

Walker Elementary School Accountability Plan 2024-2025

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input type="checkbox"/> Local educational authority <input checked="" type="checkbox"/> School or Charter	Name of LEA: Hazelwood School District Name of School or Charter: Walker Elementary	Check if appropriate <input type="checkbox"/> Comprehensive School-bottom 5% ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input checked="" type="checkbox"/> Other
Date: 5-14-24		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
<p>One plan may meet the needs of a number of different programs. Please check all that apply.</p> <input type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input checked="" type="checkbox"/> MSIP-Missouri School Improvement <input type="checkbox"/> Other State and Local Requirements/Needs _____		

What staff/stakeholders have been involved in the needs assessment and development of this plan?	John Koeneker (principal); Izetta Wiggs (assistant principal); Bethany Pendino (instructional coach); Stephanie Thompson (kindergarten teacher); Donisha Abdul-Mumin (1st grade teacher); Kate Clooney (3rd grade teacher); Christina Hunter (4th grade teacher);Shaunda Brown (SPED speech pathologist)
What are the key issues identified from the needs assessment?	<ol style="list-style-type: none"> 1. Decrease in students reading on level as the students get older and the pandemic continues 2. Increase in office discipline referrals and school suspensions 3. Our 90/90 attendance dropped below 90%
What are the prioritized needs for the LEA or building based on a root cause analysis?	<ol style="list-style-type: none"> 1. Increase proficiency in English Language Arts (ELA) and Mathematics (MA) 2. Increase student's ability to effectively deal with conflict. 3. Increase attendance rate for at-risk students

The Goals and the Plan				
(Choose no more than 3 goals to focus on with your improvement plan)				
Goal #1 – Name the appropriate Pillar of the Continuous Improvement System this goal falls under: Effective Teaching and Learning & Data-Based Decision Making				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1				
If Walker Elementary increases its use of differentiation and effective instructional strategies, then we will see an increase of 10% (28% to 38%) in student proficiency and decrease Below Basic by 10% (27% to 17%) in English Language Arts (ELA) as measured by MAP Scores.				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
As the students get older fewer and fewer are reading on level. In upper grades the lack of reading ability impacts other areas of study. Struggles with reading cause the following: inability to be a part of the group, it affects attendance, and has a negative effect on peer interactions.				
Evidence-Based Strategies for Improvement				
Differentiation Cooperative Learning Visible Learning Assessment Literacy Classroom Instruction that Works (Marzano) Response to Intervention (Rtl) Foundations Guided Reading IXL				
Funding Source(s): Building general funds				

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Implement daily Readers Workshop or guided reading 2. Create and implement daily Rtl groupings 3. Review alignment of curriculum, standards and instruction 4. Utilize assessments (Common Formative Assessment, ELO, NWEA) to identify reading skills and deficits 5. Use classroom based independent reading & Accelerated Reader incentives to promote an enjoyment of reading 6. Create student accounts and implement IXL 7. Utilize Do Nows aligned to ELOs for each session of reading	1. August 2. September 3. September 4. September 5. September 6. September 7. September	1. Classroom teachers, instructional coach, reading specialist, principal, AP 2. Classroom teachers, instructional coach, reading specialist, principal, AP 3. Classroom teachers, instructional coach, reading specialist, principal, AP 4. Classroom teachers, instructional coach, reading specialist, principal, AP 5. Classroom teachers, instructional coach, reading specialist 6. Classroom teachers 7. Classroom teachers	Building general funds	
60 Days	1. On-going	1. Classroom teachers, instructional coach, reading specialist, principal, AP	Building general	

<ol style="list-style-type: none"> 1. Implement daily Readers Workshop or guided reading 2. Create and implement daily Rtl groupings 3. Review alignment of curriculum, standards and instruction 4. Utilize assessments (Common Formative Assessment, ELO, NWEA) to identify reading skills and deficits 5. Use classroom based independent reading & reading Counts incentives to promote an enjoyment of reading 6. Implement IXL 7. Utilize intervention tools: Words Their Way 8. Student Goal Setting 9. Matching appropriate books with appropriate reading levels 10. Utilize Do Nows aligned to ELOs for each session of reading 	<ol style="list-style-type: none"> 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. October 9. October 10. On-going 	<ol style="list-style-type: none"> 2. Classroom teachers, instructional coach, reading specialist, principal, AP 3. Classroom teachers, instructional coach, reading specialist, principal, AP 4. Classroom teachers, instructional coach, reading specialist, principal, AP 5. Classroom teachers, instructional coach, reading specialist 6. Classroom teachers 7. Classroom teachers, reading specialist 8. Classroom teacher, reading specialist 9. Librarian 10. Classroom teachers 	funds	
<p>90 Days</p> <ol style="list-style-type: none"> 1. Implement daily Readers Workshop or guided reading 2. Create and implement daily Rtl groupings 3. Review alignment of curriculum, standards and instruction 4. Utilize assessments (Common Formative Assessment, ELO, NWEA) to identify reading skills and deficits 5. Use classroom based independent reading & reading Counts incentives to promote an enjoyment of reading 6. Implement IXL 7. Utilize intervention tools: Words Their Way 8. Utilize Do Nows aligned to ELOs for each session of reading 	<ol style="list-style-type: none"> 1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. On-going 	<ol style="list-style-type: none"> 1. Classroom teachers, instructional coach, reading specialist, principal, AP 2. Classroom teachers, instructional coach, reading specialist, principal, AP 3. Classroom teachers, instructional coach, reading specialist, principal, AP 4. Classroom teachers, instructional coach, reading specialist, principal, AP 5. Classroom teachers, instructional coach, reading specialist 6. Classroom teachers 7. Classroom teachers, reading specialist 8. Classroom teachers 	Building general funds	
<p>Long Range</p> <ol style="list-style-type: none"> 1. Implement daily Readers Workshop or guided reading 2. Create and implement daily Rtl groupings 3. Review alignment of curriculum, standards and instruction 4. Utilize assessments (Common Formative Assessment, ELO, NWEA) to identify reading skills and deficits 5. Use classroom based independent reading & reading Counts incentives to promote an enjoyment of reading 6. Implement IXL 7. Utilize intervention tools: Words Their Way 8. Utilize Do Nows aligned to ELOs for each session of reading 9. Review quarterly goals set in previous years 10. Hold a Mark Twain celebration to recognize readers 	<ol style="list-style-type: none"> 1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. On-going 9. On-going 10. May 11. On-going 	<ol style="list-style-type: none"> 1. Classroom teachers, instructional coach, reading specialist, principal, AP 2. Classroom teachers, instructional coach, reading specialist, principal, AP 3. Classroom teachers, instructional coach, reading specialist, principal, AP 4. Classroom teachers, instructional coach, reading specialist, principal, AP 5. Classroom teachers, instructional coach, reading specialist 6. Classroom teachers 7. Classroom teachers, reading specialist 8. Classroom teachers 9. Classroom teachers, instructional coach, reading 	Building general funds	

11. Analyze CFA data to drive instruction		specialist 10. Librarian 11. Classroom teachers, instructional coach		
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Goal #2 - Name the appropriate Pillar of the Continuous Improvement System this goal falls under: Effective Teaching and Learning & Data-Based Decision Making				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2				
If Walker Elementary increases its use of differentiation and effective instructional strategies, then we will see an increase of 15% (13% to 28%) in student proficiency and decrease Below Basic by 15% (51% to 36%) in Math as measured by MAP Scores				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
As the students get older more and more students are missing building blocks of math. In upper grades the lack of mathematics ability impacts other areas of study. Struggles with math cause the following: inability to be a part of the group, it affects attendance, and has a negative effect on peer interactions.				
Evidence-Based Strategies for Improvement				
Differentiation Cooperative Learning Visible Learning Assessment Literacy Classroom Instruction that Works (Marzano) Response to Intervention (RtI) Foundations Guided Reading IXL				
Funding Source(s): Building general funds				

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days				
1. Implement daily Investigations lessons	1. August	1. Classroom teachers	Building general funds	
2. Create and implement daily MA intervention groupings	2. September	2. Classroom teachers, instructional coach, TA/BAs		
3. Review alignment of curriculum, standards and instruction	3. September	3. Classroom teachers, instructional coach, principal, AP		
4. Utilize assessments (Common Formative Assessment, ELO, NWEA) to identify math skills and deficits	4. September	4. Classroom teachers, instructional coach, principal, AP		
5. Create student accounts and implement IXL	5. September	5. Classroom teachers		
6. Utilize Do Nows aligned to ELOs for each session of math	6. September	6. Classroom teachers		
	7. September			

<p>60 Days</p> <ol style="list-style-type: none"> 1. Implement daily Investigations lessons 2. Create and implement daily MA intervention groupings 3. Review alignment of curriculum, standards and instruction 4. Utilize assessments (Common Formative Assessment, ELO, NWEA) to identify math skills and deficits 5. Implement IXL 6. Student Goal Setting 7. Utilize Do Nows aligned to ELOs for each session of math 	<ol style="list-style-type: none"> 1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. October 7. On-going 	<ol style="list-style-type: none"> 1. Classroom teachers 2. Classroom teachers, instructional coach, TA/BAs 3. Classroom teachers, instructional coach,, principal, AP 4. Classroom teachers, instructional coach, principal, AP 5. Classroom teachers, instructional coach 6. Classroom teachers 7. Classroom teachers 	<p>Building general funds</p>	
<p>90 Days</p> <ol style="list-style-type: none"> 1. Implement daily Investigations lessons 2. Create and implement daily MA intervention groupings 3. Review alignment of curriculum, standards and instruction 4. Utilize assessments (Common Formative Assessment, ELO, NWEA) to identify math skills and deficits 5. Implement IXL 6. Student Goal Setting 7. Utilize Do Nows aligned to ELOs for each session of math 	<ol style="list-style-type: none"> 1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 	<ol style="list-style-type: none"> 1. Classroom teachers, instructional coach, principal, AP 2. Classroom teachers, instructional coach, TA/BAs 3. Classroom teachers, instructional coach, principal, AP 4. Classroom teachers, instructional coach, principal, AP 5. Classroom teachers 6. Classroom teachers 7. Classroom teachers 	<p>Building general funds</p>	
<p>Long Range</p> <ol style="list-style-type: none"> 1. Implement daily Investigations lessons 2. Create and implement daily MA intervention groupings 3. Review alignment of curriculum, standards and instruction 4. Utilize assessments (Common Formative Assessment, ELO, NWEA) to identify reading skills and deficits 5. Implement IXL 6. Student Goal Setting 7. Utilize Do Nows aligned to ELOs for each session of math 8. Analyze CFA data to drive instruction 	<ol style="list-style-type: none"> 1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. May 	<ol style="list-style-type: none"> 1. Classroom teachers, instructional coach, principal, AP 2. Classroom teachers, instructional coach, TA/BAs 3. Classroom teachers, instructional coach, principal, AP 4. Classroom teachers, instructional coach, principal, AP 5. Classroom teachers 6. Classroom teachers 7. Classroom teachers 8. Classroom teachers, instructional coach, principal, AP 	<p>Building general funds</p>	

Goal #3 - Name the appropriate Pillar of the Continuous Improvement System this goal falls under: Collaborative Climate and Culture				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3				
If Walker focuses on at-risk students who fall below 90% attendance and implements strategies for collaborating with students and parents related to attendance improvement then the 90/90 attendance will increase above 90%				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
90/90 attendance has been continuously decreasing due to redistricting and COVID-19. When students are not present, they are not receiving important instruction and retention. Elementary student attendance is highly reliant on the parent(s)/legal guardian.				
Evidence-Based Strategies for Improvement				
<ol style="list-style-type: none"> School is Cool curriculum Attendance plans 				
Funding Source(s): Building general funds				

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Recognize students with above 90% students 2. Monthly attendance review to identify students with struggling attendance 3. Create newsletter on how to improve attendance 4. Recognize student's classrooms perfect attendance weekly 5. Recognize parents/families with 90% attendance monthly	1. September 2. September 3. September 4. September 5. September	1. Principal, AP 2. Principal, AP & social worker 3. Social worker 4. Building staff 5. Principal, AP	Building general funds	___
60 Days 1. Recognize students with above 90% students 2. Monthly attendance review to identify students with struggling attendance 3. Create newsletter on how to improve attendance 4. Recognize student's classrooms perfect attendance weekly 5. Recognize parents/families with 90% attendance monthly 6. Implement School is Cool program 7. Conduct home visits for students with struggling attendance (Phone Calls, Emails, Etc) 8. Develop an attendance plan for students struggling with attendance	1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. On-going	1. Principal, AP 2. Principal, AP & social worker 3. Social worker 4. Building staff 5. Principal, AP 6. Principal, AP & social worker 7. Social worker 8. Social worker	Building general funds	___
90 Days 1. Recognize students with above 90% students 2. Monthly attendance review to identify students with struggling attendance 3. Create newsletter on how to improve attendance 4. Recognize student's classrooms perfect attendance weekly 5. Recognize parents/families with 90% attendance monthly	1. On-going 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going	1. Principal, AP 2. Principal, AP & social worker 3. Social worker 4. Building staff 5. Principal, AP	Building general funds	___

6. Implement School is Cool program 7. Conduct home visits for students with struggling attendance (Phone Calls, Emails, Etc) 8. Develop an attendance plan for students struggling with attendance	7. On-going 8. On-going	6. Principal, AP & social worker 7. Social worker 8. Social worker		
Long Range 1. Recognize students with above 90% students 2. Monthly attendance review to identify students with struggling attendance 3. Create newsletter on how to improve attendance 4. Recognize student's classrooms perfect attendance weekly 5. Recognize parents/families with 90% attendance monthly 6. Implement School is Cool program 7. Conduct home visits for students with struggling attendance (Phone Calls, Emails, Etc) 8. Develop an attendance plan for students struggling with attendance	1. June 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. February	1. Principal, AP 2. Principal, AP & social worker 3. Social worker 4. Building staff 5. Principal, AP 6. Principal, AP & social worker 7. Social worker 8. Social worker	Building general funds	—

Goal #4 - Name the appropriate Pillar of the Continuous Improvement System this goal falls under: Collaborative Climate and Culture				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3				
If Walker strengthens all tiers of our PBIS system including tier 2 & tier 3 we will decrease our referrals by 25%.				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
There was about a 350% increase in referrals from 2022-2023 to 2023-2024. Of the total number of referrals 4% of students accounted for 52% of the referrals. 88% of our students accounted for only 11% of referrals. We want to continue with the success of our tier 1 program since it is working for the majority of our students and provide additional supports for our tier 3 students.				
Evidence-Based Strategies for Improvement				
<ol style="list-style-type: none"> Positive Behavior Intervention and Support (PBIS) Character Education Zones of Regulation New Beginnings Classroom Restorative Practices 				
Funding Source(s): Building general funds				

[Copy of Walker SIP Plan Updated 11-9-16.xlsx](#)

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Implement PBIS boot camp, semi-monthly behavior lessons, and design classroom behavior plans to coincide with Walker PBIS program. 2. Implement a tool for monitoring Minor Incident Referrals (MIR) in the classroom.	1. August 2. September 3. September 4. September	1. All Walker staff 2. All Walker staff 3. PBIS T1 Committee 4. PBIS T2 Committee 5. All Walker staff	Building general funds	—

<p>3. PBIS Tier 1 team meets monthly to review data and decide on additional universal interventions.</p> <p>4. PBIS Tier 2 team meets bi-weekly to review student intervention data, success of intervention programs, refer new students for intervention</p> <p>5. Implement monthly Buddy Rooms</p> <p>6. Place mentors with elevated-need students prior to PBIS T2 referral</p> <p>7. Implement Wild Wild Cats: 5th grade leadership group</p> <p>8. Professional Development on Zones of Regulation</p> <p>9. Assign new student helpers for each classroom</p> <p>10. Implement the use of restorative practices & default to restorative discipline practice</p> <p>11. Monthly classroom PBIS and Second Steps lessons</p>	<p>5. September</p> <p>6. September</p> <p>7. September</p> <p>8. September</p> <p>9. September</p> <p>10. September</p> <p>11. September</p>	<p>6. Classroom teachers</p> <p>7. Principal</p> <p>8. PBIS T1 Committee</p> <p>9. Classroom teachers</p> <p>10. All Walker staff</p> <p>11. Classroom Teachers</p>		
<p>60 Days</p> <p>1. Administer behavioral assessment and use data for creation of social skills groups.</p> <p>2. Implement a tool for monitoring Minor Incident Referrals (MIR) in the classroom.</p> <p>3. PBIS Tier 1 team meets monthly to review data and decide on additional universal interventions.</p> <p>4. PBIS Tier 2 team meets bi-weekly to review student intervention data, success of intervention programs, refer new students for intervention</p> <p>5. Implement monthly Buddy Rooms</p> <p>6. Place mentors with elevated-need students prior to PBIS T2 referral</p> <p>7. Implement Wild Wild Cats: 5th grade leadership group</p> <p>8. Professional Development on Zones of Regulation</p> <p>9. Assign new student helpers for each classroom</p> <p>10. Implement the use of restorative practices & default to restorative discipline practice</p> <p>11. Monthly classroom PBIS and Second Steps lessons</p>	<p>1. October</p> <p>2. On-going</p> <p>3. On-going</p> <p>4. On-going</p> <p>5. On-going</p> <p>6. On-going</p> <p>7. On-going</p> <p>8. On-going</p> <p>9. On-going</p> <p>10. On-going</p> <p>11. On-going</p>	<p>1. Classroom teachers</p> <p>2. All Walker staff</p> <p>3. PBIS T1 Committee</p> <p>4. PBIS T2 Committee</p> <p>5. All Walker staff</p> <p>6. Classroom teachers</p> <p>7. Principal</p> <p>8. PBIS T1 Committee</p> <p>9. Classroom teachers</p> <p>10. All Walker staff</p> <p>11. Classroom Teachers</p>	<p>Building general funds</p>	<p>—</p>
<p>90 Days</p> <p>1. Implementation of 2nd Steps Social Skills groups.</p> <p>2. Implement a tool for monitoring Minor Incident Referrals (MIR) in the classroom.</p> <p>3. PBIS Tier 1 team meets monthly to review data and decide on additional universal interventions.</p> <p>4. PBIS Tier 2 team meets bi-weekly to review student intervention data, success of intervention programs, refer new students for intervention</p> <p>5. Implement monthly Buddy Rooms</p> <p>6. Place mentors with elevated-need students prior to PBIS T2 referral</p> <p>7. Implement Wild Wild Cats: 5th grade leadership group</p>	<p>1. November</p> <p>2. On-going</p> <p>3. On-going</p> <p>4. On-going</p> <p>5. On-going</p> <p>6. On-going</p> <p>7. On-going</p> <p>8. On-going</p> <p>9. On-going</p> <p>10. On-going</p> <p>11. On-going</p>	<p>1. PBIS T2 Committee</p> <p>2. All Walker staff</p> <p>3. PBIS T1 Committee</p> <p>4. PBIS T2 Committee</p> <p>5. All Walker staff</p> <p>6. Classroom teachers</p> <p>7. Principal</p> <p>8. PBIS T1 Committee</p> <p>9. Classroom teachers</p> <p>10. All Walker staff</p> <p>11. Classroom Teachers</p>	<p>Building general funds</p>	

8. Professional Development on Zones of Regulation 9. Assign new student helpers for each classroom 10. Implement the use of restorative practices & default to restorative discipline practice 11. Monthly classroom PBIS and Second Steps lessons				
Long Range 1. Analyze data and review the PBIS plan for tiers 1, 2 and 3 2. Implement a tool for monitoring Minor Incident Referrals (MIR) in the classroom. 3. PBIS Tier 1 team meets monthly to review data and decide on additional universal interventions. 4. PBIS Tier 2 team meets bi-weekly to review student intervention data, success of intervention programs, refer new students for intervention 5. Implement monthly Buddy Rooms 6. Place mentors with elevated-need students prior to PBIS T2 referral 7. Implement Wild Wild Cats: 5th grade leadership group 8. Professional Development on Zones of Regulation 9. Assign new student helpers for each classroom 10. Implement the use of restorative practices & default to restorative discipline practice 11. Monthly classroom PBIS and Second Steps lessons	1. February 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going 7. On-going 8. On-going 9. On-going 10. On-going 11. On-going	1. Walker Admin Team 2. All Walker staff 3. PBIS T1 Committee 4. PBIS T2 Committee 5. All Walker staff 6. Classroom teachers 7. Principal 8. PBIS T1 Committee 9. Classroom teachers 10. All Walker staff 11. Classroom Teachers	Building general funds	