

Carnahan STEAM 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 [Transformation 4.0 Plan](#)



24-25 ACCOUNTABILITY PLAN

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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	
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	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	

SECTION 1

School Profile

Accountability Plan Template

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: Carnahan STEAM School Code:	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:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission is to engage in the highest quality experiential learning and teaching possible by committing to academic excellence and engagement, S.T.E.A.M. identity growth, and productive and positive collaboration among students, staff, and community partners.		
School Vision is to be a leading and transformative middle school by embodying the essence of excellence and STEAM mindset.		
One plan may meet the needs of a number of different programs. Please check all that apply.		
<input type="checkbox"/> <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 _____		

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	Jonathan Griffin		Jonathan.Griffin@slps.org
Assistant Principal (if applicable)	Dr. Valentina Bumbu		Valentina.Bumbu@slps.org
Academic Instructional Coach	TBD		
Family Community Specialist	Barbara McNeal		Barbara.Mcneal@slps.org
ESOL Staff (if applicable)	Elizabeth Trapp		Elizabeth.Trapp@slps.org
SPED Staff (if applicable)	Patricia Greer		Patricia.greer@slps.org
ISS/PBIS Staff (if applicable)	Sydney Brown		Sydney.brown@slps.org
Teacher	Diana Lacey		Diana.Lacey@slps.org
Teacher	Richelle Pretzer		Richelle.Pretzer@slps.org
Parent	Larry Stewart		gibside60@gmail.com
Parent	Renee Cooper		reneewhitfield40@gmail.com
Support Staff	Jerrid Massey		Jerrid.Massey@slps.org
Community Member/Faith Based Partner	ABC Today (Big Brothers and Big Sisters/ Young Life- Angie Williams		awilliams@bbbsemo.org
Network Superintendent	Dr. Tonya Bailey		Tonya.Bailey@slps.org
Other	Chiquita Keeble		Chiquita.Keeble@slps.org

SECTION 2
Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	183	Currently transitioning from a high school to a new middle school and looking to build up middle school enrollment through recruitment
Grade Level Breakdown	6 th - 71, 7 th - 60, 12 th -52	Building up middle school enrollment as we phase into full 6-8 middle school
Ethnicity	Black (94%), White (4%), Multi-Racial (.5%), Asian (.5%), Hispanic (1%)	Students come from various communities from all areas of Saint Louis City which impacts the demographics. Although 94% are black, they still come from different backgrounds (i.e. socio-economic, geographic, experiential, ability, and gender) and need targeted attention. Looking to continuously improve our systems and processes to support and educate our student population.
Attendance	Current as of 4/2/24: 80.4% (ADA) and 25.6% (90/90)	The Student Support Team worked collaboratively to assist students and their families with resources and support. This continues to be one of our main goals as a school in improving our overall attendance. Bus transportation plays a pivotal role in the families' ability to send their children to school and/or on time, hence, directly impacting the school's daily attendance and students' ability to receive quality education.
Mobility	4.6%	A few students decided to attend another school prior to school starting and a few students moved (i.e. out to the county, out of town, etc.) during the school year.
Socioeconomic status	100% Free-reduced lunch	All students are provided 100% free-reduced lunch due to socioeconomic background
Discipline		Restorative practices including Socio-Emotional Learning (SEL) are being implemented to improve culture and climate for all students.
Limited English Proficiency	6.0%	ESOL assistance for 11 students through intervention from an ESOL specialist
Special Education	24.6%	Almost ¼ of our student population has an IEP

Strengths	Weaknesses	Needs
<ul style="list-style-type: none"> Using restorative practices to address the above areas for support. Every student has access to an iPad. 	<ul style="list-style-type: none"> Multiple students who live outside of school zone have transportation issues. This includes students receiving transportation support outside of the district. Special education department and total number of core certified teachers in Math and ELA Limited student diversity 	<ul style="list-style-type: none"> Support around public knowledge as a new middle school. This includes the district promoting the new middle school through public information. Functional spaces to support STEAM education Certified core teachers for each grade and subject

Student Achievement				
<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 Goal	Explanation/Rationale for Current Performance
ELA EOC/MAP	EOC High School: 335.5 MPI MAP 6 th Grade: 305.2 MPI	N/A	381	Transitioning into full grades 6-8 middle school with only seniors remaining. No high school data will be available
Reading STAR	STAR 6 th Grade: 1.3-year growth	STAR 6 th and 7 th Grades: 0.6 years growth each from Aug to Dec		Tier I instruction during 51 min classes and one ELA certified educator teaching both 6 th and 7 th grades. Tier III Reading instruction during Advisory via Success Maker Tier II instruction during pull-outs and after-school tutoring. Lack of certified staff in Special Education severely impacted the growth of students receiving Special Education services.
Math MAP and STAR	MAP 6 th Grade: 270 MPI STAR 6 th Grade: 1.1-year growth	STAR 6 th Grade: 0.7 growth from Aug to Dec; STAR 7 th Grade: 0.8 growth from Aug to Dec	370	Tier I instruction during 51 min designated Math classes and one Math certified educator teaching both 6 th and 7 th grades. Tier III instruction during Advisory via Freckle/Savvas. Tier II instruction during pull-outs and after-school tutoring. Lack of certified staff in Special Education severely impacted the growth of students receiving Special Education services.
Science	EOC High School: 337.5 MPI	N/A Test will take place school year 24-25	372	Tested during 8 th grade year in 2024-25 school year

Social Studies	EOC High School: 286 MPI	N/A		
CCR	-31% earned college credit -60 % earned CCR MSIP points	-32% earned college credit -51% earned CCR MSIP points	N/A	Full transition to a 6-8 middle school in 2024-25 school year. School year 2023-24 was the last year as a high school.

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

Strengths	Weaknesses	Needs
<ul style="list-style-type: none"> • 2023-24 school year Carnahan High School moved off the comprehensive school list due to improvement in EOC tested courses and CCR • 2023-24 STAR data showed more than a year of student growth in half a year for Reading and Math thanks to rigorous Tier I instruction and the Catalyst Initiative (in-school pullouts and after-school tutoring). 	<ul style="list-style-type: none"> • Moving off the comprehensive school list led to budget cuts. • School transition from high school to middle school impacted teacher retention and the school's ability to fill all positions with certified staff. • Shorter periods impacted tier II and III support. To compensate, the school introduced after-school tutoring and in-school pullouts (the Catalyst Initiative), which put an unsustainable strain on an already understaffed (with certified teachers) and underfunded school capacity. 	<ul style="list-style-type: none"> • Support with STEAM initiative which includes curriculum resources that align with the mission/vision of the school. • Certified staff in ELA and Math for each grade level. • To ensure equitable opportunities for all students, longer periods are needed and tier II and III support should be incorporated in the daily school schedule. • There is a need for a unified high-quality resource for acceleration of students who are 2+ grades below grade-level in math and reading/writing.

Curriculum and Instruction

(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)

Data Type	Current Information	Reflections
Learning Expectations	<ul style="list-style-type: none"> • District aligned curriculum plan • Daily lesson planning and weekly lesson plan submission to Academic Instructional Coach (AIC) • All teachers have Blackboard Configuration for students to see the objective and agenda for the class period • Bell to bell instruction • Focus on clarifying the 	<ul style="list-style-type: none"> -Improve on frequency of times weekly walkthroughs with leadership team are performed -Frequent coaching cycles and timely and effective feedback -Improve alignment of teacher made assessments and tracking system
Instructional Programs	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs/Data teams) • Collaborating with outside resources and community member to support students • Use of district curriculum • Data analysis of STAR/district benchmark data 	<ul style="list-style-type: none"> - Students benefit from increased awareness of programs. -Continue to assist teachers with creating high engaging lessons for the 90-minute class time -Improve instruction from quality to high-quality
Instructional Materials	Teachers have access to district and content area resources pertinent to content area	Increase awareness on what the district provides and train staff how to affectively instruct students and use data effectively to target student growth
Technology	<ul style="list-style-type: none"> -2 computer labs -1 eSports gaming lab and 1 Computer Science room 	The building needs updated around broadband speed and evaluation of technological infrastructure. Implementation of STEAM computer lab to support STEAM school initiative.
Support personnel	<ul style="list-style-type: none"> • Positions are strong outside of new FCS, .2 Data processor, .5 librarian, and .5 social worker. • Support staff meet with principal weekly to discuss attendance, academics, and discipline • Assistant Principal • Student Affairs Manager • Office Manager (Secondary secretary) • AIC meets with teachers during weekly PLCs/Data teams • 2 counselors (1-grades 11/12 and 2- grades 6/11) 	-Carnahan has a FCS with limited experience. More training for attendance work and parent involvement should occur at district level. Looking to implement more educational opportunities outside of the classroom for students.

	<ul style="list-style-type: none">• College advisor• In School suspension monitor	
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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	Monthly professional development through staff meetings/Weekly PLCs/Data team	Continue to develop teachers so they are leaders inside and outside of the classroom
Staff Certification	-There was 5 positions without a certified teacher - 4 Positions currently have an interim learning associate (ILA) or building learning associate (BLA).	-Continue to recruit and interview teachers for certified positions (Math, Science, Special Education) -Continue training substitutes to delivery effective instruction
Staff Specialist and other support staff	-Academic Instructional coach (AIC) for instructional/coaching purposes -Student Affairs Manager (SAM) -Social worker are part time only	- AIC serves as pivotal piece of the leadership team coaching and assisting teachers -SAM serves as a member of leadership team and handles all activities (strong asset) -Carnahan would benefit from a full-time social worker to address the vast number of issues of our students -Carnahan would benefit from an additional special education/reading specialist to assist with special education services to improve student achievement with students who have an IEP
Staff Demographics	Principal (1), Assistant Principal (1), Student Affairs Manager (1), Counselor (1), Data Processor (0.2), Social Worker (1); Librarian (0.5), FCS (1), Nurse (1), Custodians (2), Safety Officers (High 2; Middle 1), Cafeteria Staff (3), English Dept. (1), Social Studies Dept. (1), Science Dept. (1), Math Dept. (1), Related Arts (5), SPED (2), ILA (4), BLA (2)	-Must improve on allocating other support staff position -Fill vacancies in core subjects and Special Education

	<p>Certificated Staff- Total: 12; Black (2), White (9), Hispanic (1)</p> <p>Interim Learning Associates (ILA)- Total: 4; Black (3) Multi-Racial (1)</p> <p>Building Learning Associate (BLA)-Total: 2; Black (2)</p>	
School Administrators	1 Principal, 1 Assistant Principal, 1 Student Affairs Manager, 1 Academic Instructional Coach	Leadership positions are improving and aligning duties geared towards each member's strengths

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?

Annual meetings on Title I Programs and resources
 Providing opportunities for parents to volunteer and engage with school processes (i.e. PTO, school events, field trips, etc.)
 Commitment to student growth
 Student and Family Handbook

What are the strengths of family and community engagement?

-Helps families to understand programs and events such as Title I, school activities, and MAP/STAR and other assessment tests
 -Provides the training and tools necessary for students to improve behaviorally and academically

What are the weaknesses of family and community engagement?
There is a greater need for parent meetings, which includes information sessions that support school/district goals
What are the needs identified pertaining to family and community engagement?
Expanded transportation routes, greater volunteer/and parent opportunities, greater volunteer and parent turnout, consistent divulgence of student behavior and academics (opposite PAN's, PTC etc.).
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
By attending monthly meetings, volunteering and participating in school/field trip events, ensuring that their kid(s) remain consistent regarding arriving to school on time, aiding with the completion of school/homework and supporting school wide events are ways in which parents are involved in the improvement of the school wide plan; reading at home every day and doing math fluency practice
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
By attending the Open House and participating in PTO and school events
How is timely information about the Title I.A program provided to parents and families?
Information surrounding Title I is shared in a timely manner, via Robo-calls (generated calls to all parents), emails, event flyers/post cards, meetings such as Parent Teacher Conferences, text messages and personal phone calls.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Via Open House meetings, one on one's with parents, parent intervention meetings, compliance documentation, Parent-Teacher Conferences, and workshops, as well as providing documentation such as the St. Louis Public School Policy, which outlines the responsibilities of the School and Parents.

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?

- 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;
- Ensure my child has nutritious meals and enough sleep daily;
- 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.);
- Notify school of all absences as they occur;
- Encourage my child to read 30 minutes each night and do their math fluency practice.

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 and 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 and Spring Parent and Teacher Conferences);
- 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 Conferences);

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 quarterly 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.

- ✓ Carnahan STEAM conducts quarterly and bi-quarterly parent teacher conferences as well as parent intervention meetings
- ✓ Carnahan presents progress reports and behavioral data to parents through SIS and teacher data
- ✓ Creates opportunities for parents to meet and visit with staff; Staff to present at staff meetings and perform walk-throughs as a PLC (Professional Learning Communities), volunteer and help plan and coordinate events while also being a tutor, parents can visit classrooms upon appointment through principal and FCS
- ✓ Disseminates information to parents via general meetings, phone calls, texts, conferences, monthly newsletters, etc.

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

Carnahan holds meetings and distributes school/district documentation and reports that breaks downs and outlines Missouri Learning Standards, Missouri Assessments Programs, Local Assessments, and how to work with educators to improve the achievement of their

<p>children. In addition Carnahan partners with ABC Today, Kwame, and Faith based partners to support the mission and vision of the school to improve parental involvement and participation.</p>
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>Carnahan disseminates information via Robo-calls, personal calls, meetings, provides volunteer opportunities and training to parents. These are examples of methods that Carnahan employs to provide material and training to help parents work with their children to improve achievement.</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>Carnahan trains all personnel and volunteers via workshops, professional development, access to Staff Handbook and Instruction and Coaching Support Manual. Staff analyzes, reflects, and improves their practices through content-specific professional learning communities (PLCs), grade-level data team meetings, and hosting events where school spirit is uplifted and celebrated.</p>
<p>How does your school implement and coordinate parent programs, and build ties between parents and the school?</p>
<p>Carnahan implements and coordinates parent programs and strengthens relationships between parents and the school by keeping parents more involved, via methods such as monthly meetings, volunteer opportunities, and event coordination.</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>Create opportunities for leadership and participation via Open House, PTO, parent teacher conferences, and additional parent meetings/events for more parents to sign up.</p> <p>Offer parents more input regarding decisions that affect school culture and climate, parent participation, and student grades/behavior.</p>
<p style="text-align: center;">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
<ul style="list-style-type: none"> ✓ Parents will get information to English as Secondary to Other Language (ESOL) numbers and resources ✓ Parents will get information to district resources including 504 Plan as well as special education support ✓ Parents will have access to social worker and student support services at the district level to assist with support ✓ Daily reminders and meetings including Parent Teacher Conferences for support

Summary Statements

Summary of the Strengths

Strengths:

- Helps families to understand school programs and assessment tests including STAR, MAP testing
- Provides the training and tools necessary for students to improve behaviorally and academically (SEL supports)
- Volunteer opportunities for parents
- Community partners such as ABC Today, Dutchtown South, KWAME Foundation, Faith based partners

Weaknesses:

- Lack of high consistent meeting attendance from parents
- Parent group needs to develop and become part of the culture
- Small volunteer base to assist with non-classroom activities

Summary of the Weaknesses

Strengths:

- Students receive personalized attention to academic and social/emotional needs
- School leadership team includes support staff
- Bi-weekly meetings with student support team to discuss SEL practices and other issues related improvement in attendance, academics, and character
- Monthly meetings with all students regarding attendance, academics, and character

Weaknesses:

- Need for expanded transportation routes and timely bus pickups
- Improved volunteer and parent event opportunities
- Consistent communication of student behavior and academics from teaching staff

Summary of Needs

*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*

- Increase and foster parent involvement and leadership in schoolwide practices and activities in an organized and structured manner;
- Clearly communicate to parents about student current academic status and goals and provide resources for at-home support.

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:

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 #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 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. *Please identify two areas of focus that most align with this goal.*

Priorities:

1. Engage staff and students' voices in various aspects of school processes and decisions
2. Increase in-school culture with collective efficacy

Evidence-based strategies

- SLPS Positive Behavior Intervention and Supports (PBIS) Protocols
- Create collaborative spaces for staff to address problems of practice (i.e. grade-level meetings, PLCs, and staff meetings) and students (student assemblies, within classrooms, restorative circles).

	<ul style="list-style-type: none"> • Create celebratory events to showcase and promote academic and character excellence • Create experiential and relevant field trips and extra-curricular activities 		
Implementation Plan			
Action Steps			
30 Days:			
<ul style="list-style-type: none"> • SLPS Districtwide PBIS Protocols: Leader PD/Staff PD/Social Emotional Learning Team and Processes (SEL) • Establish small group staff cohort professional development model to promote collaboration and support belonging, including social-emotional check-ins and wellness activities. • Continue practice of school-based leadership team, staff committees, and student house groups • Begin schoolwide daily Morning Meetings to promote positive behavior and Universals. • Students establish goals for the 2024-2025 school year. 			
Person(s) Responsible		Resources	
<ul style="list-style-type: none"> • Counselor, SEL Team • Principal & AIC • Classroom Teachers 		<ul style="list-style-type: none"> • Districtwide PBIS Matrix/SEL curriculum • PBIS Districtwide Bus and Building Expectations • Time allocated for professional development for teachers/SEL Team • Time for SEL collaboration 	
60 Days:			
<ul style="list-style-type: none"> • Implement SEL lessons to cultivate relationships among the students. • Begin monthly Celebrating Character incentives aligned with school core values/universals • SEL Team begin weekly lessons utilizing SEL curriculum materials. • SEL Team conducts regular review of discipline referral data to refine classroom supports. • Implement data conferences with students/parents during October/March parent teacher conferences. 			
Person(s) Responsible		Resources	
<ul style="list-style-type: none"> • SEL Team Members • School Secretary & Family Support Specialist • Classroom Teachers • Instructional Leadership Team Members 		<ul style="list-style-type: none"> • Time allocated for school activities • Resources to implement SEL activities • Professional development for SEL Team Members • Access to SEL curriculum resource 	
90 Days:			
<ul style="list-style-type: none"> • Staff member participation in Trauma informed training and positive improvement strategies • Mid-Year Data Review as part of SEL process. • Mid-Year Celebration of students achieving academic and behavioral goals first semester. 			
Person(s) Responsible		Resources	

<ul style="list-style-type: none"> • Participating Staff • SEL Team Members 	<ul style="list-style-type: none"> • Time allocated for school activities 		
Funding Source(s)/ Cost to Support Implementation 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"> ○ Panorama Ed Survey Platform • <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other)</i> <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) ○ Funds to upgrade and refresh spaces throughout the building as needed (Title) 			

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:

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

- SLPS Instructional Vision for Academic Excellence utilizing Instructional Resources:
 - 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)
- Structured dialogue and discussion on academic content about complex texts (SLPS Writing Framework and Cross-curricular framework)

- Incorporating music, movement, and art into instruction. Applying cooperative and interactive games and activities
- LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan

Action Steps

30 Days:

Professional Development

- Leader PD – Gradual Release Model and Academic Conversations
- Leader PD – Collaboration, Consistency, and Clarity for PLCs w/ Solutions Tree
- Staff BTS PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD
- Leader PD – ELA Lesson Planning and High-Quality Instructional Design / Plan for Staff PD / Determine ELA PD Cohorts
- Staff PD – ELA Lesson Planning and High-Quality Instructional Design / Plan for Implementation

Observation and Feedback

- Conduct classroom walkthroughs to gather baseline data on current instructional practices related to gradual release, specifically looking for guided practice and student-led discussions around complex texts.
- Provide initial feedback focused on identifying strengths and areas for growth.
- Set up a schedule for phonics instruction observations and provide feedback on implementation.

Implementation/Monitoring

- Establish PLCs dedicated to ELA collaborative lesson planning. Provide a structured agenda that includes the use of the Lesson Plan Internalization Protocol.
- Schedule regular PLC meetings and set expectations for collaborative planning using the protocol.
- Observation data will reflect initial efforts in implementing the Gradual Release Model and incorporating academic conversations into lessons.
- Lesson plans will begin to show alignment with the Instructional Design Framework and Internalization Protocols.
- Participation and engagement in PLCs will be tracked, with evidence of collaborative lesson planning using the ELA protocols.

Monitoring Student Progress

- Administer Star Reading beginning of year assessment
- Review and analyze baseline assessment data to identify trends and student needs
- Establish initial student digital tracking tools for Star Reading
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
<ul style="list-style-type: none"> • Professional Development Department • Curriculum Specialist • Director of Academic Instructional Coaches • Academic Instructional Coaches • Instructional Leadership Team • Classroom Teachers 	<ul style="list-style-type: none"> • SLPS Instructional Vision for Academic Excellence • SLPS High Quality Instructional Design • Savvas ELA • STAR Renaissance • Monthly Staff PD Schedule • Instructional Leadership Team Schedule • Weekly data meeting schedule and facilitation support
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Leader PD – ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation • Staff PD – ELA Collaborative Planning Protocols (PCLs) / Plan for Implementation • Leader and Staff PD • Conduct follow-up professional development to address common challenges and deepen understanding of the Instructional Design Framework and Lesson Plan Internalization Protocols • Use PLCs to collaboratively refine lesson plans, focusing on integrating complex texts and tasks that align with ELA standards <p>Observation and Feedback</p> <ul style="list-style-type: none"> • Conduct targeted observations to assess the implementation of the Gradual Release Model, specifically looking for guided practice and student-led discussions around complex texts. • Provide feedback and coaching based on observations, with a focus on increasing the quality of academic conversations in the classroom. • Continue to observe phonics instruction and provide feedback, focusing on program implementation. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> • Monitor the effectiveness of PLCs through attendance, engagement, and the quality of collaborative planning. • Provide additional support or adjustments to the PLC process as needed to enhance teacher collaboration and lesson plan quality. • Implementation of weekly curriculum writing prompts and supplemental resources • Implement high-quality, flexible small group structures within classroom to support students with mastering grade level standards. • Observation data will show increased use of the Gradual Release Model with effective academic conversations and student engagement with complex texts. • Lesson plans will consistently reflect the Instructional Design Framework, with evidence of internalization during PLC meetings. • Feedback from PLCs will demonstrate improvements in lesson planning and collaboration. 	

<p>Monitoring Student Progress</p> <ul style="list-style-type: none"> Analyze student work samples and assessment data to evaluate mastery of complex texts and tasks. Review STAR progress monitoring data to ensure students are making expected gains. Use progress monitoring data to identify students who may need additional support and adjust groups accordingly. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Instructional Leadership Team Classroom Teachers & Support Staff Professional Development Department 	<ul style="list-style-type: none"> SLPS Collaborative Lesson Planning Protocol SLPS Gradual Release Rubric Take-home literacy resources Monthly Staff PD Schedule Writing supplemental resources and district curricular resources
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> Provide additional professional development for teachers as needed to maintain high fidelity in program implementation Incorporate ongoing professional development and instructional feedback <p>Observation and Feedback</p> <ul style="list-style-type: none"> Conduct comprehensive observations to ensure that the Gradual Release Model is being effectively utilized across all classrooms. Provide targeted feedback and celebrate successful implementation, highlighting exemplary practices in academic conversations and complex text engagement. Continue to observe phonics instruction and provide feedback, focusing on the fidelity of program implementation. Provide coaching for teachers as needed to maintain high fidelity in program implementation. Begin to integrate concepts into classroom observations and feedback, particularly in literacy instruction. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs. Continue to support PLCs, encouraging the sharing of best practices and reflections on the lesson planning process. Monitor the impact of PLC collaboration on student outcomes and adjust as necessary to keep the focus on continuous improvement. Observations and lesson plans will consistently reflect high-quality use of the Gradual Release Model and academic conversation strategies. Teachers will demonstrate proficiency in the Instructional Design Framework, evidenced through PLC discussions, lesson plans, and classroom practice. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> Administer Star Reading middle of year assessment 	

<ul style="list-style-type: none"> • Review intervention data and adjust instructional strategies based on student progress. • Summarize and analyze end-of-quarter assessment data, including phonics and ELA assessments, to evaluate the overall impact of instructional strategies on student achievement. • Use data to set new goals for further refinement and continued growth in literacy and academic conversation skills. • Conduct goal setting conferences with students. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> • Instructional Leadership Team • SEL Team • Identified Classroom Teachers 	<ul style="list-style-type: none"> • STAR Renaissance • SEL Plan • Resources for classrooms to implement service learning and support of other staff/community resources
Funding Source(s)/ Cost to Support Implementation Strategy	
<ul style="list-style-type: none"> • District-wide initiatives will be funded by the central office <ul style="list-style-type: none"> ○ Tier I Instructional Tools ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic competitions • For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other) <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ \$2000 of literacy kits and materials for family literacy workshops (Title) ○ Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post It notes, markers, chart paper, vocabulary journals, etc.) (Title) 	

Goal #3 - 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
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:				
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; 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 Concepts 		

- Instructional Design Framework and Math Lesson Plan Internalization Protocol
- Proficient math fluency and measure through pre/post test
- Building Thinking Classrooms
- Use of manipulatives for visual representation
- Incorporating music, movement, and art into instruction
- Applying cooperative and interactive games and activities

Implementation Plan

Action Steps

30 Days:

Professional Development

- 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

- Conduct classroom walkthroughs to observe current practices in math instruction, particularly looking for opportunities where structured dialogue and student discussions can be enhanced
- Provide initial feedback focused on identifying strengths and areas for growth.

Implementation/Monitoring

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging sharing of best practices and reflections on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and make adjustments as necessary to keep the focus on continuous improvement.
- Observation data will show initial attempts at implementing the Gradual Release Model, with a focus on structured dialogue and academic discussions.
- Lesson plans will begin to reflect alignment with the Instructional Design Framework and Math Lesson Plan Internalization Protocol.

Monitoring Student Progress

- Administer Star Math beginning of the year assessment
- Review and analyze baseline assessment data to identify trends and student needs.
- Establish initial student digital tracking tools for Star Math
- Conduct goal setting conferences with students
- Pre and post test/Exit Tickets

Person(s) Responsible**Resources**

- Professional Development Team
- Curriculum Specialist
- Academic Instructional Coaches
- Instructional Leadership Team
- Classroom Teachers

- SLPS Instructional Vision for Academic Excellence
- SLPS High Quality Instructional Design
- Savvas enVision Math (6-8)
- STAR Renaissance Time for professional development with teachers and collaboration with Instructional Leadership Team
- Professional book study resources and materials for teachers
- Weekly data meeting time and facilitation support

60 Days:**Professional Development**

- Provide additional professional development on enhancing structured dialogue and academic discussions, focusing on strategies such as questioning techniques, peer discussions, and using mathematical language.
- Facilitate follow-up training sessions to address challenges and further refine lesson planning using the Instructional Design Framework and Internalization Protocol.

Observation and Feedback

- Conduct focused observations to provide specific feedback on the implementation of the Gradual Release Model, particularly on transitioning from guided practice to independent student discussions.
- Highlight best practices and provide coaching for teachers who need additional support in facilitating academic discussions in math.

Implementation/Monitoring

- Utilize PLCs to collaboratively review and adjust math lesson plans, ensuring they incorporate complex tasks and promote student dialogue.
- Observations will consistently show the use of the Gradual Release Model, with clear evidence of structured dialogue and academic discussions in math lessons.
- Teachers will reflect on and adjust their practice based on feedback, showing improvement in facilitating student-led discussions.

Monitoring Student Progress

- Use student work samples and dialogue records to assess the quality of academic discussions and their impact on understanding complex math concepts.
- Use Daily Quick Checks to monitor student mastery of focused lesson standard. Exit Tickets to measure growth and standard mastery
- Administer End of unit Topic Assessments to monitor student progress towards mastery of identified unit standards.

Person(s) Responsible

- Instructional Leadership Team
- Classroom Teachers & Support Staff

Resources

- SLPS Gradual Release Rubric
- Instructional time and teacher professional development to implement mathematics tasks
- Professional development time for classroom teachers and support staff

90 Days:**Professional Development**

- Provide additional professional development for teachers as needed.

Observation and Feedback

- Conduct comprehensive observations to ensure that the Gradual Release Model is effectively utilized across all math classrooms.
- Provide ongoing feedback to celebrate successful practices, highlighting examples of high-quality academic discussions and structured dialogues in math.

Implementation/Monitoring

- Use PLCs to review student data and make instructional adjustments based on lesson plan effectiveness and student needs.
- Continue to support PLCs, encouraging the sharing of best practices and reflection on the lesson planning process.
- Monitor the impact of PLC collaboration on student outcomes and adjust as necessary to keep the focus on continuous improvement.
- Monitor the impact of collaborative planning on student outcomes and adjust as necessary to keep the focus on continuous improvement.

Monitoring Student Progress

- Administer STAR Math middle of the year assessment
- Use data to set new goals and refine instructional approaches to support further growth in math understanding and performance.
- Use PLCs to review student data and collaboratively adjust instruction based on lesson plan effectiveness and student performance.
- Administer End of unit Top Assessments to monitor student progress towards mastery of identified unit standards
- Conduct goal setting conferences with students

Person(s) Responsible	Resources
<ul style="list-style-type: none"> • Instructional Leadership Team • Classroom Teachers 	<ul style="list-style-type: none"> • STAR Renaissance • Funds for professional development and release time for teacher engagement and collaboration

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

- **District-wide initiatives will be funded by the central office**
 - Tier I Instructional Tools (enVision Math)
 - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
 - Academic competitions
- **For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):**
 - Salary and benefits associated with Academic Instructional Coach (Title)
 - Funds to purchase supplies to support the implementation of Math curriculum (i.e. Post It notes, markers, chart paper, manipulatives, etc.) (Title)

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

