Carr Lane 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

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 1
School Profile

Accountability Plan Template

<table>
<tr><td colspan="3" align="center">Improvement/Accountability Plan</td></tr>
<tr>
<td>Focus of Plan (check the appropriate box):
☐ LEA
✓ School</td>
<td>Name of LEA: St. Louis Public Schools

Name of School: Carr Lane VPA Middle School
School Code: 0307</td>
<td>Check if appropriate
☐ Comprehensive School
***Requires a Regional School Improvement Team
☐ Targeted School
✓ X Title I.A</td>
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<td>Date: September 17, 2024</td>
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Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.

School Mission: To provide a quality-learning environment that ensures student's success through the integration of Arts and Academics.

School Vision: Having a high-quality education program for students in grades 6-8 that develops the whole person through a curriculum that integrates the visual and performing arts and rigorous academics. We aim to develop the students academically, artistically and socially to become independent, cooperative, responsible and creative learners with a lifelong appreciation for the arts. We believe that these skills and qualities will prepare our students to pursue further educational goals.

One plan may meet the needs of a number of different programs. Please check all that apply.
- ✓ **Title I.A School Improvement**
- ☐ **Title I.C Education of Migratory Children**
- ☐ **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
- ☐ **Title II.A Language Instruction for English Learners and Immigrant Children**
- ☐ **Title IV 21st Century Schools**
- ☐ **Title V Flexibility and Accountability**
- ☐ **Individuals with Disability Education Act**
- ☐ **Rehabilitation Act of 1973**
- ☐ **Carl D. Perkins Career and Technical Education Act**
- ☐ **Workforce Innovation and Opportunities Act**
- ☐ **Head Start Act**
- ☐ **McKinney Vento Homeless Assistance Act**
- ☐ **Adult Education and Family Literacy Act**
- ☐ **MSIP**
- ☐ **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	Darwin Young		Darwin.young@slps.org/314-231-0413
Assistant Principal (if applicable)	Tina Gross		Tina.gross@slps.org/314-231-413
Academic Instructional Coach	Christine Ring/Suzanne Jarrell		Christine.ring@slps.org Suzanne.jarrell@slps.org
Family Community Specialist (if applicable)	Gregory Tellis		Gregory.tellis@slps.org
SPED Staff (if applicable)	Chaquita Williams		Chaquita.williams@slps.org
ISS/PBIS Staff (if applicable)	Angela Griffin/Eric Ford		Angela.griffin@slps.org Eric.ford@slps.org
Teacher	Candiss Dickson		Candiss.dickson@slps.org
Teacher	Anissa Parisi		Anissa.parisi@slps.org
Parent	Tameka Doss		(510) 309-2627
Parent	Glenn Chancellor		(314) 732-5371
Support Staff	DeJeanette Williams		Dejeanette.williams@slps.org
Community Member/Faith Based Partner	Lauren Hill—TRIO		Lauren.hill@slps.org
Network Superintendent	Tonya Bailey		Tonya.bailey@slps.org

What date did you and your School Planning Committee Complete Section 1? ____March 29, 2024_____

SECTION 2
Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	**Current Information**	**Reflections**
Student Enrollment as of 9/17	392	Our enrollment remains consistent over the last three years between 360-400. Enrollment has not fully rebounded since Covid when our enrollment was above 500.
Grade Level Breakdown	6th: 131 7th: 133 8th: 128	This year more students have joined Carr Lane as 7th and 8th graders than previous years.
Ethnicity	Hispanic: 2 Black: 367 White: 16 Indigenous: 2 Mixed Race: 5	Though the overall population of the school lacks diversity, participation in our Arts programs and extracurricular activities represents our diversity.
Attendance	ADA 90.8%	Transportation challenges with the bus company have impacted on our attendance this year. Lack of clarity with parents that if they keep their children at home, there is a virtual option in which they can participate.
Mobility	Accountability Dept. will provide	
Socioeconomic status	Accountability Dept. will provide	
Discipline	25.67%	From August 19-September 13, 2024, 25.67% of disciplinary referrals have resulted in suspensions. Of the suspensions issued 75% have been for fighting. The suspension rate tends to be higher at the start of the school year, if students choose to fight. We want to send a clear message to our students regarding creating a safe environment, and students understand consequences will be issued for fighting. As we progress through the year, the historic trend is that suspension percentage will decrease.
English Language Learners/LEP	11	This year we see an increase in our English Language Learners increasing the diversity of our school.
Special Education	72	Last year our Special Education enrollment accounted for 15% of our population versus this year the number of students has increased to 18% of our total enrollment. We work with our Special Education students to provide the least restrictive environment that will allow students to be successful in academics and the arts.

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	8% Proficient and Advanced MPI—308.6—Approaching	8% Proficient and Advanced		With the results from 2022-2023, ELA scores are Approaching for both the school and student groups, but Academic Achievement Growth is Below Average. For the 2024-2025 school year, we have hired certified ELA teachers for all but one position. MPI Results are not available currently for the 23-24 MAP GLA, however, there is a slight decrease in student performance based on the Performance Levels.
Math	2% Proficient and Advanced MPI—256.9—Floor	6.6% Proficient and Advanced		For 2022-2023, Math performance for Academic Achievement was the Floor. During that year, we had 3 certified math teachers, and lacked consistency in the classrooms staffed with ILA's. For 2023-2024, only one classroom was staffed by an ILA. Increased consistency in classrooms, and more qualified teachers helped our students show some gains.
Science	5.1% Proficient and Advanced MPI—289.9—Floor	3% Proficient and Advanced		The overall performance for Academic Achievement was the Floor in 2022-2023. The science class piloted a new curriculum during 2022-2023, which continued into the next year. The more non-traditional curriculum presented challenges to the substitute teachers in the classroom. Students did not receive consistent instruction during the 2023-2024 school year.

Student Achievement- Local Assessment						
Goal Areas	**22-23 performance**		**23-24 performance**		**24-25 Goals**	**Explanation/Rationale for Current Performance**
	BOY	EOY	BOY	EOY	BOY	
STAR Reading	6.4%	7.1%	10.1%	17.2%	9%	As we have emerged from Covid, we are seeing starting proficiency rates higher this year since students have been back in school more consistently than the 22-23 school year. We have emphasized

						students slowing down and taking time on the test by testing students in small groups. ELA teachers participated in pilot ELA curriculum during the second semester of the 2023-2024 school year. Though the beginning of the school year data for 2024-2025 is slightly lower than 23-24, students did show substantial gains to moving toward proficient and advanced. Small group pull-outs, as well as small group instruction in the classroom.
STAR Math	6.1%	10.2%	7.2%	13.4%	2%	As we have emerged from Covid, we are seeing starting proficiency rates higher this year since students have been back in school more consistently than the 22-23 school year. We saw gains across all three grade levels, but our proficiency percentage increased dramatically largely due to gains seen with our 8th graders. Half of our 8th graders had the same math teacher as their 6th grade year.

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

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**
Learning Expectations	The Missouri Learning Standards provide the basis for all Learning Expectations as outlined in the SLPS provided curricula. Teachers have been coached in previous years on identifying priority standards and analyzing standards to clearly communicate learning expectations to students. Learning expectations in student friendly language are posted on BBC's in each classroom, as well as outlined in the lesson plan.
Instructional Programs	Teachers implement the curriculum provided by the SLPS Curriculum Department.
Instructional Materials	ELA, Math and Social Studies all have texts and instructional materials from Savvas. Math teachers also use the Freckle, which is part of the Renaissance suite to support instruction. Our Reading Specialist is using the REWARDS program this year with small group pull-outs.
Technology	Each teacher has a Promethean Board to use to support instruction and to engage students in learning. Students have been issued iPads from the District. ELA, Math, and Social Studies all use online materials provided through the Savvas platform. Several teachers use Nearpod to develop engaging lessons for their students.

Support personnel	We have two Academic Instructional Coaches working with our newer teachers and long-term substitutes. Our Reading Specialist works to support all of our ELA teachers, as well as conducting small group sessions with students identified based on the beginning of the year STAR Reading data. Our Positive Behavior Intervention Specialist works with our students to recognize those doing well, and helping students to stay in the classroom for academic growth.

High Quality Professional Staff *(How are you ensuring that all students are taught by a high-quality teacher?)*	
Data Type	**Current Information**
Staff Preparation	Administration uses the District's Strategic Values to guide building level professional development. They also encourage staff who are working towards certification by serving as mentors, assisting with locating supports for pathways to certification, and meeting the criteria for necessary for their programs. Learning opportunities beyond the school are also shared with staff to participate in workshops, attend conferences, and join learning cohorts. The AICs and Reading Specialist assist administration with presenting ideas and coaching teachers on new ideas and opportunities.
Staff Certification	Certified Teachers—24 Support Staff—7 ILAs—7 Substitutes/Return to Work Teachers—2 BLAs—2 ICAs—2 Administrators—2
Staff Specialist and other support staff	To support the whole child, we have: • Counselors—1.5 • Social Worker—1 • Secretary—1 • Family and Community Specialist—1 • Positive Behavior Intervention Specialist—1 • Nurse—1

	• AICs—2 • Reading Specialist—1
Staff Demographics	Male—15 Female—31 African-American—37 White—9
School Administrators	Both Mr. Young, the principal, and Ms. Gross, the assistant principal, actively participate in district provide professional development. They both also participate in the Missouri Leadership Development System (MLDS) to continue their professional growth and to learn from other leaders around the metro area. Mr. Young is currently attending graduate school working on an Ed.D.

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?
Parent and Family Engagement Policy is shared with families at the start of the year during Open House, emailed to families, posted on the school website, presented at the Title I meeting in the fall, and family nights.
What are the strengths of family and community engagement?
FCS creates a personal relationship with parents and reaches out to families beyond the school day. Invites parents into the building for performances and to check on their students.
What are the weaknesses of family and community engagement?
Difficulty communicating with our hearing-impaired students and our ELL students' families. Families' phone numbers change frequently, and our phone numbers are often out of date. Slow re-establishment of community partners post-Covid.

What are the needs identified pertaining to family and community engagement?
Transportation to and from school events. More committed volunteers for the school.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Two parents serve on the review committee, ability to provide suggestions during Open House and consider discussions with families throughout the year.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents provide feedback during the Title I meetings in the Fall and in the Spring, as well as the Panorama survey.
How is timely information about the Title I.A program provided to parents and families?
Information is shared via email, Robo calls home, letters/flyers send home with students and posts on school website.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Data reports from STAR and MAP GLA distributed during Parent Teacher Conferences, so teachers may meet with parents to explain the data. Information is also sent home via students. School hosts Literacy and Math Nights, as well as Open House to share student achievement information.

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

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

What are the ways in which all parents will be responsible for supporting their children's learning?
SLPS Parents will support of academic achievement includes but may not be limited to the following. · Make sure my child is in school every day possible and on time; · Check that homework is completed including reading for 30 minutes per night;

· Monitor and limit screen time;

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

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

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

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

· Notify school of all absences as they occur.

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

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:
· We will provide high-quality instruction and materials to our students.
· We will plan and participate in high-quality professional development which incorporates the latest research.
· We will maintain a safe and positive school climate.

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

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

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

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

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

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

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

· Listen to children read;

· Have an opportunity to become a room parent;

· Present a program on their culture, a different country, a special skill or career, etc.;

· Assist with programs or parties, educational trips,

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

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

How does your school provide materials and trainings to help parents work with their children to improve achievement?

School signs parents up for Parent Portal where they can monitor their child's grades. Teachers contact parents via phone or email to provide updates on student progress. Open Houses, Parent Teacher Conferences and Math and Literacy Nights allow for sharing of this information.

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?

Math and Literacy Night offered information to support parents working with their children. Family and Community newsletter is sent home via email quarterly.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
At the start of each year, we encourage each Advisory teacher to reach out to families to make an initial contact to welcome families to the school. School Leadership team meets to identify needs and plan to meet those needs.
Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
The FCS provides a space for parents to access resources to support their children. Continue to invite parents to events at the school.
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
Families have a variety of opportunities to participate in school and community events. These opportunities lend themselves to support student learning and information for families to support their child. They foster positive school and home relationships. School's Leadership Team and Staff work as a cohesive team to plan and organize a variety of events. Professional development allows staff members the opportunity to improve their skills at communicating with parents and building relationships. Our Family Community Specialist serves as a liaison between home and school.

Summary of the Weaknesses
Several of our families lack transportation to and from school. Parental contact information is inaccurate because changes occur often and is not always reported to the school. One challenge is the level of direct parental participation in school sponsored events. This could be a direct correlation between transportation, family/work commitments, lack of updated contact information, etc.

Summary of the Needs
This year, our school brought in more families for events than we had prior to COVID. It was our first year of getting back to the "Carr Lane way" with increased family participation in school events and student performances. Our Spirit Squad also increased their community involvement. During the 24-25 school year, our 2 priority areas will focus on relationships among all stakeholders and academic achievement engaging all student, staff and community partners. Some of our focus/programmatic shifts will include: - Ongoing professional development of curriculum support and best practices   - Reading and Math specialists for student intervention supports   - Reading and Math AICs to provide individual/small group coaching   - Family Community Specialist for increasing parental involvement and community outreach   - Positive Behavior Intervention Specialist to cultivate positive relationships between students, staff, and parents

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. Climate and Culture: Sense of Belonging
2. Student Achievement in Reading
3. Student Achievement in Math

What date did you and your School Planning Committee Complete Section 2?   September 20, 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:

☐ 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 #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. Student-Staff Relationships
2. Student-Student Relationships

Evidence-based strategies	- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols - The Initiative on Belonging and Well-Being with the St. Louis Public Schools Foundation - Classroom Management (Wong and Wong) - Behavior Interventions (McCarney)

Implementation Plan
Action Steps

30 Days:

Professional Development
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Culture Camp for 1st Week of School
- Positive Affirmations

Observation and Feedback
- Positive phone calls home by teachers
- 30 second feedback from Administration during classroom and hallway observations

Implementation/Monitoring
- Town Hall Meetings
- School-wide review of building expectations

Monitoring Student Progress
- Referral Data
- Feedback from Team Leaders on successes/needs

Person(s) Responsible	Resources
- Culture & Climate Coordinator - Administration - Teachers - Support Staff	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations

60 Days:

Professional Development
- Present 2-3 strategies from Wong and Wong and McCarney for staff to choose 1 to commit to for the next two weeks

Observation and Feedback
- Staff share commitment to strategy via Forms Survey
- Survey will be used during classroom observations to watch for strategy

Implementation/Monitoring
- Teachers will implement 1 strategy from those presented

Monitoring Student Progress
- Review Discipline referrals to see impact of strategy

Person(s) Responsible	Resources
- Culture & Climate Coordinator - Administration	- Districtwide PBIS Matrix - Classroom Management (Wong and Wong)

▪ Teachers ▪ Support Staff	▪ Behavior Interventions (McCarney)

90 Days:

Professional Development
- Review of Panorama Data
- Present 2-3 strategies from Wong and Wong and McCarney for staff to choose 1 to commit to for the next two weeks

Observation and Feedback
- Staff share commitment to strategy via Forms Survey
- Survey will be used during classroom observations to watch for strategy

Implementation/Monitoring
- Teachers will implement 1 strategy from those presented
- Identify two areas from Panorama data as focus and create school-wide plan to improve

Monitoring Student Progress
- Review discipline referrals

Person(s) Responsible	Resources
▪ Culture & Climate Coordinator ▪ Administration ▪ Teachers ▪ Support Staff	▪ Districtwide PBIS Matrix ▪ Classroom Management (Wong and Wong) ▪ Behavior Interventions (McCarney) ▪

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

- *District-wide initiatives will be funded by the central office.*
  - Panorama Ed Survey Platform

- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - 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/Comprehensive)
  - Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)
  - Attendance Incentives (Comprehensive)
  - PBIS Incentives (Comprehensive)
  - $5000 for PBIS Conference

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**

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

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

Evidence-based strategies	- SLPS Instructional Vision for Academic Excellence utilizing Savvas myPerspectives (6-8) ELA 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) - REWARDS Program used by Reading Specialist for small-group instruction

	▪ 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 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 PLC Cohorts
- Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation

Observation and Feedback
- Coaching from AICs
Implementation/Monitoring
- Lesson Plan review and feedback
Monitoring Student Progress
- STAR Reading BOY Assessment

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ ELA Teachers ▪ Administration	▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ myPerspectives (6-8) ▪ STAR Renaissance

60 Days:
Professional Development
- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation

Observation and Feedback
- Bi-weekly observation with written feedback
Implementation/Monitoring
- Support on Lesson Planning

Monitoring Student Progress
▪ Teacher-made tests
▪ Savvas assessments
▪ STAR Progress Monitoring

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Administration ▪ Teachers	▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric

90 Days:
Professional Development
- Claim/Evidence/Reasoning (CER)

Observation and Feedback
- Lesson Plan Review

Implementation/Monitoring
- Classroom Observations

Monitoring Student Progress
- STAR Reading MOY Assessment

Person(s) Responsible	Resources
▪ AICs ▪ Administration ▪ Teachers	▪ STAR Renaissance

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

▪ *District-wide initiatives will be funded by the central office.*
     o Tier 1 Instructional Tools myPerspectives (6-8) ELA Instructional Resources)
     o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
     o Academic Competitions
 ▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
     o $2000 for REWARDS program to support small-group pull-outs (Title 1/Comprehensive)
     o $10,000 for Model Schools Conference 2025 for team from the school to attend (Comprehensive)

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
GOAL 3: MATH By May 2025, - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

Mathematics Plan:
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.*
Priorities: 1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition. 2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

Evidence-based strategies	▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources: o Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts o Instructional Design Framework and Math Lesson Plan Internalization Protocol ▪ Visible Learning

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** ▪ Coaching from AICs **Implementation/Monitoring** ▪ Lesson Plan feedback **Monitoring Student Progress** ▪ STAR Math BOY Assessment

Person(s) Responsible	Resources
▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Administration ▪ Teachers	▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance

60 Days: **Professional Development** ▪ Lesson Plan Internalization **Observation and Feedback** ▪ Bi-weekly observation and feedback **Implementation/Monitoring** ▪ Support on Lesson Planning **Monitoring Student Progress** ▪ Teacher-made tests ▪ Savvas assessments ▪ STAR Progress Monitoring	

Person(s) Responsible	Resources
▪ Administration ▪ AICs	▪ SLPS Gradual Release Rubric ▪ Freckle

▪ Teachers	▪ Savvas
	▪ Renaissance

90 Days:
Professional Development
▪ Visible Learning Presentation from Mr. Fields
Observation and Feedback
▪ Lesson Plan Review
Implementation/Monitoring
▪ Classroom Observations
Monitoring Student Progress
▪ STAR Math MOY Assessment

Person(s) Responsible	Resources
▪ <u>Administration</u> ▪ <u>Teachers</u> ▪ <u>Mr. Fields</u> ▪ <u>AICs</u>	▪ STAR Renaissance ▪ Visible Learning

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

▪ *District-wide initiatives will be funded by the central office.*
  o Tier 1 Instructional Tools (enVision Math K-8)
  o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
  o Academic Competitions
▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  o $15,000 for Visible Learning Conference (Title 1/Comprehensive)
  o $2,000 for Math supplemental materials

(What date did you and your School Planning Committee Complete Section 3? _____<u>**September 20, 2024**</u>_____

_____   _____

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