

# SLPS Accountability Plan

## 2024-2025

### Collegiate School of Medicine and Bioscience



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 <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; <b>2024-2025</b> 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	
<b>(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)</b>		<b>*April 30, 2024</b>
<b>The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by *May 17, 2024, from Network Superintendent.</b>		

# **SECTION 1**

## **School Profile**

Improvement/Accountability Plan		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input checked="" type="checkbox"/> <b>School</b>	<b>Name of LEA:</b> St. Louis Public Schools <b>Name of School:</b> Collegiate <b>School Code:</b> 151	<b>Check if appropriate</b> <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School - Title I.A
<b>Date:</b> April 30, 2024		
<b>Purpose:</b> To develop a plan for improving the top 3 needs identified in the needs assessment.		
<b>School Mission:</b> Collegiate School of Medicine and Bioscience empowers students to become innovative community leaders in bioscience through its rigorous, college-preparatory curriculum.		
<p><b>School Vision:</b> Collegiate School of Medicine and Bioscience is an innovative, college-preparatory school with high expectations of its academic team and student body. We embrace and celebrate a highly diverse learning community dedicated to the academic and personal growth of all students. We achieve excellence by engaging in student-centered, experiential learning; integrating effective instructional technology; and utilizing collaborative, real-world learning experiences.</p> <p><b>Our school community believes in a holistic approach to education that encourages student engagement in the humanities, fine arts, sciences, and athletics while fostering interpersonal skills. We implement support programs for our students and value our school’s cultural diversity to create a familial atmosphere with a strong sense of community. We provide opportunities for students to pursue their interests and aspirations through extracurricular and enrichment activities that enable both personal and academic success.</b></p> <p><b>We support the development of our students as global citizens and local leaders in the community. We nurture civic and social responsibility in our students by requiring participation in community service activities throughout their academic careers. We develop relationships within the biomedical and sciences community through internship opportunities and partnerships with local universities and businesses.</b></p> <p><b>Collegiate School of Medicine and Bioscience prides itself on its unique educational calling within the Saint Louis metropolitan area. Upon completion of our rigorous, college preparatory program, students are prepared to excel in higher education and beyond.</b></p>		

**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 21<sup>st</sup> 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.

<b>School Planning Committee</b>			
<b>Position/Role</b>	<b>Name</b>	<b>Signature</b>	<b>Email/Phone Contact</b>
Principal	Frederick Steele		Frederick.steele@slps.org
Assistant Principal (if applicable)	Victoria Turner – July 1, 2024		Victoria.turner@slps.org
Academic Instructional Coach	Daniel Bruce		Daniel.bruce@slps.org
Family Community Specialist (if applicable)	NA		
ESOL Staff (if applicable)	Jessica Martin		Jessica.Martin@slps.org

SPED Staff (if applicable)	Dr. Iris Robinson		Iris.robinsonriddle@slps.org
ISS/PBIS Staff (if applicable)	NA		
Teacher	Nathan Klosterman		Nathan.klosterman@slps.org
Teacher	Chandra Alford		Chandra.alford@slps.org
Teacher	Josie Johnston		Joy.johnston@slps.org
Teacher	Ninfa Matiase		Ninfa.matiase@slps.org
Parent	Emily Schiltz		schiltze@hotmail
Parent			
Support Staff	Kennethera Turner		Kennethera.Turner@slps.org
Community Member/Faith Based Partner	Susan Katzman		
Network Superintendent	Sheila Sherman		Sheila.sherman@slps.org
<i>Other</i>			

**(What date did you and your School Planning Committee complete Section1? \_\_April 29, 2024\_\_)**

# **SECTION 2**

## **Comprehensive Needs Assessment**

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	329	Drop in 9 <sup>th</sup> grade enrollment due to school shooting previous year-100 target for each grade level
Grade Level Breakdown	9 <sup>th</sup> -77; 10 <sup>th</sup> -100; 11 <sup>th</sup> -74; 12 <sup>th</sup> -77	Drop in 9 <sup>th</sup> grade enrollment due to school shooting previous year
Ethnicity	A-8%; H-9%; ME-6%; AA-42%; W-35%	Similar to previous year
Attendance	85.1%-90/90; 94.6-ADA	.4% drop due to students with low attendance withdrawing mid year
Mobility	???	Very small year to year
Socioeconomic status	100% F/R Lunch Status	
Discipline	26 incidents-11 OSS	Increase in students bringing banned substances, including vape, to school
Limited English Proficiency	3	Same as last year
Special Education	5	2 new students with IEP's this year

Strengths	Weaknesses	Needs
Very diverse student population with no racial or ethnic group as a majority. New school building with high school caliber athletic facilities will attract more student athletes. Strong parent community that stays engaged	Attendance rates were lower for ELL students. Many ELL students required to work and care for younger siblings. AM bus problems causes many students to miss school without transportation. 3 students with low attendance withdrew mid-year.	Assistance with family communications for ELL students with attendance problems. More reliable bus transportation for vulnerable students without reliable family transportation.

Student Achievement				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance(MPI)	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA-EOC	446.9-MPI	TBD	450 MPI	Students perform consistently well, above 90%, on ELA EOC's. Teachers have coordinated for three years in English 1 and 2 practice EOC's and standards alignment
Reading-STAR	9 <sup>th</sup> Grade – 68% 10 <sup>th</sup> Grade – 67% 11 <sup>th</sup> Grade – 76% 12 <sup>th</sup> Grade – 82%	TBD	All grade level above 85%	STAR reading scores don't align closely enough with historic EOC data, however EOC/MAP proficiency in English will inform goals for 2024-25. Improved alignment among English teachers within data teams.



<b>Math-EOC</b>	426.3-MPI	TBD	435 MPI	Historically, students have scored at least 75% proficient in Algebra I. The Algebra I teacher is excellent and used a sophisticated standards-based data tracker. Expect more improvement with fidelity to Math department data tracker.
<b>Science-EOC</b>	418.3 MPI	TBD	425 MPI	Teacher improved systematic data tracking and responded well to coaching/feedback from Instructional Coach
<b>Social Studies-EOC</b>	436.3 MPI	TBD	445 MPI	New teacher appointed who holds to curriculum with fidelity and now teaches half the Government sections.
<b>CCR</b>	93% attending college 98% positive placement during Graduate Follow-up MSIP 3.1-3.3 points avg 1.05 MSIP 3.4 points avg 1.15 ACT avg 23.9	94% attending college (No GFU data until Dec 2024) MSIP 3.1-3.3 points avg 1.09 ACT avg 25 MSIP 3.4 points avg 1.19	95% attending college 100% positive placement during Graduate Follow-Up MSIP 3.1-3.3 points avg 1.1 MSIP 3.4 points avg 1.2 ACT avg 25	Every year at Collegiate, our College Admissions Specialist guides our students to a 100% college acceptance rate. Of those accepted students, each year we have a few who choose enlistment or employment instead of college, this is especially true in the pandemic economy that was paying students high wages with just a high school diploma. Our goal is to continue to offer strong advising on to why college is a good long-term plan, improving our post-pandemic college enrollment rate. Additionally, with graduate follow-up we aim for 100% positive placement each year. In 2023 we unfortunately had one student who was unmotivated to get a job or college program, after she was unable to complete the tech training program she had started. That dropped our positive placement to 98%. Starting in 2021 most colleges were test optional. As we return to seeing more colleges require standardized testing, we have emphasized and assisted students in growing their ACT score. Class of 2024 has the highest average ACT score in school history. Additionally, for category 3.1-3.3, every Collegiate student earned a minimum of .75 points for the district. A goal for 2024-2025 is to continue to have 0 students in the .25 “red” category for MSIP 3.1-3.3 points. As our teaching staff continues to increase, it allows us to continue to increase AP and dual-credit offerings. Coupled with strong advising from our College Admissions Specialist about the value of taking AP and dual-enrollment courses, this has allowed us an upward trajectory in MSIP 3.4 points.

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

<b>Strengths</b>	<b>Weaknesses</b>	<b>Needs</b>
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<b>ELA achievement data very high and consistent from year to year</b>	Tracking achievement in science and social studies departments. Inconsistent mastery in Algebra I but improvement noted in 2023-24 with gains expected on EOC	Achievement data analysis tracking strategies for science department. Data driven planning through use of PLC's. Refine and improve standards based math tutoring. Institute high-yield instructional strategies from Virtual Learning research/materials
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<b>Curriculum and Instruction</b> <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>		
<b>Data Type</b>	<b>Current Information</b>	<b>Reflections</b>
<b>Learning Expectations</b>	High expectations in each academic department. Teachers focused on mastery of content. End of term grades inconsistently reflect student mastery	More consistency of learning targets and across all subjects needed.
<b>Instructional Programs</b>	PLTW Biomedical Science 4-year course pathway is foundational. Increase in student participation in computer science program. Shortage of AP Science teaching staff	Computer science program is core reason for steady growth in enrollment. Staffing in both areas are master teachers. Well-resourced in equipment and technology but need another Biology Teacher.
<b>Instructional Materials</b>	Well resourced through textbook materials and online resources	More consistency of learning targets and across all subjects needed.
<b>Technology</b>	Well resourced	Have what we need for students to succeed
<b>Support personnel</b>	Social Worker- .5 Counselor- 2 Trauma Therapist- .5 College Admissions Specialist- 1 BLA- 2 Internship Coordinator- 1 Nurse- .5	More social-emotional support this year for students. Adding a full time school counselor for 2023-24

<b>Strengths</b>	<b>Weaknesses</b>	<b>Needs</b>
<b>High quality, committed teachers. Well resourced with equipment and technology. System of observation/feedback from new Instructional Coach</b>	Three new teachers beginning in 2024-25	Strengthen admin and peer observation/feedback cycle to build school-wide

<b>High Quality Professional Staff</b> <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>		
<b>Data Type</b>	<b>Current Information</b>	<b>Reflections</b>
<b>Staff Preparation</b>	All highly qualified	More than 60% have graduate degrees
<b>Staff Certification</b>	All highly qualified	All staff have the appropriate certification
<b>Staff Specialist and other support staff</b>	New Instructional Coach	Huge impact on teachers
<b>Staff Demographics</b>	24% minority	Need more diversity in teaching staff. Improved this year but need broader search for diverse candidates
<b>School Administrators</b>	All highly qualified	Diverse admin team essential and maintained every year.

<b>Strengths</b>	<b>Weaknesses</b>	<b>Needs</b>
Content experts Committed to student success Work after school day High attendance rate Rapport with students	Consistent culturally responsive mindset Assessing for mastery Articulation of learning targets Formative assessment aligned with learning targets	Culturally responsive teaching PD aligned to school role Growth producing feedback PD Learning target/formative assessment PD Continued growth in collective teacher efficacy Instructional strategies that foster deep learning and transfer learning PD

<b>24-25 Priorities</b> Prioritized areas of <i>Need</i> for 24-25 based on needs assessment/data analysis
<b>1. AP scores rose to 2.90 in 2022 but dropped in 2023. Need to continue toward an average of 3.0 AP score average. Will determine specific growth priorities by course.</b>
<b>2. Math/Science EOC scores growth toward MPI levels of at least 435.</b>
<b>3. Grades on report cards don't correlate with standardized assessment results. Gird up formative assessment strategies and analysis so grades reflect more closely what students have mastered in core content courses.</b>

### Root Causes

*Determine the Root Causes of the needs listed above using the 5 Whys:*

#### Root Cause Analysis #1

Need #1- Please describe the need:	Average AP score declined by .08 from 2022-2023
Why?	Lack of direct contact with students due to pandemic related absences and quarantining
Why?	Students slow to take accountability for content mastery
Why?	Teachers did not coordinate lesson planning, assessments, AP exam preparation
Why?	AP exams not as predictable as in the past due to changes in testing content
<b>Root Cause</b>	Lack of alignment between long term unit planning and assessment for mastery

#### Root Cause Analysis #2

Need #2 - Please describe the need:	EOC scores in Algebra and Biology were inconsistent in 2023.
Why?	Teachers have not been held accountable to test the MLS's in preparation for EOC's.
Why?	Math teachers have only begun to vertically align Algebra content to ensure primary standards are taught and mastered
Why?	Lack of unit planning aligned with CFA/CSA system
<b>Root Cause</b>	Lack of coordinated planning, assessing, intervening among Algebra teachers. Little buy-in to CFA/CSA system

#### Root Cause Analysis #3

Need #3- Please describe the need:	Assignments given to students, subsequent grading/feedback, and grades are not consistently aligned with standards to be mastered
Why?	Teachers don't consistently assess for mastery of content standards
Why?	Teachers don't consistently plan to teach and assess for mastery in lesson and unit plans.
Why?	Teachers overwhelmed with challenge of planning for daily lessons and long term units
Why?	Teachers grading and feedback policies inconsistent
<b>Root Cause</b>	Teachers/Administrators do not work closely enough to plan and deliver standards-based instruction and standards-based assessments with consistent and relevant feedback.

## 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?

What are the strengths of family and community engagement?

What are the weaknesses of family and community engagement?

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

### **Policy Involvement**

How are parents involved in the planning, review, and improvement of the Schoolwide plan?

How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?

How is timely information about the Title I.A program provided to parents and families?

What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?

## 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?

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

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?
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?
How does your school implement and coordinate parent programs, and build ties between parents and the school?
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.
<b>Accessibility Assurance</b>
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: <ul style="list-style-type: none"> <li>✓ Parents and family members who have limited English proficiency</li> <li>✓ Parents and family members with disabilities</li> <li>✓ Parents and family members of migratory children</li> <li>✓ Provides information and school reports in a format and language parents understand</li> </ul>

## Summary Statements

<b>Summary of the strengths and weaknesses relative to Family and Community Engagement.</b>

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

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**Summary of Needs Assessment and Priorities for 24-25**

*Summarize your current progress as a school, what is going well, where there is room for growth. Outline your 2 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*

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**(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:

<ul style="list-style-type: none"> <li><b>Pillar 1:</b> The District creates a system of excellent schools</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 2:</b> The District advances fairness and equity across its system</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 3:</b> The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 4:</b> All students learn to read and succeed</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 5:</b> Community partnerships and resources support the District's Transformation 4.0 Plan</li> </ul>
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**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**

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

**GOAL 1: SENSE OF BELONGING**

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

**Leadership Development/Coaching**

Priorities

1. Teachers and staff convey a strong sense
2. Data meetings involving teachers and administrators following every AP course, teacher-made assessment.

**Funding source(s): GOB and funding from school donations for instruction**

<b>Priority # 1</b>	<b>Update and maintain system of collaboration between AP teachers and administrators to ensure instructional priorities align with assessment priorities.</b>
<b>Evidence-based strategy</b>	<b>Lesson/unit planning PD schedule with meeting notes &amp; running record of admin feedback to teachers.</b>

<b>Cost to support implementation of strategy:</b>	<b>Little to no cost</b>		
<b>Indicators of Success</b>			
<b>August</b>	<b>December</b>	<b>February/March</b>	<b>May</b>
Content team structure in place	<ul style="list-style-type: none"> <li>Semester grades aligned with content mastery as evidenced on final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mock AP results with at least a 2.95 average across courses</li> </ul>	<ul style="list-style-type: none"> <li>Students ready for AP exams</li> </ul>

<b>Priority # 2</b>			
<b>Evidence-based strategy</b>			
<b>Cost to support implementation of strategy:</b>	<b>Minimal</b>		
<b>Indicators of Success</b>			
<b>August</b>	<b>December</b>	<b>February/March</b>	<b>May</b>
Content team structure in place	Semester grades aligned with content mastery as evidenced on final exams	Mock AP results with at least a 2.95 average across courses	Students ready for AP exams

<b>Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<ul style="list-style-type: none"> <li><b>Pillar 1:</b> The District creates a system of excellent schools</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 2:</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 3:</b> The District cultivates teachers and leaders who</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 4:</b> All students learn to read and succeed</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 5:</b> Community partnerships and resources support the</li> </ul>

	The District advances fairness and equity across its system	foster effective, culturally responsive learning environments		District's Transformation 4.0 Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading</b>				
<p><b>GOAL 2: READING</b>  <b>By May 2025,</b>  - 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.</p> <p><b>Previous Goal: Student Achievement in the Core 4 (ELA, Math, Social Studies, Science) using “The Key 3” as Evidenced-Based Instructional Strategies.</b>  Specific academic growth goals set by the C &amp; I Department. Example for ELA:  ▪ ELA 6-12  ○ Growth   By the end of May 2025, the average Grade Equivalency (GE) will meet or exceed 1.5 years growth. 50% of students reading 2 or more grade-levels below AND receiving intervention supports, will grow by a minimum of 2 years (grade equivalence) as evidenced by STAR  ○ Increase EOC MPI for Biology to 435 which equals at least 90% proficiency on the Biology EOC.</p> <p>Key 3 = Data Informed / Data Driven Lesson Planning, Check for Understanding (CFU) formative assessment practices, Depth of Knowledge (DOK) Questioning / Cognitive Rigor</p>				
<b>Priorities:</b>				
1. Unit planning and assessment strategies reveal alignment with course MLS’s that must be mastered by all Biology students 2. Teacher uses CFA and CSA to drive instructional planning as evidenced in lesson plans, unit plans and teacher-made assessments				
<b>Funding Source(s): GOB</b>				

<b>Priority # 1</b>	1. Unit planning and assessment strategies reveal alignment with course MLS's that must be mastered by all Biology students as evidenced by CSA/CFA cycle.		
<b>Evidence-based strategy</b>	<b>Teacher and admin review alignment of lessons to unit plan and assessment strategies. Documentation of meetings with feedback and commitments.</b>		
<b>Cost to support implementation of strategy:</b>	<b>Minimal</b>		
<b>Indicators of Success</b>			
<b>August</b>	<b>December</b>	<b>February/March</b>	<b>May</b>
Baseline data collected	CSA data meets set goals = incremental progress toward MPI goal	CSA data meets set goals = incremental progress toward MPI goal	>90% of students ready for EOC

<b>Priority # 2</b>	2. Teacher uses CFA and CSA to drive instructional planning as evidenced in lesson plans, unit plans and teacher-made assessments		
<b>Evidence-based strategy</b>	<b>Teacher analyzes quarterly CFA and CSA data to determined strengths, weaknesses, and standards to be retaught. Teacher and admin co-design reteaching strategies and subsequent unit plans and set goals for next round of assessments. Running record of feedback from admin team.</b>		
<b>Cost to support implementation of strategy:</b>	<b>Minimal</b>		

<b>Indicators of Success</b>			
<b>August</b>	<b>December</b>	<b>February/March</b>	<b>May</b>
Unit plans developed with goals set	Subsequent unit plans driven by recent CSA data and addresses strengths and weaknesses	Subsequent unit plans driven by recent CSA data and addresses strengths and weaknesses	Teacher has collected recent assessment data that indicate >90% of students ready for EOC

<b>Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<ul style="list-style-type: none"> <li><b>Pillar 1:</b> The District creates a system of excellent schools</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 2:</b> The District advances fairness and equity across its system</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 3:</b> The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 4:</b> All students learn to read and succeed</li> </ul>	<ul style="list-style-type: none"> <li><b>Pillar 5:</b> Community partnerships and resources support the District's Transformation 4.0 Plan</li> </ul>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics</b>				
<p><b>GOAL 3: MATH</b> By May 2025,</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>				
<b>Mathematics Plan:</b>				
<b>Priorities:</b>				

<b>Funding Source(s):</b>

<b>Priority # 1</b>			
<b>Evidence-based strategy</b>			
<b>Cost to support implementation of strategy:</b>			
<b>Indicators of Success</b>			
<b>August</b>	<b>December</b>	<b>February/March</b>	<b>May</b>

<b>Priority # 2</b>	
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Evidence-based strategy			
Cost to support implementation of strategy:			
<b>Indicators of Success</b>			
August	December	February/March	May

**(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**