**SLPS Accountability Plan Template 2021-2022**



**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**

**School Name: Gateway STEM High School**

**2021-2022 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

|  |  |
| --- | --- |
| **Section** | **Contents** |
| **1** | School Profile, Mission, Vision, School Improvement Planning Committee |
| **2** | Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2021-2022 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements |
| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan |

**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**   **X School** | **Name of LEA:**  **Name of School: Gateway STEM High School**  **School Code: F111** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School**   **X Title I.A**   * **Autonomous** |
| **Date:** |  | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission: Science, technology, engineering, and math: Embracing diversity and inspiring critical thinking through innovative career and college pathways.** | | |
| **School Vision: Empowering diverse career and college ready innovators to evolve with the world. Learners today. Leaders tomorrow!** | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  **X Title I.A School Improvement**   * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP** * **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

**Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.**

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Amy Phillips |  | [Amy.phillips@slps.org](mailto:Amy.phillips@slps.org)  776-3300 |
| Assistant Principal | Steven Clay, June Berry |  | [Steven.clay@slps.org](mailto:Steven.clay@slps.org),  [June.Berry@slps.org](mailto:June.Berry@slps.org),  776-330 |
| Academic Instructional Coach | Melanie Bales, Therese Nims |  | [Melanie.bales@slps.org](mailto:Melanie.bales@slps.org),  [Therese.nims@slps.org](mailto:Therese.nims@slps.org),  776-3300 |
| Family Community Specialist | Kimberly Kern |  | [Kimberly.kern@slps.org](mailto:Kimberly.kern@slps.org)  776-3300 |
| ESOL Staff (if applicable) | Thomas Johnston |  | [Thomas.johnston@slps.org](mailto:Thomas.johnston@slps.org)  776-3300 |
| SPED Staff (if applicable) | Victoria Leto |  | [Victoria.leto@slps.org](mailto:Victoria.leto@slps.org)  776-3300 |
| ISS/PBIS Staff (if applicable) | Kenneth West |  | [Kenneth.west@slps.org](mailto:Kenneth.west@slps.org)  776-3300 |
| Teacher | Keith Turner |  | [Keith.turner@slps.org](mailto:Keith.turner@slps.org)  776-3300 |
| Teacher |  |  |  |
| Parent | Athena Blair |  | [Athena.blair@slps.org](mailto:Athena.blair@slps.org)  776-3300 |
| Parent |  |  |  |
| Support Staff | Christopher Winfrey |  | [Christopher.winfrey@slps.org](mailto:Christopher.winfrey@slps.org)  776-3300 |
| Community Member/Faith Based Partner | Sharon Ingram |  | [Gatewayjagettes@yahoo.com](mailto:Gatewayjagettes@yahoo.com)  776-3300 |
| Network Superintendent | Derrick Mitchell |  | [Derrick.mitchell@slps.org](mailto:Derrick.mitchell@slps.org)  314-231-3720 |
| *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 3/1** | 955 | Enrollment is slightly down from the previous year. |
| **Grade Level Breakdown** | 9th-241; 10th - 207; 11th - 247;  12th - 226 | Even distribution of the grade levels. |
| **Ethnicity** | B-61%; W-12.5%; H-14.5%; A-7.7% | Diverse student body |
| **Attendance** | 75% | Attendance has declined due to COVID 19 |
| **Mobility** | 21% | Average rate bases on previous year data |
| **Socioeconomic status** | 100% | District wide total |
| **Discipline** | 2 (OSS) | Decrease from previous year due to most students learning virtually |
| **Limited English Proficiency** | 30% | Large ELL population |
| **Special Education** | 16.3% | Large SPED population |

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| **Strengths** | **Weaknesses** | **Needs** |
| Largest and most diverse setting in our district.  Even distribution of grade levels.  Declining discipline problems. | Large ELL Population  Large Special Education population  Attendance problem | Incentives to increase staff attendance  Increase in attendance incentive money  Support from central office to reach attendance goals  E-Learning support for students with special needs and ELL students. |

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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | N/A |  |  | No EOC Data due to COVID 19 |
| **Reading** | N/A |  |  |  |
| **Math** | N/A |  |  |  |
| **Science** | N/A |  |  |  |
| **Social Studies** | N/A |  |  |  |
| **CCR** |  |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| * PLC’s meet weekly, focusing on formative and summative assessment data as well as action plans for re-teaching * Tutoring available * Horizontal alignment between core areas and supporting classes * Social Studies utilizing Missouri Bar Association EOC resources | * English/Social Studies departments not working as a cohesive team. * Very young/inexperienced science department | * More accurate and aligned benchmark assessments especially in Math and Science * Departmental head support in teacher leadership to develop cohesive groups * Improved vertical alignment within subjects * Remediation program such as IXL for math. * Remediation program such Achieve3000 for ELA. |

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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** | * Missouri Learning Standards * Standards-Based Grading/standard aligned exams | Teachers use the Missouri Learning Standards as the framework for their classes. They incorporate these standards in backwards planning and to create standards-aligned assessments. The school implements a grading scale of 60% summative assessments, and 40% formative assessments as we move towards a total Standards-Based Grading System. |
| **Instructional Programs** | * After School Tutoring * ACT Tutoring * PLC’s * STEM Majors * Designated classes to support seniors needing EOC/Remediation * Edmentum * STAR Testing * Common Formative Assessments (CFAs) * Common Summative Assessments (CSAs) | Students are supported academically through several tutoring options and specialty classes. Teachers meet in PLCs to plan common units and assessments and analyze student data to drive instructional decisions.  May need to revisit bring back an intervention period. |
| **Instructional Materials** | * District Pacing Guides * Textbooks * Missouri Bar Association EOC Resources * IXL Math * Achieve 3000 | Teachers utilize such programs as IXL Math and Missouri Bar Association in addition to their textbooks and pacing guide activities. |
| **Technology** | * 6 Computer Labs * 13 Laptop Carts * 1 to 1 Technology * Promethean or Smart Boards in all classrooms. | Computer labs and laptops carts are almost always used to full capacity. Currently always students were issued laptops to be utilized for virtual instruction. |
| **Support personnel** | * 2 Academic Instructional Coaches * 2 Assistant Principals * Family and Community Specialist * District Curriculum Specialist * Technology Specialist | Teachers engage in coaching cycles with instructional coaches and are observed frequently by coaches and administrators. Teachers are provided with high-leverage action steps that can be immediately implemented into classes. |

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| **Strengths** | **Weaknesses** | **Needs** |
| * Teachers align assessments to state standards. * Teachers work in PLCs to plan and assess student data and determine action steps. * Coaching and support available for all teachers. | * Student attendance is low which impacts academics * Tutoring funding is low | * Additional scanner for student check in. * Additional Academic Coach to work with teachers to improve teaching and learning. * Additional attendance incentive funds. * Funds for academic tutoring all year. |

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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** | 0% STEM Certified | Need 100% STEM Certified |
| **Staff Certification** | 100% Highly Qualified | Currently there are no substitutes in teaching positions. |
| **Staff Specialist and other support staff** | 0% Certified | Need more support staff  Support staff needs to be certified in the areas they are hired |
| **Staff Demographics** | B-31%  W-68%  O-2% | The current staff demographics does not reflect the student population at Gateway. Our teaching staff is largely white, while our support staff is primarily black. We could work to increase the number of teachers of color, but we struggle with finding applicants. |
| **School Administrators** | W-33%  B-66% |  |

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| **Strengths** | **Weaknesses** | **Needs** |
| Administrators and teachers are all highly qualified in terms of certification. | * Support staff are not highly qualified * District staffing model does not support the specific needs of the school * Staff are underpaid and therefore unwilling to do anything extra for students. | * District supported staffing model that considers specific school need. * Teachers to be STEM certified. * Improved salaries for all staff. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
| Teacher Retention: Improve teacher retention rates through a process of mentoring and supporting first year teachers. |
| Reading: Improve ELA proficiency rates by incorporating a site-specific reading interventionist to work with struggling readers. |
| Technology: 1 to 1 ratio of technology to student to prepare students for virtual instruction and to better prepare them for higher education. |

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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: | High teacher turnover. |
| Why? | Teachers do not feel valued. |
| Why? | Expectations are high without consideration of unique circumstances. |
| Why? | Inability to attract and retain highly qualified teachers. |
| Why? | Teachers' salaries and morale are very low. |
| Why? | Leadership cannot complete recruitment and hiring practices alone. District processes affect the morale from the start. |
| **Root Cause** | Principals are being held accountable for staff turnover when they have little to do with the things that cause staff to leave the district. The district should provide autonomy to school sites to have funding, time and flexibility to make site-based decisions about how to build culture, morale and overall support for teachers. |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Most students are not reading at grade level. |
| Why? | Students are coming into high school already many grade levels behind in reading. |
| Why? | Teachers lack strategies to differentiate for struggling readers. |
| Why? | Inability to attract and retain qualified teachers. |
| Why? | Not enough focus on reading strategies within the ELA curriculum or pacing guide. |
| Why? | Curriculum was created with grade levels in mind instead of reading levels. |
| **Root Cause** | Teachers do not have time prepare students for the EOC and bring readers up to grade level in one class period alone. As a result, the district should provide a reading interventionist to each site and allow them to work with struggling readers for an additional period. |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | One to one Technology |
| Why? | Students need to have the equipment and capacity to operate in a virtual learning environment. |
| Why? | Students currently must operate in a virtual school environment due to COVID 19. |
| Why? | Students need to have experience and knowledge to be prepared to operate in a virtual learning environment. |
| Why? | Many students have not had extensive time or training, and they do not own personal devices. |
| Why? | There is an equity gap in which many of our students do not have their own device at home. |
| **Root Cause** | Many of our students do have the experience, skills, or device to operate in a virtual learning setting. Moving to a 1-1 environment as school would prepare students to operate electronically while being supported by teachers, therefore equipping students with the ability for e-learning if we continue with virtual education. |

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? |
| * Student and parent handbook is distributed and signed by parents and students. |
| What are the strengths of family and community engagement? |
| * Communication between administrators and parents. * Providing collaboration effects to parents for college/career readiness. |
| What are the weaknesses of family and community engagement? |
| * Parental buy-in and communication. * Lack of disseminating resources for calendar activities and dates. |
| What are the needs identified pertaining to family and community engagement? |
| * Current calendar activities and dates * Home and school communication * Community partners with each major * Parent’s ability to provide input and concerns to curriculum |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| * Gateway STEM will host annual Title I meeting in March 2022 in the library to inform parents of Gateway STEM’s participation in Title I programs. * Title I mandates include: Parents-Right-to-Know, NCLB (Every Student Succeeds Act) procedures, availability of Parent Resource Center. * Review the Annual Yearly Progress (AYP) report from the 2020-2021 academic year. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| * Provide parents an opportunity to participate in the evaluating, revising and/or amending of the Parental Involvement and the School Improvement Plan. * Parents and stakeholders will receive the current plans and all updates Title I mandates to review. * Parent-Teacher Conferences will be hosted in the first and third quarters. * Title I meetings will occur in the months of October 2021 and March of 2022 pending various times and dates that will accommodates parents' schedule. |
| How is timely information about the Title I.A program provided to parents and families? |
| * Disseminate information in Title I meetings * Routinely maintain records regarding individual student issues * Disseminate 1st and 3rd quarter report cards to parents at parent teacher conferences |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| * Provide teacher with quality professional development designed to aid in the enhancement of instructional strategies and to increase student achievement. |

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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? |
| * Student handbook to be disseminated within the first week of classes. * Gateway STEM parents will speak to students about school activities, post-secondary plans and activities inside and outside of school. * Educate and motive parents on the importance of parental engagement and participation. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| * Employ full-certified faculty and administrators * Provide teachers with quality professional development * Hold parent/guardian teacher conferences * Provide consistent feedback and current grade scales on Parent Portal |
| 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 |
| * Gateway STEM conducts parent conferences in the fall and spring of each year * Progress reports or grade reports are issued every 9 weeks * Observation is always available * Gateway STEM utilizes parent portal and has access to district’s translators when needed |

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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 |
| * Parent Orientation Night will be hosted within the first 2 weeks of school * The annual Title I Meeting will be hosted in March of 2022 in the library to inform parents of Gateway STEM’s participation in the Title I programs. * Parent-Teacher Conferences will be hosted in the first and third quarters * PTO Meetings will be hosted quarterly |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| * Parent Orientation Night will be hosted within the first 2 weeks of school * The annual Title I meeting will be hosted in March 2022 in the library to inform parents of Gateway STEM’s participation in Title I programs. * Parent-Teacher Conferences will be hosted in the first and third quarters * PTO Meetings will be hosted quarterly * A parent resource room will be set up and available to parents seeking materials to assist. * A Family Community Specialist will be maintained on site to assist parents. |
| 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? |
| * Staff professional development will occur on the following dates: * Monthly staff meeting will be hosted. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| * Staff and parents will be incentivized to attend quarterly PTO meetings * An athletic booster club will be created. |
| 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. |
| A parent resource center will be created for parents and managed and supported by the family community specialist. |
| **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 |
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Strengths:   * Strong community partnerships * Strong building leadership relationship with FCS and PTO * Returning PTO leadership with many years of experience   Weaknesses:   * Poor attendance in PTO meetings * Poor attendance at extra-curricular events * Lack of funds for transportation to community events |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Strengths:   * Diverse setting and attractive programs * Strong college-going culture (AP, MCAC, Dual Enrollment/Dual Credit, etc.) * Strong building leadership/aspiring leadership team (admin, AICs, dept heads, and teachers)   Weaknesses:   * Improve staff and student attendance * Redesign STEM program and focus * Systemize school-wide routines and procedure |

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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| *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 2020-21 school year.* |

**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) | | | | |
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| **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. | | | | |
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| **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. Supporting 1st year teachers through a site based new teachers' program that meets monthly. 2. Implementing an intentional staff culture calendar of events where staff socialize together off site monthly. | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | **Supporting 1st year teachers through a site based new teachers' program that meets monthly.** |
| **Evidence-based strategy** | **High quality PLC for new teachers.** |
| **Cost to support implementation of strategy:** | **$1000 to purchase books for a book study**  **$1000 to purchase supplies and incentives for monthly meetings** |

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| **Priority # 2** | | **Implementing an intentional staff culture calendar of events where staff socialize together off site monthly.** | | |
| **Evidence-based strategy** | | **High Quality PLCs** | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | | **$100 to purchase supplies and incentives for monthly meetings** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | 90% of projected students will be present by the end of the month. | 90% of students will have at least 90% ADA | 90% of students will have at least 90% ADA | 90% of students will indicate their intent to return. |
| **Teachers** | 100% of staff vacancies will be filled. | 75% of staff will attend the holiday party. | 90% of staff will have at least 90% ADA> | 90% of staff will indicate their intent to return. |

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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 May of 2022, the number of students scoring proficient in English II will increase by 10%, as demonstrated by EOC assessments | | | | |
| **Reading Plan** | | | | |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.*   * 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 collaboration and data-driven culture through PLCs * Establishing a positive culture and climate * Becoming an effective instructional leader | | | | |
| **Priorities:** | | | | |
| 1.Identify and intervene with poor readers.  2.Time for teacher collaboration on data. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | **Identify and intervene with poor readers.** |
| **Evidence-based strategy** | **Achieve 3000** |
| **Cost to support implementation of strategy:** | **$7000 to buy licenses for Achieve 3000** |

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| **Priority # 2** | | **Time for teacher collaboration on data.** | | |
| **Evidence-based strategy** | | **High quality PLCs** | | |
| **Cost to support implementation of strategy:** | | **None** | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | 90% of students test for reading proficiency. | 100% of students have been appropriately placed in an intervention class. | 60% of students will increase their Grade Level (GE) at least one grade level. | EOC scores will increase on English II assessment by 10% |
| **Teachers** | 100% of ELA teachers have participated in the PLC. | 100% of ELA teaches utilizing Achieve 3000 have been trained in it. | 100% of ELA teachers are utilizing Achieve 3000 weekly. | 100% of ELA teachers are utilizing Achieve 3000 weekly. |

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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 May 2022, 100% of teachers will be incorporating hands-on technology opportunities for students in the classroom on a weekly basis. | | | | |
| **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.*   * 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.Provide professional development for teachers implementing technology in the classroom  2.Prioritize funding of technology and ensure teachers have access to devices for their students. | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | **Provide professional development for teachers implementing technology in the classroom.** |
| **Evidence-based strategy** | **High quality professional development** |
| **Cost to support implementation of strategy:** | **None** |

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| **Priority # 2** | | Prioritize funding of technology and ensure teachers have access to devices for their students. | | |
| **Evidence-based strategy** | | Teachers have technology readily available for lessons. Continue with 1-1 technology for all students. | | |
| **Cost to support implementation of strategy:** | | The use of current technology will not cost anything. Becoming 1-1 will require another 700 laptops or roughly $210,000. | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | 100% of students will be using technology and increasing their competencies in classes on a weekly basis. | 100% of students will be using technology and increasing their competencies in classes on a weekly basis. | 100% of students will be using technology and increasing their competencies in classes on a weekly basis. | 100% of students will be using technology and increasing their competencies in classes on a weekly basis. |
| **Teachers** | 100% of teachers have attended PD for incorporating technology. | 100% of teachers have attended PD for incorporating technology. | 100% of teachers have attended PD for incorporating technology. | 100% of teachers have attended PD for incorporating technology. |

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**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**