

Clyde C. Miller 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 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	
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	September 20, 2024
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		September 27, 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 *October 4, 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: Clyde C. Miller 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"/> X Title I.A
Date:	September 25, 2024	
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: Committed to inspiring every student to be career and college ready		
School Vision: To ensure that all students engage in high-quality learning experiences to prepare them to succeed in their aspirations as they become productive and responsible citizens in a global society.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

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

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal			
Assistant Principal (if applicable)	Ciciley Gordon		Ciciley.johnson@slps.org
Academic Instructional Coach	Dr. Tiffany Clay/Krista German		Tiffany.clay@slps.org Krista.german@slps.org
Family Community Specialist (if applicable)	N/A		
ESOL Staff (if applicable)	Jessica Martin		Jessica.martin@slps.org
SPED Staff (if applicable)	John Moore		John.moore@slps.org
ISS/PBIS Staff (if applicable)	Barbara Jackson		Barbara.jackson2@slps.org
Teacher	Diane Hickmon		Diane.hickmon@slps.org
Teacher	Senior Chief Erik Findall		Eric.findall@slps.org
Parent	Marcie Morgan		
Parent	Sonya Baker		
Support Staff	Brittney.korte		Brittney.korte@slps.org
Community Member/Faith Based Partner	Kevin Nicholson James Treadway		
Network Superintendent	Dr. Tonya Bailey		Tonya.bailey@slps.org
<i>Other</i>			

What date did you and your School Planning Committee Complete Section 1? _____

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 9/1	422	Decrease in enrollment
Grade Level Breakdown	9 th -78, 10 th -120, 11 th -102, 12 th -122	Grade level targets of 120 students per class
Ethnicity	96% African American, 2% Hispanic, 1% White, 1% Other	No shifts in diversity from the previous year
Attendance	ADA 77.71% : 90/90 21.1%	Student attendance decreased due to transportation and our transient population
Mobility	146 students = 30%	A third of our student population lives with someone other than their biological partner or in a shelter
Socioeconomic status	100% Free and Reduced Lunch	All students qualify for Free and/or Reduced Lunch
Discipline		Significant decrease in suspensions since last year
English Language Learners/LEP	21 3.4%	Language has not been a barrier to achievement
Special Education	37 students = 7.5%	Area of concern due to the limited number of students served

Student Achievement- State Assessments				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	344 MPI			
Math	Star 6.0			Students are showing high growth, low proficiency
Science	297 MPI			Students are showing high growth, low proficiency
Social Studies	284.9MPI			
CCR	98% acceptance	13.5 Average ACT	15.5 Average ACT	Data shows students typically grow 2 points after participating in study programs geared toward ACT
WIDA ACCESS (Progress Indicator)				
WIDA ACCESS				

(Proficiency Indicator)				
-------------------------	--	--	--	--

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						
STAR Math						
DRDP (PreK)						
ELL Benchmark Assessment- Speaking *EL students only						
ELL Benchmark Assessment- Writing *EL students only						

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	Engaging in learning practices, Apply learned skills to strategically solve problems, Think critically and logically to communicate effectively, Create and implement problem based learning opportunities
Instructional Programs	Freckle, SAVVAS, STAR, Study Sync
Instructional Materials	Technology based materials, charts, handouts, textbooks, lesson plans
Technology	100% of students have access to technology, Promethean Boards in every classroom
Support personnel	Academic Instructional Coaches, Librarian, Turnaround Interventionist

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	<i>Professional development, Professional Learning Communities, Grade Level Meetings, Learning Labs</i>
Staff Certification	
Staff Specialist and other support staff	Nurse, Social Worker, 3 Counselors, College Admissions Specialist, Librarian, Turnaround Interventionist, Micro Technician, 2 Clerk Typists, Secretary, Book Clerk, Data Processor, Registrar
Staff Demographics	15 White, 50 Black, 4 Other
School Administrators	2 Female 1 Male

24-25 School Parent and Family Engagement Policy

In addition to the LEA's Parent and Family Engagement Policy (PI230), 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?
Our school plans to send out registration links for parents to plan on attending meetings and conferences. We also plan to hold Bi-Annual Title I Meetings (September and February) and communicate important information by way of Robocall and mass email.
What are the strengths of family and community engagement?
Family and community engagement fosters a sense of belonging and support, enhancing overall well-being and resilience. It creates a collaborative environment for sharing resources, knowledge, and experiences, ultimately leading to stronger social connections and more effective problem-solving within the community.
What are the weaknesses of family and community engagement?

Weaknesses of family and community engagement include challenges in achieving equal participation among diverse groups, potential conflicts arising from differing perspectives or priorities, and difficulty in sustaining long-term engagement due to competing demands on individuals' time and resources.
What are the needs identified pertaining to family and community engagement?
Access to resources and support services for families facing various challenges such as economic hardship, health issues, or educational barriers. Training and education opportunities for community members to enhance their skills in communication, collaboration, and problem-solving. Platforms and spaces for open dialogue and participation, ensuring that diverse voices are heard and represented in decision-making processes. Policies and infrastructure that promote inclusivity and remove barriers to engagement, particularly for marginalized or underserved populations.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are minimally involved in the planning, review, and improvement of the Schoolwide plan. This is an area of growth for the school and district.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents are minimally involved in the planning, review, and improvement of the school parent and family engagement policy. This is an area of growth for the school and district.
How is timely information about the Title I.A program provided to parents and families?
Information for the Title I.A program is provided to parents two weeks in advance by way of Robocall and mass email accompanied by a flyer.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Currently, achievement reports are provided to parents during parent-teacher conferences and phone calls home to parents from individual teachers.

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 provide differentiated instruction
- We will utilize several checking for understanding strategies
- We will participate in silent reading, group and whole class read aloud
- We will expose students to diverse opportunities for College and Career Readiness

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)
- Gather information to assist in developing plans for social-emotional growth

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

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

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

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

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

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

Please provide assurance that the school is:

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

Parents and staff will be provided with a handbook of expectations and protocols for the upcoming school year.
The school’s TIC will consistently update the school’s webpage.

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>Area of Growth. Parents are provided with report cards and STAR reading reports, however, there are no training sessions that support parental understanding of either document. Parents also have access to SIS to monitor grades and missing assignments.</p>
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>Area of Growth. Currently, there are few materials and training provided to parents that will allow them to assist their students with academic 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>Area of Growth. As of right now, we provide professional development opportunities both in the district and out. We currently host monthly staff meetings and teacher teams' meetings</p>
<p>How does your school implement and coordinate parent programs, and build ties between parents and the school?</p>
<p>Area of Growth. As of now, we are establishing a school PTO. It is in the first stages of development. So far, we have solicited parents for involvement and have developed a solid list of participants.</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>Needs Assessment: Begin by conducting a comprehensive needs assessment to understand the specific requirements and challenges faced by parents in the community. This assessment should involve surveys, focus groups, and interviews with parents, teachers, and administrators.</p> <p>Formation of a Collaborative Team: Establish a collaborative team comprising school administrators, teachers, counselors, and parent representatives. This team will be responsible for planning, implementing, and evaluating parental involvement programs and activities.</p> <p>Creation of a Parent Resource Center: Set up a dedicated space within the school premises as a Parent Resource Center. This center should be easily accessible and equipped with resources such as computers, books, pamphlets, and multimedia materials on various topics related to parenting, education, and child development.</p>

Diverse Program Offerings: Develop a diverse range of programs and activities tailored to meet the needs and interests of parents. These may include workshops, seminars, support groups, parenting classes, informational sessions, and cultural events. Ensure that these programs address topics like academic support, college readiness, mental health awareness, and effective communication skills.

Collaboration with Community Organizations: Forge partnerships with local community organizations, non-profits, and businesses that offer services and resources beneficial to parents and families. This collaboration can broaden the scope of support available to parents and strengthen community ties.

Communication Channels: Establish effective communication channels to keep parents informed about upcoming events, resources, and opportunities for involvement. Utilize multiple platforms such as newsletters, social media, school websites, and mobile apps to reach out to parents.

Empowering parents to become advocates for their children's education fosters a sense of ownership and investment in the school's success.

Regular Feedback Mechanisms: Implement mechanisms for collecting feedback from parents to assess the effectiveness of programs and identify areas for improvement. This feedback can be gathered through surveys, suggestion boxes, and focus groups.

Evaluation and Continuous Improvement: Regularly evaluate the impact of parental involvement programs and activities on student outcomes, parental engagement, and school culture. Use evaluation findings to make informed decisions and refine strategies for greater effectiveness.

Celebration and Recognition: Recognize and celebrate the contributions of parents who actively participate in school activities and demonstrate commitment to their children's education. Publicly acknowledge their efforts through awards, certificates, and appreciation events.

Accessibility Assurance

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:

- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

Summary Statements

Summary of the Strengths

Family and community engagement fosters a sense of belonging and support, enhancing overall well-being and resilience. It creates a collaborative environment for sharing resources, knowledge, and experiences, ultimately leading to stronger social connections and more effective problem-solving within the community. Weaknesses in family and community engagement include limited participation due to factors like work schedules and language barriers, unequal access to resources such as transportation and internet, resistance to change stemming from past experiences or cultural beliefs, communication barriers like language differences, and limited understanding of effective engagement strategies among educators and administrators. Addressing these challenges necessitates efforts to promote inclusivity, build trust, enhance communication, and provide training and support for educators. Strengths of family and community engagement include improved academic performance through increased attendance and positive learning attitudes, enhanced social and emotional development fostering stronger interpersonal skills and empathy, better communication leading to collaboration and mutual support, cultural understanding promoting respect and inclusivity, and resource mobilization leveraging community assets to enrich educational experiences and support student achievement.

Summary of the Weaknesses

Ideally, a school that provides a structured learning environment with dedicated resources and trained educators, fostering academic growth will nurture great outcomes. Offering specialized services like counseling and extracurricular activities to meet diverse student needs, while also serving as social hubs where students develop vital social skills is essential to success. Additionally, schools that adhere to standardized curricula and are subject to accountability measures, ensuring consistency, quality, and compliance with educational standards is the direction that CA is heading. On the other hand, school organizations may struggle with rigid structures that limit flexibility and individualized learning approaches, potentially hindering the diverse needs of students. Additionally, administrative processes and resource constraints can impede efficiency and innovation, leading to disparities in educational quality and outcomes. Addressing these weaknesses requires efforts to promote flexibility, streamline administrative procedures, and allocate resources equitably to support all students effectively.

Summary of the Needs

The commencement of the 2023-2024 academic year brought forth numerous challenges. Instances of interpersonal conflicts, truancy, and a general lack of academic rigor were pervasive. In response, the administrative team was compelled to strategize and prioritize issues according to their immediacy and impact. Paramount among these concerns was the imperative to cultivate an environment where students felt secure and supported. Consequently, procedural adjustments were implemented regarding student ingress and egress, alongside the enforcement of a stringent cell phone protocol and the reinforcement of existing dress code regulations.

Following these interventions, the latter half of the academic year witnessed a discernible decline in instances of physical altercations and verbal disputes. Concurrently, the recruitment of a BLA dedicated to student mediation and mental health proved instrumental in fostering a more harmonious scholastic atmosphere. Furthermore, initiatives aimed at recognizing and celebrating student achievements, including improvements in attendance, academic performance, and standardized test scores, significantly bolstered both student and staff morale. Collectively, these efforts have catalyzed a marked transformation in the climate and culture of our institution, precipitating a more positive and conducive learning environment at CA.

49

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.
- 2.
- 3.

What date did you and your School Planning Committee Complete Section 2? _____

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
--	---	---	--	---

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. Staff participation in decision-making process for school initiatives for students and staff
2. Ensure that staff perceive the school environment is safe and orderly

Evidence-based strategies

- Create surveys to gather staff input
- Create a system to celebrate and recognize small wins and staff accomplishments

Implementation Plan

Action Steps

30 Days:

Professional Development <ul style="list-style-type: none"> ▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD ▪ Use data from staff survey while planning PD ▪ Create staff bonding opportunities/relationship building Observation and Feedback <ul style="list-style-type: none"> ▪ Provide timely and honest feedback Implementation/Monitoring Monitoring Student Progress <ul style="list-style-type: none"> ▪ Create a shared tracking system 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Culture & Climate Coordinator 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
60 Days: Professional Development <ul style="list-style-type: none"> ▪ Allow staff to assist and facilitate PD ▪ Create relevant PD based on staff surveys Observation and Feedback <ul style="list-style-type: none"> ▪ Provide timely feedback ▪ Share clear expectations Implementation/Monitoring <ul style="list-style-type: none"> ▪ Monitoring Student Progress <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	
90 Days: Professional Development <ul style="list-style-type: none"> ▪ Allow staff to facilitate PD ▪ Allow staff to observe colleagues as they implement specific strategies Observation and Feedback <ul style="list-style-type: none"> ▪ Implementation/Monitoring <ul style="list-style-type: none"> ▪ Monitoring Student Progress	

<ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	
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"> ○ Panorama Ed Survey Platform ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ \$2000 for professional development books and resources for staff (Title/Comprehensive) ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) ○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB) 	

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>	
<p>Priorities: Pre-K, Elementary, and Secondary:</p> <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 Study Sync and SAVVAS 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) ▪ Use graphic organizers, guided reading and read alouds ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers ▪ Ensure equity in student voice
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"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading BOY Assessment 	

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Principal, Assistant Principal, Academic Instructional Coaches 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Study Sync and SAVVAS ▪ STAR Renaissance
<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 (PLCs) / Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment ▪ 	
Person(s) Responsible	Resources
	<ul style="list-style-type: none"> ▪ STAR Renaissance
<p>Funding Source(s) / Cost to Support Implementation of Strategy:</p>	
<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 	

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

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				
<p>GOAL 3: MATH</p> <p>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:				
<p>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></p>				
<p>Priorities:</p> <ol style="list-style-type: none"> 1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition. 2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations. 				

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 ▪ Guided notes, Word walls, Visual representations, Think-Pair-Shares
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 ▪ 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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math BOY Assessment ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Principal, Assistant Principal 	<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
<p><u>60 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ 	

Monitoring Student Progress	
▪	
Person(s) Responsible	Resources
▪	▪ SLPS Gradual Release Rubric
90 Days:	
Professional Development	
▪	
Observation and Feedback	
▪	
Implementation/Monitoring	
▪	
Monitoring Student Progress	
▪ STAR Math MOY Assessment	
Person(s) Responsible	Resources
▪	▪ 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 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

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

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date