

SLPS Accountability Plan Template

2023



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 Accountability Plan Template has as its foundation the following five pillars of the SLPS Transformation 3.0 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 3.0 Plan

2022 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Due Dates
1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2023-2024 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	

SECTION 1

School Profile

Accountability Plan Template

(DESE's Consolidated Application and DESE's LEA/School Improvement Guide)

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input checked="" type="checkbox"/> xLEA <input type="checkbox"/> School	Name of LEA: Dr. Azalia Carter Name of School: Soldan International Studies HS School Code: 173	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A <input type="checkbox"/> Autonomous
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: <i>The mission of Soldan International Studies High School is to provide a safe learning environment to empower young scholars to grow academically, personally, and culturally.</i>		
School Vision: <i>Soldan International Studies High School will provide a world class education and be recognized as a leader in student achievement and teacher quality.</i>		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input 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 _____ 		

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

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Dr. Azalia Carter		Azalia.Carter@slps.org
Assistant Principal	Mr. Terrance Dominick		Terrance.Dominick@slps.org
Academic Instructional Coach	Ms. Ana Barrios		Ana.Barrios@slps.org
Family Community Specialist			
ESOL Staff (if applicable)			
SPED Staff (if applicable)	Ms. Joy Muhammad		Joy.Muhammad@slps.org
ISS/PBIS Staff (if applicable)	Vacant		
Teacher	Dr. Todd Williams		Todd.Williams@slps.org
Counselor	Ms. Theresa Lydon-Lorson		Theresa.Lydon-Lorson@slps.org
Parent	Ms. Tamara Tidwell		Tamaratidwell16@gmail.com
Support Staff	Mr. Kevin Mansco		Kevin.Mansco@slps.org
Community Member/Faith Based Partner	Joshua Johnson		jjohnsonstpopeningdoors@aol.com
Network Superintendent	Dr. Derrick Mitchell		Derrick.Mitchell@slps.org
<i>Other</i>			

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

*[DESE's Consolidated Application](#)

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 05.15.2023	459	
Grade Level Breakdown	9 th : 128, 10 th : 129, 11 th : 106, 12 th : 96	
Ethnicity	B: 412, W: 7, H: 28, A: 6, I: 1	
Attendance	90/90: 22.4%	
Mobility	DF: 76, DU: 2, DY: 2, SF: 2, SN: 2	
Socioeconomic status	100% Free & Reduced	
Discipline	ISS: 215 OSS: 261	
Limited English Proficiency	ELL: 85	
Special Education	IEP: 60	

Strengths	Weaknesses	Needs
<i>Student diversity</i>	<i>Enrollment continues to decline. High percentage of teacher turnover rate.</i>	<i>. Highly qualified teachers in every classroom. . Well trained ILAs in classrooms without a certified teacher . Instructional supports for new teachers and ILAs</i>

Student Achievement				
<i>(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)</i>				
Goal Areas	21-22 performance	23--24 Goal	Current Performance 22-23	Explanation/Rationale for Current Performance
ELA	333.1		Data is yet available.	
Math	293.2		Data is yet available.	
Science	291.3		Data is yet available..	
Social Studies	327.6		Data is yet available.	

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

Strengths	Weaknesses	Needs
<ul style="list-style-type: none"> ■ Soldan staff utilized the district’s curriculum and administered district benchmark with fidelity. ■ Teachers are trained to pull data from the new assessment platform for deep dive analysis and to use data for monitoring growth and inform decisions on instruction and assessments. ■ All core teachers participated in data teams meeting. ■ All teachers participated in Professional Learning Communities by grade level 	<ul style="list-style-type: none"> ■ State assessment data were pulled and/or were not available in a timely manner for goals to be set. ■ Teachers are not yet proficient in using the new curriculum platforms ■ High turnover rate of teachers 	<ul style="list-style-type: none"> ■ Connection between the assessment and curriculum design is not available. ■ Accountability for ALL teachers to use accessible data to drive instructions and assessments ■ All leadership members to be instructional leaders

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	Reflections
Learning Expectations	The principals, AIC, mentors, and Professional Learning Communities leaders observe classrooms and provide constructive feedback.	We need to focus in the three learning keys: <ul style="list-style-type: none"> ● Check for understanding ● DOK questioning ● Data-informed/Data-driven lesson planning
Instructional Programs	The administration team supports many instructional programs proposed by instructional staff. Soldan has 4 computer labs to support instruction with technology integration.	Soldan will purchase USA Test Prep for four core areas as supplemental support for both teachers and students.
Instructional Materials	The AIC, book clerk, library aide, and principal secretary support teachers by finding additional resources and/or ordering resources as needed.	

Technology	All classrooms are equipped with a desktop and a promethean board. A number of classrooms also have and utilize a mini computer lab for lessons.	
Support personnel	Intervention Specialist with reading certification	For 2023-2024, there will be some organizational changes at Soldan, especially with the Reading Specialist. Teachers will work closely with the AIC to identify students that can benefit the expertise and skills of the Reading Specialist.

Strengths	Weaknesses	Needs
<ul style="list-style-type: none"> ■ Available scope and sequence and assessments for all core content areas. ■ Support available from the district curriculum supervisors if needed 	<ul style="list-style-type: none"> • Teacher's usage is low. 	<ul style="list-style-type: none"> • Full cycle coaching with teachers • Accountability for non-negotiables [lesson plans, equity grading, objective-based student work and assessments, re-teaching strategies and implementation]

High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>		
Data Type	Current Information	Reflections
Staff Preparation	All instructional staff have a planning period each day for lesson planning and/or working collaboratively within their assigned professional learning communities.	All teachers will participate in unpacking standards and concepts within their PLC and their content area. All teachers will be maintaining some student tracker so that they can reflect and revise lesson plans/instructional strategies/delivery methods to ensure the highest quality instruction teachers can deliver.
Staff Certification	82% of instructional staff are certified.	We have been struggling to staff our classrooms with certified teachers. When offered a position, applicants frequently identify pay as being a concern when compared to other school district.
Staff Demographics	W: 55%, B: 33%, H: 2%, A: 10%	
School Administrators	One Principal and one assistant principal	

Strengths	Weaknesses	Needs
Staff diversity	High turn-over rate	To have 100% certified staff in all classrooms.

22-23 Priorities Prioritized areas of <u>Need</u> for 22-23 based on needs assessment/data analysis
Highly qualified teachers in every classroom.
Improve student attendance.
Reduce failure rates across the building.

Root Causes

Determine the Root Causes of the needs listed above using the 5 Whys:

Root Cause Analysis #1

Need #1- Please describe the need:	Highly qualified teachers in every classroom.
Why?	Teacher's more passionate about what he/she is teaching.
Why?	For most teachers, their love of children draw them to teaching and therefore, they would have positive impact in our students' lives.
Why?	Most certified teachers have completed courses that focused on reaching the underserved population. Therefore, they tend to have a certain level of patience and understanding for the commitment and dedication needed for our students.
Why?	
Why?	
Root Cause	More and more teachers leaving the work force.

Root Cause Analysis #2

Need #2 - Please describe the need:	Student attendance.
Why?	Students must be present in the classroom in order for them learn.
Why?	Student attendance has a direct impact on high school drop-out or graduation rates.
Why?	Students who regularly attend school have a significantly higher rate of high school completion and therefore are more likely to attend and complete post-secondary programs.
Why?	
Why?	
Root Cause	Negative effects lingering from the pandemic

Root Cause Analysis #3

Need #1- Please describe the need:	Failure Rate
Why?	Students who receive failure grades are more likely to experience some feeling of inferior and depression.
Why?	Students who receive failure grades less like feel belonged and therefore tend to have a higher dropout rate.

Why?	Grade failure has negative impact on measures of social adjustments, behavior, self competences, and attitudes towards school
Why?	
Why?	
Root Cause	Fear of failure and lack of self-confidence

See page 11 of DESE's LEA/School Improvement guide for sample info: <https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf>

School Parent and Family Engagement Policy
**[DESE's Consolidated Application](#)*

In addition to the LEA's Parent and Family Engagement Policy (PI230), 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?
All parents are invited via phone blast, email, or mailed flyer to attend the Title 1 Annual and Bi-Annual meetings each year
What are the strengths of family and community engagement?
Effective communication between parent/school regarding student achievement and school improvement Engage community partners to help promote parental participation in student achievement and school activities
What are the weaknesses of family and community engagement?
Higher percentage of parental involvement needed.
What are the needs identified pertaining to family and community engagement?

Stronger Parental involvement Daily student attendance
Policy Involvement
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
All parents are invited via phone blast, email, or mailed flyer to attend the Title 1 Annual and Bi-Annual meetings each year
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents provide collaborative suggestions/ideas during the Spring Annual Review and Revision at Title 1 meeting.
How is timely information about the Title I.A program provided to parents and families?
A RSVP invitation flyer is sent to parents bearing date, time, and location at least 2 weeks of the meeting.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Explanation of curriculum, assessments and MAP achievement levels to parents and families are provided during the orientation before school starts and during the parent-teacher conferences.

Shared Responsibility for Student Achievement-School Parent Compact
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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?
Establishing a home environment to support children as students Participate in effective communication between school and home Embrace 100% attendance goal for their student Volunteer at the school
Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

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

Parent contact is an essential component of student success; this contact is how parents will come to learn about assessments and individual students' progress in the classroom. Missouri Learning Standards are implemented throughout all classrooms in the building by all teachers, regardless of content area. During parent-teacher conferences, parents are provided the opportunity to learn about the curriculum in each classroom and, therefore, will necessarily learn about the Learning Standards being used. Assessments are used throughout the year and across content in order to gain an understanding of student performance in a variety of areas. These assessments are shared with parents as a way to gain additional understanding of students' progress and growth.

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

Throughout the school year, there are myriad opportunities for parents to gain knowledge about helping their children succeed academically. Again, parent-teacher conferences are a great time for the school to reach out to parents because of the high volume of parents in the building at one time. This year, during conferences, a financial literacy night was provided for parents. This night focused on the financial aspects of post-secondary education. In addition, there were also multiple FAFSA events to give parents the tools necessary to help their children be prepared for the costs of continuing their education upon graduation.

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?

<p>Most educators have first-hand experience and a solid understanding of the importance of parent-involvement in the education process. Homes where parents are involved in educational pursuits foster the growth of scholars from a young age. In this building, parent contact is encouraged across the board. Administration requests for teachers and counselors to keep an active parent-contact log in SIS in order that we can track the involvement of parents. Reaching out to parents when there are academic, discipline, and attendance concerns is just as important as contacting parents about what students are doing well in the classroom and in the building. Any opportunity to make contact and to establish solid lines of communication between staff and parents/guardians is a great way to advocate for our students.</p>
<p>How does your school implement and coordinate parent programs, and build ties between parents and the school?</p>
<p>Parent programs, typically, are implemented in a way that makes it easy for parents to be involved. These programs typically occur during parent-teacher conferences in order to encourage parent attendance both at the programs offered and attendance at conferences. The goal is to increase face-to-face time between teachers and parents because they are equally important in our scholars' successes and failures.</p>
<p>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.</p>
<p>In coordination with the counseling department, the Family Community Specialist in our building has become involved with multiple programs to increase parent awareness of school functions. For example, the FCS is involved in the building's attendance incentive program. This program involves parents and students in an effort to improve student attendance. As time goes on, this outreach to parents, through this program, may benefit the growth and expansion of other programs, as well.</p>
<p style="text-align: center;">Accessibility Assurance</p>
<p>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:</p> <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
<p>The culture at Soldan, because we are an international studies high school, is tremendously accepting of individuals from various cultural, ethnic, religious, and socio-political backgrounds. We have a large number of ESOL students whose families are immigrants and refugees. There are resources in place that allow us to effectively communicate with these students and families through the use of translators and materials printed in the individuals' native language.</p>

Summary Statements

Summary of the strengths and weaknesses relative to Family and Community Engagement.

Strengths:

- Building a positive relationship with partnerships
- Provide parents information regarding the school and their children’s progress through robo call, parent portal, and teacher contacts.
- Seeking parental support for student’s social and emotional well-being

Weaknesses:

- Limited resources [no Family Community Specialist]

Summary of the strengths and weaknesses relative to the school context and organization.

Strengths:

- Professional Learning Communities involving entire faculty
- Student Spotlight—Student of the Week
- Teacher Spotlight - Teacher of the Week
- Celebrations for students who made gains in district’s assessments
- Grade levels celebrations and fieldtrips
- Back-to-school and End-of-Year celebrations
- Talent shows and Multi-Cultural fairs
- Monthly heritage celebrations

Weaknesses:

- Student attendance and declining enrollment
- Limited parental involvement and low attendance at Parent Conference meetings
- Lack of monthly parent meetings and social gatherings attendance for parents
- High level of student engagement in classrooms
- Effective instructional deliveries
- Effective classroom management

Summary of Needs Assessment and Priorities for 2023-2024

Summarize your current progress as a school, what is going well, where there is room for growth. Outline your 2 priority areas of focus/programmatic shifts you will make to ensure success during the 2023-2024 school year.

What is going well:

- Daily Teams advisory period for all staff and students to hear the same announcements and agenda for the day.
- Monthly literacy focus
- Weekly student spot-light
- Weekly teacher spot-light
- More civic and cultural interaction with the community through field trips, multicultural program, and ESOL Thanksgiving meal
- Project Lead the Way partnership with Washington University for bio-medical students
- ATLAS Program with St. Louis University to promote cultural diversity including invitation to participate in The Parade of Nations

Room for growth

- 100% certificated teachers
- Teacher and student attendance
- Need for teacher empathy
- Effective instructional delivery methods and classroom management
- More teacher involvement in student activities

Three Priority Areas

- Highly qualified staff
- Student/Staff Attendance
- Decrease failure rate

SECTION 3

The Goals and the Plan

The Goals and the Plan

*[DESE's LEA/School Improvement Guide](#)

Goal #1 - Check the appropriate Transformation 3.0 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 3.0 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.

By the end of the 2023-2024 school year, Soldan staff and faculty will collaborate as PLC teams built around common goals and mutual accountability focused on attaining greater student achievement and cultural-citizenship through bi-weekly data-driven PLC meetings, District and Building Professional Development as assessed by 90/90 student attendance and ACT, AP, and End of Course exams.

Leadership Development Plan

Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*

- Providing high-quality professional development to teachers
- Supporting first year teachers
- Creating systems to establish a clear focus on attaining student achievement goals
- Creating a collaborative and data-driven culture through PLCs**
- Establishing a positive culture and climate**
- Becoming an effective instructional leader

Priorities:

1. Creating a collaborative and data-driven culture through PLC's
2. Establishing a positive culture and climate

Funding source(s): ESSR funding for PLC meetings and afterschool tutoring

Priority # 1	Creating a collaborative data-driven culture through faculty participation in PLC's to increase at least 10% on all the criteria measured by the Panorama surveys for staff, students, and parents.		
Evidence-based strategy	Bi-weekly data meetings; utilizing the weekly data meeting feedback cheat sheet and assessment tracker for each class taught; conferencing with parents and partnerships; Honor Roll, Attendance Roll tracker; grades and student goal sheets		
Cost to support implementation of strategy:	Extra service pay for PLC meetings, after school tutoring, after school extracurricular activities		
Indicators of Success			
August	December	February/March	May
Book Study Back to school PD; Cohort Meetings PLC Meetings set up ;Book study	PLCs Students semester grades SIS referrals, parent meetings Book Study	PLCs Students quarterly grades SIS referrals, parent meetings Book Study	EOC scores; ACT mean score AP Scores Semester grades/graduation Honor roll students

Priority # 2	Establishing a positive culture and climate		
Evidence-based strategy	Panorama survey results and action plans		
Cost to support implementation of strategy:	Extra service pay for PLC meetings, after school tutoring, after school extracurricular activities		
Indicators of Success			
August	December	February/March	May
Back to school PD; Cohort Meetings PLC by Department Extended Advisory period per grade cycle	PLCs Students semester grades SIS referrals, parent meetings Extended Advisory period per grade cycle	PLCs Students quarterly grades SIS referrals, parent meetings Extended Advisory period per grade cycle	# of SIS Referrals 90/90 Attendance AP, ACT, and EOC scores Extended Advisory period per grade cycle

Goal #2- Check the appropriate Transformation 3.0 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	xPillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 3.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
100% of Soldan students will improve their overall reading comprehension and literacy skills in all content and extra-curricular courses based upon all teachers' use of daily literacy objectives and implementation of literacy strategies to enhance students' growth one grade level or more as assessed by the pre and post Star Reading Assessment for 2023-2024.				
Reading Plan				
Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
1. All Soldan students will comprehend and determine the meaning of words and phrases as used in texts, improving their reading comprehension by one full grade level or more based upon the pre and post STAR Reading Assessment results 2023-2024. 2. Soldan students will be able to cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text as demonstrated on the ELA 1 & 2 EOC, AP English Literature and Language exams, and daily formative assessments in all content areas.				
Funding Source(s): Extra service pay for PLC meetings, after school tutoring, after school extracurricular activities				

Priority # 1	Determine the meaning of words and phrases, including figurative and connotative meanings to improve their comprehension in content area reading.
Evidence-based strategy	All teachers must display/post a literacy objective on their weekly lesson plans as well as demonstrate utilization of strategies during daily instruction that actively promote reading comprehension of the content. Weekly lesson plan checks and monthly report, AIC and Administration observations determine teacher accountability for this along with Coaching cycles and action steps for teachers.
Cost to support implementation of strategy:	Extra service pay for PLC meetings, after school tutoring, after school extracurricular activities

Indicators of Success

August	December	February/March	May
Daily lesson plans with literacy objective/report/AIC & Administrative Observations and AIC Coaching Cycles STAR Reading Scantron Reading Performance Test	Scantron Performance Reading Quarterly and Semester grades Essays and formative and summative assessments AP Exam writing	PreEOC Quarterly grades Essay writing and formative & summative assessments AP Exam writing	EOC STAR Reading Assessment AP English Literature and Language Exams

Priority # 2	Cite strong textual evidence to support analysis of text
Evidence-based strategy	Marzano strategies, specifically compare & contrast, Socratic literature discussions (whole-group circles) ELA Reading Scantron Performance Event AP Exam and Essay writing. Writing portfolios for class essay writing. Department Data-dives Unit and formative assessments and re-teaching
Cost to support implementation of strategy:	Extra service pay for PLC meetings, after school tutoring, after school extracurricular activities

Indicators of Success

August	December	February/March	May
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Daily lesson plans with literacy objective/report/AIC & Administrative Observations and AIC Coaching Cycles STAR Reading Scantron Reading Performance Test	Scantron Performance Reading Quarterly and Semester grades Essays and formative and summative assessments AP Exam writing	PreEOC Quarterly grades Essay writing and formative & summative assessments AP Exam writing	EOC STAR Reading Assessment AP English Literature and Language Exams
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Goal #3 - Check the appropriate Transformation 3.0 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	xPillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 3.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
100% of Soldan mathematics students will be able to create and reason with equations and inequalities and interpret functions as demonstrated by showing gains in the district's CFAs and CSAs on the power standards.				
Mathematics Plan:				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
1. Students will create and reason with equations and inequalities 2. Students will utilize daily literacy objectives for mathematics to interpret and comprehend word meaning in order to determine the mathematical steps needed to solve word problems including interpreting linear, quadratic and exponential functions in terms of the context.				
Funding Source(s): Extra Service pay for PLC meetings, after school tutoring, after school extracurricular activities				

Priority # 1	Create and reason with equations and inequalities.		
Evidence-based strategy	Teacher modeling, 4-step problem solving plan, pre and post tests, benchmarks, PreEOC and EOC testing packets and exercises based on test data, goal setting and tracker assessments		
Cost to support implementation of strategy:			
Indicators of Success			
August	December	February/March	May
Scantron Algebra (whole school) STAR Math Assessment Class weekly formative and unit tests.	2 nd Benchmark scores and Tracker quizzes Quarterly and Semester exams	PreEOC Third quarter exams/grades	EOC Semester summative exams & grades

Priority # 2	Students will interpret linear, quadratic and exponential functions in terms of the context; and translate and solve given word problems into mathematical terms.		
Evidence-based strategy	Teacher modeling, formative and summative assessments, benchmarks and standardized testing such as STAR Math, Freckle, Khan Academy, Pre and Post EOC		
Cost to support implementation of strategy:	Extra service pay for PLC meetings, after school tutoring, after school extracurricular activities		

Indicators of Success			
August	December	February/March	May
Scantron Algebra (whole school) STAR Math Assessment Class weekly formative and unit tests.	2 nd Benchmark scores and Tracker quizzes Quarterly and Semester exams	PreEOC Third quarter exams/grades	EOC Semester summative exams & grades

Principal

Date

Network Superintendent

Date

Superintendent

Date

State Supervisor, School Improvement

Date