SLPS Accountability Plan Template

2024-2025

Nahed Chapman New American Academy at Roosevelt

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 (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	4/15/24
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	3/29/24
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	4/15/24
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		*April 30, 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 *May 17, 2024, from Network Superintendent.		

SECTION 1
School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ **LEA** 　**X School**	**Name of LEA: St. Louis Public Schools** **Name of School: Nahed Chapman Secondary Academy at Stevens** **School Code:692**	**Check if appropriate** 　☐　**Comprehensive School** 　　***Requires a Regional School Improvement Team** 　☐　**Targeted School** **X Title I.A**
Date: 9/4/23		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: To provide a safe, nurturing and English intensive learning environment for new Americans where every student will become academically, socially and emotionally prepared for college and career success.		
School Vision: To prepare all students for success through rigorous instruction and social/emotional supports.		

One plan may meet the needs of a number of different programs. Please check all that apply.
- ☐ **Title I.A School Improvement**
- ☐ **Title I.C Education of Migratory Children**
- ☐ **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
- ☐ **Title II.A Language Instruction for English Learners and Immigrant Children**
- ☐ **Title IV   21st Century Schools**
- ☐ **Title V Flexibility and Accountability**
- ☐ **Individuals with Disability Education Act**
- ☐ **Rehabilitation Act of 1973**
- ☐ **Carl D. Perkins Career and Technical Education Act**
- ☐ **Workforce Innovation and Opportunities Act**
- ☐ **Head Start Act**
- ☐ **McKinney Vento Homeless Assistance Act**
- ☐ **Adult Education and Family Literacy Act**
- ☐ **MSIP**
- ☐ **Other State and Local Requirements/Needs** _____

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

School Planning Committee			
Position/Role	**Name**	**Signature**	**Email/Phone Contact**
Principal	Kelly Moore		
Assistant Principal (if applicable)	n/a		
Academic Instructional Coach	n/a		
Family Community Specialist (if applicable)	n/a		
ESOL Staff (if applicable)	Kynedra Ogunnaike		
SPED Staff (if applicable)	N/A		
ISS/PBIS Staff (if applicable)	Shanta Rasheed		
Teacher	Mary Cancila		
Teacher	Rekha Sivaprasad		
Parent	Judith McGrath		
Support Staff	Mackenzie Gleason		
Community Member/Faith Based Partner	Kate Northcott		
Network Superintendent			
Other			

(What date did you and your School Planning Committee complete Section1? __4/15/24_____

Comprehensive Needs Assessment

| Student Demographic		
Data Type	**Current Information**	**Reflections**
==Student Enrollment as of 3/1==	248	Improving learning environment through re-alignment of academic programs, school climate, and improvement of building infrastructure.
Grade Level Breakdown	9 - 159 10 - 63 11 - 17	
Ethnicity	Asian – 10.4% Black – 25% White – 15.7% Hispanic – 50.8%	The student population is comprised of students from 25 countries speaking 14 languages.
Attendance	42.1%	Attendance has been consistent throughout the year.
Mobility	83.4%	Majority of students who take courses in the alternative programs are transient from various locations.
Socioeconomic status	100%	All students are free/reduced lunch status
Discipline	2%	Type 1 (OSS) Suspensions; the school in-house suspension monitor, counselor, social worker, dean and principal meet weekly to analyze discipline data and create individualized discipline plans for students exhibiting problematic behaviors
Limited English Proficiency	100%	100% of students have been in the United States for less than two years and scored 1 on the WIDA placement screener.
Special Education	0%	

Strengths	Weaknesses	Needs
The ability to provide an English-intensive educational setting which helps fill in the academic gaps and provide social and emotional supports for new students to the United States.	Our alternative education programs serve a transient and diverse population which makes it a challenge to address their social and emotional needs. Our challenge is to support students consistently due to the level of transition. We want to prevent	Based on our growing numbers, additional teachers are needed to assist with students' academic growth in literacy and math. An academic instructional coach is needed to help provide support to teachers (we have many ILAs and this is a difficult population to teach). School social workers are needed to provide social

	students dropping out of school which will increase graduation rates.	and emotional supports and connections for food, shelter and health resources.

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**
EOC MATH	286 MPI			
WIDA ACCESS	18% of students hit progress target 0% hit proficiency target	21% of students hit progress target 0% hit proficiency target	30% of students will hit progress target	The percent of students hitting the progress target set by DESE increased by 3% from the 2022-2023 and 2023-2024 school years. This increase was possible, in-part, to a focus on oral language practice in the ESOL and content classes and targeted professional development on creating opportunities for students to practice speaking. Students entering the newcomer program are scoring at the lowest English proficiency levels, therefore making proficiency targets unrealistic.

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

Students Hitting Progress Target, ACCESS
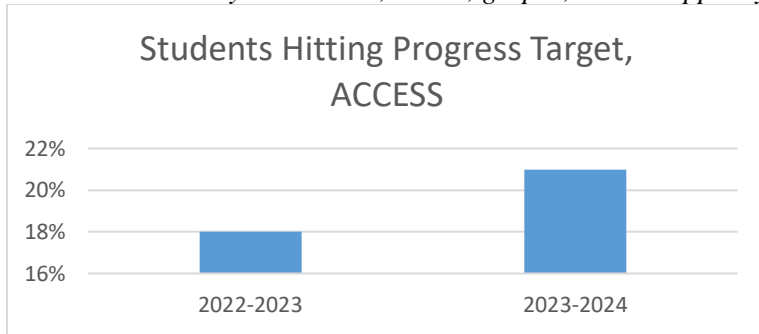
	Student Achievement-LOCAL ASSESSMENTS			
(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)				
Goal Areas	**22-23 performance**	**23-24 performance**	**24-25 Goals**	**Explanation/Rationale for Current Performance**

STAR READING	0% proficient/advanced	0% proficient/advanced		None of our students scored proficient or advanced in STAR reading. Students entering the newcomer program are scoring at the lowest English proficiency levels, therefore making proficiency targets unrealistic. The average beginning reading score for our students is a GE of 1.6.
STAR MATH	0% proficient/advanced	0% proficient/advanced		None of our students scored proficient or advanced in STAR math. Students entering the newcomer program are scoring at the lowest English proficiency levels, therefore making proficiency targets unrealistic. In addition, most students have had limited or interrupted schooling before beginning with us. The average beginning math level for our students is a GE of 3.2.

STAR Reading Averages		STAR Math Averages	
Scaled Score	GLE	Scaled Score	GLE
845.5	1.87	937.8	3.58

Strengths	Weaknesses	Needs
The newcomer program is tailored to meet the needs of students arriving to the United States with limited English. Many of the students have had limited or no education, and nearly all have had interrupted education. The newcomer program has courses and curriculum designed to meet these varied needs.	Students enter the program continuously throughout the year, which makes tracking student performance difficult. Students are often working and taking care of families, greatly impacting attendance. This population of students is very transient, meaning many move out of the district throughout the year. The number of students in the program fluctuates greatly depending on many factors. During the 2023-2024 school year, 154 new students enrolled through April 30. This creates staffing challenges and increasingly large class sizes with varying levels of English proficiency and academic backgrounds.	Flexibility with staffing as new students enroll. An academic instructional coach is needed to assist with data tracking and testing students in literacy and math as they enroll. A family-community specialist is needed to help new families navigate the US educational system and encourage family engagement and increased attendance.

Curriculum and Instruction
(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)

Data Type	Current Information	Reflections
Learning Expectations	It is expected that teachers plan lessons that are aligned to state and WIDA standards. All lessons must include a content component as well as a language component. Teachers are trained in SIOP and are expected to use the SIOP components to make learning accessible to all students, regarding of prior education level or proficiency in English. Additionally, teachers are expected to assess student learning using ESOL benchmarks.	New teachers are needing to be trained in SIOP. Additional supports needed to help new teachers make content accessible to all students.
Instructional Programs	• SLPS curriculum, pacing guides, resources, and materials. • Small group and individual tutoring provided by Webster Literacy Corps. • After-school tutoring/instruction provided by the International Institute of St. Louis	We rely heavily on our community partnership s to help close the academic gaps of our students. Meeting the students' needs is made more difficult by staffing constraints. Classes that start with fifteen newcomers of varying levels of English and prior education often fill to 30 and more.
Instructional Materials	• SLPS curriculum, pacing guides, resources, and materials.	Additional instruction is needed for teachers in making content accessible to second-language learners.
Technology	• Promethean/SMART boards in all classrooms • District issued student laptops	Additional laptops needed for new students as they enroll.
Support personnel	Our support personnel include one dean of students, one academic counselor, one full-time social worker, one part-time social worker, and one in-school suspension monitor.	New immigrants to the United States have a variety of social, emotional, physical and academic needs contributing to poor attendance and difficulty in school. A full-time attendance monitor and an additional counselor are needed to support students in these areas.

Strengths	Weaknesses	Needs

Teachers trained in working with newcomer ELLs through SIOP Specialized instructional supports for SLIFE (tutoring, foundations courses in content and language)	Large class sizes of students with extremely varied needs Lack of support personnel seen in other builds (FCS, academic instructional coach, etc.)	Additional counselor allocation Attendance monitor Additional inventory of laptops for new students Professional development in SIOP Staffing allocations to meet the needs of the growing population (anticipating the growth rather than reacting to it)

Data Type	Current Information
Staff Preparation	6 District Professional Development Days 19 Bi-Weekly Staff Workshops (SW) 18 Bi-Weekly Instructional Leadership Team Sessions (ILT)
Staff Certification	53% of teachers are certified in the appropriate content area (10) 47% of teachers are instructional learning associates (ILAs; 9) 55% of ILAs are currently enrolled in a certification program or have completed the coursework (5) <table><tr><td>**Content Area**</td><td>**Number of Teachers**</td><td>**Certification Notes**</td></tr><tr><td>ELA</td><td>2</td><td>1 Certified 1 Non-Certified (ILA)</td></tr><tr><td>ESOL</td><td>7</td><td>3 Certified 4 Non-Certified (ILAs)</td></tr><tr><td>Science</td><td>3</td><td>2 Certified 1 Non-Certified (substitute)</td></tr><tr><td>Math</td><td>2</td><td>1 Certified 1 Non-Certified</td></tr><tr><td>Social Studies</td><td>2</td><td>2 Certified</td></tr><tr><td>Related Arts</td><td>4</td><td>2 Certified 2 Non-Certified (ILAs)</td></tr></table>
Staff Specialist and other support staff	PBIS-district-wide professional development on positive behavior supports. Social workers-1.5 Counselor-1
Staff Demographics	35% - Black 45% - White 9.6% Asian

	9.6% Hispanic
School Administrators	1, Dr. Kelly Moore, Program Director

Strengths	Weaknesses	Needs
Positive school culture and climate Overall high staff attendance Diverse staff reflects student population	Need for more staff to provide more SEL support Teachers need training teaching reading regardless of content area More time needed on teacher-coaching and feedback Large percentage of ILAS	Academic Instructional Coach to provide additional support to ILAs Attendance Monitor Additional counselor Flexible staffing to accommodate ongoing enrollment Additional full-time social work allocation (we are losing our full time social worker as she was funded through the Refugee Impact Grant)

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?
An annual meeting is held in March to invite and involve parents in the process of review and revision of the parent and family engagement policy.
What are the strengths of family and community engagement?
Including parents as participants in school decisions, volunteer opportunities, and effective communication; using available language resources to present information to parents that is accessible; regular calls and emails utilizing the district's ESOL team

What are the weaknesses of family and community engagement?
Lack of all languages represented through the ESOL department; lack of family/community specialist and other Title positions
What are the needs identified pertaining to family and community engagement?
Language support for ALL languages; additional social work support for home visits.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are invited to provide input via discussion regarding the Schoolwide plan via parent meetings, conferences, and surveys. Parent and family feedback is solicited through the use of the Panorama surveys, sent in the fall and in the spring. Parents are invited to quarterly meetings with the ESOL team to learn about school news, updates, expectations, and how best to support their students.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
We do not receive Title 1 funds and are not considered a Title 1 school; therefore, Title 1 meetings are not held. We do not have a family/community specialist. We do, however, provide surveys to parents and parents are invited to the quarterly ESOL family meetings.
How is timely information about the Title I.A program provided to parents and families?
We are not a Title 1.A program.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Curriculum is reviewed at district ESOL parent meetings. Translated score reports are provided after ACCESS testing and EOC testing. Star reports are shared during parent/teacher conferences. Report cards are translated for 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?

Our 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.

· Encourage my child to read 30 minutes each night; and
· Use technology to research colleges, career pathways, and military options with my child.

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 expose students to diverse opportunities for College and Career Readiness.

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

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, etc.

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 childre**

We conduct quarterly meetings through the ESOL department to distribute school/district documentation and reports which outline Missouri Learning Standards, Missouri Assessment Program and Local Assessments (STAR). Translated copies of testing reports and school documents are provided to families. We utilize the ESOL language team to assist with calls home and parent conferences/meetings.

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

Information is disseminated via Robo-calls, personal calls, meetings, and parent workshops through the ESOL office. Initiatives such as Literacy in the Lou are in the process of being rolled out to parents to provide support to facilitate increased literacy and student achievement. Student data and assessments are discussed during parent-teacher conferences with the assistance of interpreters, with specific strategies and supports provided to parents.

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?

Volunteer workshops are conducted using a PowerPoint translated into Arabic, Spanish, Pashto, Dari, Swahili and Vietnamese. Staff is trained yearly in the use of language supports provided by the ESOL office, including how to schedule a meeting with an interpreter, how to coordinate calls home, and how to access translated school documents.

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

We create and develop strategies to strengthen relationships between home and school via methods such as parent meetings, volunteerism, and with activities/events. Events include culture fair, literacy night, ESOL college night, and ESOL quarterly parent meetings.

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.

Use ongoing communication efforts to involve and engage parents as participants in decision-making regarding culture and climate, school programs, and student progress. School social worker and counselor regularly conduct home visits for families unable to visit the school. Communications home are translated into the languages of the families.

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

We utilize the ESOL language team and phone interpretation supports to ensure all information is accessible to all parents. Home visits are used for families with transportation issues. Quarterly ESOL program meetings are held to support families. The program works with community partners, such as the International Institute of St. Louis and Monarch to help meet the needs of parents and families including transportation issues, translation support and parent education programs.

Summary Statements

Summary of the Strengths

We support parental participation with intentionality through robo-calls, parent/teacher conferences, parent-meetings, workshops and volunteer opportunities. Utilizing resources through the ESOL office, the International Institute and the telephonic interpretation system, we can ensure information is accessible to all parents, regardless of language. Outreach through home visits, calls home, translated documents, and parental workshops have increased engagement amongst families.

Summary of the Weaknesses

As we do not receive Title 1 funds, we do not have a family/community specialist. This is challenging, as we have the same or larger number of students as many other schools that do have the family/community specialist support. In addition, our enrollment is constantly growing and our families have a wide range of physical, emotional and academic needs. A large number of our students are here unaccompanied, making parental involvement difficult, if not impossible. Lack of resources for families, such as home internet or reliable transportation, makes it difficult for many families to be actively involved.

(What date did you and your School Planning Committee complete Section 2? 4/26/24

SECTION 3
The Goals and the Plan

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

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. Leaders will promote a healthy and welcoming school climate by celebrating cultures, languages and countries of all students and staff through school-wide lessons, activities and events.
2. Leaders will promote a culture of belonging by providing professional development for staff on creating welcoming and culturally responsive classrooms.

Evidence-based strategies	▪ SLPS Positive Behavior Interventions and Supports (PBIS) Protocols ▪ Focus on cultural awareness, competencies and celebration through use of interpretation services, cultural celebrations and professional development about our student population

Implementation Plan
Action Steps

30 Days:

Professional Development
- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Schoolwide celebration- Hispanic Heritage Month (fashion and talent show, targeted lessons on Hispanic heritage month through ESOL classes)
- School welcome letters and student/family compacts translated and distributed
- Weekly care-team meetings to address student/family needs and identify areas of support
- PBIS meetings with at-risk students and family/care-team meetings to identify specific needs and area of support
- ReThink Ed lessons in advisory to reinforce student expectations and promote social and emotional learning

Observation and Feedback
- Walkthrough of individual classrooms
- Monitoring of policies/procedures in hallways, cafeteria, classrooms, and buses

Implementation/Monitoring
- Care-team meeting notes
- Student/family compacts
- Professional development minutes
- PBIS school-wide expectations

Monitoring Student Progress
- ReThink Ed weekly lessons
- Discipline data through Student Information Systems
- Monitoring of specific students using care-team checklist

Person(s) Responsible	Resources
- School counselor, social worker, PBIS monitor - Principal, Dean of Students - Care Team Members - ESOL Language Team	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Allocated time for care-team meetings - Translated student/parent compacts

60 Days:

- Professional development on trauma-informed discipline
- Professional development on student population, cultural backgrounds and norms, culturally responsive teaching and discipline, and targeted student population needs
- Schoolwide celebration- Immigrants in America; targeted lessons in ESOL classes, Immigration Celebration Assembly
- Parent/teacher conferences with interpreters

- Implementation of student ambassador program to help welcome new students
- Quarterly ESOL parent meeting
- Continuation of ReThink Ed lessons in advisories to focus on social/emotional learning
- Continuation of weekly care team meetings

Observation and Feedback
- Classroom observations

Implementation/Monitoring
- Monitoring of ReThink Ed lesson progress
- Selecting and training student ambassadors
- Weekly care team minutes/notes

Monitoring Student Progress
- Tracking of schoolwide discipline data using student information systems
- Tracking of schoolwide attendance data using student information systems

Person(s) Responsible	Resources
- School counselor, social worker, PBIS monitor - Principal, Dean of Students - Care Team Members - ESOL Language Team	- Districtwide PBIS Matrix - PBIS Districtwide Bus and Building Expectations - Allocated time for care-team meetings - Allocated time for professional development

90 Days:
Professional Development
- Continuing of professional development on cultural responsiveness and language access.
- Mid-year data review and attendance team process.
- First semester awards recognizing academic, attendance and behavior achievements.
- First semester family celebration night.
- Continuing of weekly care team meetings.
- Continuing of ReThink Ed lessons in advisory.

Observation and Feedback
- Classroom observations.
- Panorama survey to students and staff.
- Review of schoolwide policies and procedures with staff and students.

Implementation/Monitoring
- Review of student ambassador program.
- Review of language access data use using the accountability log.
- Weekly care-team minutes.
- Review of ReThink Ed lesson implementation.

Monitoring Student Progress
- Review of individual student growth in care-team meetings.
- Review of schoolwide discipline and attendance data using student information systems.
- Review of student emotional/social learning as evidenced by Panorama Ed Survey Platform and ReThink Ed lessons.

Person(s) Responsible	Resources
▪ School counselor, social worker, PBIS monitor ▪ Principal, Dean of Students ▪ Care Team Members ▪ ESOL Language Team	Panorama Ed Survey Platform ReThink Ed Lessons

Funding Source(s)/ Cost to Support Implementation of Strategy
- *District-wide initiatives will be funded by the central office.*
    - Panorama Ed Survey Platform
    - ReThink Ed Lessons
    - Language Access

- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
    - Student achievement awards (GOB)

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

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	- SLPS Instructional Vision for Academic Excellence utilizing National Geographic ELA/ESOL Instructional Resources and Teacher Made Materials Phonics Kits: - 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) - Reading instruction class for pre-literate students in their native languages - LETRS Training: School Leaders and Teachers

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 –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

Observation and Feedback
- Regular classroom walk-throughs
- One-on-one coaching/conversations with Principal

Implementation/Monitoring
- Lesson plan checks

Monitoring Student Progress
- STAR Reading BOY Assessment

Person(s) Responsible	Resources
- Professional Development Department - Curriculum Specialists - Principal/department leads - Dean of Students	- SLPS Instructional Vision for Academic Excellence - SLPS High Quality Instructional Design - National Geographic Edge ESOL Curriculum - STAR Renaissance - Teacher Made Materials Phonics Kits

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

Observation and Feedback
- Regular classroom walk-throughs
- One-on-one coaching/conversations with Principal

Implementation/Monitoring
- Department data-team meetings
- Collaborative planning meetings

Monitoring Student Progress
- STAR Progress Monitoring
- Teacher-made assessments

Person(s) Responsible	Resources
- Professional Development Department - School Principal - Dean of Students	- SLPS Collaborative Lesson Planning Protocol - SLPS Gradual Release Rubric

90 Days:

Professional Development
- Staff PD- Use of STAR data in instructional planning (review)

Observation and Feedback
- Classroom walkthrough observations using Frontline

- Individual teacher coaching using the Cognitive Coaching Model

Implementation/Monitoring
- Student data trackers
- Data team/PLC meetings

Monitoring Student Progress
- STAR Reading MOY Assessment
- ESOL Quarterly Benchmarks

Person(s) Responsible	Resources
	▪ STAR Renaissance

Funding Source(s) / Cost to Support Implementation of Strategy:
- *District-wide initiatives will be funded by the central office.*
  - Tier 1 Instructional Tools (Nat GEO ESOL curriculum resources)
  - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
  - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):*
  - **N/A**

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
☐ **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, 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**
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 (Algebra) and Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry) Instructional Resources:
	    o Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
	    o Instructional Design Framework and Math Lesson Plan Internalization Protocol
	▪ Language focused math lessons using SIOP model.
	▪ Strategic placement of students in Fundamentals of Math and Fundamentals of Algebra based on prior educational background and STAR Math results.

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
▪ Classroom walkthroughs using Frontline
Implementation/Monitoring
▪ Lesson plan checks
▪ Data team and PLC meetings
Monitoring Student Progress
▪ STAR Math BOY Assessment
▪ Algebra benchmarks

Person(s) Responsible	**Resources**
▪ Professional Development Department ▪ Curriculum Specialists	▪ [SLPS Instructional Vision for Academic Excellence](#) ▪ [SLPS High Quality Instructional Design](#)

Person(s) Responsible	Resources
▪ Principal, Dean of Students	▪ Savvas enVision Math (Algebra) ▪ Freckle Math ▪ Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry) ▪ STAR Renaissance

60 Days:
Professional Development
▪ Staff PD on academic language and building math competencies through language instruction
▪ Professional development over priority standards (algebra)
Observation and Feedback
▪ Classroom walkthroughs using Frontline
▪ Individual teacher coaching using the Cognitive Coaching model
Implementation/Monitoring
▪ Data team and PLC meetings

Monitoring Student Progress
▪ STAR Math progress monitoring
▪ Freckle Math
▪ Algebra benchmark exams

Person(s) Responsible	Resources
▪ Principal, Dean of Students	▪ [SLPS Gradual Release Rubric](#)

90 Days:
Professional Development
▪ Review of data-tracking using priority standards
▪ Professional development over the teaching of academic language in math (review)
Observation and Feedback
▪ Walkthrough observations using Frontline
▪ Individual teacher coaching using the Cognitive Coaching model
Implementation/Monitoring
▪ Data team and PLC meetings
▪ Student tracking of priority standards
Monitoring Student Progress
▪ STAR Math MOY Assessment

Person(s) Responsible	Resources

▪ Principal, Dean of Students	▪ STAR Renaissance ▪ Freckle Math
Funding source(s) / Cost to Support Implementation of Strategy	
▪ *District-wide initiatives will be funded by the central office.* o Tier 1 Instructional Tools Savvas enVision Math (Algebra) o Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) o Academic Competitions ▪ *For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):* o N/A	

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

_____ _____

Principal (required) **Date Completed (required)**

_____

Date Submitted to Network Superintendent (required)

_____ _____

Network Superintendent (required) **Date received from Principal (required)**

_____

Date Submitted to State and Federal Team (required)

_____ _____

Superintendent **Date**

_____ _____

State Supervisor, School Improvement **Date**