Team formed to promote character values and outstanding student leadership</li> <li>▪ Mid-Year Data Review as part of Care Team and Attendance Team protocols</li> <li>▪ Mid-Year Celebrations of students achieving academic and behavioral goals first semester</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ <b>Staff meeting on interpreting data</b></li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ <b>Post Survey</b></li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ <b>Character Education Leadership Team</b></li> <li>▪ <b>Attendance Committee Members</b></li> <li>▪ <b>CARE Team and Student Support Members</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Time allotted for school activities</li> </ul>
<b>Funding Source(s)/ Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Panorama Ed Survey Platform</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○ Salary and benefits associated with Academic Instructional Coach (Title)</li> <li>○ \$2000 for professional development books and resources for staff (Title/Comprehensive)</li> <li>○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)</li> <li>○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)</li> </ul> </li> </ul>	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> <b>Pillar 1:</b> The District creates a system of excellent schools	<input type="checkbox"/> <b>Pillar 2:</b> The District advances fairness and equity across its system	<input type="checkbox"/> <b>Pillar 3:</b> The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> <b>Pillar 4:</b> All students learn to read and succeed	<input type="checkbox"/> <b>Pillar 5:</b> Community partnerships and resources support the District's Transformation 4.0 Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading</b>				
<p><b>GOAL 2: READING</b> By May 2025,</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.</li> </ul>				
<b>Reading Plan</b>				
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>				
<p><b>Priorities:</b> Pre-K, Elementary, and Secondary:</p> <ol style="list-style-type: none"> <li>1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.</li> <li>2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading).</li> </ol>				
<b>Evidence-based strategies</b>	<ul style="list-style-type: none"> <li>▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8) ELA Instructional Resources: <ul style="list-style-type: none"> <li>○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks</li> <li>○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol</li> <li>○ ELA Collaborative Lesson Planning Protocol (PLCs)</li> </ul> </li> <li>▪ UFLI and Heggerty Supplemental Phonics Program</li> </ul>			

	<ul style="list-style-type: none"> <li>▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers</li> </ul>
<b>Implementation Plan</b>	
<b>Action Steps</b>	
<p><b><u>30 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Leader PD - Gradual Release Model and Academic Conversations</li> <li>▪ Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree</li> <li>▪ Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD</li> <li>▪ Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts</li> <li>▪ Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Set up schedule for daily phonics instruction building wide</li> <li>▪ Conduct observations on Gradual Release Model and evidence of Academic Conversations in classrooms. Identify strengths and weaknesses.</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Lesson Plans will be aligned with the Instructional Design Framework and Protocols</li> <li>▪ Engagement in PLCs will be monitored</li> <li>▪ Schedule regular PLC meetings per grade level</li> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Reading BOY Assessment</li> <li>▪ Administer UFLI BOY assessment</li> <li>▪ Conduct Goal setting conferences with students</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Curriculum Specialists</li> <li>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> <li>▪ Science of Reading Site-based staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li>▪ <a href="#">SLPS High Quality Instructional Design</a></li> <li>▪ Savvas ELA myView (K-5) / myPerspectives (6-8)</li> <li>▪ STAR Renaissance</li> </ul>
<p><b><u>60 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> <li>▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation</li> </ul>	

- Leader and Staff PD Science of Reading (Vocabulary)
- Conduct follow up PD to address common challenges and deepen understanding of the Instructional Design Framework and Lesson Plan Internalization Protocols.

**Observation and Feedback**

- Conduct targeted observations to assess the implementation of the Gradual Release Model with a focus on the quality of academic conversations.
- Continue to observe phonics instruction and provide feedback on UFLI and Heggerty instruction.

**Implementation/Monitoring**

- Lesson plans will reflect the Instructional Design Framework
- Observation data will show uptick in the use of Gradual Release Model in the classrooms as well as academic conversations in the classroom.
- Monitor effectiveness of PLCs to engagement, conversations, and collaborative planning.
- Monitor progress of weekly writing prompts across all grade levels.

**Monitoring Student Progress**

- CBM (bi-weekly)
- RSP (bi-weekly)
- Star Progress monitor

Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> <li>▪ Principal</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Collaborative Lesson Planning Protocol</a></li> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> <li>▪ Monthly Staff PD schedule</li> </ul>

**90 Days:**

**Professional Development**

- Provide additional support to teachers as needed for phonics instruction.

**Observation and Feedback**

- Continued Phonics Instruction and provide feedback on implementation and fidelity
- Provide coaching as need in Phonics instruction
- Provide feedback on implementation of academic conversations in classrooms

**Implementation/Monitoring**

- Use PLCs to review student data and make instructional changes as needed
- Monitor impact of PLCs as it relates to student growth in classroom

<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>▪ STAR Reading MOY Assessment</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ <b>Principal</b></li> <li>▪ <b>Classroom Teachers</b></li> <li>▪ <b>AIC</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
<b>Funding source(s) / Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)</li> <li>○ Academic Competitions</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○ <b>\$10,000 for purchase of Really Great Reading materials in every classroom</b></li> </ul> </li> </ul>	

<b>Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input checked="" type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics</b>				
<b>GOAL 3: MATH</b> By May 2025, <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>				

<b>Mathematics Plan:</b>	
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>	
<b>Priorities:</b>	
<ol style="list-style-type: none"> <li>Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.</li> <li>Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.</li> </ol>	
<b>Evidence-based strategies</b>	<ul style="list-style-type: none"> <li>▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources: <ul style="list-style-type: none"> <li>○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts</li> <li>○ Instructional Design Framework and Math Lesson Plan Internalization Protocol</li> </ul> </li> </ul>
<b>Implementation Plan</b>	
<b>Action Steps</b>	
<b>30 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>▪ Leader PD - Gradual Release Model and Academic Conversations</li> <li>▪ Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations</li> <li>▪ Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD</li> <li>▪ Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li>▪ Conduct observations with focus on current math practices and instruction</li> <li>▪ Provide feedback focused on identifying strengths and areas for growth</li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li>▪ Monitor impact of PLCs on student outcomes and make adjustments as needed.</li> <li>▪ Observation data will show attempts of implementing Gradual Release Model in Math</li> </ul>	

<ul style="list-style-type: none"> <li>Lesson plans begin to reflect alignment with the Instructional Design Framework and Math Lesson Plan Internalization Protocol</li> </ul>	
<p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>STAR Math BOY Assessment</li> <li>Review and analyze baseline assessment data to identify trends and student needs in Math, focus on academic conversations in classroom</li> <li>Conduct goal setting conferences with students</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>Professional Development Department</li> <li>Curriculum Specialists</li> <li>Academic Instructional Coaches</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li><a href="#">SLPS High Quality Instructional Design</a></li> <li>Savvas enVision Math (K-8)</li> <li>STAR Renaissance</li> <li>Weekly Data Team Meeting resources and time allotment</li> </ul>
<p><b>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Provide additional professional development on enhancing academic conversations in classrooms.</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>Provide specific feedback on implementation of Gradual Release Model in Math.</li> <li>Point out best practices and provide coaching for teachers who need additional support in implementing academic discussions in math.</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>Utilize PLCs to review and adjust math lessons plans that promote student dialogue.</li> <li>Teachers will reflect on and adjust their practice based on feedback, showing an uptick in facilitating student-led discussions.</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>Use daily quick checks to monitor student mastery of lesson standards.</li> <li>End of Unit Topic Assessment will be used to monitor student progress towards mastery.</li> </ul> <p><b>Monitoring Student Progress</b></p>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom Teachers</li> <li>AIC</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">SLPS Gradual Release Rubric</a></li> <li>Professional development time for classroom teachers and support</li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p>	

<ul style="list-style-type: none"> <li>▪ Provide additional professional development for teachers as needed.</li> </ul>	
<p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Conduct observations to ensure that the Gradual Release Model is effectively being utilized across all math content classrooms.</li> <li>▪ Provide on-going feedback and recognize successful practices in classrooms that have great examples of academic discussion around math concepts.</li> </ul>	
<p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Utilize PLCs to review student data and make adjustments to lesson plans based on student needs</li> <li>▪ Continue to support PLC work, encouraging collaboration of best practices in lesson planning.</li> <li>▪ Continue to monitor impact of PLC collaboration on student outcomes</li> </ul>	
<p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Math MOY Assessment</li> <li>▪ Use data to set new goals in math to further support math understanding</li> <li>▪ Administer End of Unit Topic Tests to monitor student progress towards mastery of standards.</li> <li>▪ Conduct goal setting conferences with students.</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ <b>Principal</b></li> <li>▪ <b>Classroom Teachers</b></li> <li>▪ <b>AIC</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools (enVision Math K-8)</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)</li> <li>○ Academic Competitions</li> </ul> </li> </ul>	

(What date did you and your School Planning Committee Complete Section 3? May, 20, 2024)



**Kathy Matthews**  
**Principal (required)**

**September 27, 2024**  
**Date Completed (required)**

**September 27, 2024**  
**Date Submitted to Network Superintendent (required)**

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**Network Superintendent (required)**

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**Date received from Principal (required)**

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**Date Submitted to State and Federal Team (required)**

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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**