**2022-2023**

**SLPS Accountability Plan Template**



**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 Accountability Plan Template has as its foundation the following five pillars of the SLPS Transformation 3.0 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 3.0 Plan**

**2022-2023 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

**(**[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) **and** [**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)**)**

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| **Improvement/Accountability Plan**  |
| **Focus of Plan (check the appropriate box):*** LEA
* **School**
 | **Name of LEA: Oluyemisi Folarin****Name of School: Herzog Elementary****School Code: 0490** | **Check if appropriate*** Comprehensive School \*\*\*Requires a Regional School Improvement Team
* Targeted School
* **Title I.A**
* Autonomous
 |
| **Date: June 2022**  |  |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** |
| **School Mission:** The mission of Herzog Elementary is to develop successful students that are compassionate for others in an environment that emphasizes the social, emotional, physical, and intellectual needs of each child. |
| **School Vision:** Our vision at Herzog Elementary is to empower students to demonstrate and value knowledge and skills that will support them as compassionate lifelong learners. |
| **One plan may meet the needs of a number of different programs. Please check all that apply.*** **Title I.A School Improvement**
* Title I.C Education of Migratory Children
* Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk
* Title II.A Language Instruction for English Learners and Immigrant Children
* Title IV 21st Century Schools
* Title V Flexibility and Accountability
* Individuals with Disability Education Act
* Rehabilitation Act of 1973
* Carl D. Perkins Career and Technical Education Act
* Workforce Innovation and Opportunities Act
* Head Start Act
* McKinney Vento Homeless Assistance Act
* Adult Education and Family Literacy Act
* MSIP
* Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.**

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| **School Planning Committee** |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Oluyemisi Folarin  |  | Oluyemisi.Folarin@slps.org |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | Calra Brown-Riley |  | Calra Brown-Riley  |
| Family Community Specialist | Susan Henry |  | Susan.Henry@slps.org |
| ESOL Staff (if applicable) |  |  |  |
| SPED Staff (if applicable) |  |  |  |
| ISS/PBIS Staff (if applicable) |  |  |  |
| Teacher | Elizabeth Rauls  |  | Elizabeth.Rauls@slps.org |
| Teacher | Mary Monachello |  | Mary.Monachello@slps.org |
| Parent | Kendra Mack |  | Kennicmac@yahoo.com |
| Parent |  |  |  |
| Support Staff | Aiesha McIntosh |  | Aiesha.McIntosh@slps.org |
| Community Member/Faith Based Partner | Cierra Moore |  | cmoore@urbanleague-stl.org |
| Network Superintendent | Karen Jones |  | Karen.Jones6@slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| **Student Demographic** |
| **Data Type** | **Current Information**  | **Reflections** |
| **Student Enrollment as of 6/1/22**  | 230 | Although Herzog has a high mobility rate, the school serves as a cornerstone for family traditions (Numerous families have attended the school over a span of 20 plus years) which maintains consistent enrollment. |
| **Grade Level Breakdown** | PK-29, KG-40, 1st-30, 2nd-40, 3rd-28, 4th-32, 5th-30  | Herzog has students as young as 3 years old through 12 years old. Herzog has 2 classroom each of PK, 1st, 2nd, 3rd and 4th. There was one 5th grade classroom in 2021-2022 school year. |
| **Ethnicity** | B-99.5% H-.5%  | Herzog has a high percentage of African American students.  |
| **Attendance** | 90/90- 33%; ADA- 79% | Herzog has a significant number of families in transition, experiencing trauma, tragedy, and various hardships that prevent students from attending school on a regular basis. Many of our families have not fully recovered from the impact of the global pandemic. Interventions: Weekly attendance meetings, monthly incentives and celebrations, home visits, daily phone calls, and partnerships with community partners.  |
| **Mobility** | 20% | 20% of our population completed transitional paperwork however, it is suggested that more families actually qualify for transition according to the McKinney Vento Homeless Assistance Act. |
| **Socioeconomic status** | 100% free and reduced lunch  | Herzog has several programs that assist with clothing, food, and mental health and other resources. Fresh fruit and vegetable grant, Herzog Food Market in partnership with St. Louis Food Bank, Clothing Boutique in partnership with The Little Bit Foundation, and Vision screening and glasses in partnership with Kids Vision for Life |
| **Discipline** | OSS-4 | We use various strategies prior to OSS: Family meetings, various resources, restorative practices, and in-school consequences  |
| **Limited English Proficiency** | 0 |  |
| **Special Education** | 9% | Herzog has one full time Special Education Teacher, one Para professional, two part-time speech and language pathologist, and one part-time Occupational Therapist that serves PK-5. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Building a strong sense of community with staff and families. Allowing everyone to contribute to the school community. Allowing families and students the opportunity to voice their concerns and suggestions built stronger relationships and trust. This allowed teams to have genuine conversations around attendance, behavior, and or academic concerns. | It is difficult to get an accurate percentage of families in transition or the school’s mobility rate. The amount of movement our families experience affects more than just our attendance. It also affects behaviors and academic growth. Although Herzog met with families on a consistent basis. More resources are needed at the school level.  | 1. In order to continue to decrease out of school suspensions, while simultaneously supporting the teachers and demonstrating a culture of high expectations around student behavior – a “Restorative and Reflection” classroom is needed (an alternative to classic ISS) with a highly-qualified staff member to facilitate PBIS, Restorative Circles, and student behavior interventions. The Principal will have the opportunity to spend more time on instruction and less time on student behavior.
2. Providing a list of resources that can help families improve their personal circumstances, which will result in an increase in attendance.
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| **Student Achievement*****(Please analyze your achievement data for 21-22 and provide an explanation for the current performance data.)*** |
| **Goal Areas** | **21-22 performance (if EOY data is available)** | **22-23 Goal** | **Current Performance (If EOY data is not available)** | **Explanation/Rationale for Current Performance** |
| **ELA**  | 1st-5th: 1.9 GLE 6 months of growth | 8 months of growth |  | Even though Herzog made growth, we still have a significant number of students performing below grade level expectations. Possible factors: Lack of highly qualified teachers, and lack of experience using newly adopted curriculum programs. We will continue to focus on Professional Development in the areas of Guided Reading, Navigating district newly approved curriculum, internalizing lesson plans, and analyzing assessments. |
| **Reading**  | 1st-5th: 1.9 GLE 6 months of growth  | 8 months of growth  |  | Even though Herzog made growth, we still have a significant number of students performing below grade level expectations. Possible factors: Lack of highly qualified teachers, and lack of experience using newly adopted curriculum programs. We will continue to focus on Professional Development in the areas of Guided Reading, Navigating district newly approved curriculum, internalizing lesson plans, and analyzing assessments. |
| **Math** | 1st-5th: 2.1 GLE 7 months of growth  | 8 months of growth  |  | Even though Herzog made growth, we still have a significant number of students performing below grade level expectations. Possible factors: Students are lacking a solid base of skills in mathematics, which leads to difficulties in solving complex, multi-step problems. Instruction lacks hands-on use of manipulatives to assist in understanding. Lack of highly qualified teachers, high mobility rate, and poor attendance. Navigating district approved curriculum, internalizing lesson plans, and analyzing assessments |
| **Science** |  |  |  | Lack of quality science curriculum and instruction. Inconsistent science instruction in the grade KG-4th grade Literacy levels directly impact science scores as Science is reading.  |
| **Social Studies** |  |  |  |  |
| **CCR** |  |  |  |  |

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

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| **Strengths**  | **Weaknesses** | **Needs** |
| Reading:77% of our scholars made growth as measured by Star. From August to May Average grade equivalent by grade level. 1st grade increased by 3 months2nd grade increased by 10 months 3rd grade increased by 6 months 4th grade increased by 6 months then decreased by3 months with a total of 3 months growth 5th grade increased by 5 months then decreased by 5 months with a total of 0 months growthNote There was no certificated teacher in 4th or 5th grade Math: 74% of our scholars made growth as measured by Star. From August to May, average grade equivalent by grade level. 1st grade increased by 9 months 2nd grade increased by 11 months 3rd grade increased by 1 year and 2 months 4th grade increased by 5 months 5th grade increased by 6 month Note: There was no certificated teacher in 4th and 5th grade  | As of May 2022, we have over 50% of our scholars performing below ELA and Math expectations. Possible Factors: For a significant amount of 1st graders this was their first school experience (in-person or virtual). Many students were performing at Pre- Academic or lower level. High rate of mobility and poor attendance.Lack of highly-qualified teachers Lack of lesson planning implementation and internalization  | * Staff that is trained to provide support in STEM activities.
* Professional Development on ELA and Math curriculum resources including project based learning experiences
* Provide more opportunities to expose scholars to realistic experiences through field experiences
* Resources to ensure differentiated instruction across all content areas
* Support to improve teachers’ ability to internalize end of the year outcomes and analyze curriculum pathways to mastery.
* Continued usage of the districtwide approved common formative assessments. Developing an online tool/ platform that measures mastery of targeted standards more frequently than 6weeks. This will help improve the ability to drive instruction.
* Assign a specialized math teacher for intensive small group instruction and staff professional development.
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| **Curriculum and Instruction** ***(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)***  |
| **Data Type** | **Current Information** | **Reflections** |
| **Learning Expectations** | * By the end of the 2022-2023 school year, 1st -5th grade classes will demonstrate a minimum of .08 years of reading growth as measured by school and district data.
* By the end of 2022- 2023 school year, 1st -5th grade classes will demonstrate a minimum of .08 years of Math growth as measured by school and district data.
* By the end of 2022- 2023 school year, a minimum of 50% 1st-5th grade scholars will demonstrate a minimum of 50% mastery of district-targeted standards measured by common summative district-approved assessments (CSA).
 | * More intense training and feedback using guided reading/ math protocols to target instruction.
* Train teachers on how to incorporate Guided Math within the Math Block in order to improve mastery.
* Teachers will continue to use data from CFA/CSA and weekly progress checks to target reading and math instruction.
* Teachers will continue to unpack state standards and identify exemplars to craft instructional plans
* The school will continue to shift the culture were teachers own and internalize their class data versus being data compliant.
* The school needs to improve teacher ability to plan and deliver robust and engaging lessons.
 |
| **Instructional Programs** | * Leveled Book Room
* Literacy Foot Prints leveled readers
* LLI-Level Literacy Intervention
* Pearson My View ELA
* Pearson Envision Math
* MySci
* Mystery Science
* Missouri Learning Standards
* Scranton-Achievement Series for CFA/CSA
* Renaissance Learning
* Guided Reading
* Guided Math
 | * 2022-2023 school year the school will continue to focus on more standard-based instruction and focus on grade-specific pacing of standards and expectations. Herzog will utilize data given, Renaissance, CFAs and weekly assessments to plan interventions.
* With a high mobility rate and the continued impacts of the pandemic, students have instructional gaps in the area of phonics and phonemic awareness. We will implement Word Study and Phonics programming Pk-5th intervention.
* A targeted group of students will also receive supplemental guided reading instruction as part of a tier 3 intervention
* Many students arrived late missing Guided Reading. Therefore, Guided Reading will start later in the morning to ensure all students are receiving their rotation.
 |
| **Instructional Materials** | ELA Curriculum Resources:* Guided Reading w/ Jan Richardson protocols
* Pearson My View & 3 Cheers (PK)
* Leveled Books ( Literacy Foot Prints
* Freckle online application
* Success Maker online application

 Math Curriculum Resources: * Envision Math (KG-5th)
* Math Talks
 | * Teachers/admin will construct a literacy framework that will include all standards from the CFA’s aligned to lessons along, and Guided Reading and Guided Math
* Professional Development Cohorts give teachers the ability to master an area however, basic training on using district-approved materials is lacking. Therefore, the school will provide site-based training on the instructional materials including online applications
 |
| **Technology** | * Renaissance Learning (STAR)
* IPads: PK-5th grade 1:1
* Laptops: teacher issued
* Computer lab: 1 lab with 30 newly installed desktops can be used
* Promethean Boards: In all classrooms (updated boards in PK-5th grade)
 | * Renaissance Learning (Star) will be used to assess student performance.
* Apps and website that engage students in Math and ELA
* Increase STEM activities
 |
| **Support personnel** | * Academic Instructional Coach
* Counselor
* Social Worker
* Library Aide
* Family and Community Specialist
* Reading Specialist
* Urban League Family Mentor
* Hopewell Case Manager
 | * Continue to develop Set-Up for Success Team that manages meetings to focus on targeted students and develop action steps to support high expectations for student outcomes.
* Meet, manage, analyze, and revise school culture monthly.
* Provide training and resources around trauma sensitive practices and mental health
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| **Strengths** | **Weaknesses** | **Needs** |
| * Teachers have access to technology through computer labs, iPads, laptops, and Promethean boards
* Teachers have full access to all grade-level materials for individualized instruction
* Collaborative Team efforts
* Weekly grade level team and Data/PLC
* Teacher tailored site based PD
 | * Understanding how to use/ navigate assessment tools and instructional resources to help guide instructional practices
* Teachers’ inability to maximize instructional time.
* Lack of knowledge of curriculum programs
* Lack of knowledge of new researched based strategies
* Lack of knowledge of how to create robust lesson plan
 | * Additional teacher training on how to navigate and fully access Renaissance and Pearson supplemental materials.
* Additional assistance in classroom organization
* Additional teacher training on using Jan Richardson’s Wordy Study protocol during Guided Reading Instruction
* Additional training on internalizing lessons to drive instructional decisions.
* Additional training on how to identify, address, collect data on student concerns.
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| **High Quality Professional Staff** ***(How are you ensuring that all students are taught by a high-quality teacher?)*** |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** | **District and Site Based Professional Development****Climate and Culture** * Focus on Trauma Sensitivity
* Culturally Sensitive School Systems

**Academic** * Guided Reading (Jan Richardson)
* Word Study
* Weekly Data Meetings
* Lesson Plan Internalization
* Real Time Feedback
* Habits of Discussion/Math Talks
 | Even though teachers have received various levels of Guided Reading training, teachers are still not executing it with fidelity. There will be a number of new teachers that will also need guided reading training. The upcoming school year PK-5th will receive training. * Create opportunities for peer feedback on lessons.
* Focus on using a universal observation tool to for immediate feedback/ action step to focus on area of growth.

**Climate and Culture** * Monthly committee team meeting
* Analyze discipline data
* Create PD agenda for Trauma training
* Analyze school systems and make revisions as needed
* Monthly grade level meetings
* Discussion around individual teacher academic & discipline data
* Book studies
* Culture and climate
* Instructional practices
 |
| **Staff Certification** | Pre-K/ECSE – 1 Certified KG – 2 Certified 1st – 2 Certified2nd – 2 Certified 3rd – 2 Certified Teachers4th – 1 Certified Teacher5th  - 0 Certified TeacherRelated Arts – 1 certified Teacher Special Education Cross-Cat- 1Certified Teacher  | 2021-2022= 14 Classrooms 1 first-year teacher (3rd Grade) Plan to hire for the following positions 2022-2023 SY: * 1-3rd grade teacher
* 2-5th grade teachers
* 1- Music teacher
 |
| **Staff Specialist and other support staff** | * Academic Instructional Coach
* Counselor
* Social Worker (0.8)
* Family Community Specialist
* Librarian Specialist (.05)
 | Herzog has a full-time Academic Instructional Coach, counselor, and Family and Community Specialist. * Attendance Team meets weekly to create action steps for attendance.
* Set-Up for Success Committee meets monthly to create or revise action steps for student academic/ social emotional concerns.
* Family Meetings as needed to provide resources to families and staff, and develop plans for support.
* Support Staff, is responsible for deescalating and conferencing with students that are dysregulated.

Needs* Restorative practitioner will help decrease student misbehavior, provide a safe space for students and allow the leadership team to focus and strategically plan around literacy and math.
* Sensory space will provide a safe space for students to readjust and learn techniques to increase their ability coping skills.
 |
| **Staff Demographics** | * 25 Total Staff
* 22 Full time
* 3 Partial time
* 21 African American/ Black – 84%
* 4 Caucasian/ White – 16%
* Female: 25- 100%
 |  |
| **School Administrators**  | * 1 full time principal
* African American/ Black
* Female
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| **Strengths** | **Weaknesses** | **Needs** |
| * 57% of the classroom teachers have at a minimum of 5 years of teaching experience.
* 84% of the classroom teacher are expected to return (11/13 classroom).
* 100% of the classroom teachers reflected, planned, and created goals for the upcoming school year.
 | * We started the 1st semester with 3 teacher vacancies, which placed non-certificated staff into teacher led roles.
* We also lost staff during the year due to vaccine polices and relocation.
* Lack of staff impacts staff morale, student progress, and student behavior.
 | Restorative Practitioner to conduct student conferences to teach self-management skills and increase social skills, which will reduce OSS, student misbehavior, and interruptions. The practitioner also needs to have knowledge in PBIS and Trauma informed practices.  |

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| **22-23 Priorities Prioritized areas of *Need* for 22-23 based on needs assessment/data analysis**  |
| 1. Decrease the number of students performing in the below basic range on district and state assessments
 |
| 1. Increase the number of students reading on grade level and demonstrating grade level proficiency on district and state assessments.
 |
| 1. Increase the number of students demonstrating mastery of math standards and grade level proficiency on district and state assessments.
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| **Root Causes*****Determine the Root Causes of the needs listed above using the 5 Whys:*** |

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| **Root Cause Analysis #1**  |
| Need #1- Please describe the need: | Decrease the number of students performing in the below basic range on district and state assessments.   |
| Why?  | Mindset-Teachers have a high percentage of students that did not attend virtual sessions during the previous years and have missed a significant amount of instruction. Therefore, teachers want to teach at level that is far below the grade level expectation because they believe our students cannot perform at high levels.  |
| Why?  | Teachers lack knowledge on how to do the following: * Identify scaffolded objectives to build up to mastery of a standard for students that are far below grade level.
* Create small group lesson plans to address the deficits in both Reading and Math.
 |
| Why?  | Teachers model and implement guided practice majority of the lesson structure, facilitating lessons that stay in the guided practice cycle due to students being far below. They lack the ability and confidence to follow a cohesive instructional cycle, which includes direct instruction, guided practice, and independent practice. |
| Why?  | Teachers are challenged with monitoring and providing feedback to quickly correct in-the-moment misconceptions, and stop and reteach when needed. |
| Why?  |  |
| **Root Cause**  | Teacher capacity in **ELA** and **Math** instruction need to be stronger in the following: * Grounded in standards-based backwards planning
* Strategically utilizing curriculum and resources
* Pacing in alignment with district and state assessment
* Small group instruction aligned to skills associated with the grade level standard
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| **Root Cause Analysis #2** |
| Need #2 - Please describe the need: | Increase the number of students reading on grade level and demonstrating grade level proficiency on the MAP assessment in ELA. |
| Why?  | Teachers lack knowledge of standards and curriculum in following areas: * Understanding how the curriculum resources and standards work together
* Inability to name the “gap” in mastery of a grade level standard
* Inability to identify scaffolded objectives to build up to mastery of a standard
 |
| Why?  | Weekly Data Meeting process is slower than the size of our gap, trade off of teacher plan spent in WDM or coaching |
| Why?  | The Literacy block is not implemented fully or with fidelity* Teachers lack capacity and resources to plan and execute high-quality literacy activities that can be completed with a high level of success while the teacher facilitates a guided reading group.
* Students are not held accountable for learning during Independent Literacy time.
 |
| Why?  | Student behavior and lack of classroom management impact instructional time |
| Why?  | Mindset- teachers want to teach at level that is far below the grade level expectation because they believe our students cannot perform at high levels.  |
| **Root Cause**  | Teacher capacity in **ELA**  instruction need to be stronger in the following: * Small group instruction aligned to skills associated with the grade level standard
* Grounded in standards-based backwards planning
* Strategically utilizing curriculum and resources
* Pacing in alignment with district and state assessment
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| **Root Cause Analysis #3**  |
| Need #1- Please describe the need: | Increase the number of students demonstrating mastery of Math standards and grade level proficiency of MAP assessment in Math. |
| Why?  | Teachers lack knowledge of standards and curriculum in following areas: * Understanding how the curriculum resources and standards work together
* Inability to name the “gap” in mastery of a grade level standard

Inability to identify scaffolded objectives to build up to mastery of a standard |
| Why?  | A lack of understanding on planning and facilitating a mathematics lesson that follows a cohesive instructional cycle which includes the following: * Opportunities for small group lessons
* Direct instruction, guided practice, independent practice
* Embedded opportunities to check for understanding
* Exit tickets directly aligned to a standards-based lesson objective
 |
| Why?  | Teachers are challenged with monitoring and providing feedback to quickly correct in-the-moment misconceptions, and stop and reteach when needed. |
| Why?  | Student behavior and lack of classroom management impact instructional time |
| Why?  | Mindset- teachers want to teach at level that is far below the grade level expectation because they believe our students cannot perform at high levels.  |
| **Root Cause**  | Teacher capacity in **Math**  instruction need to be stronger in the following: * Small group instruction aligned to skills associated with the grade level standard
* Grounded in standards-based backwards planning
* Strategically utilizing curriculum and resources
* Pacing in alignment with district and state assessment
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See page 11of DESE’s LEA/School Improvement guide for sample info: <https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf>

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| **School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***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?  |
| Herzog Elementary provides all parents with a School-Parent Compact that states the responsibilities of the parents, school and student for the current year. The document must be signed by the principal and the parent. We provide families with a paper copy that is attached to the family handbook. We also email copy to our families that prefer electronic documents.  |
| What are the strengths of family and community engagement?  |
| The Global pandemic provided opportunities for Herzog to engage parents virtually which has made an impact on our Parent participation. For our families that have transportation challenges and or work flexible hours are able to join parent teacher conferences, celebrations, event, and parent meetings. We plan to continue the use of virtual options more frequently.  |
| What are the weaknesses of family and community engagement?  |
| Even though we have increased our family participation, we still struggle with engagement. We typically have the same families participate in our events. Various hardships such as challenges with transportation still contribute to the lack of engagement.  |
| What are the needs identified pertaining to family and community engagement?  |
| Herzog families recommend more communication on events that occur at the school including upcoming assessments. Herzog families also face various hardships that affect not only the academic achievement of the students, but their overall condition. Our families are transient and face financial hardships. They could benefit from financial resources, housing assistance, and job training.  |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan?  |
| Parents are invited to attend the Bi-Annual Title 1 meetings to discuss the School-wide plan and any additional concerns or suggestions. They are also invited to attend the Review and Revision planning meeting to make changes to the School Parent Compact; address parental involvement (Title 1) program strengths and weakness and academic achievement.  |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?  |
| Parents are able to attend the meeting and review the policies during the spring review and revision meeting. Parents are then able to make recommendations towards the school engagement policy.  |
| How is timely information about the Title I.A program provided to parents and families?  |
| * Event Bulletin Board
* Flyers: emailed to all families, paper copy given to every child, posted outside of all entries, and posted on school website
* School messenger: Class Dojo, Remind App, email, and school website
* Face-to-Face: Personal invitation from staff about upcoming family engagement events.
 |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?  |
| * Bi-Annual Title1 meetings
* Parent-Teacher conferences
* Leadership meetings/ event ( Principal and Academic Instructional Coach)
* Schedule meeting(s) with classroom teacher or leadership team to discuss curriculum, assessments, and MAP achievement levels
* Data is posted on the hallway data wall
* Attend curriculum nights and culminating awards day ceremonies.
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| **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?  |
| * Ensuring that my child attends school regularly and is on time.
* Supporting the school’s discipline policy by attending meetings with the classroom teacher and/or Herzog Administrators and accompanying my child to school when necessary.
* Setting aside time at home for homework, reviewing it and making sure it is complete.
* Keeping in contact with the school, attending Parent-Teacher conferences and monthly grade level specific meetings.
* Knowing where and how my child spends his/her free time at home.
* Checking my student’s folder or backpack for all notes and flyers from school
 |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.  |
| * Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows:
* Maintain highly qualified principals, teachers, and staff members; have high expectations for all students and demand excellence and; encourage students to be their best at all times.
* Hold bi-annual parent-teacher conferences to share information with parents regarding student’s progress; provide a positive communication line between home and school and; inform students and parents about student progress.
* Provide parents with frequent reports on their child’s progress by providing appropriate homework assignments; providing assistance to parents; sending report cards home four times per school year and; updates about the student’s behavior and academic achievements.
* Be accessible to parents through opportunities for parents, staff and community to come together for the success and support of students; holding telephone conferences with parents and; being available by appointment to assist parents with any concerns.
* Provide parents with monthly newsletter and/or calendar with school specific events and incentives.
 |
| 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
 |
| * Teachers schedule conferences virtually and in-person to ensure all families have the opportunity to receive academic updates and family/school responsibilities.
* Report cards and Progress reports are emailed, hand delivered, and mailed home to all families throughout the year.
* Family and Community Specialist makes direct calls pertaining to volunteer opportunities for families.
* SIS captures most of our staff communication between. Teachers also required to utilize Class Dojo as form of communicating.
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| **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
 |
| * Regular schedule Parent Advisory Meetings
* Academic Events
* Set-Up for Success Meetings
* Regular schedule Principal Chats
 |
| How does your school provide materials and trainings to help parents work with their children to improve achievement?  |
| * All parental involvement events include a learning at home activity.
* Providing academic letters that discuss the topics for the upcoming units.
* iPad training and one-pager to assist parents with blended learning activities
 |
| How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?  |
| SLPS has scheduled Professional Development days, which are designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents and families. The district also offers off-site training and professional development opportunities. Herzog also has two monthly scheduled school-wide meetings to address many concerns educationally and professionally. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school?  |
| Parental involvement events are discussed during the spring review and revision meetings. Well attended events are continued for the following school year. Parents are frequently contacted by school staff regarding their students’ progress. Parents are also encouraged to make contact with staff and schedule appointments with teachers. They are encouraged to volunteer and frequently asked to attend events.  |
| Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.  |
| Parents are notified of events in relation to their children and asked to attend upon their availability. Parents are encouraged to use the parent resource center and given additional help from Herzog staff. Parents are also explained the benefits of their involvement to the relation of their child’s academic progress and given resources that support the effort. |
| **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
 |
| Families are welcomed and treated with respect. Herzog support staff will reach out and ask for suggestions on assisting with access to the school, teacher, and resources. Herzog will also reach out to central office departments for assistance as needed.  |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| The need for strong family involvement starts by the time children are in preschool and continues through high school. The keys to successful partnerships with parents and the community is supported by Joyce Epstein 6 types of Parental Involvement. When we follow this model, it allows parents to be engaged in many areas and will encourage them to continue to support and advocate for their child. Long-term objective is for families to empower their children and have the skills necessary to be productive citizens, while gaining college readiness skills. Strengths * Student Support team meets regularly to address behavior/attendance concerns
* Family and Community Specialist organizes activities to promote parent involvement and conferences with families around individual needs

Weakness* Increase the number of parents involved in the Parent Advisory Board
* Increase the number of families participating in after school events
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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths* Scheduled meetings with team and families to discuss family concerns.

Weakness* Sending home monthly newsletters that focus on PBIS & Academic themes for the month.
* More training and information on how to include families in the conversation around trauma.
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| **Summary of Needs Assessment and Priorities for 2022-2023** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2022-2023 school year.* Herzog Elementary made significant gains in establishing a strong school culture and repairing stakeholder relationships. These structures included arrival and departure, morning meetings, positive affirmations, and positive interactions among stakeholders including our students. These targeted areas have helped reduce interruptions in the overall learning. We have increased our knowledge in the area of trauma informed practices, restorative strategies, and growth mindsets. In the last couple of years we pivoted to focus on pandemic mandates and provide resources which took away from our opportunities to build on our culture and climate events. We will continue to analyze and revise our systems that follow pandemic guidelines and have a greater impact on our school culture. We still need continued support and training in the areas of strong school cultures. Herzog Elementary must focus on improving academic achievement. We made academic gains; however, our attendance was at its lowest in the last 4 years. Many of our families were very transient this school year and struggles with consistent attendance. We also lost 3 classroom teachers during this school year, which influenced our academic achievement. We plan to hire for those vacancies and continue to provide coaching and training on reviewing student learning towards mastery and plan re-teaches as needed. We will need to lean heavily on our Academic Coach for modeling and co-teaching to help improve teacher capacity. For Herzog to continue to improve academic outcomes, we will continue to use our Set-Up for Success model as a guide for student intervention. Our reading specialist for 2022 2023 school year will provide support for those targeted students. **Areas of Focus for 2022 - 2023*** Lesson Plan Internalization
* Maximizing small group instruction in Reading and Math
* Trauma Informed Tools
 |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)   |
|  |
| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * Pillar 1:

The District creates a system of excellent schools | * Pillar 2:

The District advances fairness and equity across its system | * **Pillar 3:**

**The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * Pillar 4:

All students learn to read and succeed | * Pillar 5:

Community partnerships and resources support the District’s Transformation 3.0 Plan |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership** Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. |
| School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2022-2023.School leaders will retain at least 90% of first-year teachers. |
| **Leadership Development Plan** |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.** **Providing high-quality professional development to teachers**
* Supporting first year teachers
* Creating systems to establish a clear focus on attaining student achievement goals
* Creating a collaborative and data-driven culture through PLCs
* **Establishing a positive culture and climate**
* Becoming an effective instructional leader
 |
| **Priorities:** 1. Training on trauma informed practices to understand how trauma may impact student and family interactions.
2. Leaders need to maintain a healthy school climate in which staff want to come to work each day, by developing a professional culture of high expectations, staff support, recognition of successes, and collaboration.
 |
| **Funding source(s): GOB & ESSER**  |

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| **Priority # 1**  | Leaders will establish a strong vision, a systematic approach, and support from the district to ensure all school staff is trauma-informed.  |
| **Evidence-based strategy**  | 1. Highly effective leadership professional development in the area of trauma informed practices:
* Trauma Informed Practices Training
* Missouri University Center for School-wide PBS
1. ­Effective implementation of the following:
* Consistent coaching cycles
* Data Meetings
* Observation and feedback
 |
| **Cost to support implementation of strategy:** |  |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| **Leader Level Indicator*** Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)
* Leader Competency measures and implementation of trauma informed school culture and practices using Rypple Feedback Tool; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support
* Conversations with teachers about strengths in preparation of Individual professional development plans

**Teacher Level Indicator*** [Baseline data of Equitable Classroom Practices using Rypple Observation Checklist](http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf)
 | **Leader Level Indicator*** Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)
* Leader Competency measures and implementation of trauma informed school culture and practices Rypple Feedback Tool; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support
* Provide resources and supports to teachers as identified by gaps in instruction

**Teacher Level Indicator*** At least 60% of teachers demonstrating at least 90% of Equitable Classroom Practices as evidenced by walkthrough data
* 100% of certified staff participate in Weekly Data Meetings
* Weekly Data and Lesson plan Internalization meetings have occurred with 90% fidelity across the semester; in observation, 80% of teachers are on pace with district and building level pacing guidance.
 | **Leader Level Indicator*** Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)
* Leader Competency measures and implementation of trauma informed school culture and practices Rypple Feedback Tool; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support
* Have “stay” conversations with teachers

**Teacher Level Indicator*** At least 80% of teachers demonstrating at least 90% of Equitable Classroom Practices as evidenced by walkthrough data.
* 100% of certified staff participate in Weekly Data Meetings
* Weekly Data meetings have occurred with 90% fidelity during Quarter 3; in observation, 100% of teachers are on pace with district and building level pacing guidance.
 | **Leader Level Indicator*** Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)
* Leader Competency measures and implementation of trauma informed school culture and practices Rypple Feedback Tool; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support
* Reflect on progress towards goals for the year, plan for next school year.

**Teacher Level Indicator*** At least 90% of teachers demonstrating at least 90% of Equitable Classroom Practices as evidenced by walkthrough data
* Weekly Data meetings have occurred with 100% fidelity across second semester; in observation, 100% of teachers are on pace with district and building level pacing guidance.
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| **Priority # 2**  | Establishing a positive culture and climate: Leaders need to maintain a healthy school climate in which staff want to come to work each day, by developing a professional culture of high expectations, staff support, recognition of successes, and collaboration.   |
| **Evidence-based strategy**  | 1. Provide high-quality professional development and follow-up support to teachers in the area of demonstrating high expectations:
	* Consistent coaching cycles
	* Data Meetings
	* Observation and feedback
2. ­Effective implementation of PBIS and Restorative Practices
 |
| **Cost to support implementation of strategy:** |  |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| **Leader Level Indicator*** Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)
* Leader Competency measures and implementation of trauma informed school culture and practices using Rypple Feedback Tool; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support
* Conversations with teachers about strengths in preparation of Individual professional development plans

**Teacher Level Indicator*** [Baseline data of Equitable Classroom Practices using Rypple Observation Checklist](http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf)
 | **Leader Level Indicator*** Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)
* Leader Competency measures and implementation of trauma informed school culture and practices Rypple Feedback Tool; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support
* Provide resources and supports to teachers as identified by gaps in instruction

**Teacher Level Indicator*** At least 60% of teachers demonstrating at least 90% of Equitable Classroom Practices as evidenced by walkthrough data
 | **Leader Level Indicator*** Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)
* Leader Competency measures and implementation of trauma informed school culture and practices Rypple Feedback Tool; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support
* Have “stay” conversations with teachers

**Teacher Level Indicator*** At least 80% of teachers demonstrating at least 90% of Equitable Classroom Practices as evidenced by walkthrough data.
 | **Leader Level Indicator*** Proficiency on Excellent Schools rubric indicators, “Relay” strategies / action steps tracked, and PBPE leader proficiency in observations with feedback and action steps implemented (classroom, instructional planning and data meetings, and staff development)
* Leader Competency measures and implementation of trauma informed school culture and practices Rypple Feedback Tool; culturally responsive planning and pedagogy and establishing a professional culture of high expectations and support
* Reflect on progress towards goals for the year, plan for next school year.

**Teacher Level Indicator*** At least 90% of teachers demonstrating at least 90% of Equitable Classroom Practices as evidenced by walkthrough data
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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * Pillar 1:

The District creates a system of excellent schools | * Pillar 2:

The District advances fairness and equity across its system | * Pillar 3:

The District cultivates teachers and leaders who foster effective, culturally responsive learning environments | * **Pillar 4:**

**All students learn to read and succeed** | * Pillar 5:

Community partnerships and resources support the District’s Transformation 3.0 Plan |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** |
| By the end of the 2022-2023 school year, 1st -5th grade classes will demonstrate a minimum of .08 years of reading growth as measured by school and district data.By the end of 2022- 2023 school year, a minimum of 50% 1st-5th grade students will demonstrate mastery of district-targeted standards measured by common formative and summative district-approved assessments (CFA &CSA).  |
|  |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.* |
| **Priorities:**  |
| 1. **Guided Reading:** Effective implementation of Guided Reading with focus in the area of Word Study
2. **High Quality ELA Curriculum:** Effective implementation of standards-based ELA curriculum aligned to district and state assessment.
 |
| **Funding Source(s): GOB & ESSER**  |

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| **Priority # 1**  | Guided Reading: Effective implementation of Guided Reading in the area of Word Study.  |
| **Evidence-based strategy**  | * Effective implementation of GR instruction utilizing the Jan Richardson guided reading protocols.
* KG-5: 60-90 minutes of small group instruction
* Create a culture of adult learning in the areas of small group instruction with emphasis on Word Study
* Coaching cycles
* Weekly Data Meetings
* Observation and Feedback
* Lesson planning internalization
* Professional development on Guided Reading best practices, with leadership follow-up and accountability measures in place
 |
| **Cost to support implementation of strategy:** |  |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| **Professional Practice Indicators*** Weekly classroom walkthroughs result in 90% action steps from Management Trajectory (RELAY protocols)
* Baseline data collected on teacher proficiency utilizing the Guided Reading/Balanced Literacy Observation Protocol

**Teacher Level Indicators*** 100% certified staff participate in beginning of year professional development; Lesson Plan Internalization meetings are scheduled at regular times across first semester.

**Student Achievement Indicators*** Baseline STAR Reading assessment to establish the % of students reading on or above grade level in 1st-5th grade
* Identify targeted standards that have been identified on the pacing guide and CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 40% action steps from Management Trajectory and 60% from Rigor Trajectory (RELAY protocols)
* Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy Observation Protocol; at least 70% of teachers demonstrating proficiency in GR instruction

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data and Lesson plan Internalization meetings have occurred with 90% fidelity across the semester; in observation.
* 80% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** STAR will show an increase from BOY STAR that indicates a trajectory of growth to meet the EOY goal that 1st-5th grade will achieve a minimum of .08 year of growth in reading.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 10% actions steps from Management Trajectory and 90% from Rigor Trajectory (RELAY protocols)
* Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy Observation Protocol; at least 80% of teachers demonstrating proficiency in GR instruction

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data meetings have occurred with 90% fidelity during Quarter 3; in observation
* 100% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** STAR will show an increase from MOY STAR that indicates a trajectory of growth to meet the EOY goal that 1st-5th grade will achieve a minimum of .08 year of growth in reading.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols)
* Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy Observation Protocol; at least 90% of teachers demonstrating proficiency in GR instruction

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data meetings have occurred with 100% fidelity across second semester; in observation
* 100% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** EOY STAR will show that 1st-5th grade achieve a minimum of .08 year of growth in reading.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
 |

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| **Priority # 2**  | Effective implementation of standards-based ELA curriculum aligned to district and state assessment. |
| **Evidence-based strategy**  | * Effective implementation of units utilizing SLPS Curriculum Pacing Guide.
* Minimum of 90 minutes of ELA instruction
* Create a culture of adult learning in the areas of small group instruction with emphasis on Word Study
* Coaching cycles
* Weekly Data Meetings
* Observation and Feedback
* Lesson planning internalization
* Professional development on Phonics, Reading Comprehension, and Writing best practices, with leadership follow-up and accountability measures in place
* Use AIC to model instructional practices.
 |
| **Cost to support implementation of strategy:** |  |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| **Professional Practice Indicators*** Weekly classroom walkthroughs result in 90% action steps from Management Trajectory (RELAY protocols)
* Baseline data collected on teacher proficiency utilizing the Guided Reading/Balanced Literacy Observation Protocol

**Teacher Level Indicators*** 100% certified staff participate in beginning of year professional development; Lesson Plan Internalization meetings are scheduled at regular times across first semester.

**Student Achievement Indicators*** Baseline STAR Reading assessment to establish the % of students reading on or above grade level in 1st-5th grade
* Identify targeted standards that have been identified on the pacing guide and CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 40% action steps from Management Trajectory and 60% from Rigor Trajectory (RELAY protocols)
* Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy Observation Protocol; at least 70% of teachers demonstrating proficiency in GR instruction

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data and Lesson plan Internalization meetings have occurred with 90% fidelity across the semester; in observation.
* 80% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** STAR will show an increase from BOY STAR that indicates a trajectory of growth to meet the EOY goal that 1st-5th grade will achieve a minimum of .08 year of growth in reading.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 10% actions steps from Management Trajectory and 90% from Rigor Trajectory (RELAY protocols)
* Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy Observation Protocol; at least 80% of teachers demonstrating proficiency in GR instruction

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data meetings have occurred with 90% fidelity during Quarter 3; in observation
* 100% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** STAR will show an increase from MOY STAR that indicates a trajectory of growth to meet the EOY goal that 1st-5th grade will achieve a minimum of .08 year of growth in reading.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols)
* Continued trajectory of improvement as evidenced by the Guided Reading/Balanced Literacy Observation Protocol; at least 90% of teachers demonstrating proficiency in GR instruction

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data meetings have occurred with 100% fidelity across second semester; in observation
* 100% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** EOY STAR will show that 1st-5th grade achieve a minimum of .08 year of growth in reading.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
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| **Goal #3 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** |
| * **Pillar 1:**

**The District creates a system of excellent schools** | * **Pillar 2:**

**The District advances fairness and equity across its system** | * **Pillar 3:**

**The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**

**All students learn to read and succeed** | * **Pillar 5:**

**Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** |
| By the end of the 2022-2023 school year, 1st -5th grade classes will demonstrate a minimum of .08 years of Math growth as measured by school and district data.By the end of 2022- 2023 school year, a minimum of 50% 1st-5th grade students will demonstrate mastery (Math) of district-targeted standards measured by common formative and summative district-approved assessments (CFA &CSA).  |
| **Mathematics Plan:**  |
| Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* |
| **Priorities:**  |
| 1. **Gradual Release Model:** Effective implementation of gradual release in mathematics instruction utilizing standards-based curriculum aligned to district and state assessments.
2. **Small Group Instruction:** Mastery data determines students for small-group instruction in math standards to be utilized during independent time.
 |
| **Funding Source(s):** |

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| **Priority # 1**  | **Gradual Release Model:** Effective implementation of gradual release in mathematics instruction utilizing standards-based curriculum aligned to district and state assessments. |
| **Evidence-based strategy**  | * Effective implementation of gradual release in mathematics instruction utilizing Pearson EnVision curriculum
* Minimum of 60-90 minutes of regular classroom instruction in mathematics including: direct instruction, independent practice, and small-group instruction
* Lesson plan support: co-planning and lesson plan feedback provided by AIC
* AIC modeling/co-teaching instructional practices and providing real-time feedback
* Create a culture of adult learning in the areas of small group instruction
* Coaching cycles
* Weekly Data Meetings
* Observation and Feedback
* Lesson planning internalization
* Professional development on Math best practices, with leadership follow-up and accountability measures in place
* Use AIC to model instructional practices.
* School embedded professional development on online digital tools and supplemental resources
 |
| **Cost to support implementation of strategy:**  |  |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| **Professional Practice Indicators*** Weekly classroom walkthroughs result in 90% action steps from Management Trajectory (RELAY protocols)

**Teacher Level Indicators*** 100% certified staff participate in beginning of year professional development; Lesson Plan Internalization meetings are scheduled at regular times across first semester.

**Student Achievement Indicators*** Baseline STAR Math assessment to establish the of percentage of students on or above grade level in grades 1 – 5
* Identify targeted standards that have been identified on the pacing guide and CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 40% action steps from Management Trajectory and 60% from Rigor Trajectory (RELAY protocols)

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data and Lesson plan Internalization meetings have occurred with 90% fidelity across the semester; in observation.
* 80% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** STAR will show an increase from BOY STAR that indicates a trajectory of growth to meet the EOY goal that 1st-5th grade will achieve a minimum of .08 year of growth in Math.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 10% actions steps from Management Trajectory and 90% from Rigor Trajectory (RELAY protocols)

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data meetings have occurred with 90% fidelity during Quarter 3; in observation
* 100% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** STAR will show an increase from MOY STAR that indicates a trajectory of growth to meet the EOY goal that 1st-5th grade will achieve a minimum of .08 year of growth in Math.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols)

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data meetings have occurred with 100% fidelity across second semester; in observation
* 100% of teachers are on pace with district and building level pacing guidance.

 **Student Achievement Indicators*** EOY STAR will show that 1st-5th grade achieve a minimum of .08 year of growth in Math.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
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| **Priority # 2**  | **Small Group Instruction:** Mastery data determines students for small-group instruction in math standards to be utilized during independent practice time in gradual release. |
| **Evidence-based strategy**  | * Aggressive Monitoring & Reteach Protocols as part of the instructional cycle
* Professional development, modeling, and co-teaching to support the implementation of aggressive monitoring, check-for-understanding, and re-teach strategies to plan for daily small-group instruction
* Create a culture of adult learning in the areas of small group instruction
* Coaching cycles
* Weekly Data Meetings
* Observation and Feedback
* Lesson planning internalization
* Professional development on Math best practices, with leadership follow-up and accountability measures in place
* Use AIC to model instructional practices.
* School embedded professional development on online digital tools and supplemental resources
 |
| **Cost to support implementation of strategy:** |  |
| **Indicators of Success** |
| **August** | **December** | **February/March** | **May** |
| **Professional Practice Indicators*** Weekly classroom walkthroughs result in 90% action steps from Management Trajectory (RELAY protocols)

**Teacher Level Indicators*** 100% certified staff participate in beginning of year professional development; Lesson Plan Internalization meetings are scheduled at regular times across first semester.

**Student Achievement Indicators*** Baseline STAR Math assessment to establish the of percentage of students on or above grade level in grades 1 – 5
* Identify targeted standards that have been identified on the pacing guide and CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 40% action steps from Management Trajectory and 60% from Rigor Trajectory (RELAY protocols)

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data and Lesson plan Internalization meetings have occurred with 90% fidelity across the semester; in observation.
* 80% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** STAR will show an increase from BOY STAR that indicates a trajectory of growth to meet the EOY goal that 1st-5th grade will achieve a minimum of .08 year of growth in Math.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 10% actions steps from Management Trajectory and 90% from Rigor Trajectory (RELAY protocols)

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data meetings have occurred with 90% fidelity during Quarter 3; in observation
* 100% of teachers are on pace with district and building level pacing guidance.

**Student Achievement Indicators*** STAR will show an increase from MOY STAR that indicates a trajectory of growth to meet the EOY goal that 1st-5th grade will achieve a minimum of .08 year of growth in Math.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
 | **Professional Practice Indicators*** Weekly classroom walkthroughs result in 0% action steps from Management Trajectory and 100% from Rigor Trajectory (RELAY protocols)

**Teacher Level Indicators*** 100% of certified staff participate in Weekly Data Meetings
* Weekly Data meetings have occurred with 100% fidelity across second semester; in observation

100% of teachers are on pace with district and building level pacing guidance **Student Achievement Indicators*** EOY STAR will show that 1st-5th grade achieve a minimum of .08 year of growth in Math.
* 1st-5th grade will achieve a minimum of 50% mastery on the targeted standards identified on the pacing guide & CFA.
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**\_\_**Oluyemisi Folarin**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 6/12/22\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**