# Accountability Plan 2024-2025

# Gateway STEM High School

## 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



Creating the Profile — Setting the Goals — Planning to Improve — Implementing the Plan

SAINT LOUIS PUBLIC SCHOOLS

# 24-25 ACCOUNTABILITY PLAN TEMPLATE
## Table of Contents

| Section | Contents | Completion Dates<br>(What date did you and your School Planning Committee complete each section?) |
|:---:|---|:---:|
| **1** | School Profile, Mission, Vision, School Improvement Planning Committee | **4/23/24** |
| **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 | **4/30/24** |
| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan | **4/30/24** |

# SECTION 1
# School Profile

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.

| Improvement/Accountability Plan | | |
|---|---|---|
| **Focus of Plan (check the appropriate box):**<br>☐ **LEA**<br>　 **X School** | **Name of LEA: St. Louis Public Schools**<br><br>**Name of School:**<br><br>**School Code:** | **Check if appropriate**<br>　☐　**Comprehensive School**<br>　　**\*\*\*Requires a Regional School Improvement Team**<br>　☐　**Targeted School**<br>　**X Title I.A** |
| **Date:** | **April 24, 2024** | |
| **Purpose:  To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission: Science, technology, engineering, and math: Embracing diversity and inspiring critical through innovative career and college pathways.** | | |
| **School Vision: Empowering diverse career and college ready innovators to evolve with the world.  Learners today. Leaders tomorrow!** | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**<br>　☐　**Title I.A  School Improvement**<br>　☐　**Title I.C  Education of Migratory Children**<br>　☐　**Title I.D  Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**<br>　☐　**Title II.A  Language Instruction for English Learners and Immigrant Children**<br>　☐　**Title IV　21ˢᵗ Century Schools**<br>　☐　**Title V  Flexibility and Accountability**<br>　☐　**Individuals with Disability Education Act**<br>　☐　**Rehabilitation Act of 1973**<br>　☐　**Carl D. Perkins Career and Technical Education Act**<br>　☐　**Workforce Innovation and Opportunities Act**<br>　☐　**Head Start Act**<br>　☐　**McKinney Vento Homeless Assistance Act**<br>　☐　**Adult Education and Family Literacy Act**<br>　☐　**MSIP**<br>　☐　**Other State and Local Requirements/Needs** _____ | | |

| School Planning Committee | | | |
|---|---|---|---|
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Dr. June Berry | | June.berry@slps.org |
| Assistant Principal | Mr. Nathaniel Lischwe | | Nathaniel.lischwe@slps.org |
| Assistant Principal | Dr. Chris Martens | | Chris.martens@slps.org |
| Academic Instructional Coach | Melanie Bales | | Melanie.bales@slps.org |
| Academic Instructional Coach | Therese Nims | | Therese.nims@slps.org |
| Academic Instructional Coach | Joseph Smith | | Joseph.smith@slps.org |
| Family Community Specialist (if applicable) | N/A | | N/A |
| ESOL Staff (if applicable) | Jason McCoy | | Jason.mccoy@slps.org |
| SPED Staff (if applicable) | Clifton Kinnie | | Clifton.kinnie@slps.org |
| ISS/PBIS Staff (if applicable) | N/A | | N/A |
| Teacher | Sarah Jordan | | Sarah.jordan@slps.org |
| Teacher | John Everson | | John.everson@slps.org |
| Parent | Victoria Leto | | Victoria.leto@slps.org |
| Parent | N/A | | |
| Support Staff | Cathy Branson | | Cathy.branson@slps.org |
| Community Member/Faith Based Partner | N/A | | |
| Network Superintendent | Dr. Sheila L. Sherman | | Sheila.sherman@slps.org |
| *Other* | | | |

**(What date did you and your School Planning Committee complete Section 1? _____4/30/2024_____**

# SECTION 2
# Comprehensive Needs Assessment

# Comprehensive Needs Assessment

| Student Demographic | | |
|---|---|---|
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 807 | *Enrollment is slightly up from last year. However, there has been a decrease in students over the past six years.* |
| **Grade Level Breakdown** | 9th - 193; 10th – 208; 11th – 199; 12th 207 | *Fairly even distribution in grade levels.* |
| **Ethnicity** | Black – 543; White – 82; Asian – 46; Hispanic – 129; Other - 7 | *Diverse student body population: 29 different languages spoken.* |
| **Attendance** | 81.82% (ADA per SIS, 4/30/2024) 79.9% (ADA per MS Teams report, through 4/26/2024) | *Attendance is a challenge: District-wide busing issues contributed to the decline.* |
| **Mobility** | 6.4% | *High mobility rate is not an issue for the school.* |
| **Socioeconomic status** | 100% FRL | *District wide certification: 100% FRL* |
| **Discipline** | 149 OSS totaling 676 days 1 ISS totaling 0.25 days | *Major decrease from the 2022-23 school year.* |
| **English Language Learners/LEP** | 27% | *Large ELL Population: 27%* |
| **Special Education** | 21% | *Large Special Education Population* |

| Strengths | Weaknesses | Needs |
|---|---|---|
| *Largest and most diverse school in the district. Slight enrollment increase from previous school year. Even grade level distribution. Low student mobility* | *Low Attendance Rate-Transportation impacted student attendance. Number of ILAs in certified teaching positions. Few teachers are SIOP trained.* | Incentives to increase student and staff attendance. Reliable transportation for students |

| Student Achievement- State Assessments |
|---|

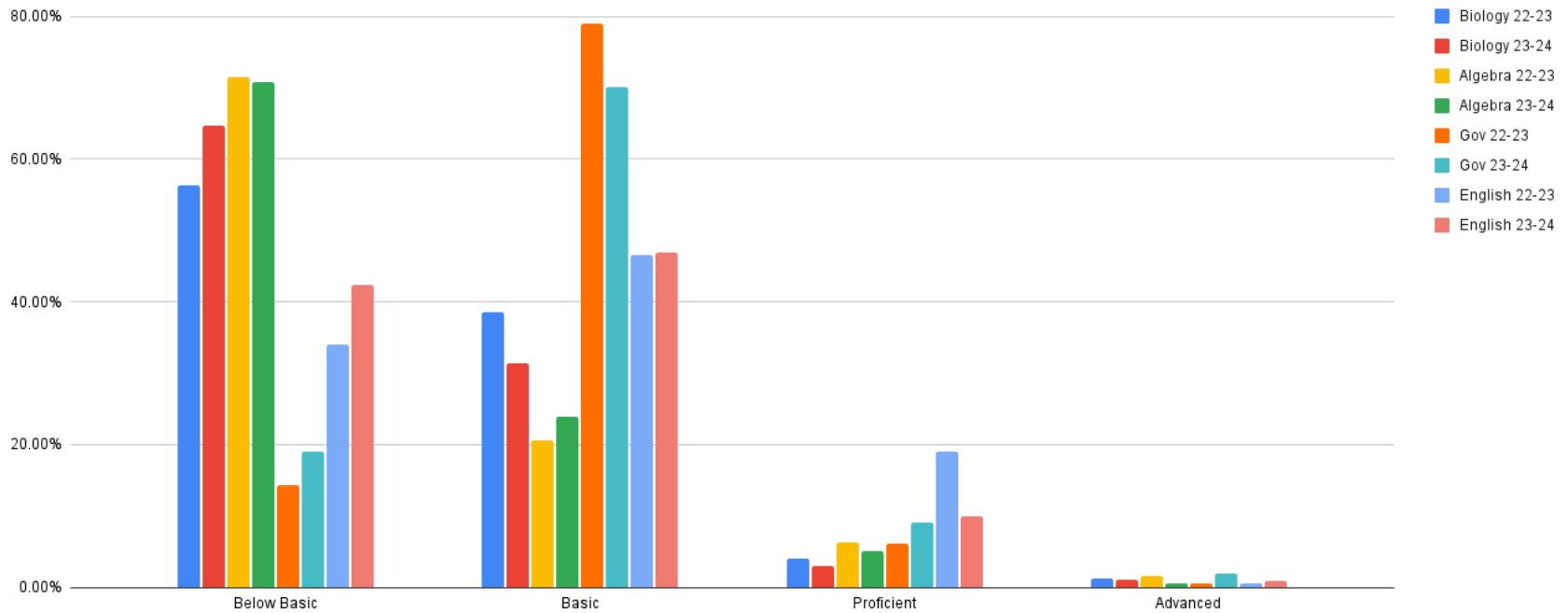| | (Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.) | | | |
|---|---|---|---|---|
| **Goal Areas** | **22-23 performance** | **23-24 performance** | **24-25 Goals** | **Explanation/Rationale for Current Performance** |
| **ELA** | 389.4 | Data are not available yet | 428.3 | We are planning around a goal of a minimum of 10% growth in ELA over the most recent available data from prior years. |
| **Math** | 386.1 | Data are not available yet | 424.7 | We are planning around a goal of a minimum of 10% growth in Math over the most recent available data from prior years. |
| **Science** | 379.4 | Data are not available yet | 417.3 | We are planning around a goal of a minimum of 10% growth in Science over the most recent available data from prior years. |
| **Social Studies** | 384.0 | Data are not available yet | 422.4 | We are planning around a goal of a minimum of 10% growth in Social Studies over the most recent available data from prior years. |
| **CCR** | 34 | 29 | 35 | MPI (Secondary Only) |
| **WIDA ACCESS (Progress Indicator)** | 20% | Data are not available yet | 22% | *For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)* <br><br> *(ELL OFFICE WILL PROVIDE)* |
| **WIDA ACCESS (Proficiency Indicator)** | 2% | Data are not available yet | 10% | *For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)* <br><br> *(ELL OFFICE WILL PROVIDE)* |

| Student Achievement- Local Assessment | | | | | |
|---|---|---|---|---|---|
| **Goal Areas** | **22-23 performance** | | **23-24 performance** | | **24-25 Goals** | **Explanation/Rationale for Current Performance** |
| | BOY | EOY | BOY | EOY | | |
| **STAR Reading** | 9% | 9% | 13% | 12% | 100% Proficiency | BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year |
| **STAR Math** | 9% | 8% | 10% | 10% | 100% Proficiency | BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year |

| Biology | | Algebra | | Government | | English II | |
|---|---|---|---|---|---|---|---|
| 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |

|  | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Below Basic | 56.32% | 64.70% | 71.43% | 70.70% | 14.36% | 19.00% | 34.05% | 42.40% |
| Basic | 38.51% | 31.40% | 20.63% | 23.90% | 78.97% | 70.10% | 46.49% | 46.90% |
| Proficient | 4.02% | 2.90% | 6.35% | 5.00% | 6.15% | 9.00% | 18.92% | 9.90% |
| Advanced | 1.15% | 1.00% | 1.59% | 0.50% | 0.51% | 1.90% | 0.54% | 0.80% |



| Curriculum and Instruction |
|---|

| Data Type | Current Information | Reflections |
|---|---|---|
| *(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)* | | |
| **Learning Expectations** | • Missouri Learning Standards<br>• Standards-Based Grading/standard aligned exams | Teachers use the Missouri Learning Standards as the framework for their classes. They incorporate these standards in backwards planning and to create standards-aligned assessments. |
| **Instructional Programs** | • After School Tutoring<br>• ACT Tutoring<br>• PLC's<br>• STEM Majors<br>• Designated classes to support seniors needing EOC/Remediation<br>• Virtual Program<br>• Common Formative Assessments (CFAs)<br>• Common Summative Assessments (CSAs) | Students are supported academically through several tutoring options and specialty classes. Teachers meet in PLCs to plan common units and assessments and analyze student data to drive instructional decisions. |
| **Instructional Materials** | • District Pacing Guides<br>• Textbooks<br>• Missouri Bar Association EOC Resources<br>• Achieve 3000<br>• Nearpod<br>• Freckle Math | Teachers utilize such programs as Freckle Math and Missouri Bar Association in addition to their textbooks and pacing guide activities. |
| **Technology** | • 1 to 1 Technology<br>• 5 Laptop Carts<br>• Promethean or Smart Boards in all classrooms<br>• VR Lab<br>• Robotics Kits<br>• 3D Printers<br>• Math Tablets | All students have been issued laptops. All classrooms have a smartboard for instructional use. |
| **Support personnel** | • 3 Academic Instructional Coaches<br>• 2 Assistant Principals<br>• District Curriculum<br>• Technology Specialist | Teachers engage in coaching cycles with instructional coaches are observed frequently by coaches and administrators. Teachers are provided with high-leverage actions steps that can be immediately implemented into classes. |

# 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?**

- Student and parent handbook is distributed and signed by parents and students.

**What are the strengths of family and community engagement?**

- Communication between administrators and parents.
- Providing collaboration affects parents for college/career readiness.

**What are the weaknesses of family and community engagement?**

- Parental buy-in and communication.
- Lack of disseminating resources for calendar activities and dates.

**What are the needs identified pertaining to family and community engagement?**

- Current calendar activities and dates
- Home and school communication
- Community partners with each major
- Parent's ability to provide input and concerns to curriculum

## Policy Involvement

**How are parents involved in the planning, review, and improvement of the School-wide plan?**

- Gateway STEM will host the annual Title I meeting in March 2025 in the library to inform parents of Gateway STEM's participation in Title I programs.
- Title I mandates include: Parents-Right-to-Know, NCLB (Every Student Succeeds Act) procedures, availability of Parent Resource Center.

| |
|---|
| • Review the Annual Yearly Progress (AYP) report from the 2024-2025 academic year. |

| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
|---|
| • Provide parents an opportunity to participate in the evaluating, revising and/or amending of the Parental Involvement and the School Improvement Plan.<br>• Parents and stakeholders will receive the current plans and all updates Title I mandates to review.<br>• Parent-Teacher Conferences will be hosted in the first and third quarters.<br>• Title I meetings will occur in the months of October 2024and March of 2025 pending various times and dates that will accommodate parents' schedules. |

| How is timely information about the Title I.A program provided to parents and families? |
|---|
| • Disseminate information in Title I meetings.<br>• Routinely maintain records regarding individual student issues.<br>• Disseminate 1st and 3rd quarter report cards to parents at parent teacher conferences. |

| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
|---|
| • Provide teachers with quality professional development designed to aid in the enhancement of instructional strategies and to increase student achievement. |

## 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 academic achievement includes but may not be limited to the following.**

· Make sure my child is in school every day possible and on time;

· Check that homework is completed including reading for 30 minutes per night;

· Monitor and limit screen time;

· Volunteer in my child's classroom/school when possible;

· Be aware of my child's extra-curricular time and activities;

· Stay informed about my child's education by reading all communications from the school and responding appropriately;

· Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and

· Notify school of all absences as they occur.

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

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

· We will provide high-quality instruction and materials to our students.

· We will plan and participate in high-quality professional development which incorporates the latest research.

· We will maintain a safe and positive school climate.

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

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

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

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

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

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

**Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:**
· Listen to children read;
· Have an opportunity to become a room parent;
· Present a program on their culture, a different country, a special skill or career, etc.;
· Assist with programs or parties, educational trips,

| Please provide assurance that the school is: |
| --- |
| ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed<br>✓ Issuing frequent reports to parents on their children's progress<br>✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities<br>✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand. |
| • Gateway STEM conducts parent conferences in the fall and spring of each year.<br>• Progress reports or grade reports are issued every 9 weeks.<br>• Observation is always available.<br>• Gateway STEM utilizes parent portal and has access to district's translators when needed. |

## School Capacity for Involvement

| How does the school provide assistance to parents in understanding the following items? |
| --- |
| - Missouri Learning Standards<br>- Missouri Assessment Program<br>- Local Assessments<br>- How to monitor a child's progress<br>- How to work with educators to improve the achievement of their children |
| • Parent Orientation Night will be hosted within the first 2 weeks of school.<br>• The annual Title I Meeting will be hosted in March of 2024 in the library to inform parents of Gateway STEM's participation in the Title I programs.<br>• Parent-Teacher Conferences will be hosted in the first and third quarters.<br>• PTO Meetings will be hosted quarterly. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
| • Parent Orientation Night will be hosted within the first 2 weeks of school.<br>• The annual Title I meeting will be hosted in March 2025 in the library to inform parents of Gateway STEM's participation in Title I programs.<br>• Parent-Teacher Conferences will be hosted in the first and third quarters.<br>• PTO Meetings will be hosted quarterly.<br>• A parent resource room will be set up and available to parents seeking materials to assist.<br>• A Family Community Specialist will be maintained on site to assist parents. |

| How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners? |
|---|
| • Staff professional development will occur on the following dates: August, September, October, November, January, March <br> • Monthly staff meeting will be hosted. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| • Staff and parents will be incentivized to attend quarterly PTO meetings <br> • An athletic booster club will be created. |
| Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children. |
| • A parent resource center will be created for parents and managed and supported by the family community specialist. |

## Accessibility Assurance

| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: <br> ✓ Parents and family members who have limited English proficiency <br> ✓ Parents and family members with disabilities <br> ✓ Parents and family members of migratory children <br> ✓ Provides information and school reports in a format and language parents understand |
|---|
| |

# Summary Statements

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

Strengths:
- Strong community partnerships
- Strong building leadership relationship with FCS and PTO
- Returning PTO leadership with many years of experience

Weaknesses:
- Poor attendance in PTO meetings
- Poor attendance at extra-curricular events
- Lack of funds for transportation to community events.
- High percentage of students performing below grade level in ELA and Math

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

Strengths:
- Diverse setting and attractive programs
- Strong college-going culture (AP, MCAC, Dual Enrollment/Dual Credit, etc.)
- Strong building leadership/aspiring leadership team (admin, AICs, dept heads, and teachers)

Weaknesses:
- Improve staff and student attendance
- Redesign STEM program and focus
- Systemize school-wide routines and procedure

## Summary of Needs Assessment and Priorities for 2024-2025

*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 2024-2025 school year.*

*What is going well:*

- *Student incentives for attendance and academics.*
- *Field Trips*
- *Reading Initiative*
- *Clubs and after-school opportunities*
- *Strong administrative team*
- *Improved student culture*
- *Decrease in student discipline infractions*

*Room for Growth:*

- *Teacher buy-in*
- *Focus on student data and achievement*
- *Technology enriched academic opportunities*

*Priorities for 2024-2025*

- *Continue to work on student and staff culture*
- *Reading Initiative to improve academics in all content areas*

**What date did the planning Committee complete Section 2?** _____ **4/30/2024** _____

# SECTION 3

# The Goals and the Plan

| The Goals and the Plan |
| --- |

| Goal #1- Check the appropriate Transformation 4.0 pillar this goal falls under: | | | | |
| --- | --- | --- | --- | --- |
| **X      Pillar 1:**<br>**Create a System of Excellent Schools** | o    **Pillar 2:**<br>**The District advances fairness and equity across its system** | o    **Pillar 3:**<br>**The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | o    **Pillar 4:**<br>**Ensure Students Learn to Read and Succeed** | o    **Pillar 5:**<br>**Grow Community Partners And Resources That Support The District's Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely)  Goal #1: Leadership Development/Coaching**<br>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. | | | | |
| By May 2025, the number of teachers who have at least 90% ADA will increase by at least 10% over May 2024. | | | | |
| **Leadership Development/Coaching** | | | | |
| **Priorities:**<br>1.   Supporting 1st year teachers through a site based new teachers' program that meets monthly.<br>2.   Promoting teacher collaboration through collegial observations during instructional learning walks. | | | | |
| **Funding source(s):** | | | | |

| Priority # 1 | Supporting 1st year teachers through a site based new teachers' program that meets monthly. | | |
|---|---|---|---|
| **Evidence-based strategy:** | High quality PLC for new teachers. | | |
| **Cost to support implementation of strategy:** | $1000 to purchase books for a book study. $1000 to purchase supplies and incentives for monthly meetings. | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of staff vacancies will be filled. | 25% increase in staff positive responses on the Panorama Survey. | 90% of teachers will have at least 90% ADA. | 90% of staff will indicate their intent to return. |


| Priority # 2 | Promoting teacher collaboration through collegial observations during instructional learning walks. | | |
|---|---|---|---|
| **Evidence-based strategy:** | High Quality PLCs. | | |
| **Cost to support implementation of strategy:** | $1000 to purchase supplies and incentives for monthly meetings. | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of staff vacancies will be filled. | 25% increase in staff positive responses on the Panorama Survey. | 90% of teachers will have at least 90% ADA. | 90% of staff will indicate their intent to return. |

**Implementation Plan – Staff Attendance**

| |
|---|
| 30 Days<br>Professional Development<br>&bull;   Staff Climate and Culture<br>&bull;   Identifying Root Causes of Attendance<br><br>Observation and Feedback<br>&bull;   Incentives for Staff Attendance<br><br>Implementation/Monitoring<br><br>&bull;   Mentoring for new teachers |
| 60 Days<br>Professional Development<br>&bull;   PLC's<br><br>Observation and Feedback<br>&bull;<br><br>Implementation/Monitoring<br>&bull; |
| 90 Days |
| Professional Development<br>&bull;<br><br>Observation and Feedback<br>&bull;<br><br>Implementation/Monitoring<br>&bull; |

| Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under: | | | | |
|---|---|---|---|---|
| o **Pillar 1: Create a System of Excellent Schools** | o **Pillar 2: The District advances fairness and equity across its system** | o **Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | **X Pillar 4: Ensure Students Learn to Read and Succeed** | o **Pillar 5: Grow Community Partners And Resources That Support The District's Transformation Plan** |

**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Student Achievement in the Core 4**

By May of 2025 100% of students scoring below proficiency in Reading will increase by 2.5 years of growth, as demonstrated by STAR Reading Assessments.

**Student Achievement in the Core 4 Priorities:**

1. Identify and intervene with poor readers.
2. Time for teacher collaboration on data.

**Funding Source(s):**

| Priority # 1 | Identify and intervene with poor readers. |
|---|---|
| **Evidence-based strategy:** | STAR Reading Supplemental Resources and Achieve 3000. |
| **Cost to support implementation of strategy:** | $14,500 to buy licenses for Achieve 3000. $8,400 to purchase Nearpod |

| Indicators of Success | | | |
|---|---|---|---|
| **August** | **December** | **February/March** | **May** |
| 95% of the students will test for reading proficiency on the STAR Reading Assessment.<br><br>100% of the students tested will establish reading goals.<br><br>Establish Reading Intervention classes utilizing Achieve 3000 with ELL and SPED students. | 100% of students reading at least two grade levels have been appropriately placed in an intervention class. | 60% of students will increase their Grade Level (GE) at least one grade level. | EOC scores will increase on English II assessment by 10% |

| Priority # 2 | Time for teacher collaboration on data. |
|---|---|
| **Evidence-based strategy:** | High quality PLCs. |
| **Cost to support implementation of strategy:** | None. |

| Indicators of Success | | | |
|---|---|---|---|
| **August** | **December** | **February/March** | **May** |
| 100% of ELA teachers have participated in the PLC. | 100% of ELA teachers utilize STAR Reading Supplemental Resources to support struggling readers. | 100% of ELA teachers are utilizing STAR Reading Resources to support struggling readers. | 100% of ELA teachers are utilizing STAR Reading Supplemental Resources on a weekly basis. |

| Implementation Plan - Reading |
| :---: |
| |

**30 Days:**
Professional Development
- Create PLC's to analyze student data.
- Professional development related to reading interventions: Achieve 3000
- Professional development on how to use Nearpod effectively in the classroom.
- Professional development related to using the new lesson plan template.
- Gradual Release Model and Academic Conversations

**Observation and Feedback**
- Classroom observations conducted by the Administrative team and AIC's
- Timely feedback to improve instructional practices.
- Coaching cycles with teachers to identify areas on need.

**Implementation/Monitoring**
- Data Analysis of the current reading levels of students in the building.
- Create a testing schedule to implement base-line testing on all students.
- Develop measures to monitor student reading.
- Create a literacy team to implement student rewards for reading improvement.
- Students create individual reading goals.

**Monitoring Student Progress**

**60 Days**
Professional Development
- Teacher lead PD on successful literacy strategies
- Data analysis and student growth
- Review lesson Plan Template

Observation and Feedback
- Observations centered around Literacy Strategies
- Coaching Cycles
- Timely Feedback from Administration and AIC's

Implementation/Monitoring

- Monitoring PLC's through attendance and engagement in the meetings.
- Lesson Plan feedback from Administration
- Demonstrated improvement in lesson planning

Monitoring Student Progress
- Analyze student data
- Review student literacy goals during academic conversations

**90 Days**

Professional Development
- Achieve 3000
- Data analysis and student growth
- Teacher led on best practices

Observation and Feedback
- Observations and Coaching Cycles
- Coaching Cycles
- Timely Feedback from Administration and AIC's

Implementation/Monitoring
- Monitoring PLC's through attendance and engagement in the meetings.
- Lesson Plan feedback from Administration
- Demonstrated improvement in lesson planning

Monitoring Student Progress
- Analyze student data
- Review student literacy goals during academic conversations
- Mid-year testing on STAR Reading – Setting new goals

Person(s) Responsible
- Teachers
- AIC's
- Administration

Resources;
- STAR Reading

- Achieve 3000
- Scholastic Reading
- Nearpod

Funding Sources

District-wide initiatives will be funded by central office.

For building resources, please identify the funding sources (GOB, Title 1, other)

- $14,500 for Achieve 3000 (Title1)
- $8,400 Nearpod (Title1)
- $20,000 Additional Reading Resources (Novels (Title1)
- $7,500 Extra Service for Tutoring in Reading (Title 1)
- Funds to cover additional supplies for reading instruction.

| Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under: | | | | |
|---|---|---|---|---|
| o **Pillar 1: Create a System of Excellent Schools** | o **Pillar 2: The District advances fairness and equity across its system** | X **Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | o **Pillar 4: Ensure Students Learn to Read and Succeed** | o **Pillar 5: Grow Community Partners And Resources That Support The District's Transformation Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3:  Site Specific Goal** | | | | |

| By May 2025, the number of students who have at least 90% ADA will increase by at least 20% over May 2024. |
| :--- |

**Key 3 Priorities: Instructional Strategies- Site Specific Goal**
1. Supporting struggling families through a site-based program that meets monthly.
2. Implementing an intentional student culture calendar of events where students socialize together monthly.

**Funding Source(s):**

| Priority # 1 | Supporting struggling families through a site-based program that meets monthly. |
| :--- | :--- |
| **Evidence-based strategy:** | High quality PLCs. |
| **Cost to support implementation of strategy:** | None. |

| Indicators of Success | | | |
| :---: | :---: | :---: | :---: |
| **August** | **December** | **February/March** | **May** |
| 90% of students will have reported to school. | 55% of students will have 90% ADA. | 60% of students will have 90% ADA. | 60% of students will have 90% ADA. |

| Priority # 2 | Implementing an intentional student culture calendar of events where students socialize together monthly. |
| :--- | :--- |
| **Evidence-based strategy:** | High quality PLCs. |

| Cost to support implementation of strategy: | $1000 to purchase supplies and incentives for monthly activities. | | |
|---|---|---|---|
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 90% of students will have reported to school. | 40% of students will attend the Homecoming Dance. | 60% of students will have 90% attendance. | 60% of students will have 90% attendance. |

| **Implementation Plan – Student Attendance** |
|---|
| **30 Days** |

Professional Development

- Root Causes of Student Attendance
- Implicit and Explicit Biases
- Creating Attendance Plans

Observation and Feedback

- Weekly Attendance Team Meetings
- Checking on the causes of attendance (transportation issues, etc.

Implementation/Monitoring

- Phone Calls related to students who are absent
- Referrals to the social worker regarding student attendance
- Attendance Incentives

Monitoring Student Progress

- Weekly check-ins with students who are missing school on a consistent basis

**60 Days**

Professional Development

- Trauma
- MTSS

Observation and Feedback
- Attendance Team Meetings
- Focus on students who are falling below the 90 percentile

Implementation/Monitoring
- Phone Calls related to students who are absent
- Referrals to the social worker regarding student attendance
- Attendance Incentives

Monitoring Student Progress
- Weekly check-ins with students who are missing school on a consistent basis

**90 Days**
Professional Development
- MTSS

Observation and Feedback
- Attendance Team Meetings
- Focus on students who are falling below the 90 percentile

Implementation/Monitoring
- Phone Calls related to students who are absent
- Referrals to the social worker regarding student attendance
- Attendance Incentives
- Identifying resources to help students stay successful in school.

Monitoring Student Progress
- Weekly check-ins with students who are missing school on a consistent basis

| Person(s) Responsible |
| --- |
| **Person(s) Responsible** |
| • Administrators |
| • Attendance Monitor |
| • Social Worker |
| • Counselors |
| • Nurses |

| |
| --- |
| Funding Sources |
| District-wide initiatives will be funded by the district. |

| |
| --- |
| |

| |
| --- |
| **\*\*Vacancy in the Family and Community Support Position** |

_____          _____

**Principal**                                                              **Date**


_____          _____

**Network Superintendent**                                    **Date**


_____          _____

**Superintendent**                                                  **Date**

**State Supervisor, School Improvement**                    **Date**