

Vashon 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

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	September 20, 2024
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	September 20, 2024
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

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

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: Vashon School Code: 1830	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
Date:		09/27/2024
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: 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.		
School Vision: 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.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <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 21st 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 _____ 		

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
Co-Principal	Ethan Randall		Ethan.randall@slps.org (314) 533-9487
Co-Principal	Sonchez Johnson		Sonchez.johnson@slps.org (314) 533-9487
Assistant Principal (if applicable)	Dr. Shaniequa Blanchard		Shaniequa.blanchard@slps.org (314) 533-9487
Academic Instruction Coach	Lauren Bowers		Lauren.bowers@slps.org (314) 533-9487
Academic Instruction Coach	Brian McQueary		Brain.mcqueary@slps.org (314) 533-9487
ESOL	Heather Tuckson		Heather.tuckson@slps.org (314) 533-9487
SPED Department Chair	Nancy Tucker		Nancy.tucker@slps.org (314) 533-9487
ISS/PBIS Staff	Jahzere Springs-Boyles		Jahzere.boyles@slps.org (314) 533-9487
Teacher	Tyler Searcy		Tyler.searcy@slps.org (314) 533-9487
Teacher	Lauren Bowers		Lauren.bowers@slps.org (314) 533-9487
Support Social Worker	Erin Moore		Erin.moore@slps.org (314)533-9487
Parent	Jimmy McKinney		(314) 800-5417
Parent	Anitra Taylor		Anitra.taylor@gmail.com
Network Superintendent	Dr. Sheila L. Sherman		Sheila.sherman@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
Student Enrollment as of 3/1	611	99% of the students at Vashon are African American. Enrollment has been steadily increasing over the last few years. High mobility contributes to the constant change in enrollment numbers. Large increases in student numbers are often seen at the beginning of the second semester.
Grade Level Breakdown	9 th -164, 10 th -143, 11 th -155, 12 th -149	
Ethnicity	98.6% are African American 1.4% are White/Caucasian	Student demographics match that of surrounding neighborhood. There is a need to develop and provide more opportunities for students to connect with other schools to experience diversity, equity, and inclusion.
Attendance	ADA = 73.0% 90/90 = 15.5%	Students had challenges with getting to school on time. Gas cards and gift cards have been provided. Attendance monitor, administration, and support staff have assigned areas to move students to class as quickly as possible once they've entered the building. Home visits will be considered on a case-by-case basis by school staff to increase student attendance rates and academic outcomes.
Mobility	18.2%	The mobility rate has a large impact on academic success. We see a large change in student movement at the beginning of 2 nd semester. At least 20% of the students at Vashon are in Transition or Homeless, meaning they do not have a fixed nighttime address.
Socioeconomic status	100%	100% of students qualify for free or reduced lunch. This ensures that all students have access to nutritious meals, supporting their overall wellbeing and ability to focus on learning.
Discipline	120	The dramatic increase in OSS incidents has brought heightened awareness to the need for stronger behavioral management and support systems
English Language Learners/LEP	.01%	4 students at Vashon qualify for ESOL supports.
Special Education	25%	With 25% of students having IEPs, special education teachers play a crucial role in providing targeted interventions, engagement, and reducing behavior infractions among SPED students

Student Achievement- State Assessments
(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)

Goal Areas	22-23 Performance	23-24 Performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	315.3 MPI	381 MPI		Low percentage of certified teachers, low student attendance, and discipline issues impacted student achievement. Vashon has a high mobility rate, high percentage of ILAs and BLAs teaching, and nearly 25% of students qualify for SPED supports.
Math	280.8 MPI	320 MPI		Low percentage of certified teachers, low student attendance, and discipline issues impacted student achievement. Vashon has a high mobility rate, high percentage of ILAs and BLAs teaching, and nearly 25% of students qualify for SPED supports.
Science	278.8 MPI	330 MPI		Low percentage of certified teachers, low student attendance, and discipline issues impacted student achievement. Vashon has a high mobility rate, high percentage of ILAs and BLAs teaching, and nearly 25% of students qualify for SPED supports.
Social Studies	316.9 MPI	368 MPI		Low percentage of certified teachers, low student attendance, and discipline issues impacted student achievement. Vashon has a high mobility rate, high percentage of ILAs and BLAs teaching, and nearly 25% of students qualify for SPED supports.
CCR	3.1 - 3.3 = 32.1% 3.4 = 11.4% 3.5 - 3.6 = 88.6%			Low percentage of certified teachers, low student attendance, and discipline issues impacted student achievement. Vashon has a high mobility rate, high percentage of ILAs and BLAs teaching, and nearly 25% of students qualify for SPED supports.

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	2% proficient to advanced	1%	3%	5%		Ninety percent of students who entered Vashon were reading below 9 th grade proficiency levels. In concert with grade level concerns, low attendance from transportation challenges, mobility including those students in transition added to the challenges to improving academic performance.
STAR Math	3%	2%	0%	6%		Ninety percent of students who entered Vashon were reading and doing math below 9 th grade proficiency levels. In concert with grade level concerns, low attendance from transportation challenges, mobility including those students in transition added to the challenges to improving academic performance.
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	It is expected that teachers develop bell-to-bell lesson plans that are aligned to the district's pacing guides and standards. Additionally, teachers are to assess student learning using CFAs, CFUs, and exit slips. Blackboard configuration; academic conversation, gradual release model, student centered classrooms
Instructional Programs	Freckle, Savvas, Star
Instructional Materials	District adopted textbooks; lesson plans
Technology	1-to-1 technology for all students; virtual reality glasses; 3D printers, E-Glass projectors; computers for zSpace
Support personnel	2 Academic Instructional Coaches; attendance monitor; 3 counselors; 2 social workers; nurse; part-time therapist
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	Site-based professional development; district sponsored professional development; learning labs; weekly PLCs;
Staff Certification	Math (4 certificated/1 vacancy); ELA (2 certificated/2 ILAs); Science (1 certificated/2 ILAs); Social Students (4 certificated); SPED (4 certificated/1 ILA/1 vacancy); CTE (4 certificated); Electives (4 certificated/1 Spanish vacancy)
Staff Specialist and other support staff	Intervention Specialist; Special Area Coordinator; part-time therapist
Staff Demographics	
School Administrators	2- Co-principals; 1 AP; 1 vacant AP position

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 seek to obtain the agreements of parents during our Title 1 meetings and open house.
What are the strengths of family and community engagement?
We have developed partnerships with stakeholders that allow students and staff to explore different opportunities within the community and school.
What are the weaknesses of family and community engagement?

We need to strengthen communication with families and provide more opportunities for families to engage in school events. We need additional resources to assist families with basic needs.
What are the needs identified pertaining to family and community engagement?
We need to strengthen our communication efforts with parents around student grades and attendance. It would help tremendously to have someone who can go to houses and meet parents where it is convenient for the family.
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are invited to meetings with the purpose of getting their input to strengthen the schoolwide plan.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
During the scheduled parental involvement Title 1 meetings, parents and staff review and discuss the existing policy related to the implementation and improvement of the school parent and family engagement policy.
How is timely information about the Title I.A program provided to parents and families?
The information is shared during parent meetings and conferences.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
This year we will host multiple events that provide parents with this information. We will host an open house, three scheduled family dinners at the school, and conduct parental involvement meetings in person, where this information will be shared. In addition, we will be able to provide families with updates on student assessment scores.

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.

We continue to provide an online platform via SIS and other platforms to keep parents apprised of their students’ performance. Reports are made quarterly and upon the request of the parents.

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

We utilize our parent meetings and PTC sessions to help parents understand state and local assessments. We provide parenting tips and specific questions to ask educators about their children’s academics.

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

We hold parents’ meetings to provide materials and training to parents. This year the school community will return to hosting family dinners, that allows us to provide information and support to parents in a way that is understandable to all.

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?

Training is provided to school personnel on how to effectively involve parents in their child's education.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
We offer a variety of events and/or programs to help strengthen home/ school relationships. They include the food pantry, family dinner, turkey baskets and senior dues payment sponsored by the Social Workers Bordley Funds.
Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
The plans for Vashon are to create a Parent Resource Room that is equipped with computers, telephones and a quiet place to have meetings, read, and opportunities to develop parenting skills. Community partners will come in to provide training and resources to parents.
Accessibility Assurance
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: <ul style="list-style-type: none"> ✓ Parents and family members who have limited English proficiency ✓ Parents and family members with disabilities ✓ Parents and family members of migratory children ✓ Provides information and school reports in a format and language parents understand
Currently, there is a nominal number of families and students enrolled in Vashon who are English Language Learners. We have all notifications translated for those families.

Summary Statements

Mobile Markets Open House Pastries with The Principals the 4 th Tuesday of each month.

Summary of the Weaknesses		

Communication in a timely manner with parents.		
Summary of the Needs		
Vashon needs to be fully staffed with licensed and professional educators		

Summary of Focus Priorities for 24-25		
Prioritized areas of <i>Need</i> for 24-25 based on needs assessment/data analysis <i>Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.</i>		
1. Increasing the reading level by 2.5 years of growth		
2. Increasing the math performance by 2.5 years of growth		
3. Increasing the sense of belonging by 30%		

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"/> 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. Create incentives for students to do their best work by recognizing student achievement.
2. New principals will establish a rapport with students to strengthen students' sense of belonging. Research states student-staff relationships are critical to increasing the likelihood that students will graduate.

Evidence-based strategies

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Site-based focus strategy if applicable

Implementation Plan

Action Steps

30 Days:

Professional Development

<ul style="list-style-type: none"> ▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Culture & Climate Coordinator 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Ethan Randall, Sonchez Johnson, and Dr. Blanchard 	STAR Data , WIDA
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Ethan Randall, Sonchez Johnson, Dr. Blanchard, Mrs. Bowers 	
Funding Source(s)/ Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Panorama Ed Survey Platform 	

- **For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):**
 - Salary and benefits associated with Academic Instructional Coach (Title)
 - \$2000 for professional development books and resources for staff (Title/Comprehensive)
 - Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
 - Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)

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

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, 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 texts (speaking, writing, listening, reading).	
Evidence-based strategies	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing ELA Instructional Resources: <ul style="list-style-type: none"> ○ 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) ▪ Site-based focus strategy if applicable ▪ LETRS Training: School Leaders, Instructional Coaches, and Teachers
Implementation Plan	
Action Steps	
<p>30 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree ▪ Staff PD –Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations ▪ 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 <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Observe for implementation of expectations ▪ Provide timely feedback ▪ Share clear expectations ▪ Provide strategies for improvement <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading BOY, MOY, and EOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ STAR Renaissance
<p>60 Days:</p> <p>Professional Development</p>	

<ul style="list-style-type: none"> ▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation ▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Observe for implementation ▪ Provide timely feedback ▪ Share clear expectations ▪ Provide strategies for improvement <p>Implementation/Monitoring</p> <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading BOY, MOY, and EOY Assessment ▪ 	
Person(s) Responsible	Resources
	<ul style="list-style-type: none"> ▪ STAR Renaissance
<p>Funding Source(s) / Cost to Support Implementation of Strategy:</p> <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 ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
<p>GOAL 3: MATH By May 2025,</p> <ul style="list-style-type: none"> - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment. 				
Mathematics Plan:				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
<ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (Algebra and Geometry) and Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry) Instructional Resources: <ul style="list-style-type: none"> ○ 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 <p>Site-based focus strategy if applicable</p>			

Implementation Plan

Action Steps

30 Days:

Professional Development

- Leader PD - Gradual Release Model and Academic Conversations
- Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - Math Lesson Planning and High-Quality Instructional Design / Plan for Staff PD
- Staff PD - Math Lesson Planning and High-Quality Instructional Design/ Plan for Implementation

Observation and Feedback

- Observe for implementation
- Provide timely feedback
- Share clear expectations
- Provide strategies for improvement

Implementation/Monitoring

▪

Monitoring Student Progress

- STAR Math BOY, MOY and EOY Assessment
-

Person(s) Responsible

- Professional Development Department
- Curriculum Specialists
- Academic Instructional Coaches
- Mrs. Bowers, Mr. McQueary, Sonchez Johnson, Ethan Randall, Dr. Blanchard

Resources

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- Savvas enVision Math (Algebra and Geometry)
- Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry)
- STAR Renaissance

60 Days:

Professional Development

▪

Observation and Feedback

▪

Implementation/Monitoring

▪

Monitoring Student Progress

▪

Person(s) Responsible

- Ethan Randall, Co-Principal
- Sonchez Johnson, Co-Principal

Resources

- [SLPS Gradual Release Rubric](#)

<ul style="list-style-type: none"> ▪ <u>Dr. Blanchard, Assistant Principal</u> 	
90 Days: Professional Development <ul style="list-style-type: none"> ▪ Observation and Feedback <ul style="list-style-type: none"> ▪ Implementation/Monitoring <ul style="list-style-type: none"> ▪ Monitoring Student Progress <ul style="list-style-type: none"> ▪ STAR Math MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ <u>Mrs. Maura Carter</u> 	<ul style="list-style-type: none"> ▪ STAR Renaissance
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools Savvas enVision Math (Algebra and Geometry) and Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

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

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date