

# Nottingham CAJT High 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

## Table of Contents

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

# **SECTION 1**

## **School Profile**

# Accountability Plan Template

Improvement/Accountability Plan		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	<b>Name of LEA: St. Louis Public Schools</b>  <b>Name of School: Nottingham CAJT High School</b>  <b>School Code: 1222</b>	<b>Check if appropriate</b> <input checked="" type="checkbox"/> Comprehensive School <b>***Requires a Regional School Improvement Team</b> <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
<b>Date:</b>	<b>09/27/2024</b>	
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<b>School Mission:</b> At Vashon High School of Business and Finance, we believe leaders change the world. We embrace the traditions of leaders before us. We develop leaders in the lab, on the job, and in the community. We model leadership every day. We prepare all students for the new economy, staying on the path to economic success.		
<b>School Vision:</b> Vashon High School is a place of academic excellence where we prepare students to become leaders that choose their own definition of success. These leaders embark on life with the goal of leaving a positive mark on the world.		
<b>One plan may meet the needs of a number of different programs. Please check all that apply.</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I.A School Improvement</li> <li><input type="checkbox"/> Title I.C Education of Migratory Children</li> <li><input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</li> <li><input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children</li> <li><input type="checkbox"/> Title IV 21<sup>st</sup> Century Schools</li> <li><input type="checkbox"/> Title V Flexibility and Accountability</li> <li><input type="checkbox"/> Individuals with Disability Education Act</li> <li><input type="checkbox"/> Rehabilitation Act of 1973</li> <li><input type="checkbox"/> Carl D. Perkins Career and Technical Education Act</li> <li><input type="checkbox"/> Workforce Innovation and Opportunities Act</li> <li><input type="checkbox"/> Head Start Act</li> <li><input type="checkbox"/> McKinney Vento Homeless Assistance Act</li> <li><input type="checkbox"/> Adult Education and Family Literacy Act</li> <li><input type="checkbox"/> MSIP</li> <li><input type="checkbox"/> Other State and Local Requirements/Needs _____</li> </ul>		

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

<b>School Planning Committee</b>			
<b>Position/Role</b>	<b>Name</b>	<b>Signature</b>	<b>Email/Phone Contact</b>
Principal	Kimberly Long	Kimberly Long	Kimberly.long@slps.org
Family Community Specialist	Jacqueline Bonds-Fowler	Jacqueline Bonds-Fowler	Jacqueline.bonds-fowler@slps.org
SPED Staff (if applicable)	Wesley Wise	Wesley Wise	Wesley.wise@slps.org
Teacher	Angela Ewing	Angela Ewing	Angela.ewing@slps.org
Parent	Tia Winston	Tia Winson	Lakeisha217@yahoo.com
Parent	Tonya Hall-Walls	Tonya Hall-Walls	Tonya.hall5610@gmail.com
Community Member/Faith Based Partner	Jana Thomas	Jana Thomas	jthomas@saintlouschessclub@slps.org
Network Superintendent	Dr. Crystal Gale	Dr. Crystal Gale	Crystal.gale@slps.org

What date did you and your School Planning Committee Complete Section 1? \_\_\_\_\_ 09/20/2024 \_\_\_\_\_

# **SECTION 2**

## **Comprehensive Needs Assessment**

# Comprehensive Needs Assessment

Student Demographic			
Data Type	Current Information	Reflections	
<b>Student Enrollment as of 3/1</b>	81	Student enrollment is holding steady. This year there are 11 students listed as 2024 graduates. Low enrollment is due to students relocating in the last few years.	
<b>Grade Level Breakdown</b>	9-12 (SPED) 9- 16 10-14 11-17 12-34	All students meet the criteria of diagnosis of Intellectual Disability, Multiple Disability, Autism, Other Health Impaired, Traumatic Brain Injury and Emotional Disturbance with an IQ below 70. Students are able to come to Nottingham as a 9 <sup>th</sup> grade student and graduate at the age of 21, so they are in 12 <sup>th</sup> grade for approximately 3 years.	
<b>Ethnicity</b>	<ul style="list-style-type: none"> <li>➤ <b>Black -84%</b></li> <li>➤ <b>White- 7.4%</b></li> <li>➤ <b>Hispanic- 8.6%</b></li> </ul>	Male – 43  Female-38	
<b>Attendance</b>	<ul style="list-style-type: none"> <li>➤ ADA (84.9%)</li> <li>➤ 90/90 (52%)</li> </ul>	Attendance is an area of concern and we will continue to work on getting our students to school daily. Our 90/90 attendance is currently 51.7% which is a 2% increase from previous years. Our	

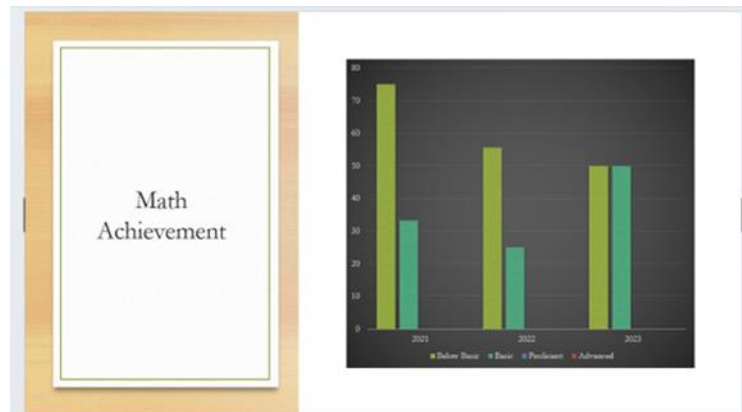
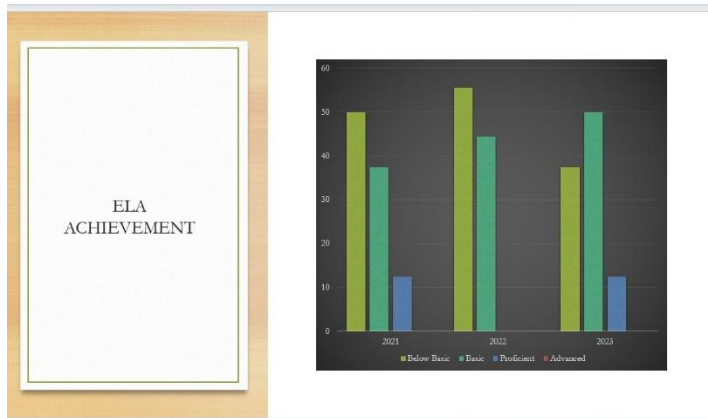
			goal for the 2023/2024 school year is 90%. Some of the challenges we're facing is transportation, hospitalizations, and mobility.	
<b>Mobility</b>	22.6%	There are been a few students to become homeless during the school year. (1 student in foster care, 1 student to became ill, 9 students became homeless or displaced	The high mobility rate has a negative impact on overall student outcomes.	
<b>Socioeconomic status</b>	100% Free Lunch	All students receive free lunch. Many families receive government assistance to support their family	All students receive Free and Reduced lunches due to their family's income status.	
<b>Discipline</b>	15-infractions 13-OSS	This school year we'll go back to Mentoring. Each staff member will have at least 2 students to mentor throughout the school year. We will also make restorative circles apart of our school's culture. The point system for school store shopping, parent contacts, our character education program, and other incentives will continue the upcoming year.	We will analyze data on suspensions to identify trends and patterns in which students' groups are disproportionately affected and what behaviors often lead to suspensions to implement social, emotional, and mentor to support our culture needs.	
<b>English Language Learners/LEP</b>	18%		Hispanic – 7 Arabic – 2 Swahili -3	

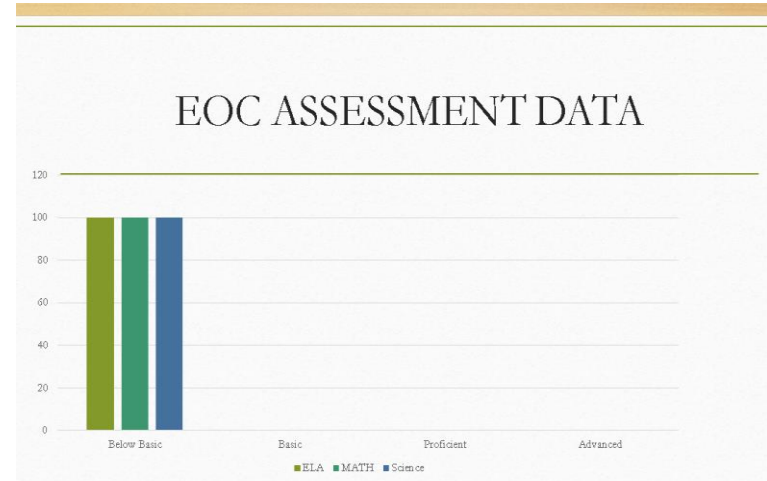
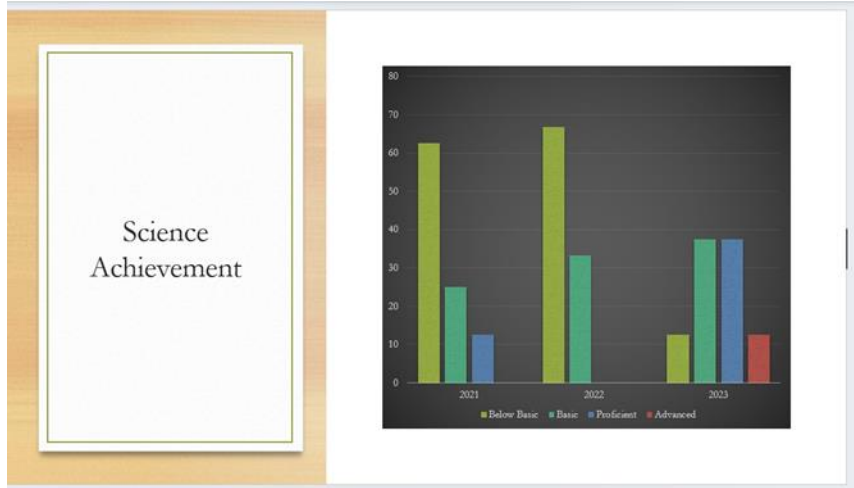


<b>Special Education</b>	100%	<p>All students meet the criteria of diagnosis of Intellectual Disability, Multiple Disability, Autism, Other Health Impaired, Traumatic Brain Injury with an IQ below 70.</p> <p>Students have been assessed by a Psychological Examiner. Students come to Nottingham as 9<sup>th</sup> graders and stay until they're 21, so they are in 12th grade for approximately 3 years.</p>	
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<b>Student Achievement- State Assessments</b>				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
<b>Goal Areas</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25 Goals</b>	<b>Explanation/Rationale for Current Performance</b>
<b>ELA</b>	P-12.5% A-0	P-0 A-0	P-50% A-50%	EOC is 100% Below Basic MAP-A-The goal for MAP-A is for proficiency to increase 39%. Student IEP goals and DLM Essential Elements should be closely aligned. As a school unit, we'll do more work in this area the upcoming year by consistently providing staff with feedback/coaching. Teachers will be trained in SPIRE reading curriculum. Students will also engage in intervention lessons with the ELA teacher.
<b>Math</b>	P-0 A-0	P-0 A-0	P-50% A-50%	EOC is 100% Below Basic MAP-A-The goal for MAP-A is for proficiency to increase 50%. Student IEP goals and DLM Essential Elements should be closely aligned. As a school unit, we'll do more work in this area the upcoming year by consistently providing staff with feedback/coaching.
<b>Science</b>	P-37% A-12.5%	P-0 A-0	P-50% A-50%	EOC is 100% Below Basic MAP-A-The goal for MAP-A is for proficiency to increase 11%. Student IEP goals and DLM Essential Elements should be closely aligned. As a school unit, we'll do more work in this area the

				upcoming year by consistently providing staff with feedback/coaching.
<b>Social Studies</b>				EOC is 100% below basic
<b>WIDA ACCESS (Progress Indicator)</b>				
<b>WIDA ACCESS (Proficiency Indicator)</b>				





Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
<b>STAR Reading</b>	0	0	0	0	10%	Nottingham students have significant developmental delays that causes them to function several grade levels below their same aged peers. They require extensive supports and the use of an alternate curriculum to gain academic knowledge. Even with the use of the alternative curriculum consistent review, drill, and repetition is needed to see success in any area.
<b>STAR Math</b>	0	0	0	0	10%	Nottingham students have significant developmental delays that causes them to function several grade levels below their same aged peers. They require extensive supports and the use of an alternate curriculum to gain academic knowledge. Even with the use of the alternative curriculum consistent review, drill, and repetition is needed to see success in any area.

<b>ELL Benchmark Assessment- Speaking *EL students only</b>						
<b>ELL Benchmark Assessment- Writing *EL students only</b>						

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

<b>Curriculum and Instruction</b> <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
<b>Data Type</b>	<b>Current Information</b>
<b>Learning Expectations</b>	Nottingham is a high school to work program and our primary focus is preparing students for the world of work and independent living upon graduation. Students enter Nottingham at the age of 14 and can remain until the age of 21 with the goal of a successful post-secondary transition. Nottingham is also a State School of Character and staff will instruct students in character building to graduate so that exemplify positive character as an independent citizen. Students at Nottingham graduate based on IEP goal progress.
<b>Instructional Programs</b>	Nottingham is a high school to work program and our primary focus is preparing students for the world of work. Currently Nottingham is using the Life Centered Career Education curriculum, which hones in on Daily Living Skills, Personal-Social skills, and Occupational Guidance and Preparation. Nottingham want to adopt a new curriculum for the upcoming year (Styer Fitzgerald Curriculum of Functional Academics) Functional math, communication arts, daily living skills, onsite work experience, grounds maintenance, custodial housekeeping, and physical education, and food service are classes offered at Nottingham.
<b>Instructional Materials</b>	Life Centered Career Education curriculum Character First –Elementary Character Education Program IXL
<b>Technology</b>	Each classroom has access to promethean boards, IPADs and laptop computers to support student achievement. Teachers have gained many technical tools and are delivering meaningful functional core content lessons to special needs students virtually. In turn, students are achieving excellence at high levels at Nottingham in the technology department. They can navigate the technology device, effectively use email, and use the Teams learning platform to engage in instruction.
<b>Support personnel</b>	English teacher, library aide, counselor, social worker, dropout transition specialist
<b>High Quality Professional Staff</b> <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	

Data Type	Current Information
<b>Staff Preparation</b>	Staff must have ongoing support through weekly Data team meetings, staff meetings, observational feedback/coaching, and school based/district wide professional development.
<b>Staff Certification</b>	76% of teachers are certified
<b>Staff Specialist and other support staff</b>	Reading Specialist
<b>Staff Demographics</b>	48 staff members Black 30 White 18
<b>School Administrators</b>	1-Principal

## 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?

The agreement is given out several times a year in several different ways. It's apart of our school enrollment packet, it's reviewed and distributed at PTO meetings, posted on the school website, and Title 1 meetings.

What are the strengths of family and community engagement?

- STRENGTHS**
- Extending Reading Across all content areas, activities, and events
  - 96% of parents participated in IEP/re evaluation meetings this school year
  - Teachers have strengthened positive relationships with parents
  - Healthy School Grant Recipient 2020-we are becoming a healthy school

<ul style="list-style-type: none"> <li>• Implemented School Wellness program</li> <li>• Parents have learned to use Teams to be able to attend student educational meeting</li> <li>• Community Partners sponsor equitable events for students and their families</li> <li>• Support of Community Partners</li> </ul> <p>Junior League St. Louis Hills Neighbors</p> <p>Student to teacher ratio compliance 7/1 Variety of job placement CPI (Crisis Prevention Intervention) Training</p>
<p>What are the weaknesses of family and community engagement?</p>
<p>Student attendance hasn't made the significant improvements needed</p> <ul style="list-style-type: none"> <li>• 51.7% of students are meeting the 90/90 attendance goal</li> <li>• Need housing transition process in place for students</li> <li>• Must sign students up with outside agency (DDR) at 18 to ensure case management upon graduation</li> <li>• Funding for commercial supplies- school café so that students can compete in the workforce</li> <li>• PTO meeting participation from parents</li> </ul>
<p>What are the needs identified pertaining to family and community engagement?</p>
<p>The needs that were identified were the need for outside agencies to assist with student housing placement and student case management with DDR</p>
<p style="text-align: center;"><b>Policy Involvement</b></p>
<p>How are parents involved in the planning, review, and improvement of the Schoolwide plan?</p>
<p>Parent involvement planning, review, and improvement of the Schoolwide plan happens throughout the year. The meetings that are dedicated to the school plan happen twice a year and parents are surveyed and provided time to meet with school personnel and community members to discuss policy. Also the school principal presents data at school PTO meetings in advance to allow time for feedback and questions from all at the Schoolwide planning meeting. The 2022-2023 planning meeting took place via TEAMS this year.</p>
<p>How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?</p>

The school parent and family engagement policy is reviewed by parents throughout the year and parents give feedback to the Dropout Transition Specialist on a daily basis. PTO meetings are monthly and allow parents and school officials to come together for discussion of pertinent issues and planning of new policy. The 2022-2023 planning meeting took place via TEAMS this year due to COVID-19.

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

This information is provided in Title I meetings, school outreach messages, and newsletters

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

This information is also provided at data review meetings which is a segment of PTO meetings twice a year, in school newsletters, and school outreach messages to parents.

## 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

Since each student at Nottingham has an IEP, it is always suggested that they participate in IEP and Evaluation meetings. The IEP allows a team of teachers, support staff, and parents to come together annually to develop an education plan for student academic success. This plan can be modified on an as needed basis. Student progress reports are sent home every 5 weeks with students. Also parent teacher conference happens once in the fall and once in the spring after school hours. Parents are encouraged to meet with the principal in the need of any concern. School messages go out every Sunday to families to communicate parent meetings, attendance data, special learning events, and student activity information. Teachers communicate with parents on a daily basis and this allows time for necessary questions about learning expectations. Also the principal does data review as a segment of PTO to update parents on pertinent assessment information.

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

The school provides workshops for parents as needed, and strategies for each individual student are discussed at annual IEP meetings, parent teacher conferences, and speech pathologists reach out to specific parents to provide training for communication devices that are used for speech in the classroom.

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?

Professional development is provided by the school district and on a building level to all staff to support the development of parents and enhance student academic skills. If parents are in need of information that hasn't been covered, the Dropout/Transition specialist is available as well as the principal. We usually answer questions in annual IEP meetings. Parents are avid participants in PTO meetings as well.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
PTO meetings always allot time for parent reflection and feedback. When there is an issue or concern at the school level, we address what we can at that time. Parents have begun to meet outside of school so that they are able to have concerns addressed once a monthly meeting comes up. We also use surveys at Title I meetings to see what we can do better to build gaps between school and home. The school website also keep parents updated on school programming and important information regarding students and their school education.
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.
Nottingham continue to host meetings that will allow parents to make requests of work sessions needed. We've also developed relationships with community partners, Voc Rehab, Developmental Disability Resources, Adult Day Centers, Sheltered Workshops, and St. Louis Arc, who come in to educate parents in the fall and spring on programs that are of service for people with disabilities.
<b>Accessibility Assurance</b>
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: <ul style="list-style-type: none"> <li>✓ Parents and family members who have limited English proficiency</li> <li>✓ Parents and family members with disabilities</li> <li>✓ Parents and family members of migratory children</li> <li>✓ Provides information and school reports in a format and language parents understand</li> </ul>
Nottingham serve students with developmental disabilities. Students have a documented educational diagnosis of Autism, Intellectual Disability, Traumatic Brain Injury, Multiple Disabilities, and Other Health Impaired. Currently we have a high parent participation rate in IEP development. Home visits allow the school to effectively communicate with those disabled parents in time of need. These visits are usually completed when there are attendance concerns, school forms that must be sent back, student concerns beyond the classroom, and any other reason that school personnel may see necessary. Weekly school messages go out on the district's message system, which will continue to keep parents updated on school information. Parents are also encouraged to contact Developmental Disability Resources to obtain advocacy for students in developing educational plans and supporting the student in the community beyond high school.

## Summary Statements

Family and community engagement have many strengths. This service allows parents to connect with a trusted individual and build a relationship to foster an efficient and effective learning environment for students. Parent concerns are brought to the school in a timely manner and appropriate action can take place immediately. Most importantly, parents are allowed to have their voices heard in their child’s education. A weakness of family and community engagement is that parent participation needs to increase in PTO meetings and as school volunteers. Parents have stated that they feel welcomed at the school, but there are limited opportunities to participate in meetings and connect with other parents during those meetings.

<b>Summary of the Weaknesses</b>		
Weaknesses continue to come from the drop in enrollment and the number of students meeting the 90/90 attendance rule, and PTO meeting participation decreased.		
<b>Summary of the Needs</b>		
Nottingham has made gains in the technology area, this includes parents, staff, and students. 88% of students are registered with Vocational Rehabilitation, 29% of graduates have permanent job and/or adult day facility placement, Nottingham received recognition as a State School of Character, Nottingham was granted the healthy schools grant this year, and parent participation has increased to 96% for IEP/re evaluation meetings. There are several contributions to this success. Every classroom has a promethean board and staff participate in ongoing learning in this area daily. Students		

<p>have a technology class for the 1<sup>st</sup> time that assist and support them in learning to effectively use their district issued technology. Our school earned recognition as a State School of Character and At Nottingham, we continue a quest of building positive character in students. Since the state is requiring students with a 55 or more IQ to take EOCs, Nottingham will be making a major shift of classes offered and learning targets for students. Teachers will continue training to write standard based IEPs and will be using standards assessed by the state to develop learning goals. STAR reading testing will be apart of student benchmark assessments. Nottingham will also continue to make decisions that are culturally responsive to our demographic of students and staff.</p>		

<b>Summary of Focus Priorities for 24-25</b>
<p><b>Prioritized areas of <u>Need</u> for 24-25 based on needs assessment/data analysis</b>  <i>Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.</i></p>
<p><b>1. Increasing the reading level by 2.5 grade levels</b></p>
<p><b>2. Increasing the attendance rate</b></p>
<p><b>3. Increasing the graduation rates</b></p>

**What date did you and your School Planning Committee Complete Section 2? 09/25/24**

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

School Leadership will support and engage in weekly data team meetings with an explicit focus on Student Work, Content Standards, and Data Analysis to impact student outcomes as measured by a minimum of 10% growth from baseline to Spring Panorama Survey Data responses from school-based staff in the category of 'Data Teams / PLC Work'.

School Leadership will meet or exceed the national percentile score on Panorama Survey Data responses by school-based staff in the category of 'Feedback & Coaching'.

**Leadership Plan**

School Leadership will support and engage in weekly data team meetings with an explicit focus on Student Work, Content Standards, and Data Analysis to impact student outcomes as measured by a minimum of 10% growth from baseline to Spring Panorama Survey Data responses from school-based staff in the category of 'Data Teams / PLC Work'.

**Priorities:**

1. Consistent observation and feedback
2. Use data team protocol and school developed template

**Evidence-based strategies**

- Weekly data team meetings
- Consistent review of classroom observational feedback

**Implementation Plan**

**Action Steps**

**30 Days:**

**Professional Development**

<ul style="list-style-type: none"> <li>▪ Opening PD/District new lesson plan format</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Consistent feedback will come from the Instructional support facilitator and principal</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Data collection will take place on schoolwide data collection spreadsheet</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Ongoing benchmark assessments of student progress toward goals</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ <b>Principal/Instructional facilitator/Sped Dept Head/Teachers</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ District Lesson Plan Template</li> <li>▪ Student IEPs</li> </ul>
<p><b><u>60 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ PLC protocol and goals</li> <li>▪ Review student work samples and create exemplars</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Consistent feedback will come from the Instructional support facilitator and principal</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Data collection will take place on schoolwide data collection spreadsheet</li> <li>▪ Teachers use data template to document next steps for student learning</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Ongoing benchmark assessments of student progress toward goals</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ <b>Principal/Instructional facilitator/Sped Dept Head/Teachers</b></li> </ul>	Data Collection document
<p><b><u>90 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ <b>PLC protocol and goals</b></li> <li>▪ <b>Review student work samples and create exemplars</b></li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Consistent feedback will come from the Instructional support facilitator and principal</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Data collection will take place on schoolwide data collection spreadsheet</li> <li>▪ Teachers use data template to document next steps for student learning</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Ongoing benchmark assessments of student progress toward goals</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>

<ul style="list-style-type: none"> <li>▪ <b>Principal/Instructional facilitator/Sped Dept Head/Teachers</b></li> </ul>	
<b>Funding Source(s)/ Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Panorama Ed Survey Platform</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○ Salary and benefits associated with Instructional Facilitator (Title)</li> </ul> </li> </ul>	

<b>Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input checked="" type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading</b>				
<p><b>GOAL 2: READING</b>  Specific academic growth goals set by the C &amp; I Department. Example for ELA:</p> <ul style="list-style-type: none"> <li>▪ ELA 2-5 <ul style="list-style-type: none"> <li>○ Growth   By the end of May 2024, at least 50% of all students will increase their STAR benchmark scores by an average of 1 year (.10 academic school year). 50% of students reading 1 or more grade-levels below or more AND receiving intervention supports, will grow by a minimum of 2 years (grade equivalence) as evidenced by STAR.</li> </ul> </li> <li>▪ ELA 6-12 <ul style="list-style-type: none"> <li>○ Growth   By the end of May 2024, the average Grade Equivalency (GE) will meet or exceed 1.5 years growth. 50% of students reading 2 or more grade-levels below AND receiving intervention supports, will grow by a minimum of 2 years (grade equivalence) as evidenced by STAR.</li> </ul> </li> </ul> <p>Key 3 = Data Informed / Data Driven Lesson Planning, Check for Understanding (CFU) formative assessment practices, Depth of Knowledge (DOK) Questioning / Cognitive Rigor</p>				



<b>Reading Plan</b>	
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>	
<b>Priorities:</b> Pre-K, Elementary, and Secondary: <ol style="list-style-type: none"> <li>1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.</li> <li>2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading).</li> </ol>	
<b>Evidence-based strategies</b>	<ul style="list-style-type: none"> <li>▪ SLPS Instructional Vision for Academic Excellence utilizing <a href="#">[SPIRE Reading Program]</a> ELA Instructional Resources:</li> <li>▪ Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks</li> <li>▪ Instructional Design Framework and ELA Lesson Plan Internalization Protocol</li> <li>▪ ELA Collaborative Lesson Planning Protocol (PLCs)</li> </ul>
<b>Implementation Plan</b>	
<b>Action Steps</b>	
<u><b>30 Days:</b></u> <b>Professional Development</b> <ul style="list-style-type: none"> <li>▪ Gradual Release Model and Academic Conversations</li> <li>▪ ELA teachers trained in SPIRE Reading</li> </ul> <b>Observation and Feedback</b> <ul style="list-style-type: none"> <li>▪ Consistent feedback will come from the Instructional support facilitator and principal</li> </ul> <b>Implementation/Monitoring</b> <ul style="list-style-type: none"> <li>▪ Data collection will take place on schoolwide data collection spreadsheet</li> <li>▪ Teachers use data template to document next steps for student learning</li> </ul> <b>Monitoring Student Progress</b> <ul style="list-style-type: none"> <li>▪ STAR Reading BOY Assessment</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Principal/Instructional facilitator/Sped Dept Head/Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS High Quality Instructional Design</a></li> <li>▪ <a href="#">[SPIRE Reading Program]</a></li> </ul>

	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
<p><b>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Data collection will take place on schoolwide data collection spreadsheet</li> <li>▪ Teachers use data template to document next steps for student learning</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Data collection will take place on schoolwide data collection spreadsheet</li> <li>▪ Teachers use data template to document next steps for student learning</li> <li>▪ Progress on IEP goals</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Ongoing benchmark progress and STAR progress monitoring</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ <input type="checkbox"/> Principal/Instructional facilitator/Sped Dept Head/Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Collaborative Lesson Planning Protocol</a></li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Data collection will take place on schoolwide data collection spreadsheet</li> <li>▪ Teachers use data template to document next steps for student learning</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Data collection will take place on schoolwide data collection spreadsheet</li> <li>▪ Teachers use data template to document next steps for student learning</li> <li>▪ Progress on IEP goals</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Reading MOY Assessment</li> <li>▪ Classroom Work Samples</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
Principal/Instructional facilitator/Sped Dept Head/Teachers	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
<b>Funding Source(s) / Cost to Support Implementation of Strategy:</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ SPIRE Reading Program</li> </ul> </li> </ul>	

- Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
- **For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):**
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<b>Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> The District creates a system of excellent schools	<input type="checkbox"/> <b>Pillar 2:</b> The District advances fairness and equity across its system	<input type="checkbox"/> <b>Pillar 3:</b> The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> <b>Pillar 4:</b> All students learn to read and succeed	<input checked="" type="checkbox"/> <b>Pillar 5:</b> Community partnerships and resources support the District's Transformation 4.0 Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3:</b>				
<b>GOAL 3: Use school-based data to identify a site-specific goal area</b>				
Examples: School Culture & Climate Goal; Attendance Goal; Graduation Rate Goal; Freshmen Early Warning Indicator System Goal; Increase community partners, etc.				
100% of Nottingham graduates for the 23-24 school year will graduate with post-secondary placement (competitive work, sheltered workshop, or adult day facility)				
<b>Plan:</b>				
<i>All graduating seniors will register with Vocational Rehabilitation for assessment and job development for post-secondary placement.</i>				
<b>Priorities:</b>				
1. Students will attend school regularly and participate in ongoing assessments with outside job development agencies (Voc. Rehab and MERS Goodwill)				
2. The Administration team, Vocational Adjustment Counselor, and Worksite Teachers will engage students in ongoing site based job training				
<b>Evidence-based strategies</b>	Student participation in IEP meetings Ongoing student support of needs outside of school More frequent Attendance celebration Mentor meetings Home visits			
<b>Implementation Plan</b>				

<b>Action Steps</b>	
<b>30 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>▪ Staff receive PD on a student’s road map to success</li> <li>▪ Create checklist of student job training skills for mastery</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li>▪ Observation and feedback in pre voc classes and worksite classes</li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li>▪ Ongoing review of attendance data</li> <li>▪ Benchmark data</li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>▪ Progress on IEP goals</li> <li>▪ Job training checklist</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
Principal/Instructional facilitator/Sped Dept Head/Teachers/Vocational Adjustment Counselor	<ul style="list-style-type: none"> <li>▪ Preferred Family</li> <li>▪ Wash. U</li> <li>▪ Wells Fargo</li> <li>▪ MERS Goodwill</li> <li>▪ Vocational Rehabilitation</li> <li>▪ Student IEPs</li> </ul>
<b>60 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>▪ Staff revisit student’s road map to success</li> <li>▪ Schedule Agency Meetings</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li>▪ Observation and feedback in pre voc classes and worksite classes</li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li>▪ Schedule for agency meetings</li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>▪ Ongoing IEP goal monitoring</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Principal/Instructional facilitator/Sped Dept Head/Teachers/Vocational Adjustment Counselor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preferred Family</li> <li>▪ Wash. U</li> <li>▪ Wells Fargo</li> <li>▪ MERS Goodwill</li> <li>▪ Vocational Rehabilitation</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Student IEPs</li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Staff revisit student’s road map to success</li> <li>▪ Schedule Agency Meetings</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Observation and feedback in pre voc classes and worksite classes</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Students have agency meetings</li> <li>▪ Students are on worksites</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ IEP goal progress</li> <li>▪ Student progress with agencies</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Principal/Instructional facilitator/Sped Dept Head/Teachers/Vocational Adjustment Counselor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preferred Family</li> <li>▪ Wash. U</li> <li>▪ Wells Fargo</li> <li>▪ MERS Goodwill</li> <li>▪ Vocational Rehabilitation</li> <li>▪ Student IEPs</li> </ul>
<b>Funding source(s) / Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	

(What date did you and your School Planning Committee Complete Section 3? \_\_\_\_\_ 09/25/24 \_\_\_\_\_)

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**Principal (required)**

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**Date Completed (required)**

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**Date Submitted to Network Superintendent (required)**

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**Network Superintendent (required)**

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**Date received from Principal (required)**

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**Date Submitted to State and Federal Team (required)**

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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**