

AESM - Accountability Plan

2024-2025

The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the **SLPS Transformation 4.0 Plan**, which support the Continuous Improvement Theory of Action:

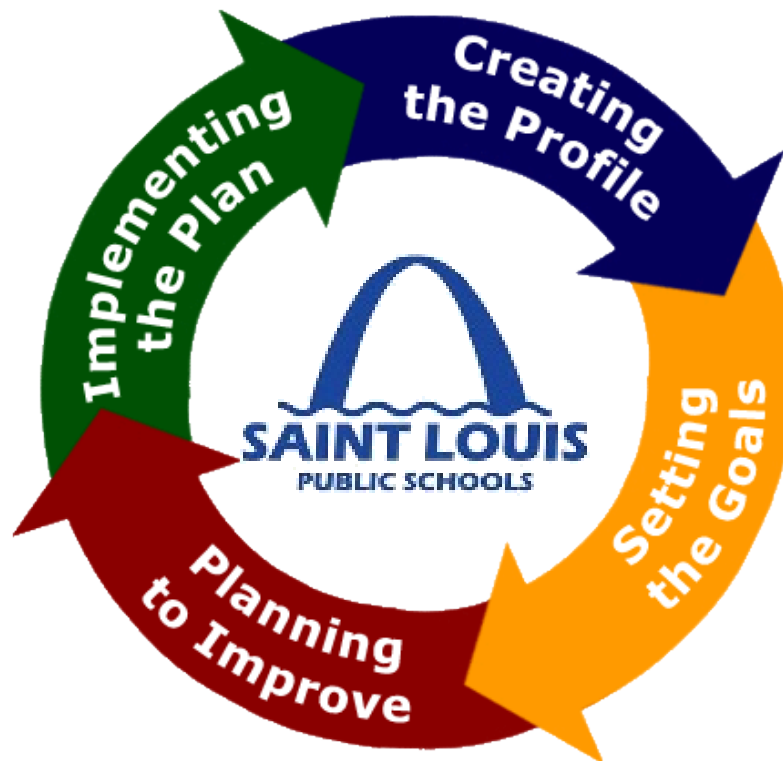
Pillar 1: The District creates a system of excellent schools

Pillar 2: The District advances fairness and equity across its system

Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's **Transformation 4.0 Plan**



24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: AESM @ L'Ouverture School Code: 325	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: The mission at Academy of Entrepreneurship Studies Middle School (AESM) is to help students improve their potential and advance society by developing high-character students with an entrepreneurial and innovative mindset. We believe that in creating this environment where students receive a high quality, rigorous education that equips them with the skills needed to be academically successful in a diverse society.		
School Vision: The vision of Academy of Entrepreneurship Studies Middle School (AESM) is to increase the academic achievements of all students. The educational program is designed to create a safe and nurturing environment where students become high-character global leaders in entrepreneurship, innovation, education, and research.		

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	Dr. Larry Robinson		Larry.Robinson@slps.org / 314.327.0937
Assistant Principal (if applicable)	Ms. Mekessa Moreland		Mekessa.Moreland@slps.org / 314.932.1464
Academic Instructional Coach	Dr. Angela Clark		Angela.Clark@slps.org
Family Community Specialist (if applicable)			
ESOL Staff (if applicable)	Mrs. Jasmine Cordiel		Jasmine.Cordiel@slps.org
SPED Staff (if applicable)	Mrs. Christine Lato		Christine.Lato@slps.org

ISS/PBIS Staff (if applicable)			
Teacher	Mrs. Sharon Taysi		Sharon.Taysi@slps.org
Teacher	Mrs. Britanee Mosley		Britanee.Mosley@slps.org
Parent	Ms. Donza Anderson		Dpa05101972@yahoo.com
Parent			
Support Staff	Desiree Khoury		Desiree.Khoury@slps.org
Community Member/Faith Based Partner	Reverened Kevin Kosh		Kevin.Kosh@gmail.com
Network Superintendent	Dr. Deanna Kitson		Deanna.Kitson@slps.org
<i>Other</i>			

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

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	339	During the 2023-2024 academic year AESM added the newcomer middle school students from Nahed Chapman. In addition, our student population increased greatly since December, especially with our ELL population. During the 2 nd semester, some of the students from our newcomer program have transitioned to our general education classes.
Grade Level Breakdown	6 – 112 – Newcomer - 69 7 – 113 – Newcomer - 55 8 – 115 – Newcomer - 44	Enrollment is up due to having the newcomer site come to AESM. Historically 6 th grade at AESM would be in jeopardy of losing an allocation due to low enrollment however, that is no more. We have slightly more Gen Ed students than Newcomers. At AESM we have been averaging up to 4 new enrolled students a week from February 2024 until May 2024.
Ethnicity	14 – Language: Arabic – 11 Dutch – 1 Farsi – 14 French – 1 Gujarati – 1 Haitian/Creole – 1 Hausa – 1 Kurdish – 3 Pashto – 22 Kinyarwanda – 15 Kirundi – 1 Sango – 1 Spanish – 104 Swahili – 11	The student population is comparatively diverse which we benefit greatly.. It is important that we identify opportunities to engage more ethnic and racial minorities in our learning community to advance the discourse in classrooms and unstructured settings.
Attendance	36.5%	90/90 – Attendance is greatly impacted due to transportation concerns. We have made attempts to incentivize students to get to school. We have also had conversations with families in attempts to come up with solutions to get more students above 90%. We make attendance calls daily and letters are sent out quarterly to remind parents of the importance of sending their child to school daily

Mobility	36.2%	Mobility
Socioeconomic status		
Discipline	104	OSS Suspensions were high including one day occurrences. Our ISS Monitor was on leave for 3-4 months this school year which impacted our ability to retain students within the building. Therefore, we had to be creative with discipline without access to In School Suspension.
English Language Learners/LEP	200	Principals (SIS) ELL Enrollment We have had over 200 students throughout the school year here at AESM. By the end of the year, some transferred and some have stayed. 200 Students have received either ELL Services through the newcomer program and/or the ELL services within our Gen Ed program.
Special Education	35 Students with IEPs	Principals (SIS) – 2 Self-Contained Rooms – 1 SET Classroom

Student Achievement- State Assessments				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	309.8 – MPI		381 MPI (On Track)	<p>309.8 MPI which is at the Academic Achievement level of “Participation” for both the building and the student group. We used progress monitoring to determine that students were growing based on STAR but when testing at EOY we did not show the same amount growth that was anticipated to meet our target.</p> <p>We have a high number of ILA’s in certified positions teaching tested content areas. We had to coach and support ILAs in ELA, Math, Science and Social Studies in order to deal with the vacancies we had within our roster.</p> <p>We do not have a 7th grade team of teachers due to staffing. We modified our Master Schedule to cover the staffing vacancies.</p> <p>During the last two years we have had transportation issues with First Student and now currently with Missouri Central which has impacted</p>

				<p>our student’s attendance. Families have also expressed their concern around transportation and how it impacts their ability to have their students in school regularly. When students are absent, teachers must reteach lessons which impacts lesson pacing. To keep up with pacing, teachers make efforts to move forward with lessons but constantly must go back to recover and reteach to address student needs.</p> <p>We have two certified ELA teachers in the building who teach grades 6-8. We are actively seeking teachers to hire to support our scholars.</p> <p>We have shifted to small group testing and will continue this practice moving forward.</p>
Math	253.6		370 (On Track)	<p>The overall MPI performance for our building was 253.6 which is at the Academic Achievement Status of “Floor” and the Academic Achievement Growth of 76.6% which is above average.</p> <p>We have 3/4 out of math teachers who are certified. It is our goal to ensure we have 100% of certified teachers for the upcoming year.</p> <p>We have had attendance troubles the last two school years. Transportation issues include students staying far away from the school and parents having to work; therefore, not being able to transport. We have been working actively with families to try and find solutions. Concerns are usually brought to our attention during attendance meetings after an attendance letter has been generated.</p> <p>We have shifted to small group testing and will continue this practice moving forward.</p>
Science	275.1		372 MPI	<p>Our Science MPI was 275.1</p> <p>Teacher attendance impacted 6th and 7th grade science. We completed the year with non-certified staff attempting to deliver lessons via worksheets and attempting to facilitate lessons. We had 1 teacher resign and 1 certified teacher remaining.</p>

Social Studies				
CCR				
WIDA ACCESS (Progress Indicator)				<i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years) (ELL OFFICE WILL PROVIDE)</i>
WIDA ACCESS (Proficiency Indicator)				<i>For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years) (ELL OFFICE WILL PROVIDE)</i>

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	6% Proficient or advanced	5% proficient or advanced	21% Proficient or advanced	32% Proficient or advanced	100% of students being proficient or advanced	We increased over the previous year by 12% (BOY to EOY). We attribute this to small group testing, intervention Thursday's and targeted instruction on identified skills. Our Instructional Coach received additional support to further support our teachers.
STAR Math	1% Proficient or advanced	4% Proficient or advanced	1% Proficient or advanced	2% Proficient or advanced	100% of all students proficient or advanced or demonstrating a year in growth	Our students showed low growth in math due to: Low attendance; small groups but children came in sporadically which force lots of reteaching of skills previously missed.

ELL Benchmark Assessment- Speaking *EL students only						
ELL Benchmark Assessment- Writing *EL students only						

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

Curriculum and Instruction <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
Data Type	Current Information
Learning Expectations	Missouri Learning Standards Curriculum Guides Lesson planning (standard aligned) WIDA – Can do descriptors and standards
Instructional Programs	English Language Arts: Savvas Mathematics: Savvas Science: Open Sci Ed Social Studies: Savvas Newcomer ELA – REACH – National Geographic Newcomer Language Classes – Ready Set Go, Newcomer by Continental
Instructional Materials	Textbooks, supplemental textual materials, technology (hardware & software), field experiences.
Technology	SMART Boards, Promethean Boards, desktop computers (1 computer lab), laptop computers, iPads, & LCD projectors. Document Cameras. Keyboards, smartpens, VILS Lab Tech (3-D Printers, 3-D Goggles, Cricket Machines, GlowForge, 3-D Cubes, Coding Cars, VR Headsets (3 Different Types), Recording Studio, Flipchart Interactive Board.)
Support personnel	Instructional Care Aides-1 Social Worker-1 Counselor-1 Family & Community Specialist- Hiring
High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	

Data Type	Current Information
Staff Preparation	Instructional Care Aides-4 Social Worker-1 Counselor-1 Family & Community Specialist-1
Staff Certification	14 – ILA 10 – Certified Teachers
Staff Specialist and other support staff	Dean of Students – 1.0 ISS-1.0 Secretary-1.0 Social Worker-1.0 Counselor-1.0
Staff Demographics	African American: 19 White: 21 Males: 11 Females: 27
School Administrators	Principal – 1.0 Assistant Principal – 1.0

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?

AESM sends home the family engagement policy at the beginning of each school year for parent signature. In addition, we also have a series of events that the beginning of each school year (Ice Cream Social, Grade Level Parent Nights, New Student Open House, Shadow Day) to introduce parents to the policy in a social, non-threatening atmosphere, that hopes to facilitate a relationship between the parents and the school through building community.

What are the strengths of family and community engagement?

AESM has effective home-to-school communication with parents. We are effectively utilizing systems initiated by St. Louis Public Schools such as School Messenger (Phone, Text) and Tyler Student Information Systems (SIS) to e-mail and call parents each week about events occurring at the school. We also utilized the school's web page to communicate with families. We recently have had a school Facebook Page that was created in order for families to see what is going on within the school. It's always positive to see students smiling in school frequently. In addition to district systems, the school has created some of its own systems such as a monthly school calendar and monthly parent/family events to which families are invited.

What are the weaknesses of family and community engagement?

A weakness in our family and community engagement is the level of participation of our limited English proficiency families. The home language of our families is a significant barrier to engaging the families of our LEP/ELL students. Although we frequently seek the support of the district office that works directly with these families, we have yet to overcome the socio-economic barriers that foster their participation in the life of the school. Because of our seeming inability to overcome those barriers, the participation of these families is not as high as we would like. Additionally, we have a statistically large population of students and families in transition which impacts their ability to be engaged with the school. Some stay far distances (North County) temporarily and some change living situations frequently throughout the school year.

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

Funds to host more family engagement events. Donuts with Mom/Dad. Reading days etc. We have good turnout when we have plays and graduations. We want to use funds to have more school sponsored events that can bring parents in to encourage and support their students. Need to find ways where parents can receive all the communication that comes out. Some families have changed contact numbers frequently throughout the school year both email addresses and phone numbers, we need to ensure that we all are on the same page when it comes to school events.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
In addition to the Opening of School Parent Teacher Organization Meeting/Open House at which parents have an opportunity to make recommendations for school improvement, parents are provided with multiple opportunities during the school year to plan, review, and revise the school-wide plan. There is an in-person session offered once per semester. At the end of the school year, a survey is sent to parents via email to solicit any additional feedback via the Panorama survey. Additionally, parents are invited to serve on our developing PTO. Finally, there are monthly family events to increase family involvement within the school. During these events, parents are asked to give feedback regarding the events and the school itself.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Families are sent communication from the building principal prior to the year and feedback request in order to improve the school. The parents are provided with opportunities during the school year to plan, review, and revise the school-wide plan. There is an in-person session offered once per semester. At the end of the school year, a survey is sent to parents via email to solicit any additional feedback.
How is timely information about the Title I.A program provided to parents and families?
Timely information about the Title I A program is provided to parents and families via the Opening of School Parent Teacher Organization/Open House meeting and the Title I A meetings that occur throughout the school year (1 Opening of year, 1st semester, & 2nd semester).
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Parents receive an explanation of curriculum, assessments, and MAP achievement levels at the Opening of School PTO meeting, Grade level Parent Information Nights (PINs), and the Title IA meeting in addition to having written notifications sent home via the students and e-mailed. Additionally, parents are invited to attend math, science, and game nights with their entire families that allows them to experience the curricular activities along with their child. These events have been limited since the Covid-19 pandemic. The goal is to slowly re-integrate these activities into the culture of the school.

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

Historically, the school has provided parents with opportunities to understand their child(ren)’s data by hosting quarterly parent events and requesting grade level team conferences with parents. In addition to these events, parents have been offered various opportunities to learn about their child’s performance through delivery of Parent Reports for both the STAR Assessment and the MAP Assessment. Students have the opportunity to share their data by sharing their goal setting pages completed with their teachers. Parents are encouraged at the beginning of the school year to sign up for online grade access via the “parent portal” in Tyler Student Information Systems. Parents are provided with support for downloading the Tyler SIS application on their SMART Phones and other electronic devices. Most significantly, teachers are encouraged to communicate with parents regularly via an initial “First Day” phone call and follow-up weekly e-mails containing their child’s “Grade Summary” for each course. Teachers maintain their record of communication with parents via the student/parent contact log.

How does your school provide materials and trainings to help parents work with their children to improve achievement?
There are multiple opportunities for parents to engage in increased understanding of the assessment programs administered to students. At the beginning of the prior school year, a calendar containing the district assessment dates for the upcoming school year is sent home with students. At the beginning of each year, during the Open House and during the Title I A meeting, parents are re-introduced to the Missouri Assessment Program and how to monitor their child’s progress in addition to monthly online Parent Information Nights (PINs) provided by the principal if any parents sign up.
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?
Other than the pandemic years, during AESM has “Opening of School” professional development for staff. <u>During that professional development a former parent is invited to speak with the staff about the importance of school communication and the impact it had on their child.</u> In addition to the parent presentation, teachers are provided with a formal protocol and script for communicating with parents for “Opening of School Parent Calls” to their advisory and “Parent Teacher Conferences.” Beyond the verbal communication, staff are encouraged to contact parents via e-mail to share both academic information such as grade reports and other information regarding students social-emotional development. We also have a large newcomer population of students so we have the ESOL office come and present to staff about how to utilize their services to communicate with families.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
AESM has had ineffective home to school communication with parents. We do regularly utilize stems initiated by St. Louis Public schools such as School Messenger (Phone, Text) and Tyler Student Information Systems (SIS) to e-mail and call parents each week about events occurring at the school. We also utilized the school’s web page to communicate with families. In addition to district systems, the school has created some of its own systems such as a monthly school calendar and monthly parent/family events to which families are invited. We traditionally have a few parents who are actively engaged with the communication. Some do not answer the phone or some have phone numbers that change often that they do not share with 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.
AESM Middle school is dedicated to educating the “Whole Child.” Towards that end, parents receive regular communication via e-mail and phone from the school offering opportunities to access community-based programs such as the St. Louis Boys & Girls Club of St. Louis, Summer camps and activities available throughout the city and county via the Blueprint for Summer, and other opportunities. During the 2023-2024 school year, AESM initiated a partnership with the companies who donate food which afforded the school the opportunity to become a food distribution site and we hand out bags twice a month to students before they leave school. It is first come first serve so when we run out we have to wait to get more.
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: <ul style="list-style-type: none"> ✓ Parents and family members who have limited English proficiency ✓ Parents and family members with disabilities ✓ Parents and family members of migratory children ✓ Provides information and school reports in a format and language parents understand

Summary Statements

Summary of the Strengths

AESM has had ineffective home to school communication with parents. We use different means to communicate with families by using School Messenger (Phone, Text) and Tyler Student Information Systems (SIS) to e-mail and call parents often about events occurring at the school. We also utilized the school's web page and Facebook Account to communicate with families. In addition to district systems, the school has created some of its own systems which we want to increase the frequency of use. We must ensure that we use the ESOL office to translate documents and to assist with reaching all families. We have to do this in a timely manner.

Summary of the Weaknesses

AESM has transitioned to one of the most diverse buildings due to the addition of Nahed's Middle School. We want to ensure that we are reaching the whole child. We want to make sure that students have access to as many resources as possible. We have struggled with attendance for both students and staff. Some of the issues we have are out of our control. We have a high number of non-certified educators teaching high stakes courses. Courses which data is often pointed out on a regular basis. We want to ensure that we are keeping a positive and safe environment for both students and staff. We need to ensure that we are supporting teachers who are not certified to deliver effective instruction.

Summary of the Needs

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

As a school, AESM has benefited from increased enrollment last school year. During the 2023-2024 academic year, the school saw a decrease in certified teachers. As of late we have had an increase in community support with the number of community partners growing annually. We are

capitalizing on diversity within our building. We have students who speak a plethora of different languages and come from different cultures it makes AESM a melting pot.

During the 2024-25 academic year, we had two priority areas for improving student achievement. The first priority will be the creation of a Culturally Responsive Environment. The second priority will be increasing literacy across the content areas with a specific focus on reading, writing. We know that if we would have focused on these two priorities it leads to higher test scores and a better culture within our building. We were intentional about focusing on relationships and building a culturally responsive environment. We believed that if we would do this then we would have increased student achievement.

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.

Certified Staff – Need to have certified teachers in positions to support the mission and vision of AESM. We have had some great ILAs but we still need certified teachers to push the needle. We did not have any certified 7th grade teachers this school year. The school year was planned with the absence of certified teachers. We filled the positions necessary to schedule for the year. We also had a late start to hiring for newcomer teachers.

- 1.
2. **We need to increase our student performance in ELA and Math. Although we showed some growth in reading our growth in math was very minimal, based on STAR.**
3. **AESM Needs intensive culture work . We have a small groups of students mixed within grade levels who display behaviors and attitudes that impact instruction and daily operations.**

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

SECTION 3

The Goals and the Plan

The Goals and the Plan

Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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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 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: Create a supportive environment where students and staff feel valued, respected, and can thrive academically and emotionally, while improving regular attendance for both staff and students.

Evidence-based strategies

Positive Behavior Interventions and Supports (PBIS) Protocols

Behavioral expectations should be **clearly defined** and **taught** as explicitly as academic subjects. The goal is to ensure all students understand the school's behavioral norms. Teachers involvement ensures that positive behavior is reinforced consistently across the school and provides direct support to students.

Attendance Team Protocols- Prioritizing Tier 1

["Attendance Works" School Protocol](#) and [School Self Assessment Tool -Used to Drive Attendance Plan](#)

Attendance expectations should be clearly defined and communicated to both students and families, just as academic expectations are. The goal is to ensure all students and families understand the importance of regular attendance and the school's attendance policies. The Attendance Team plays a crucial role in consistently monitoring attendance, identifying at-risk students, and implementing targeted interventions. Teacher involvement ensures that attendance is reinforced consistently across the school and provides direct support to students who may be struggling with attendance

Implementation Plan

Action Steps

30 Day

Professional Development

- Conduct PD sessions for staff on PBIS protocols, emphasizing the importance of defining and teaching behavioral expectations explicitly, similar to academic subjects.
- Train staff on "Attendance Works" school protocol and the School Self-Assessment Tool to drive the creation of the Attendance Plan.
- Educate teachers on how to reinforce attendance and behavioral expectations consistently and effectively across the school.

Observation and Feedback

- Conduct walkthroughs focusing on teachers explicitly teaching and modeling behavioral expectations in classrooms and common areas.
- Monitor teacher interactions related to attendance reinforcement, ensuring consistency and clarity when communicating with students and families.
- Provide feedback using the Six Steps from Leverage Leadership to help teachers refine their delivery of PBIS and attendance expectations.

Implementation/Monitoring

- Establish and launch the Attendance Team, prioritizing Tier 1 interventions for improving student attendance.
- Implement schoolwide lessons teaching behavioral expectations using the PBIS framework.

- Develop a communication plan to clearly articulate attendance expectations to families and students, ensuring that information is consistent across all communication channels.

Monitoring Student Progress

- Begin tracking attendance data schoolwide to identify trends and potential at-risk students for early intervention.
- Monitor the initial implementation of PBIS protocols and gather feedback from teachers on student behavior and engagement.

60 Day

Professional Development

- Provide targeted PD on advanced PBIS strategies for teachers, focusing on reinforcing positive behavior and effectively managing behavioral challenges.
- Continue PD sessions for the Attendance Team on identifying and supporting at-risk students using Tier 1 strategies based on the "Attendance Works" framework.
- Offer collaborative workshops for teachers on how to integrate attendance conversations and interventions into classroom routines.

Observation and Feedback

- Conduct bi-weekly classroom visits to observe the consistent implementation of PBIS lessons and routines by teachers.
- Observe and provide feedback to the Attendance Team during meetings, ensuring they are using data effectively to identify and support at-risk students.
- Monitor teachers' interactions with students regarding attendance and provide feedback on using proactive and supportive strategies.

Implementation/Monitoring

- Implement the attendance monitoring system, utilizing the "Attendance Works" School Self-Assessment Tool to assess the current state and drive improvements.
- Begin monthly PBIS assemblies or events to celebrate positive behavior and reinforce the school's behavioral norms.

- Roll out attendance interventions for identified at-risk students, ensuring consistency in support and communication across the school.

Monitoring Student Progress

- Review attendance data bi-weekly to track improvements or declines, adjusting interventions as needed.
- Assess the effectiveness of PBIS implementation by gathering data on behavior referrals and student engagement in classrooms.
- Begin monthly meetings to review and celebrate student progress in both behavior and attendance.

90 Day

Professional Development

- Provide PD for school leaders and teacher leaders on evaluating and refining PBIS and attendance protocols using data-driven strategies.
- Host sessions focused on differentiating attendance interventions to support specific student needs and family contexts.
- Engage staff in collaborative discussions on revisiting and refining classroom and schoolwide behavior management strategies.

Observation and Feedback

- Utilize the School Culture Rubric to assess the effectiveness of PBIS implementation schoolwide and provide feedback to teachers.
- Observe and provide feedback to the Attendance Team on their effectiveness in implementing Tier 1 strategies and supporting targeted interventions for at-risk students.
- Conduct empathy interviews with students and families identified as struggling with attendance to inform next steps.

Implementation/Monitoring

- Implement targeted Tier 2 and Tier 3 attendance interventions based on data and feedback from the Attendance Team.
- Continue schoolwide PBIS celebrations and integrate student leadership roles to promote positive behavior norms.
- Refine and improve attendance protocols, ensuring clarity and consistency in the communication of expectations to both students and families.

Monitoring Student Progress

<ul style="list-style-type: none"> Track and analyze trends in behavior and attendance data to assess the effectiveness of the interventions and make adjustments where necessary. Review individual student progress, celebrating successes and identifying areas for further support in PBIS and attendance. Collect and analyze feedback from teachers, students, and families to evaluate the overall impact of PBIS and attendance strategies on student engagement and school climate. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> SLPS Culture (Ms. Brown) Administration School Social Worker (Ms. Simpson) School Counselor (Dr. Sell) 	<ul style="list-style-type: none">
Person(s) Responsible	Resources
<ul style="list-style-type: none"> SLPS Culture (Ms. Brown) Administration School Social Worker (Ms. Simpson) School Counselor (Dr. Sell) 	<ul style="list-style-type: none">
Funding Source(s)/ Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> Panorama Ed Survey Platform <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> Salary and benefits associated with Academic Instructional Coach (Title) \$2000 for professional development books and resources for staff (Title/Comprehensive) Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB) 	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective,	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the

		culturally responsive learning environments		District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
<p>GOAL 2: READING By May 2025,</p> <ul style="list-style-type: none"> - 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year. 				
Reading Plan				
Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
<p>Priorities: Middle school ELA students will engage in high-quality instruction that prioritizes explicit, direct instruction aligned with grade-level standards. Lessons will focus on ensuring students are actively involved in learning, with clear objectives targeting the development of critical literacy skills, including reading comprehension, vocabulary, and writing. Instruction will be designed to engage students with rigorous, grade-level texts and tasks, fostering both academic discourse and mastery of content standards.</p>				
Evidence-based strategies		<p>Explicit Direct Instruction-Utilizing My Perspectives Curricular Resource</p> <ul style="list-style-type: none"> • Clearly state learning objectives. • Break down complex concepts into smaller, manageable chunks. • Model and demonstrate the skills or knowledge being taught. • Provide guided practice with immediate feedback. • Gradually release responsibility to students for independent practice. 		

Use of Language Objectives:

Language objectives focus on the specific academic language students need to engage with content successfully. These are essential, particularly for English language learners (ELLs), but are also useful for all students to articulate their understanding and engage in academic discourse. Language objectives clarify

Differentiated support utilizing Explicit Phonemic Awareness and Phonics Instruction. (Morphene Magic) DID you order?)

Differentiated support using explicit phonemic awareness and phonics instruction is a well-established, research-based strategy that is essential for developing foundational reading skills, particularly for early learners and those who are struggling with reading

Implementation Plan

30 day

Professional Development

1. Introduction to My Perspectives Curriculum:

- a. Conduct a professional development session focused on familiarizing teachers with the "My Perspectives" curriculum, including its structure, content, and resources available for planning and instruction.
- b. Provide an overview of EDI principles: stating learning objectives, breaking down concepts, modeling skills, guided practice, and releasing responsibility. Emphasize how these can be integrated into lessons using the curriculum.

2. Language Objectives Training:

- a. Train teachers on developing and using language objectives in conjunction with "My Perspectives" units, with special emphasis on their importance for English Language Learners (ELLs) and for supporting all students in academic discourse.
- b. Provide teachers with example language objectives tied to specific lessons from the curriculum.

3. Introduction to Morphene Magic:

- a. Provide an initial session on Morphene Magic for early grade teachers, explaining its purpose and how it supports explicit phonemic awareness and phonics instruction. Confirm the status of the resource order if not yet received.

Observation and Feedback

1. Initial Observations for Curriculum Familiarity:

- a. Conduct classroom walkthroughs to observe how teachers are integrating the "My Perspectives" curriculum into their lessons and stating clear learning objectives.
- b. Provide immediate feedback on how effectively they are using the resource and help them align their objectives with the curriculum standards.

2. Establish Feedback Routines:

- a. Set up a schedule for regular observations with a focus on how teachers state learning objectives and model skills in the classroom. Use feedback sessions to guide teachers in refining these practices.

Implementation/Monitoring

1. Integration of EDI Strategies with Curriculum:

- a. Teachers begin to integrate EDI strategies into their lessons using "My Perspectives," ensuring they clearly state learning objectives and model skills explicitly.
- b. Encourage teachers to break down complex concepts into smaller, manageable chunks during lessons, monitoring their implementation.

2. Morphene Magic Pilot:

- a. Begin piloting Morphene Magic in classrooms. Teachers will implement initial phonemic awareness and phonics instruction sessions while providing guided practice with immediate feedback.

Monitoring Student Progress

1. Baseline Assessments:

- a. Collect baseline data on students' reading levels, phonemic awareness, and language use to establish starting points.
- b. Set up data tracking systems to monitor progress and guide differentiated instruction.

2. Initial Progress Monitoring Using Morphene Magic:

- a. Assess early grade students using Morphene Magic tools to identify specific phonemic awareness needs and group students for targeted support.

60-Day Action Steps:

Professional Development

1. Deeper Dive into EDI with My Perspectives:

- a. Provide a follow-up PD session that focuses on modeling and demonstrating skills using the "My Perspectives" curriculum. Teachers will practice delivering lessons that include guided practice with immediate feedback.
- b. Facilitate collaborative planning sessions where teachers create language objectives specific to their units and lessons, ensuring alignment with the curriculum.

2. Differentiated Phonics Instruction Training:

- a. Offer a specialized session on using Morphene Magic for differentiated phonics instruction. Teachers learn to adapt the resource based on students' needs, with strategies for providing immediate feedback.

Observation and Feedback

1. Focused Observations on Guided Practice and Language Objectives:

- a. Conduct observations to see how teachers incorporate guided practice into their lessons and use language objectives effectively to support ELLs and other students.
- b. Provide feedback on how teachers can refine these strategies to improve clarity and student engagement.

2. Peer Observation Opportunities:

- a. Facilitate peer observation sessions where teachers observe each other's lessons and provide feedback, focusing on the use of EDI strategies and language objectives.

Implementation/Monitoring

1. Full Integration of EDI Strategies:

- a. Ensure that teachers are integrating all EDI components—stating objectives, modeling skills, breaking down concepts, and providing guided practice—using "My Perspectives."
- b. Monitor how language objectives are being used across classrooms, ensuring consistency and alignment with curricular goals.

2. Expanded Implementation of Morphene Magic:

- a. Expand the use of Morphene Magic beyond the pilot classrooms, ensuring all relevant teachers are implementing phonics sessions with fidelity and adjusting based on student needs.

Monitoring Student Progress

1. Mid-Point Student Assessments:

- a. Conduct assessments to monitor progress in reading levels, phonemic awareness, and language objectives mastery. Analyze the data to adjust instruction as needed.
- b. Teachers use assessment results to regroup students and provide differentiated support based on specific needs.

2. Review and Adjust Instructional Strategies:

- a. Use PLC meetings to review student progress data and refine instructional strategies for EDI and phonics instruction, ensuring that lessons are tailored to meet student learning goals.

90-Day Action Steps:

Professional Development

1. Refresher and Advanced PD Sessions:

- a. Offer refresher sessions focused on refining EDI techniques, emphasizing how to transition smoothly from guided practice to independent practice.
- b. Provide additional training on using student data to inform and adjust instruction, ensuring that teachers can differentiate lessons effectively.

2. Advanced Phonics Instruction Techniques:

- a. Conduct a workshop on advanced techniques for using Morphene Magic, focusing on students who have shown slower progress and need more targeted interventions.

Observation and Feedback

1. Comprehensive Observations for Fidelity:

- a. Conduct comprehensive classroom observations to evaluate the fidelity of EDI implementation, including whether teachers are using all components of EDI effectively with the "My Perspectives" curriculum.
- b. Provide in-depth feedback, focusing on independent practice and how teachers can further develop student autonomy in learning.

2. Calibration Sessions for Observers:

- a. Organize calibration sessions with instructional coaches and administrators to ensure that observations and feedback across classrooms are consistent and aligned with school goals.

Implementation/Monitoring

1. Consistent Use of EDI Strategies:

- a. Ensure that all teachers are consistently implementing EDI strategies, including the gradual release of responsibility to students for independent practice.
- b. Monitor how language objectives are being adjusted and refined to support student understanding and engagement.

2. School-Wide Integration of Morpheme Magic:

- a. Ensure Morpheme Magic is fully integrated across all relevant classrooms, with teachers providing targeted phonics instruction and monitoring progress.
- b. Adjust support based on observation data and teacher feedback to enhance the effectiveness of phonics instruction.

Monitoring Student Progress

1. Final 90-Day Assessments and Data Review:

- a. Conduct final assessments to measure student growth in reading skills, phonemic awareness, and use of language objectives. Analyze the impact of the interventions and adjust instructional approaches accordingly.
- b. Use data to create individualized learning plans for students who are not meeting benchmarks, ensuring they receive additional support.

2. Student Goal Review and Celebration:

- a. Engage students in reviewing their progress and setting new goals based on their assessments.
- b. Celebrate student achievements and progress, reinforcing the connection between effort, learning strategies, and success.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ ESOL Office (Heather Tuckson) ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ AESM Administration Team – Principal – Assistant Principal 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA myView (K-5) / myPerspectives (6-8) ▪ STAR Renaissance ▪ Explicit Direct Instruction Books (

<ul style="list-style-type: none"> ▪ AESM Site-based staff 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Instructional Coach ▪ Teachers 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Administration ▪ Instructional Coach ▪ SLPS MTSS (Ms. Revetta) ▪ ELA Teachers ▪ SLPS Curriculum Specialist. 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ Tutoring
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
<p>GOAL 3: MATH By May 2025,</p> <ul style="list-style-type: none"> - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment. 				
Mathematics Plan:				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
1. Middle school math students will engage in high-quality instruction that prioritizes explicit, direct instruction aligned with grade-level standards. Lessons will focus on ensuring students are actively involved in learning, with clear objectives targeting the development of critical math skills, including problem-solving, mathematical reasoning, and conceptual understanding.				
Evidence-based strategies		<p>Explicit Direct Instruction- Savvis Math</p> <ul style="list-style-type: none"> • Clearly state learning objectives. • Break down complex concepts into smaller, manageable chunks. • Model and demonstrate the skills or knowledge being taught. • Provide guided practice with immediate feedback. • Gradually release responsibility to students for independent practice. <p>Use of Language Objectives:</p> <p>Language objectives focus on the specific academic language students need to engage with content successfully. These are essential, particularly for English language learners (ELLs), but are also useful for all students to articulate their understanding and engage in academic discourse. Language objectives clarify:</p>		

Implementation Plan	
Action Steps	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ AESM Site-based staff 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance
<p>Student Move:</p> <ul style="list-style-type: none"> • Access Tailored Math Support: <ul style="list-style-type: none"> ○ Students will continue receiving differentiated support but will be expected to gradually reduce their reliance on scaffolds as they build independence. Advanced learners will engage in extension activities, while struggling learners will receive additional practice. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ <u>Administration</u> ▪ <u>Instructional Coach</u> ▪ <u>Math Curriculum Specialist</u> 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ <u>Math Curriculum Specialist</u> ▪ <u>Administration</u> ▪ <u>Instructional Coach</u> 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

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

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date