

Long International Middle School 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

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Section	Contents	Completion Dates (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	September 20, 2024
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		September 27, 2024
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Long International Middle School School Code: 3260	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: We transform learners into <u>Global Scholars</u> , who collaborate, innovate, and create solutions that contribute to the <u>challenges</u> of our neighborhood, our city, and the world.		
School Vision: Building Culture, Learning through STEM, and Leading with Communities		
One plan may meet the needs of a number of different programs. Please check all that apply. <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21 st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____		

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment

process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Dr. Benicia Nanez Hunt	<i>Dr. Benicia Nanez Hunt</i>	Benicia.nanez-hunt@slps.org ; 314.934.5313
Assistant Principal (if applicable)	Mr. Jan Fanning	<i>Jan Fanning</i>	Jan.fanning@slps.org
Academic Instructional Coach	Mrs. Amy Aydin	<i>Amy Aydin</i>	Amy.aydin@slps.org
Family Community Specialist (if applicable)	Mrs. LeQuita Pang	<i>L. Pang</i>	Lequita.pang@slps.org
ESOL Staff (if applicable)	Mrs. Carmen Fita-Lluch	<i>Carmen Fita</i>	Maria-del-carmen.fita-lluch@slps.org
SPED Staff (if applicable)	Ms. Carmen Kennedy	<i>Carmen Kennedy</i>	Carmen.kennedy@slps.org
ISS/PBIS Staff (if applicable)	Ms. Alondra Santos-Garcia	<i>Alondra Santos-G</i>	Alondr.santosgarcia@slps.org
Teacher	Ms. Lani Reeder	<i>L Reeder</i>	Lani.reeder@slps.org
Teacher	Ms. Alison Smith	<i>Al Smith</i>	Alison.smith@slps.org
Parent	Mr. Eric Fogle	<i>E. Fogle</i>	efogle@bbcgi.com
Support Staff	Ms. Emily O'Daniell	<i>Emilly O'Daniell</i>	Emily.odaniell@slps.org
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	297	Enrollment continues to fluctuate between 290-305 throughout the school year. Rolling enrollment throughout the school year.
Grade Level Breakdown	6 th —87, 7 th —87, 8 th —123	Maintained increase in 6 th and 7 th grades
Ethnicity	Asian—33 (11%), Black—195 (66%), Hispanic—56 (19%), White—33 (11%)	Increase in refugee and immigrant status from Central and Latin America and Asia. The demographics of Black students continues to be the highest population and demographics.
Attendance	32% (90/90), 83% (ADA)	Average daily attendance has taken a little hit due to the number of suspensions and excessive transportation issues . Our 90/90 is the lowest of all time. This is due to high mobility, insecure bus transportation, and high SIT numbers.
Mobility	51% (22-23)	Our mobility rate continues to increase due to the number of families that transfer in and out of St. Louis and the district. As the only neighborhood school of the southside, families moving to the area may only enroll temporarily or a short period before moving elsewhere. Additionally, several families qualify for the McKinney Veto Program which increases the mobility rate each year.
Socioeconomic status	6 th —35, 7 th —40, 8 th —38 (Total: 113) 38% ESOL	FRL 93% of students identified for FRL
Discipline	45—15%	Intervals of student conflict resulted in more days of OSS and a PAN. We had transfers from the alternative school that resulted in Type 1s returning to alternative. As we continue to enroll students from outside of the district, out of state, and alternative schools, it continues to affect our school culture and climate. Losing our Climate and Culture Coordinator really stifled and hindered the programs in place to deter OSS and support our approach to regulating student behaviors.
English Language Learners/LEP	6 th —35, 7 th —40, 8 th —38 (Total: 113) 38% ESOL	Lowest ESOL in 6 years due to opening the 6-8 Naheed Chapman at AESM. We continue to support our students as they enroll in our school.
Special Education	45—15%	Still no certified SPED teachers. Our SPED population remains in a similar percentage; however, the minutes, services, and diagnoses are

		increasing in variety and beyond the services we can provide. We are concerned about what services we are able to provide for our students that have special education needs.
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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	306.4 MPI		356 MPI		385	2 of 4 ELA teachers are certified in ELA, one vacancy in ELA, and 2 subs for the remainder of the year to support ELA
Math	247.8				370	1 of 3 math teachers are certified in Math. At mid year, the 6 th grade teacher was moved from 6 th grade to 8 th grade to support students who have not had math instruction for the first half of the year.
Science	286.4		300 MPI		372	8 th grade science teacher was out for 1/3 of the year due to mental and reasons. Students had interrupted instruction in science for 8 th grade year.
WIDA ACCESS (Progress Indicator)	Na		NA			Current ESOL data unavailable for the 23-24 school year. For the 22-23 school year, ESOL progress was not available due to ESOL staffing issue. Current ESOL teachers are trained and organized to address student data and assessment.
WIDA ACCESS (Proficiency Indicator)	15/75 20%					Current ESOL data unavailable for the 23-24 school year. For the 22-23 school year, ESOL progress was not available due to ESOL staffing issue. Current ESOL teachers are trained and organized to address student data and assessment.

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	12%	15%	10%	13%	100%	BOY -10 % Proficient Beginning of Year; EOY - 13% Proficient End of Year

						<ul style="list-style-type: none"> - With 40% ELL population, with 50% of those students being ESOL 1 or ESOL 2 so student growth for this subsection is vast and spans ESOL domains in conjunction with ELA content. These students grow at a slower rate but grow as ESOL standards are concerned. - Students enter about 2+ years below grade level in both reading and math. With no reading remediated program, the school is focused on Success Maker, vocabulary, and annotation in ELA to supplement reading. <p>For the 23-24SY, students on grade level were grouped to focus on grade level and student reading and ELA growth.</p>
STAR Math	8%	5%	8%	6%	100%	<p>BOY - 4% Proficient Beginning of Year; EOY - 3% Proficient End of Year</p> <ul style="list-style-type: none"> - During the 22-23SY, we had 1 certified math teacher with 2 ILA (long term sub position). These teachers while residents in our school for 2 years, were unable to become certified math teachers. <p>This school year 23-24SY, we began with 1 certified math teacher resulting in minimal growth and decline in some grade levels.</p>
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)
Instructional Programs	English Language Arts: Savvas; Mathematics: Savvas; Science: Open Sci Ed; Social Studies: World history & Geography and American History.
Instructional Materials	Textbooks, supplemental textual materials, technology (hardware & software), field experiences.

Technology	Verizon Innovative Learning Schools, Verizon STEM Lab, iPads for each student, Promethean Boards in every classrooms
Support personnel	Instructional Care Aides-1 Counselor-1 Family & Community Specialist-1 Trauma Informed Therapist--.5
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	Professional Learning Communities (PLC)- Content Teams-Monthly New Teacher Sessions-Monthly District-Wide Professional Development Days (Monthly) Grade Level PLCs-Monthly. Bi-Weekly data meetings Common plan time for grade level PLCs Professional Conferences Organization memberships
Staff Certification	Certificated Staff- 21 Instructional Learning Associates (ILA)-3 Non Certificated-5 Building Learning Associates (BLA)-2.0 VACANCIES
Staff Specialist and other support staff	Family Community Specialist-1.0 Secretary-1.0 Social Worker-1.0 VACANT Counselor-1.0 Trauma Informed Therapist--.5 Nurse-1.0 Substitutes (Instructional Learning Associates)-3.0
Staff Demographics	23 Women (63%), 14 Men (37%) Women: White—7 (30%), Black—11 (48%), Hispanic—4 (17%) , Other/Biracial—1 (5%) Men: White—7 (50%), Black 5 (36%), Hispanic 1 (7%) , Other 1 (7%)
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?

We use an email blast, phone calls, and virtual opportunities to extend this opportunity. In the 23-24 school year, we became a Class Dojo school. All communications, messaging, events, and classes are communicated within Class Dojo. We also began monthly newsletters through Canva placed on our webpage and sent through email. Newsletters will be uploaded on Class Dojo moving forward.

What are the strengths of family and community engagement?

We offer a student and family clothing and personal hygiene boutique, a food pantry, washing and dryer machine access for family needs, as well an additional partnership with Urban League that supports our FCS and the partnerships with GGO, STL FoodBank, and Little Bit Foundation.

What are the weaknesses of family and community engagement?

Not enough participation from parents. Our parents are still not participating in virtual meetings or in person meetings despite time and other accommodations. Parents seem to only come to the school for complaints of transportation or to negatively engage with staff and/students.

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

We need to center our meetings around cultural diversity; having in person meetings that include dinner, flexible evening meetings, meeting more frequently. Have various meeting topics that discuss what is important and concerns that affect each family. The school would like to offer or provide resources/support for families and parents to understand the priorities of school and how their role(s) impacts the priorities.

Policy Involvement

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

Invited to the schoolwide plan meetings both virtually and in person. Parents/families are provided access to the Panorama survey for both insight and feedback annually. The school relies on reaching out to individual families and parents when not enough family voice is provided. Parents and families are invited to our Title 1A Annual evaluation meeting

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

Invited to the schoolwide plan meetings both virtually and in person. Parents/families are provided access to the Panorama survey for both insight and feedback annually. The school relies on reaching out to individual families and parents when not enough family voice is provided. Parents and families are invited to our Title 1A Annual evaluation meeting.
How is timely information about the Title I.A program provided to parents and families?
Email blast, phone calls, mail, flyers (virtually and robo calls sent home with students), uploaded on Class Dojo. Parents and families are invited to our Title 1A Informational Meeting
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
At our Open House and pre-test meetings to inform and discuss. Quarterly meetings to discuss assessments; include information on the Monthly Eye of the Tiger.

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?
<p>SLPS Parents will support of academic achievement includes but may not be limited to the following.</p> <ul style="list-style-type: none"> · 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

SIS portal; Microsoft Team. Discussed at Open House and Tech pick-up and virtual learning sessions. Updated website and updates in Class Dojo.

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

Teams meetings and handouts with instructions and illustrations. Information is shared through our FCS from the Office of Community Engagement directly to parents via website, email, newsletters, and Class Dojo.

How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?

Title Meetings were announced. Our FCS is on the leadership team and as a standing point on all Faculty Meetings to address parental information and involvement.

How does your school implement and coordinate parent programs, and build ties between parents and the school?

We have created a Community Room that services food, household items, uniforms, laundry and instructional materials. Phone calls—referrals—e-blast—robocalls—flyers—appointment system

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.

We are working on fulfilling the Mobile market and in school full service for students, community and family

Accessibility Assurance

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

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

Summary Statements

Summary of the Strengths

Mrs. Pang has really turned around our involvement from parents. She has scheduled events, spoken with families daily, and housed her Community Room to meet the needs of the community, staff, and students. The language barriers are still real and relative to actually having a Parent Organization for the school. Mrs. Pang is also the TIC and director of our Food Market and Hygiene Closet for students and families. This year, Mrs. Pang became more involved with student conflict resolution and peer mediation.

Summary of the Weaknesses

Parents are still not attending or engaging positively with the school. Due to the number and variant regions of student residencies, there are new conflicts that are emerging for students within the building. Parents have a negative perception of the school due to community and social media clips made by students and student trends. Involvement by parents has been limited to negative interactions or assumptions directed to the school, as opposed to positive and supportive for school.

Summary of the Needs

Mrs. Pang is a great resource that gets extended with the number of responsibilities; the same issue extends to staff with multiple roles; more allocations are needed to support students and the community. We continued to create strong inroads with our families. Great turnout for PTC, however, our family nights were not successful. We would like to continue to grow in parent engagement and involvement. This year, I am looking to send our counselor, FCS, and SW to a national conference on creating a sustainable parent engagement plan.

Summary of Focus Priorities for 24-25

Prioritized areas of Need for 24-25 based on needs assessment/data analysis

Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

1. Climate & Culture: Sense of Belonging
2. Student Achievement in reading and mathematics
3. Student engagement and attendance

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:**
1. Expand Harambe Project to 7th grade, which is focused on “Sense of Belonging” from the Panorama Data. (ReDesign Project)
 2. Bolster the Student Council’s leadership and voice in the building regarding school systems, events, and expectations towards attendance, engagement, and achievement

- | | |
|----------------------------------|--|
| Evidence-based strategies | <ul style="list-style-type: none"> ▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ 6th and 7th grade classes (Families) will hold both community and academic progress meetings weekly. ▪ Incentives rooted in Family goals and academic progress will be organized and provided each month. ▪ Monthly Panorama Survey questions regarding Sense of Belonging ▪ Increase in both Attendance (6th & 7th), engagement in school activities, and increase in academic performance, in particular to STAR Reading and Math. <p style="margin-left: 20px;">Small group reading and math intervention during Family Meetings each Friday</p> |
|----------------------------------|--|

	<ul style="list-style-type: none"> - Align Student Council goals to school and district goals of attendance, belonging, literacy, and math. - Add a student council position/role to be added to the Building Leadership Team. - Include Student Council in the decision making of initiatives for Building Culture (i.e. school mascot, uniforms, school events). - Collaborate attendance and achievement events with Student Council
Implementation Plan	
Action Steps	
<p>30 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> - Professional Development led by Design Director and Harambe Leads during August Back to School Professional Development about Harambe, the purpose, and review data of the soft launch in April-May 2024. - 100% of students enrolled at Long in the 6th and 7th grade will take the Panorama Survey and respond to questions regarding “A Sense of Belonging.” - Student Council presentation and election details. - Mini unit/lesson for 6th-8th grade students to understand elections, rules, and purpose. (VILS Lab and podcast) <p>Observation and Feedback</p> <ul style="list-style-type: none"> - Design Director, Family Leads meet with Principal weekly to discuss goals and provide feedback from the data and activities - STAR Fall benchmark - <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> - 100% of students enrolled at Long in the 6th and 7th grades will take the STAR assessment in Reading and Math - Families have a focal academic goal of reading and math success according to the STAR assessment - Family sponsors will lead weekly meetings dedicated to STAR student data review throughout the year to support reading and math growth individually and as a whole “family.” - 100% of students enrolled in the 6th grade and newly enrolled 7th grade will be sorted into Families. - Building Leadership Meeting with Student Council Sponsors to review school initiatives to design school events. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> - Weekly check-ins during Harambe Family Meetings each Friday 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Design Director ▪ Harambe Lead/Sponsors ▪ Principal ▪ Student Council Sponsor 	<ul style="list-style-type: none"> ▪ Renaissance/STAR log in and student reports ▪ Harambe Dashboard ▪ Panorama Survey/Belonging question ▪ Student Council Budget

60 Days:

Professional Development (September & October 2024 PD)

- Introduction of Critter Coin
- STAR Reports
- Freckle

Observation and Feedback

- Design Director, Family Leads meet with Principal weekly to discuss goals and provide feedback from the data and activities
- Monthly Progress Monitoring
- Student Council BLT Meetings and action plans

Implementation/Monitoring

- 100% of students enrolled at Long in the 6th and 7th grade will take the a survey questions focused on “A Sense of Belonging,” with an increase in a sense of belonging improving by at least 30% from August.
- Each Family will have an ADA of 85% or better by December before Winter Break.
- 6th and 7th grade students enrolled at Long will increase their Reading and/or Math STAR Scaled Score by 5 months growth.
- Student council representative will attend BLT meetings for 1st semester and assist in designing Family Meetings and Winter Festival with 85% success.
- Student council will spearhead Halloween Night to include community partners. (This will be a first-time event. Event success should be 50%).

Monitoring Student Progress

- 100% of 6th & 7th grade students enrolled at Long will have an 8th grade Family-buddy for attendance, Reading, or Math support.
- Student Success Teams will assist in Harambe reading, math, and attendance goals
- Student survey and family survey should follow the event to inform adjustments for more success each year.
- Student council will send student surveys regarding belonging, attendance, and community events.

Person(s) Responsible	Resources
<ul style="list-style-type: none">▪ Design Director▪ Harambe Family Sponsors/Lead▪ Testing Coordinator▪ Principal▪ Student Council Sponsor	<ul style="list-style-type: none">▪ Freckle platform▪ Critter Coin dashboard▪ Harambe Dashboard▪ ADA monthly reports▪ Student Success Team spreadsheet▪ Student Council Budget

90 Days:

Professional Development (October, December PD)

- Student Success Team data review
- Mock election

Observation and Feedback

- Design Director, Family Leads meet with Principal weekly to discuss goals and provide feedback from the data and activities
- Monthly Progress Monitoring
- STAR Winter Benchmark
- Survey and Feedback from monthly student-led events and fundraising

Implementation/Monitoring

- 100% of students enrolled at Long in the 6th and 7th grade will take the Panorama Survey questions regarding “A Sense of Belonging,” with an increase in a sense of belonging improving by at least 30% from December.
- 6th and 7th grade students enrolled at Long will increase their Reading and/or Math STAR Scaled Score by 5 months growth.
- Lead student mock elections for president as a model for student elections
- Student council representative will attend BLT meetings for 2nd semester and assist in designing monthly Family Meeting events and MAP Night.
- Student council will support the BLT with MAP Night to include community partners. (This will be a first time event. Event success should be at 60%)
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Monitoring Student Progress

- 100% of students enrolled at Long in the 6th and 7th grade will take the Panorama Survey questions regarding “A Sense of Belonging,” with an increase in a sense of belonging improving by at least 30% from December.
- 6th and 7th grade students enrolled at Long will increase their Reading and/or Math STAR Scaled Score by 5 months growth.
- 100% of students enrolled at Long in the 6th and the 7th grade will take the Panorama Survey and respond to questions regarding “A Sense of Belonging,” and will demonstrate a sense of belonging of 80% or more.
- Each Family will have an ADA of 90% or better by the end of the school year.
- 6th and 7th grade students enrolled at Long will increase their Reading and/or Math STAR Scaled Score by 5 months growth; overall growth of 15 months growth.
- Monthly BLT meetings with student council rep.
- Student survey and family survey should follow the event o inform adjustments for more success each year.
- Student council will send student surveys regarding belonging, attendance, and community events.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Design Director ▪ Harambe Family Sponsors/Lead ▪ Testing Coordinator ▪ Principal ▪ Student Council Sponsor and BLT student representative 	<ul style="list-style-type: none"> ▪ Freckle platform ▪ Critter Coin dashboard ▪ Harambe Dashboard ▪ ADA monthly reports ▪ Student Success Team spreadsheet
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> 	

- Panorama Ed Survey Platform
- STAR/Renaissance
- Freckle

▪ **For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):**

- Salary and benefits associated with Academic Instructional Coach (Title)
- Stipend/Extra Service for Design director and Student Council Sponsor (GOB—Extra Service Funds)
- Harambe and Critter Coin dashboards (Special Projects—Digital Promise)
- Funds for student led events (Trunk or Treat, Winter Festival, MAP Trivia Night). (GOB)
- Funds for Incentives and Harambe room projects for belonging goal (GOB)

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District’s Transformation 4.0 Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading

GOAL 2: READING

By May 2025,

- 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

Reading Plan

Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:

Pre-K, Elementary, and Secondary:

1. Students demonstrate mastery of the Five Pillars of Literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.
2. Students demonstrate mastery of academic discourse on complex ideas and texts (speaking, writing, listening, reading).

Evidence-based strategies

- SLPS Instructional Vision for Academic Excellence utilizing myPerspectives (6-8) ELA Instructional Resources:
 - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
 - Instructional Design Framework and ELA Lesson Plan Internalization Protocol
 - ELA Collaborative Lesson Planning Protocol (PLCs)
 - Direct and Explicit Instruction in the Five Pillars of Literacy
 - Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis
 - Structured dialogue and discussion on Academic Content about Complex Texts
 - SLPS Writing Framework

Implementation Plan

Action Steps

30 Days:

Professional Development

- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree
- Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD
- Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts
- Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation

Observation and Feedback

- Weekly Data Teams and PLCs
- Monthly Instructional Leadership Team

Implementation/Monitoring

- 100% of teaching staff will receive training on STAR/Renaissance (reading and running reports, analyzing benchmarks, prioritizing students, etc.)
- 100% of teaching staff will be trained on Progress Monitoring for STAR Reading.
- By Aug 30, 2024, ILT will design and organize vocabulary units for 1st semester with pre- and post-assessments.
- 100% of staff will be introduced to the 5 Pillars of Literacy (Fita)
- 3 days a week will dedicated to DEAR/W for Advisory with Pillars of Literacy support.
- 100% of teaching staff will be trained on Student Discourse using DOK Questioning levels.

- 100% of teaching staff will implement DOK Questioning in Student Discourse into their lesson plans weekly, as well as student conferences.
- 100% of staff will be introduced to 2 schoolwide reading texts for the year: *Freewater* (1st semester) and *The Probability of Everything* (2nd semester)

Monitoring Student Progress

- STAR Reading BOY Assessment
- Monthly STAR Progress Monitoring
- DEAR/W weekly practice

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Principal ▪ Instructional Leadership Team 	<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 ▪ LETRS Training for Staff (Fita, Warner)

60 Days:

Professional Development

- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation
- ELA RAPR/RAPS Summary Writing PD for all staff
- Explicit Vocabulary Initiative

Observation and Feedback

- Weekly Data Teams and PLCs
- Monthly Instructional Leadership Team

Implementation/Monitoring

- 100% of staff will identify students tiered according to their STAR scores from August -December (4 assessments).
- 100% of student growth plans will be reviewed via Freckle (or platform district selected) with students and during Data Meetings.
- Continued training on the 5 Pillars of Literacy (Fita).
- 3 days a week will dedicated to DEAR/W for Advisory with Pillars of Literacy support.
- 100% of teaching staff will utilize RAPR/RAPS Writing model for reflective and citation writing for students in weekly lessons.
- During the introduction of RAPR/RAPS writing model, students will learn and demonstrate each letter of acronym weekly to understand the parts of the whole.
- RAPR/RAPS should be included in each content level class.
- 100% of staff will use DOK questions to encourage student academic discourse.
- 100% of students will present PBL presentations/projects rooted in themes of *Freewater*

Monitoring Student Progress

- Monthly STAR Progress Monitoring
- RAPR/RAPS writing implementation (paragraph and contextual assessment question and answer)
- Student growth plans will be 50% complete and aligned with pillars of literacy.
- ILT will review and deliver data presentation on vocabulary achievement of students' comparative with STAR scores.

Person(s) Responsible

- Professional Development Department
- Director of Academic Instructional Coaches
- Academic Instructional Coaches
- Principal
- Data Teams
- Instructional Leadership Team

Resources

- [SLPS Collaborative Lesson Planning Protocol](#)
- [SLPS Gradual Release Rubric](#)

90 Days:**Professional Development**

- Review Fall-Winter Benchmark and progress monitoring growth
- Outline goals for students in alignment with school and district goals

Observation and Feedback

- Weekly Data Teams and PLCs
- Monthly Instructional Leadership Team

Implementation/Monitoring

- 100% of staff will identify students tiered according to their STAR scores from January-March (3 assessments).
- 100% of student growth plans will be reviewed via Freckle (or platform district selected) with students and during Data Meetings.
- Student growth plans will be 75% complete and aligned with pillars of literacy.
- ILT will review and deliver data presentation predictive MAP scores and tiers (STAR, action plans, and vocabulary achievement)
- Continued training on the 5 Pillars of Literacy (Fita)
- DEAR/W will increase to 4/5 days a week.
- 100% of teaching staff will utilize RAPR/RAPS Writing model for reflective and citation writing for students in weekly lessons.
- RAPR/RAPS should be included in each content level class.
- 100% should demonstrate RAPR/RAPS paragraph writing for all writing examples.
- 100% of staff will use DOK questions to encourage student academic discourse.
- 100% of students will read and interactively write regarding the text *The Probability of Everything*.

Monitoring Student Progress

<ul style="list-style-type: none"> - STAR Reading Winter Benchmark Assessment - Winter Writing Reflection Example 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> - Professional Development Department - Director of Academic Instructional Coaches - Academic Instructional Coaches - Principal - Data Teams - Instructional Leadership Team 	<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 (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources) ○ 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"> ○ Text materials for each student and staff (<i>Freewater, Probability of Everything</i>)—Title Supplemental Funding ○ Journals for writing practice—Title Supplemental Funding ○ Instructional Leadership Team Members extra service, stipend—GOB 	

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				

GOAL 3: MATH

By May 2025,

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

Mathematics Plan:

Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:

1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.
2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

Evidence-based strategies

- SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources:
 - Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
 - Instructional Design Framework and Math Lesson Plan Internalization Protocol
- ST Math and IXL implementation for student individual growth plans and Tier 3 instruction
- Math Intervention class for Tier 3 support

Implementation Plan**Action Steps****30 Days:****Professional Development**

- Leader PD - Gradual Release Model and Academic Conversations
- Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD
- Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation
- 100% of teaching staff will be trained on Gradual Release Model

- 100% of teaching staff will be trained on Student Discourse using DOK Questioning levels.
- 100% of teachers will receive presentations of Model Schools.
- Strategies introduced to support STEM extension in math and science, as well as VILS Lab.
-

Observation and Feedback

- Weekly Data Teams and PLCs
- Monthly Instructional Leadership Team

Implementation/Monitoring

- 100% of teaching staff will implement DOK Questioning in Student Discourse into their lesson plans weekly, as well as student conferences.
- Science and Math teachers will be trained on ST Math.
- 100% of students will be assigned math classes by Tier, including Pre-AP Algebra (Algebra 150)
- 100% of staff will be introduced to 2 schoolwide reading texts for the year: *Freewater* (1st semester) and *The Probability of Everything* (2nd semester)
- 2nd semester text will introduce math concepts and understandings that can be supported in math class.
- 100% of teachers will be trained to use the VILS lab for science and math (STEM) classroom instruction.
- 100% of teachers will sign up for coaching and PBL design for math and science classes with Ms. Reeder.
-

Monitoring Student Progress

- STAR Math BOY Assessment

Person(s) Responsible	Resources
<ul style="list-style-type: none"> - Professional Development Department - Curriculum Specialists - Academic Instructional Coaches - Instructional Leadership Team - Math Content Leader - VILS Lab Mentor - Principal 	<ul style="list-style-type: none"> - SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - Savvas enVision Math (K-8) - STAR Renaissance - IXL, Freckle, and ST Math Platforms - NextWaveSTEM bundle kits for Agriculture, Hydroponics, and Math

60 Days:

Professional Development

- Professional Development on the math platforms for implementation (Freckle, IXL, ST Math)
- STEM-Agri platform PD

Observation and Feedback

- Weekly Data Teams and PLCs
- Monthly Instructional Leadership Team

- PBL unit reviews for STEM/PBL plans
- Implementation/Monitoring**
- 100% of teaching staff are implementing explicit “think alouds” and model desired expectations of the social and academic skills they want students to exhibit by the end of the lesson.
 - 100% of staff will use DOK questions to encourage student academic discourse.
 - 100% of math and science teachers will provide intervention using platform of IXL, ST Math and Freckle, as needed.
 - 100% of students will have a designed math concepts action plan that meets and supports individual growth plans.
 - 50% of students will have improved mathematical skills according to their tier and/or STAR assessment results through Progress Monitoring (August-December).
 - 100% 1st round of Math and science classrooms will complete PBL designed in collaboration with VILS Lab and STEM extension program.
 - VILS Computer Science classes to begin STEM (Agri) Project
 - STEM Agri Project will demonstrate success at 30% of planning, graphing, and mathematical measurements.
 - 100% PBL and STEM extension projects presented at Science Fair and STEM night for parents.
 -

Monitoring Student Progress

- IXL, Freckle, ST Math platform student math growth plans
- STEM monthly reports
- Monthly STAR Math Progress monitoring

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Math Content Leader ▪ VILS Lab Mentor ▪ Principal 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance ▪ IXL, Freckle, and ST Math Platforms ▪ NextWaveSTEM bundle kits for Agriculture, Hydroponics, and Math

90 Days:

Professional Development

- *Probability of Everything* writing and math plan collaboration
- STEM ribbon-cutting
- STEM-Agri updates

Observation and Feedback

- Weekly Data Teams and PLCs
- Monthly Instructional Leadership Team
- PBL unit reviews for STEM/PBL plans

Implementation/Monitoring

- 100% of teaching staff facilitate collaboration while providing guidance and feedback effectively.
- 100% of staff will use DOK questions to encourage student academic discourse.
- 100% of students will read and interactively write regarding the text *The Probability of Everything*.
- 100% of students will prepare for a reflective writing project.
- Math and Science teachers will support students in researching math concepts introduced in text.
- 100% of math and science teachers will provide intervention using platform of ST Math and Freckle, as needed.
- 100% of students will have a designed math concepts action plan that meets and supports individual growth plans.
- 75% of students will have improved mathematical skills according to their tier and/or STAR assessment results through Progress Monitoring (August to March). 100% of 2nd round of math and science classrooms will complete PBL designed in collaboration with VILS Lab and STEM extension program.
- VILS Computer Science classes to design Agri Project—garden, planters, irrigation, greenhouse, etc.
- STEM Agri Project will demonstrate success at 50% of planting, coding irrigation, and mathematical skills for sustainability.

Monitoring Student Progress

- STAR Math MOY Assessment
- Hydroponics and Agri- platform monitoring
- Monthly STAR Math Progress monitoring
-

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Math Content Leader ▪ VILS Lab Mentor ▪ Principal 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance ▪ IXL, Freckle, and ST Math Platforms ▪ NextWaveSTEM bundle kits for Agriculture, Hydroponics, and Math

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

- *District-wide initiatives will be funded by the central office.*
 - Tier 1 Instructional Tools (enVision Math K-8)
 - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)
 - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
 - Tier 3 Math Instructional Intervention (ST Math, IXL)—Title Supplemental Fund, Digital Promise Grant Funds
 - NextWaveSTEM Agri Curriculum and Platform—Digital Promise Grant Funds, Title Software Funds

- Vegetation, plant beds, hydroponics funding through GOB and Title Supplemental Funds
- *The Probability of Everything* texts—Title Supplemental Funds
-

(What date did you and your School Planning Committee Complete Section 3? September 23, 2024)

Dr. Benicia Nancy Hunt

Principal (required)

September 27, 2024

Date Completed (required)

September 27, 2024

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