



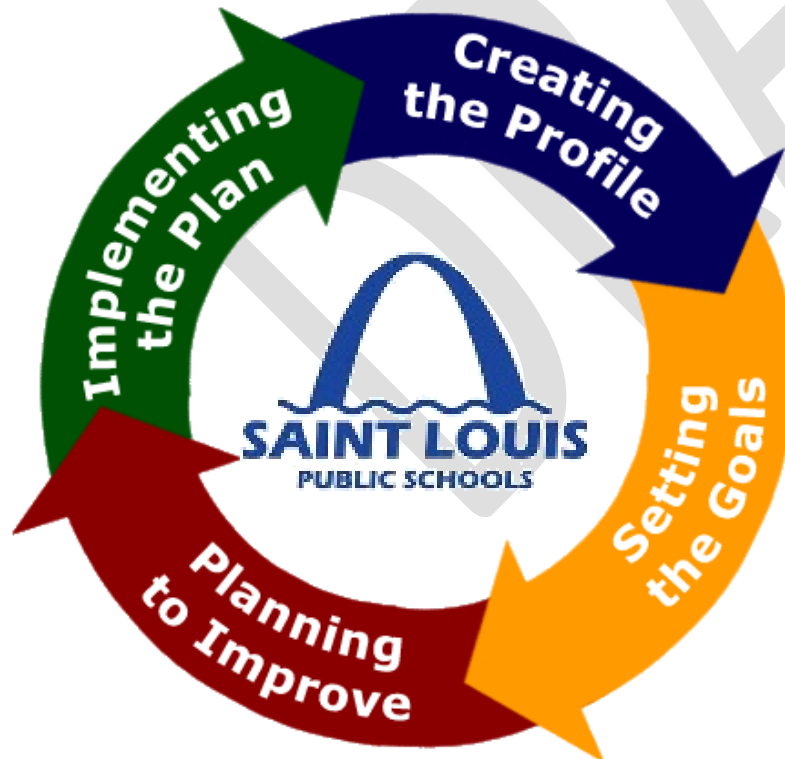
Soldan ISHS Accountability Plan

2024-2025



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

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



Pillar 1: The District creates a system of excellent schools

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

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

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's

24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	April 15, 2024
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	April 15, 2024
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		*April 30, 2024
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by *May 17, 2024, from Network Superintendent.		

SECTION 1
School Profile

Accountability Plan Template

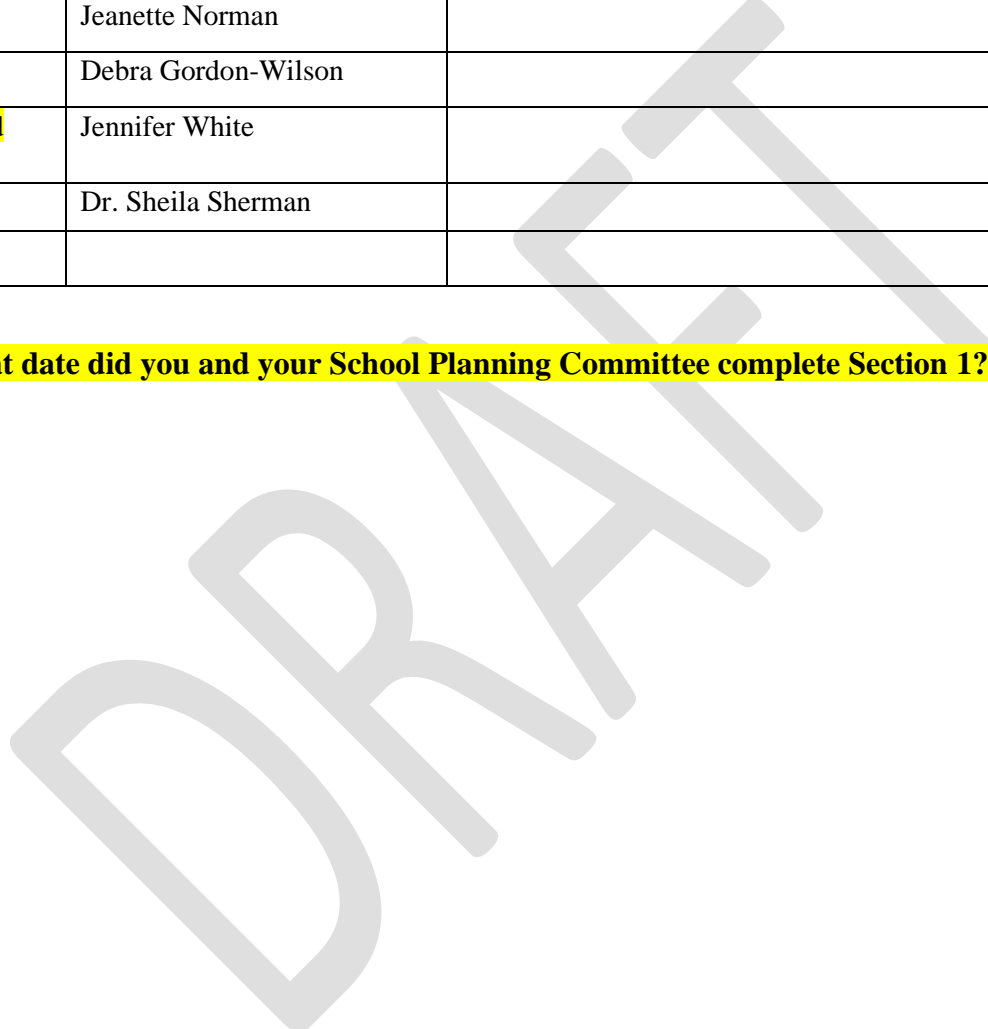
Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> X School	Name of LEA: St. Louis Public Schools Name of School: Soldan International Studies HS School Code: 173	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date:	April 15, 2024	
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: To develop students through rigorous educational and co-curricular programs into critical, reflective thinkers with the knowledge and skills to communicate effectively, to integrate technology for learning, and to contribute to an ever-changing, diverse community.		
School Vision: Soldan International Studies High School will provide a world-class education and be recognized as a leader in student achievement and teacher quality.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

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

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Dr. Azalia Carter		Azalia.Carter@slps.org
Assistant Principal (if applicable)	Terrence Dominick		Terrence.Dominick@slps.org
Dean of Students (grades 9 & 10)	Gerald Jones		Gerald.Jones@slps.org
Dean of Students (grades 11 & 12)	Rick Kron		Rick.Kron@slps.org
Academic Instructional Coach	Ana Barrios		Ana.Barrios@slps.org
Reading Specialist	Dr. Daisy Fisher		Daisy.Fisher@slps.org
Athletic Director	Drew Simmons		Richard.Simmons@slps.org
Family Community Specialist (if applicable)	Vacant		
ESOL Staff (if applicable)	Vacant		
SPED Staff (if applicable)	Robert Nicholson		Robert.Nicholson@slps.org
ISS/PBIS Staff (if applicable)	Tamara Hollis		Tamara.Hollis@slps.org
Social-Emotional Learning	Shawn Bosley		Shawn.Bosley@slps.org
Teacher	TBD		
Teacher	Shashi Rai		Shashi.Rai@slps.org
Teacher	Seamus Miller		Seamus.Miller@slps.org
Teacher	Mia DeGreeff		Mia.Degreeff@slps.org
Counselor	Jamika Love-Logan		Jamika.Love-Logan@slps.org
Counselor	Theresa Lydon-Lorson		Theresa.Lydon-Lorson@slps.org
Social Worker	Abrahatzion Habtu		Abrahatzion.Habtu@slps.org
Parent	Mary Noldon		mary3dakiss@gmail.com

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Support Staff	Jeanette Norman		Jeanette.Norman-Riley@slps.org
Support Staff	Debra Gordon-Wilson		Debra.Gordon-Wilson@slps.org
Community Member/Faith Based Partner	Jennifer White		Jennifer.white2@slps.org
Network Superintendent	Dr. Sheila Sherman		Sheila.Sherman@slps.org
<i>Other</i>			

(What date did you and your School Planning Committee complete Section 1? April 15, 2024



SECTION 2

Comprehensive Needs Assessment

DRAFT

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	389	Enrollment decreased from last year to this year.
Grade Level Breakdown	9 th – 78; 10 th – 110; 11 th – 107; 12 th – 94	This year's freshman class is small to ensure that we are selecting students who met our entrance criteria. This is the first step in settling the climate of the building.
Ethnicity	African American – 353 (91%) Hispanic – 24 (6%) Caucasian – 6 (2%) Asian – 4 (1%) Multiple Races – 2 (<1%)	The ethnic makeup of our population is reflective of the district.
Attendance	Average – 76.7% 90/90 – 26.6%	Average and 90/90 attendance have increased since the 22-23 school year. However, 25-30% of student come to school late every day, due to family work schedules, bus issues, and high rate of substitutes in the building. We have been more intentional about tying attendance to eligibility for participation in dances, activities, incentives, and sports. We are using Minga to track when students check in late and arrive late to class.
Mobility		
Socioeconomic status	389 (100%) Free-Reduce Lunch	
Discipline	270 Infractions	Infractions are down 50% from last year due to setting expectations early and often with students. All teachers have a classroom management plan that they follow before referring students to administration for disciplinary actions.
English Language Learners/LEP	72 (19%)	Students are enrolled in ESOL 2-4 level classes. Soldan has not kept up with it SIOP certification, but training is scheduled for the 24-25 school year to meet the goal of 80% of staff members being trained so that SIOP strategies can be used across the curriculum to support our language learners.
Special Education	45 (12%)	We lacked a full-time SPED team this year. Teachers made the appropriate accommodations for students, but need additional support.

Strengths	Weaknesses	Needs
<ul style="list-style-type: none"> • Student & staff diversity • Small class sizes • Discipline infractions are down from SY22-23 • Attendance has increased; on track with goals • Schoolwide electronic hall pass and PBIS system • Implemented schoolwide MTSS Tier 1 success criteria that outline teacher and student moves in the classroom 	<ul style="list-style-type: none"> • Enrollment continues to decline • Lack of certified teachers • Limited academic supports for students (consistent use of Teams for Tier 1, after-school tutoring, Saturday school) • Rigorous Instruction 	<ul style="list-style-type: none"> • Highly qualified teachers in every classroom. • Well trained ILAs in classrooms who know content and pedagogy • Professional development on instructional and engagement strategies

Student Achievement- State Assessments <i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	326.1	Data not available yet.		Four out of the five ELA teachers did not return for the 23-24 school year.
Math	279.7	Data not available yet.		Lack of certified teacher teaching Algebra 150.
Science	278.6	Data not available yet.		Lack of certified teacher teaching Biology.
Social Studies	329.4	Data not available yet.		This is the only EOC that saw growth from the previous year.
CCR	96% Graduation Goal	Data not available yet.		MPI (Secondary Only)
WIDA ACCESS (Progress Indicator)	18%	Data not available yet.		<i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)</i> (ELL OFFICE WILL PROVIDE)

WIDA ACCESS (Proficiency Indicator)	0%	Data not available yet.		<i>For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)</i> (ELL OFFICE WILL PROVIDE)
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Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
STAR Reading	8%	9%	7%			There was a small gain during the 22-23 school year. At the December 2023 administration, 11% of students scored proficient and advanced.
STAR Math	4%	5%	4%			There was a small gain during the 22-23 school year. At the December 2023 administration, 6% of students scored proficient and advanced.
Science (CFA/CSA)						We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4
Social Studies (CFA/CSA)						We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4
DRDP (PreK)						Early Childhood Office will provide
ELL Benchmark Assessment- Speaking *EL students only			1%	<1%		The ELL office did not calculate our ELL assessment scores because our participation rate was below the threshold due to student attendance. Only one of the two ESOL positions were filled. As a first year ESOL teacher, she struggled with completing documentation, differentiation, and building relationships with students/families.
ELL Benchmark Assessment- Writing *EL students only			1%	<1%		The ELL office did not calculate our ELL assessment scores because our participation rate was below the threshold due to student attendance. Only one of the two ESOL positions were filled. As a first year ESOL teacher, she struggled with completing documentation, differentiation, and building relationships with students/families.

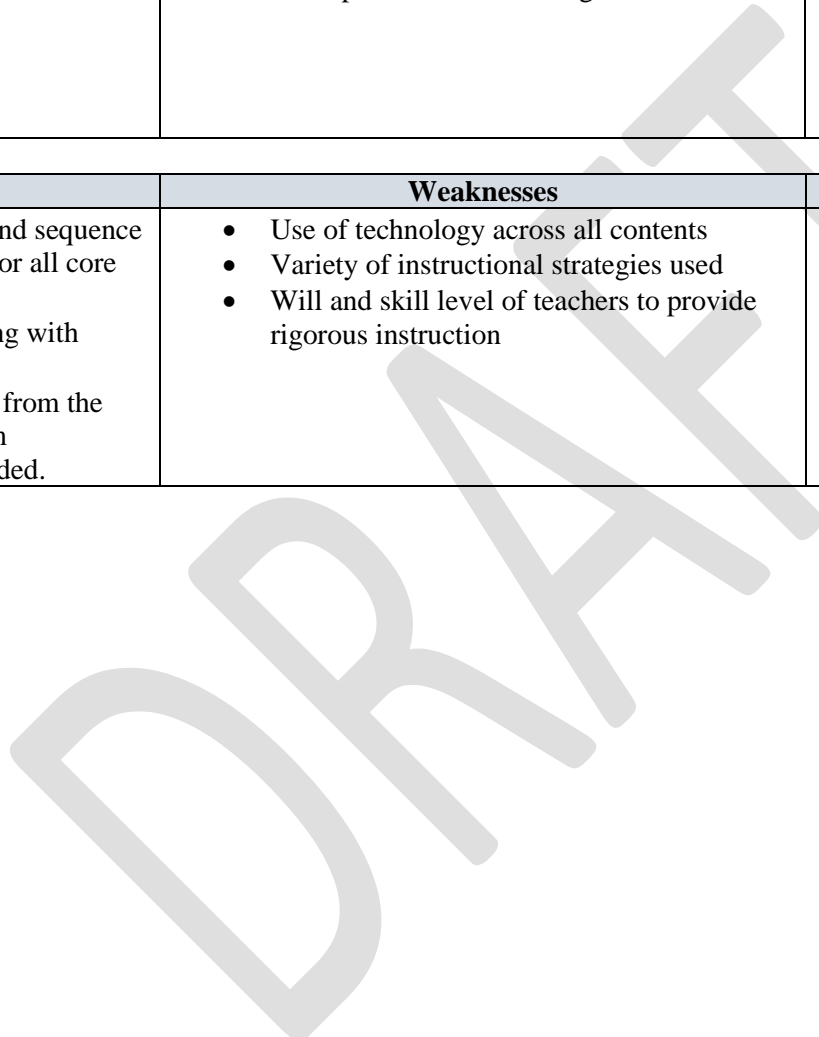
BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

Strengths	Weaknesses	Needs
<ul style="list-style-type: none"> Soldan staff utilizes the district’s curriculum with fidelity. Implementation of schoolwide vocabulary strategies across the curriculum. Teachers are trained to pull data for deep dive analysis and to use data for monitoring growth and inform decisions on instruction and assessments. All core teachers participated in biweekly departmental data team meetings. All teachers participated in monthly Professional Learning Communities by grade level. 	<ul style="list-style-type: none"> Data from 22-23 state assessments was not available in a timely manner to set goals for this school year. There was a decline in school mean on EOC scaled scores in all four areas. The school lags behind the district average as well. There was a lot of teacher turnover this year. Soldan lacks a culture/climate of success for all students. Uncertified teachers teaching Biology and Algebra 1. Limited teachers are SIOP trained due to turnover. 	<ul style="list-style-type: none"> Common formative assessments that teachers can use at will to assess students’ mastery of content throughout the year. Accountability for science and non-EOC teachers to use accessible data to drive instructions and assessments. All leadership members to be instructional leaders. Teachers and students to have high expectations for learning and consistently strive for success.

Curriculum and Instruction		
<i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>		
Data Type	Current Information	Reflections
Learning Expectations	All classroom teachers are communicating learning targets for students in their classrooms and on Teams daily.	We need to focus on Tier 1 success: <ul style="list-style-type: none"> Checks for understanding DOK 2 and higher questioning Data-informed/Data-driven lesson planning
Instructional Programs	The administration team supports many instructional programs proposed by instructional staff. Soldan is 1:1 with technology.	Teachers at Soldan utilize Desmos, CommonLit, TurnItIn, BeAble, and Freckle for instructional interventions.
Instructional Materials	The AIC, book clerk, library aide, and principal secretary support teachers by finding additional resources and/or ordering resources as needed.	ELA uses StudySync, CTE uses Cengage, and Math teachers use Savvas and Desmos.
Technology	All teachers and students have a laptop. All classrooms are equipped with Smart/Promethean board.	Teachers need more training on how to incorporate the use of technology with students so that they are

		able to use technology to illustrate their mastery of content.
Support personnel	Intervention Specialist with reading certification	Using Star Reading data to determine pullout needs for small group instruction with the Reading Specialist. Students are pulled two times a week. CommonLit is used to get students exposure to text on their reading levels.

Strengths	Weaknesses	Needs
<ul style="list-style-type: none"> • Available scope and sequence and assessments for all core content areas. • Full cycle coaching with teachers. • Support available from the district curriculum supervisors if needed. 	<ul style="list-style-type: none"> • Use of technology across all contents • Variety of instructional strategies used • Will and skill level of teachers to provide rigorous instruction 	<ul style="list-style-type: none"> • Professional development on backwards design lesson planning, assessment writing, and the use of technology aligned to the Portrait of a Graduate • Curriculum scope and sequence for noncore classes • IRC preparation and administration



High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>		
Data Type	Current Information	Reflections
Staff Preparation	All instructional staff have a 90-minute planning period every day to lesson plan and/or meet with their departmental PLC.	Core areas meet weekly or biweekly with the AIC to review data and set instructional goals. This is an area of growth for noncore areas.
Staff Certification	Teachers and support staff = 50 78% of instructional staff are certified (six ILAs)	It has been difficult to hire certified teachers in science, math, CTE, ESOL, and SPED. There are eleven vacancies that are uncovered or filled with ILAs.
Staff Specialist and other support staff	Two counselors, one social worker, one nurse, two deans, one ISS monitor, one reading specialist, one library aid	Staff members have been at Soldan for years and support students' social and emotional growth. There is a need for a Family and Community Specialist to help boost attendance and parental involvement.
Staff Demographics	W: 15 (31%) B: 28 (57%) H: 1 (2%) A: 6 (12%)	Recruit and retain a diverse team.
School Administrators	One principal and assistant principal	First year principal, new to school. Assistant principal is growing instructionally.

Strengths	Weaknesses	Needs
<ul style="list-style-type: none"> • Staff diversity • Staff tenure at Soldan 	<ul style="list-style-type: none"> • Number of vacancies and uncertified teachers • Teaching bell to bell in all classrooms • Teacher engagement is an area of growth • Using formative assessment to gauge student mastery 	<ul style="list-style-type: none"> • 100% certified staff • Professional development that focuses on building background knowledge, spiraling content, and deeper learning. • Family Community Specialist to increase attendance and parental involvement

24-25 Focus Areas/ Priorities Prioritized areas of <i>Need</i> for 24-25 based on needs assessment/data analysis	
Establishing a culture of success based on the Portrait of a Graduate.	
Increasing average and 90/90 attendance.	
Increasing parental engagement.	

Root Causes <i>Determine the Root Causes of the needs listed above using the 5 Whys:</i>	
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Root Cause Analysis #1	
Need #1- Please describe the need:	Establishing a culture of success based on the Portrait of a Graduate.
Why?	Teachers should be preparing students to be competent, college and career ready, change agents, critical thinkers, communicators, culturally aware, and collaborators.
Why?	This aligns with our mission to develop students through rigorous educational and co-curricular programs into critical, reflective thinkers with the knowledge and skills to communicate effectively, to integrate technology for learning, and to contribute to an ever-changing, diverse community.
Why?	Educators have a duty to prepare students for postsecondary education and/or the workforce.
Why?	
Why?	
Root Cause	Students struggle with perseverance when learning new content or in unfamiliar situations.

Root Cause Analysis #2	
Need #2 - Please describe the need:	Increase average and 90/90 attendance.
Why?	Students must be in school and in class to learn the content.
Why?	Students who regularly attend school have a higher rate of success on standardized tests.
Why?	Attendance rates are directly related to students' graduation rates.
Why?	Students do not have a sense of urgency to get to school on time because instruction in the classroom lacks rigor and relevancy.
Why?	Transportation has been inconsistent for the past two school years.
Root Cause	Students do not see the relevance in the content they are learning.

Root Cause Analysis #3	
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Need #1- Please describe the need:	Increase parental involvement.
Why?	Parents are our partners in educating students.
Why?	The home and school connection is important for student success, sense of belonging, and emotional intelligence.
Why?	Parental involvement keeps parents informed about what is going on at school and increases student attendance.
Why?	
Why?	
Root Cause	Parental involvement decreases as students age.

24-25 School Parent and Family Engagement Policy

In addition to the LEA's Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?
All parents are invited via email and phone blasts to attend Title I.A. Annual and Evaluation meetings each year. The policy is also posted on the school's website.
What are the strengths of family and community engagement?
Families received introductory emails from teachers prior to the school year starting. The school hosted Open House and Registration Nights to provide opportunities for families to interact with staff and community partners. Partners were invited to parent-teacher conferences and other events when families were in the building.
What are the weaknesses of family and community engagement?

Parental involvement is minimal, even at sporting events.
What are the needs identified pertaining to family and community engagement?
A member of the staff who can focus on planning and leading monthly family and community engagement activities as well as make contact families to increase students' daily attendance.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents were represented on the school improvement plan committee.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents provided suggestions during the Title I.A. Annual Evaluation Meeting held in the spring.
How is timely information about the Title I.A program provided to parents and families?
Information is shared with families via flyers that are emailed to families. The librarian also makes phone calls to personally invite families to attend the meetings.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Teachers sent introductory emails where they shared their syllabus and more information about their curriculum, assessments, and more to families. This information is posted on their teacher websites. Information is also provided to parents via school newsletter, teacher emails, PTC, PAN, and at parent's request.

24-25 Shared Responsibility for Student Achievement-School Parent Compact

Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

What are the ways in which all parents will be responsible for supporting their children's learning?
SLPS Parents will support of academic achievement includes but may not be limited to the following.
· Make sure my child is in school every day possible and on time;

- Check that homework is completed including reading for 30 minutes per night;
- Monitor and limit screen time;
- Volunteer in my child’s classroom/school when possible;
- Be aware of my child’s extra-curricular time and activities;
- Stay informed about my child’s education by reading all communications from the school and responding appropriately;
- Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
- Notify school of all absences as they occur.

Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

We will hold annual parent-teacher conferences in the fall and spring to:

- Discuss the child’s progress/grades during the first quarter (Fall Conference)
- Discuss this compact as it relates to the child’s achievement
- Examine the child’s achievement and any pending options at the end of the third quarter (Spring Conference)

Provide parents with frequent reports on their child’s progress as follows:

- Frequent communication from the teacher;
- Mid quarter progress reports and quarterly grade reports; and
- MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

Be accessible to parents and offer them opportunities to provide input through:

- Email, phone calls or person-to-person meetings;
- Scheduled consultation before, during, or after school and
- Scheduled school or home visits, as necessary.

Provide Parents Opportunities to volunteer and participate in their child’s class and to observe classroom activities as follows:

- Listen to children read;
- Have an opportunity to become a room parent;
- Present a program on their culture, a different country, a special skill or career, etc.;
- Assist with programs or parties, educational trips,

Please provide assurance that the school is:

- ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ✓ Issuing frequent reports to parents on their children’s progress
- ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand.

Parent-teacher conferences are held in the fall and spring. Progress reports and report cards are each sent four times a year. Families are encouraged to email teachers as needed to discuss their students’ progress. Teachers’ emails are posted on the school’s website and there is a link to email teachers using Tyler SIS. Additionally, families can call the school and request for the teachers to call them back. Teachers are to respond to inquiries within 24-48 hours.

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

The Missouri Learning Standards are implemented in all classrooms, regardless of content area. Teachers send periodic updates to parents about what students are learning in classes. Parents are provided the opportunity to learn about the curriculum in each classroom and the Learning Standards being used during parent-teacher conferences. Teacher- and district-made formative and summative assessments are used throughout the year and across contents gauge students’ level of mastery. How students performed are shared with parents.

<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>There are several opportunities for parents to gain knowledge about helping their children succeed academically. Again, parent-teacher conferences are a great time for the school to reach out to parents because of the high volume of parents in the building at one time. Multiple FAFSA events were held both in-person and virtually to give families more information about the changes to the FAFSA submission this year.</p>
<p>How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?</p>
<p>Staff members are encouraged to contact parents. Administration requests for teachers and counselors to keep an active parent-contact log in SIS in order that we can track the involvement of parents. Reaching out to parents when there are academic, discipline, and attendance concerns is just as important as contacting parents about what students are doing well in the classroom and in the building. Any opportunity to make contact and to establish solid lines of communication between staff and parents/guardians is a great way to advocate for our students.</p>
<p>How does your school implement and coordinate parent programs, and build ties between parents and the school?</p>
<p>This is an area of improvement. It has been difficult to effectively communicate and engage with parents without a Family and Community Specialist on staff. It has been difficult to gauge how best to get parents involved. Ideally, we have community programs represented when parents are in the building during parent-teacher conferences in order to encourage parent attendance both at the programs offered and attendance at conferences. The goal is to increase face-to-face time between teachers and parents because they are equally important in our scholars' successes and failures.</p>
<p>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.</p>
<p>The plan is to work with the counselors, social worker, and reading specialist to plan events and incentives to increase parental participation.</p>
<p>Accessibility Assurance</p>
<p>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:</p> <ul style="list-style-type: none"> ✓ 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
<p>Soldan is accepting of individuals from various cultural, ethnic, religious, and socio-political backgrounds. We have a large number of ESOL students whose families are immigrants and refugees. All staff will participate in SIOP training during the 2024-25 school year so that everyone can utilize strategies to help language learners. The average reading level of students at Soldan is 5th grade. Therefore, all students can benefit from the use of SIOP strategies to build their vocabulary. There are resources in place that allow us to effectively communicate with these students and families through the use of translators, native speakers on staff, and materials printed in the individuals' native language.</p>

Summary Statements

Summary of the strengths and weaknesses relative to Family and Community Engagement.

Strengths:

- Building a positive relationship with families and community partners.
- Providing parents with information regarding the school and their children's progress through emails and teacher contacts.
- Seeking parental support for student's social and emotional well-being.

Weaknesses:

- Frequency of family-oriented events [no Family Community Specialist]
- Communications to families highlighting what is going on around the school [no Family Community Specialist]

Summary of the strengths and weaknesses relative to the school context and organization.

Strengths:

- Professional Learning Communities (department and grade level) involving entire faculty
- Students of the Month
- Teacher and Staff Member of the Month
- Celebrations for students who made gains in district's assessments (CSAs & Star)
- Honor Roll Assemblies
- Attendance Field Trips
- Minga Top 100 Incentives
- Tigerville Store
- Back-to-school and End-of-Year celebrations
- Talent Shows and Multi-Cultural Fair

Weaknesses:

- Average daily attendance for staff and students
- Declining enrollment
- Limited parental involvement and low attendance at Parent Conference meetings
- Lack of monthly parent meetings and social gatherings attendance for parents
- High level of student engagement in classrooms
- A sense of urgency and rigor throughout lessons

- Consistent classroom management practices

Summary of Needs Assessment and Priorities for 24-25

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 24-25 school year.

What is going well:

- Disciplinary Infractions have decreased
- Student average daily and 90/90 attendance have increased
- Use of vocabulary strategies across the curriculum have yielded gains in students' average reading level
- Student and staff recognition
- Increased the number of electives being offered
- Starting with the Class of 2028, students will take a Career Exploration course to expose them to 16 career choices

Room for growth

- 100% certificated teachers
- Teacher and student attendance
- Teacher consistency with implementing schoolwide rules, process, and procedures
- Relevant and rigorous instruction; Setting high expectations for students
- Increase after school activities offered and consistent student participation

Three Priority Areas

- Establishing a culture of success based on the Portrait of a Graduate.
- Increasing average and 90/90 attendance.
- Increasing parental engagement.

(What date did you and your School Planning Committee complete Section 2? April 15, 2024

SECTION 3
The Goals and the Plan

DRAFT

The Goals and the Plan

Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
<ul style="list-style-type: none"> • Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> • Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> • Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> • Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> • Pillar 5: Community partnerships and resources support the District’s Transformation 4.0 Plan
<p>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.</p>				
<p>GOAL 1: SENSE OF BELONGING By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of ‘Sense of Belonging’, as evidenced by Spring 2025 Panorama Survey Results.</p>				
<p>Leadership Development Plan Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. <i>Please identify two areas of focus that most align with this goal.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing high-quality professional development to teachers <input type="checkbox"/> Supporting first year teachers <input checked="" type="checkbox"/> Creating systems to establish a clear focus on attaining student achievement goals <input type="checkbox"/> Creating a collaborative and data-driven culture through PLCs <input checked="" type="checkbox"/> Establishing a positive culture and climate <input type="checkbox"/> Becoming an effective instructional leader 				
<p>Priorities:</p> <ol style="list-style-type: none"> 1. Creating school and classroom atmospheres that are inviting to students. 2. Establishing a positive culture and climate where students can be successful. 				
<p>Funding source(s): General Supplies, Trophy/Awards/Incentives</p>				

Priority # 1	Creating classroom environments that are conducive for all student learning.		
Evidence-based strategy	<i>Teach Like a Champion</i> strategies for classroom management and setting high expectations for students. Schoolwide classroom managements plan that is followed. SIOP training for all teachers/staff Create classroom environments that are print-rich and inviting.		
Cost to support implementation of strategy:	Cost of SIOP training, if not board approved for the district to pay; \$2000 for materials to decorate classrooms		
Indicators of Success			
August	December	February/March	May
80% of staff SIOP trained and lesson plans include SIOP strategies. 100% of classrooms are decorated to be inviting for students.	Increase in sense of belonging from spring 2024 to fall 2024 as measured on Panorama Surveys.	Increase in sense of belonging as measured fall 2024 and spring 2025 on Panorama Surveys	Decrease in disciplinary infractions from 2023-2024 to 2024-2025.
Priority # 2	Establishing a positive culture and climate.		
Evidence-based strategy	<i>Teach Like a Champion</i> strategies for classroom management and setting high expectations for students. Participation in the Equity and Justice Academy in Character Education (EJACE) Schoolwide use of Minga, positive behavior incentive software		
Cost to support implementation of strategy:	\$3000 for EJACE training		
Indicators of Success			
August	December	February/March	May

<ul style="list-style-type: none"> Schoolwide classroom management plans are created and implemented. TLAC strategies are used in 80% of classes. 100% of teachers utilize Minga to reward students for positive behaviors. EJACE staff team formed. Advisory classes will meet two times per week to build sense of community. 	<ul style="list-style-type: none"> EJACE student team formed and meets biweekly. TLAC strategies are used in 100% of classes. Staff maintain a 3:1 ratios in Minga for positive to negative behaviors. Positive behaviors are the top five behaviors assigned in Minga. Decrease in disciplinary infractions from 2023-2024 to 2024-2025. 	<ul style="list-style-type: none"> TLAC strategies are used in 100% of classes. Staff maintain a 3:1 ratios in Minga for positive to negative behaviors. Positive behaviors are the top five behaviors assigned in Minga. Decrease in disciplinary infractions from 2023-2024 to 2024-2025. 	<p>TLAC strategies are used in 100% of classes.</p> <p>Staff maintain a 3:1 ratios in Minga for positive to negative behaviors.</p> <p>Positive behaviors are the top five behaviors assigned in Minga.</p> <p>Decrease in disciplinary infractions from 2023-2024 to 2024-2025.</p>
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Goal #2- Check the appropriate Transformation 4.0 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 4.0 Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading

GOAL 2: READING

By May 2025,

- 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.

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.*

Priorities:

Pre-K, Elementary, and Secondary:

1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.
2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading).

Funding Source(s):

District-wide initiatives will be funded by the central office.

- *Tier 1 Instructional Tools*
- *Identified Tier 2 and Tier 3 Instructional Tools (Freckle)*
- *Academic Competitions*

For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other)

Priority # 1	1. Students demonstrate mastery of the Five Pillars of Literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.		
Evidence-based strategies	<ul style="list-style-type: none"> • Gradual Release of Responsibility • Direct and Explicit Instruction in the Five Pillars of Literacy • Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis 		
Cost to support implementation of strategy:	CommonLit software \$4000/yearly subscription		
Indicators of Success			
August	December	February/March	May
<ul style="list-style-type: none"> • 100% of teachers will include SIOP aligned teaching strategies into their daily lessons across the curriculum to build students' vocabulary. • 100% of teachers will receive training on CommonLit • ITL will be formed and meet weekly. 	<ul style="list-style-type: none"> • CommonLit will be used to ensure that students are regularly reading nonfiction texts. • Monthly DEAR and DEAW activities will take place during Advisory. • 50% of students below proficiency at the beginning 		<ul style="list-style-type: none"> • 80% of students below proficiency at the beginning of the year will increase their reading scores to proficient level on Star Reading. • ITL/PLCs will review students reading goals with 100% of students.

<ul style="list-style-type: none"> Department PLCs will meet biweekly and Grade Level Teams will meet monthly to review student data. 	<p>of the year will increase their reading scores to proficient level on Star Reading.</p> <ul style="list-style-type: none"> ITL/PLCs will review students reading goals with 100% of students. 		
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<p>Priority # 2</p>	<p>2. Students demonstrate mastery of academic discourse on complex ideas and texts (speaking, writing, listening, reading).</p>		
<p>Evidence-based strategy</p>	<ul style="list-style-type: none"> Structured dialogue and discussion on Academic Content about Complex Texts SLPS Writing Framework 		
<p>Cost to support implementation of strategy:</p>			

Indicators of Success

August	December	February/March	May
<ul style="list-style-type: none"> 100% of teachers will include SIOP aligned teaching strategies into their daily lessons across the curriculum to build students' vocabulary. 100% of teachers will receive training on CommonLit ITL will be formed and meet weekly. <p>Department PLCs will meet biweekly and Grade Level Teams will meet monthly to review student data.</p>	<ul style="list-style-type: none"> CommonLit will be used to ensure that students are regularly reading nonfiction texts. Monthly DEAR and DEAW activities will take place during Advisory. 50% of students below proficiency at the beginning of the year will increase their reading scores to proficient level on Star Reading. 	<ul style="list-style-type: none"> Students will complete quarterly reading minutes and projects that illustrate their comprehension. 	<ul style="list-style-type: none"> 80% of students below proficiency at the beginning of the year will increase their reading scores to proficient level on Star Reading. ITL/PLCs will review students reading goals with 100% of students.

	<ul style="list-style-type: none"> ITL/PLCs will review students reading goals with 100% of students. 		
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Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
<ul style="list-style-type: none"> Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
<p>GOAL 3: MATH By May 2025,</p> <ul style="list-style-type: none"> - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment. 				
Mathematics Plan:				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
<ol style="list-style-type: none"> 1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition. 2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations. 				
Funding Source(s):				
<i>District-wide initiatives will be funded by the central office.</i>				

- *Tier 1 Instructional Tools*
 - *Identified Tier 2 and Tier 3 Instructional Tools (Freckle)*
 - *Academic Competitions*
- For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other)*

Priority # 1	1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.		
Evidence-based strategy	<ul style="list-style-type: none"> • Gradual Release of Responsibility • Structured dialogue and academic discussion on complex math concepts 		
Cost to support implementation of strategy:			
Indicators of Success			
August	December	February/March	May
<ul style="list-style-type: none"> • 100% of math teachers will implement gradual release model in their lessons • Department PLCs will meet biweekly and Grade Level Teams will meet monthly to review student data. 	<ul style="list-style-type: none"> • Freckle Math will be used to close gaps in students’ basic math skills • All math teachers will assign and track students’ Freckle minutes. • 50% of students below proficiency at the beginning of the year will increase their reading scores to proficient level on Star Math. • ITL/PLCs will review students math goals with 100% of students. 	<ul style="list-style-type: none"> • 80% of students will met their Freckle minutes goal 	<ul style="list-style-type: none"> • 80% of students below proficiency at the beginning of the year will increase their reading scores to proficient level on Star Math. • ITL/PLCs will review students math goals with 100% of students.

Priority # 2	2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.		
Evidence-based strategy	<ul style="list-style-type: none"> ▪ Building Thinking Classrooms ▪ Use of manipulatives for visual representation 		
Cost to support implementation of strategy:			
Indicators of Success			
August	December	February/March	May
Math teachers will identify manipulatives needed. 100% math teachers will receive training on Big Thinking Classrooms	50% of students will achieve a mastery level of 80% or higher on priority standards.		

(What date did you and your School Planning Committee complete Section 3? _____)

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date

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