



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 (What date did you and your School Planning Committee complete each section?)
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"/> 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"/> 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. <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 21 st 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 _____		

Soldan International Studies High School		2024-25 Accountability Plan
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Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

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
Other			

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

SECTION 2

Comprehensive Needs Assessment

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.

Student Achievement- State Assessments (Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)				
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.		For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years) (ELL OFFICE WILL PROVIDE)
WIDA ACCESS (Proficiency Indicator)	0%	Data not available yet.		For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years) (ELL OFFICE WILL PROVIDE)

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.

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

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
Learning Expectations	All classroom teachers are communicating learning targets for students in their classrooms and on Teams daily.
Instructional Programs	The administration team supports many instructional programs proposed by instructional staff. Soldan is 1:1 with technology.
Instructional Materials	The AIC, book clerk, library aide, and principal secretary support teachers by finding additional resources and/or ordering resources as needed.
Technology	All teachers and students have a laptop. All classrooms are equipped with Smart/Promethean board.
Support personnel	Intervention Specialist with reading certification

High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
Data Type	Current Information
Staff Preparation	All instructional staff have a 90-minute planning period every day to lesson plan and/or meet with their departmental PLC.

Staff Certification	Teachers and support staff = 50 78% of instructional staff are certified (six 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 Demographics	W: 15 (31%) B: 28 (57%) H: 1 (2%) A: 6 (12%)
School Administrators	One principal and assistant principal

24-25 School Parent and Family Engagement Policy

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

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?
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,

<p>Please provide assurance that the school is:</p> <ul style="list-style-type: none"> ✓ 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.
<p>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.</p>

School Capacity for Involvement
<p>How does the school provide assistance to parents in understanding the following items?</p> <ul style="list-style-type: none"> - 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
<p>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>
<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>

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?
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.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
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.
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.
The plan is to work with the counselors, social worker, and reading specialist to plan events and incentives to increase parental participation.
Accessibility Assurance
<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
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 5 th 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.

Summary Statements

Summary of the 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.
- Professional Learning Communities (department and grade level) involving entire faculty
- Celebrate Students, 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

Summary of the 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]
- 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 the Needs

- 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

Summary of Focus Priorities for 24-25

Prioritized areas of Need for 24-25 based on needs assessment/data analysis

Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

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

(What date did you and your School Planning Committee complete Section 2?)

Initial - April 15, 2024; Revisited September 9, 2024

SECTION 3

The Goals and the Plan

The Goals and the Plan

Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> 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 #1: Leadership

Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING

By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of 'Sense of Belonging', as evidenced by Spring 2025 Panorama Survey Results.

Leadership Plan

Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. *Please identify two areas of focus that most align with this goal.*

Priorities:

1. Leaders will create school and classroom atmospheres that are inviting to students.
2. Leaders will establish a positive culture and climate where students can be successful.

Evidence-based strategy

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols and the use of Minga to incentivize students to do the right thing
- *Teach Like a Champion (TLAC)* strategies for classroom management and setting high expectations for students
- Focus on Tier 1 Moves in Multi-Tiered Systems of Support (MTSS) across all classroom classrooms
- Sheltered Instruction Observation Protocol (SIOP) training for all teachers/staff

	<ul style="list-style-type: none"> Participation in the Equity and Justice Academy in Character Education (EJACE) and biweekly grade-level advisories Create classroom environments that are print-rich and inviting.
Implementation Plan	
Action Steps	
<p><u>30 Days:</u></p> <p>Professional Development SLPS Districtwide PBIS Protocols: Leader PD / Staff PD Setting up learning spaces Minga training for staff and students MTSS Tier 1 Teacher and Student Moves training Introduction to <i>TLAC</i> strategies Den (Advisories) lessons implemented</p> <p>Observation and Feedback Weekly observations by admin team and AICs of classes and advisories</p> <p>Implementation/Monitoring Collection of data of MTSS Tier 1 Moves Monitor teacher use of Minga for supporting positive behaviors</p> <p>Monitoring Student Progress Attendance and discipline data View reports from Tier 1 Student Moves, Minga Praises and Guidances</p>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Principal, Assistant Principal, Deans, AICs ISS Monitor School Leadership Team Members Classroom Teachers 	<ul style="list-style-type: none"> Districtwide PBIS Matrix PBIS Districtwide Bus and Building Expectations Soldan Tier 1 Moves Minga website <i>TLAC</i> Den Character Lessons
<p><u>60 Days:</u></p> <p>Professional Development SLPS Districtwide PBIS Protocols: Leader PD / Staff PD</p>	

Minga Best Practices for staff and students
 EJACE and SIOP trainings begins
 Setting goals for student achievement

Observation and Feedback

Weekly observations by admin team, AICs, PLC leaders

Implementation/Monitoring

Monitor teacher use of Minga for supporting positive behaviors
 Form EJACE team
 Monitor teachers completion of SIOP modules in Savvas
 Students will set goals in Den

Monitoring Student Progress

Attendance and Discipline data, progress and report card grades
 View reports from Tier 1 Student Moves, Minga Praises and Guidances
 Biweekly meetings with students and their Den Leaders

Person(s) Responsible

- Principal, Assistant Principal, Deans, AICs
- ISS Monitor
- School Leadership Team Members
- Classroom Teachers

Resources

- [Districtwide PBIS Matrix](#)
- [PBIS Districtwide Bus and Building Expectations](#)
- SIOP Training for Teachers materials
- EJACE training materials
- Student goal sheets
- Soldan Tier 1 Moves
- Minga website
- *TLAC*

90 Days:

Professional Development

SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
 Minga Best Practices for staff and students
 EJACE and SIOP trainings continue

Observation and Feedback

Weekly observations by admin team, AICs, PLC leaders

Implementation/Monitoring

Monitor teacher use of Minga for supporting positive behaviors

EJACE student team formed and meets biweekly.

Monitor teachers completion of SIOP modules in Savvas

Staff maintain a 3:1 ratios in Minga for positive to negative behaviors.

Positive behaviors are the top five behaviors assigned in Minga.

Monitoring Student Progress

Attendance and Discipline data, progress and report card grades

View reports from Tier 1 Student Moves, Minga Praises and Guidances

Biweekly meetings with students and their Den Leaders

Person(s) Responsible

- Principal, Assistant Principal, Deans, AICs
- ISS Monitor
- School Leadership Team Members
- Classroom Teachers

Resources

- [Districtwide PBIS Matrix](#)
- [PBIS Districtwide Bus and Building Expectations](#)
- SIOP Training for Teachers materials
- EJACE training materials
- Student goal sheets
- Soldan Tier 1 Moves
- Minga website
- *TLAC*

Funding Source(s)/Cost to support Implementation of Strategy

- Districtwide initiatives will be funded by central office.
- As an ESOL Center, SIOP training is paid through the ESOL Office
- EJACE training (GOB/Professional Development)
- Cost of Minga subscription (GOB/technology/software)
- Funds for Student and Teacher incentives to promote positive behavior (GOB/Incentives)

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
GOAL 2: READING By May 2025, <ul style="list-style-type: none"> - 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. - 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year. 				
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. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities: Pre-K, Elementary, and Secondary: <ol style="list-style-type: none"> 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). 				
Evidence-based strategies	<ul style="list-style-type: none"> • SLPS Instructional Vision for Academic Excellence utilizing StudySync ELA Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks ○ Instructional Design Framework and ELA Lesson Plan Internalization Protocol ○ ELA Collaborative Lesson Planning Protocol (PLCs) • Soldan ISHS Site-based focus strategy if applicable <ul style="list-style-type: none"> ○ SIOP Training for Teachers 			

	<ul style="list-style-type: none"> ○ Schoolwide DEAR (writing and reading) time will take place monthly • LETRS Training: School Leaders, Instructional Coaches, and Teachers
Implementation Plan	
Action Steps	
<p><u>30 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree ▪ Staff PD –Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations ▪ Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts ▪ Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Conduct classroom walkthroughs to gather baseline data related to gradual release, specifically looking for guided practice and student-led discussions. ▪ Provide feedback on strengths and areas of growth. ▪ Look for student and teacher use of academic vocabulary across the curriculum <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Schoolwide Writing Prompt to get a baseline of student writing ▪ Departmental PLCs to track student data and to plan collaboratively ▪ Review of lesson plans to look for internalization of content, teacher and student moves <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading BOY Assessment ▪ Writing prompts scoring and analyze the data 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Principal, Assistant Principal, Deans, AICs ▪ School Leadership Team Members ▪ Reading Specialist ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ StudySync ▪ STAR Renaissance ▪ CommonLit ▪ Monthly Staff PD Schedule ▪ Data from writing prompts and Tier 1 Moves

60 Days:**Professional Development**

- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation

Observation and Feedback

- Conduct classroom walkthroughs to gather baseline data related to gradual release, specifically looking for guided practice and student-led discussions.
- Provide feedback on strengths and areas of growth.
- Look for student and teacher use of academic vocabulary across the curriculum
- Identify focus standards based on students' performance on Star Assessments and schoolwide DEAR assessments

Implementation/Monitoring

- CommonLit will be used to ensure that students are regularly reading nonfiction texts.
- SIOP Training for Teachers
- Interim Assessments

Monitoring Student Progress

- Students performance on DEAR reading and writing assessments
- Students' performance in ELA classes

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Principal, Assistant Principal, Deans, AICs ▪ School Leadership Team Members ▪ Reading Specialist ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ StudySync ▪ STAR Renaissance ▪ CommonLit ▪ SIOP Training for Teachers ▪ Monthly Staff PD Schedule ▪ Data from writing prompts and Tier 1 Moves

90 Days:

- Conduct classroom walkthroughs to gather baseline data related to gradual release, specifically looking for guided practice and student-led discussions.
- Provide feedback on strengths and areas of growth.
- Look for student and teacher use of academic vocabulary across the curriculum
- Identify focus standards based on students' performance on Star Assessments and schoolwide DEAR assessments

Implementation/Monitoring

- CommonLit will be used to ensure that students are regularly reading nonfiction texts.
- SIOP Training for Teachers
- Interim Assessments

Monitoring Student Progress <ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment ▪ Students performance on DEAR reading and writing assessments ▪ Students’ performance in ELA classes 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Principal, Assistant Principal, Deans, AICs ▪ School Leadership Team Members ▪ Reading Specialist ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ StudySync ▪ STAR Renaissance ▪ CommonLit ▪ Monthly Staff PD Schedule ▪ Data from writing prompts and Tier 1 Moves
Funding Source(s) / Cost to Support Implementation of Strategy:	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (Study Sync) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ CommonLit subscription (Title 1) 	

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
GOAL 3: MATH By May 2025, <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: 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.				
Evidence-based strategies	<ul style="list-style-type: none"> • SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (Algebra and Geometry) and Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry) Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts ○ Instructional Design Framework and Math Lesson Plan Internalization Protocol • Savvas Site-based focus strategy if applicable 			

Implementation Plan	
Action Steps	
<u>30 Days:</u>	
Professional Development	
<ul style="list-style-type: none"> Leader PD - Gradual Release Model and Academic Conversations Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation 	
Observation and Feedback	
<ul style="list-style-type: none"> Conduct classroom walkthroughs to gather baseline data related to gradual release, specifically looking for guided practice and student-led discussions. Provide feedback on strengths and areas of growth. Look for student and teacher use of academic vocabulary across the curriculum 	
Implementation/Monitoring	
<ul style="list-style-type: none"> Departmental PLCs to track student data and to plan collaboratively Review of lesson plans to look for internalization of content, teacher and student moves 	
Monitoring Student Progress	
<ul style="list-style-type: none"> STAR Math BOY Assessment Student performance on interim assessments 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Professional Development Department Curriculum Specialists Principal, Assistant Principal, Deans, AICs School Leadership Team Members Math/Science Teachers 	<ul style="list-style-type: none"> SLPS Instructional Vision for Academic Excellence SLPS High Quality Instructional Design Savvas enVision Math (Algebra and Geometry) Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry) STAR Renaissance/Freckle Desmos software
<u>60 Days:</u>	
Professional Development	
<ul style="list-style-type: none"> TLAC Strategy (Board=Paper) 	
Observation and Feedback	

- Conduct classroom walkthroughs to gather baseline data related to gradual release, specifically looking for guided practice and student-led discussions.
- Provide feedback on strengths and areas of growth.
- Look for student and teacher use of academic vocabulary across the curriculum

Implementation/Monitoring

- Math teachers will assign Freckle Math minutes for target support to close gaps in students' knowledge
- Departmental PLCs to track student data and to plan collaboratively
- Review of lesson plans to look for internalization of content, teacher and student moves

Monitoring Student Progress

- Students' completion of Freckle Math minutes
- Student performance on interim assessments

Person(s) Responsible

- Professional Development Department
- Curriculum Specialists
- Principal, Assistant Principal, Deans, AICs
- School Leadership Team Members
- Math/Science Teachers

Resources

- [SLPS Gradual Release Rubric](#)
- Freckle and Desmos software

90 Days:

Professional Development

- *TLAC* Strategy (Board=Paper)

Observation and Feedback

- Conduct classroom walkthroughs to gather baseline data related to gradual release, specifically looking for guided practice and student-led discussions.
- Provide feedback on strengths and areas of growth.
- Look for student and teacher use of academic vocabulary across the curriculum

Implementation/Monitoring

- Departmental PLCs to track student data and to plan collaboratively
- Review of lesson plans to look for internalization of content, teacher and student moves

Monitoring Student Progress

- Students' completion of Freckle Math minutes
- STAR Math MOY Assessment

<ul style="list-style-type: none"> ▪ Student performance on interim assessments and semester grades 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Principal, Assistant Principal, Deans, AICs ▪ School Leadership Team Members ▪ Math/Science Teachers 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Freckle and Desmos software ▪ STAR Renaissance
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools Savvas enVision Math (Algebra and Geometry) and Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Desmos subscription (Title) 	

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

Initial – April 15, 2024; Revisited – September 9, 2024

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