**SLPS Accountability Plan Template 2021-2022**



**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**

**School Name: Long International Middle School**

**2021-2022 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

**(**[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) **and** [**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)**)**

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**   * **LEA** * **School** | **Name of LEA:**  **Benicia Nanez Hunt**  **Name of School:**  **Long International Middle School**  **School Code: 326** | **Check if appropriate**   * **Comprehensive School  \*\*\*Requires a Regional School Improvement Team** * **Targeted School** * **Title I.A** * **Autonomous** |
| **Date:** | **June 11, 2021** | |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** | | |
| **School Mission: Creating Unique Learners and Teachers Using Relationships, Respect, and Rigor Everyday** | | |
| **School Vision: Community- Based, Community-Served, Community-Proud** | | |
| **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.**

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Benicia Nanez Hunt |  | [Benicia.nanez-hunt@slps.org/](mailto:Benicia.nanez-hunt@slps.org/) 314.934.5313 |
| Assistant Principal |  |  |  |
| Academic Instructional Coach | Mariama Hargrove |  | [Mariama.hargrove@slps.org](mailto:Mariama.hargrove@slps.org)  314.481.3440 |
| Family Community Specialist | LeQuita Pang |  | [Lequita.pang@slps.org](mailto:Lequita.pang@slps.org)  314.481.3440 |
| ESOL Staff (if applicable) | Maritza Caldera |  | [Maritza.caldera@slps.org](mailto:Maritza.caldera@slps.org) 314.481.3440 |
| SPED Staff (if applicable) | Lashun Clark |  | [Lashun.clark@slps.org](mailto:Lashun.clark@slps.org) 314.481.3440 |
| ISS/PBIS Staff (if applicable) | Darrell Green |  | [Darrell.green@slps.org](mailto:Darrell.green@slps.org) 314. 481.3440 |
| Teacher | Adia Turner |  | [Adia.turner@slps.org](mailto:Adia.turner@slps.org)  314.481.3440 |
| Teacher | Lani Reeder |  | [Lani.reeder@slps.org](mailto:Lani.reeder@slps.org)  314.481.3440 |
| Parent |  |  |  |
| Parent |  |  |  |
| Support Staff | Kim Hinton |  | [Kim.hinton@slps.org](mailto:Kim.hinton@slps.org)  314.481.3440 |
| Community Member/Faith Based Partner |  |  |  |
| Network Superintendent | Jere Hochman |  | [Jere.hochman@slps.org](mailto:Jere.hochman@slps.org)  314.437.8064 |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 225 | Throughout the year, we lost about 40 students due to moving, transient, COVID |
| **Grade Level Breakdown** | 6th—47, 7th—78, 8th—100 | Numbers similar as last years ending |
| **Ethnicity** | Asian—18 (8%), Black—114(51%), Hispanic—41 (18%), White—51(23%) | Exact same breakdown as last year |
| **Attendance** | 47.5% (90/90); 82.1% (ADA) | COVID really hit our 90/90 badly. ENGAGE will move our attendance this year |
| **Mobility** | 62.5% | Huge transient populations |
| **Socioeconomic status** | 100% FRL | Students of poverty have impoverished mentality |
| **Discipline** | 0.8% (ISS); 0.8%(OSS) | Goal this year: Restorative instead of Traditional Discipline |
| **Limited English Proficiency** | 6th—24, 7th—48, 8th—64 (Total: 136) 60% ESOL | Huge ESOL population; work needs to be done on improving literacy in ELL |
| **Special Education** | 44—20% | Increase in SPED numbers again this year |

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| **Strengths** | **Weaknesses** | **Needs** |
| * ***Enrollment*** * ***Collaborative and community based culture*** * ***New staff members, innovation, and unified mission*** | * Poor academic standardized tests * COVID * Vacancies as a result of the pandemic * New student and staff due to building absorption | * Highly qualified and competent staff/faculty of restorative practices and varied diversity/language * AP for Principal * Reset of culture and instruction due t pandemic |

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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **20-21 Performance** | **21-22 Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **ELA** | 2290.212 (Below Average) | 260 MPI | 162 MPI | Low expectations, inconsistent instructional strategies, authentic relationships, and classroom management. Poor attendance of staff and students, transition students, students entering Long with low academic records and disciplinary concerns. |
| **Reading** | 2380.517 (Below Average) | 210 MPI | 162 MPI | Low expectations, inconsistent instructional strategies, authentic relationships, and classroom management. Poor attendance of staff and students, transition students, students entering Long with low academic records and disciplinary concerns. |
| **Math** | 2347.158 (Below Average) | 230 MPI | 151 MPI | Low expectations, inconsistent instructional strategies, authentic relationships, and classroom management. Poor attendance of staff and students, transition students, students entering Long with low academic records and disciplinary concerns. |
| **Science** | 2380.104 (Below Average) | 265 MPI | 155 MPI | Low expectations, inconsistent instructional strategies, authentic relationships, and classroom management. Poor attendance of staff and students, transition students, students entering Long with low academic records and disciplinary concerns. |
| **Social Studies** | NA | NA | NA |  |
| **CCR** | NA | NA | NA |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| * ***New diversity and innovations this year*** * ***Team collaboration*** | Poor attendance of staff and students, transition students, students entering Long with low academic records and disciplinary concerns.  Sub teacher in Math & Science content areas | * Qualified teachers in specific content areas * Professional development in the areas of restorative practices, socio-emotional learning, and reading intervention |

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| **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** | Low | Learning expectations must focus on all students testing at grade level. Low expectations as a result of the need to “justify” or “excuse” ESOL students |
| **Instructional Programs** | Low- Average | Math program lacks language support (i.e. language stems, etc.) and does not meet the needs of students with serious gaps in learning. Variety of materials and texts inclusive of diversity is minimal |
| **Instructional Materials** | Low-Average |  |
| **Technology** | Low | 1.5 computer labs, no IPads, with PLTW courses: no Samsung tablets (required) |
| **Support personnel** | Need additional teachers | Focus on teaching and learning |
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| **Strengths** | **Weaknesses** | **Needs** |
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| **High Quality Professional Staff**  ***(How are you ensuring that all students are taught by a high-quality teacher?)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** |  |  |
| **Staff Certification** | HR reviews all staff for proper certifications prior to hiring. | Certification is critical; yet making sure students are fit with staff and teachers that reflect the school demographics. |
| **Staff Specialist and other support staff** | HR reviews all staff for proper certifications prior to hiring. | NA |
| **Staff Demographics** | 23 Women (77%), 7 Men (23%)  Women: White—9 (39%), Black—12 (52%), Hispanic—2 (9%)  Men: White—4 (57%), Black—3 (43%) | We are growing in our diversity but still a long way to go |
| **School Administrators** | 1 Woman (Black/Latino)—100% |  |

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| **Strengths** | **Weaknesses** | **Needs** |
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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis** |
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| **Root Causes**  ***Determine the Root Causes of the needs listed above using the 5 Whys:*** |

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| **Root Cause Analysis #1** | |
| Need #1- Please describe the need: | **Teacher Retention** |
| Why? | More than they expected; think everything they’ve been taught will get addressed what they’ve been taught does not align with our student international population and prior learning experiences |
| Why? | Assumption all students are here to learn; ready to learn; trust adults; teacher expectations |
| Why? | Time and expectations draining and exhausting; teacher’s with other obligations outside of school |
| Why? | Emotional investment and time investments - |
| Why? | Constant changing strategies and approaches; classroom management |
| **Root Cause** | Confidence and Competence in this setting |

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| **Root Cause Analysis #2** | |
| Need #2 - Please describe the need: | Math—90+% of student scored below basic on yearly math assessments |
| Why? | Math is being taught too slow and not challenging students |
| Why? | Teachers have low expectations due to ESOL barriers and lack of student knowledge |
| Why? | Teachers do not know how to be progressive and differentiate |
| Why? | Differentiating requires knowledge of students’ progress consistently in the classroom |
| Why? | Teachers have not yet mastered gathering data and student tracking that allow checking for understanding (micro interventions) |
| **Root Cause** | Teachers need to teach students to be master students so they can track and intervene consistently |

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| **Root Cause Analysis #3** | |
| Need #1- Please describe the need: | **Reading—improve reading skills and levels of students** |
| Why? | Lack of reading skills and comprehension skills |
| Why? | Students are varied in levels of knowledge and reading |
| Why? | Gaps in skills due to varying foundational skills and language barriers (ESOL) |
| Why? | There is no reading program across schools and grade levels; students come in with different levels |
| Why? | Teachers are no trained reading specialists nor trained in ESOL reading strategies and approaches |
| **Root Cause** | Lack of skills and program to affect the mass |

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

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| **School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***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? |
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| What are the strengths of family and community engagement? |
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| What are the weaknesses of family and community engagement? |
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| What are the needs identified pertaining to family and community engagement? |
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| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? |
| Invited to the Title meetings |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? |
| Invited to the Title meetings |
| How is timely information about the Title I.A program provided to parents and families? |
| Something to continue to work on regarding parents from all languages. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families? |
| Quarterly meetings to discuss assessments; include information on the Tiger Stripe |

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| **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? |
| Weekly newsletters and planners; monthly/quarterly thematic family assignments |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
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| 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 |
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| **School Capacity for Involvement** |
| How does the school provide assistance to parents in understanding the following items?   * Missouri Learning Standards * Missouri Assessment Program * Local Assessments * How to monitor a child’s progress * How to work with educators to improve the achievement of their children |
| SIS portal; Microsoft Teams |
| How does your school provide materials and trainings to help parents work with their children to improve achievement? |
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| How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners? |
| Title Meetings are announced. Our FCS is on the leadership team and as a standing spot on all Faculty Meetings to address parental information and involvement. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| We have created a Community Room that services food, household items, uniforms, laundry, and instructional materials |
| Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children. |
| We are working on fulfilling our Mobile market and in school full service room for students, community, and family. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
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**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Mrs. Pang has really turned around our involvement from parents. She has scheduled events, spoken with families daily, and housed her Community Room to meet the needs of the community, staff, and students. The language barriers are still real and relative to actually have a Parent Organization for the school. Mrs. Pang is also the TIC and director of our Food Market and Hygiene Closet for students and families. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
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| **Summary of Needs Assessment and Priorities for 2020-2021** |
| *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 2020-21 school year.* |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
|  | | | | |
| **Goal #1 - Check the appropriate Transformation 3.0 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 3.0 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. | | | | |
| 1. School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE from 2019-2020 to 2020-2021. 2. School leaders will retain at least 90% of first- year teachers | | | | |
| **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. Professional development to building confidence and competences– Social Emotional Learning, restorative practices, highly effective classrooms 2. Continue to develop action plans and steps for collaborative environment and authentic learning community (teacher voice, mission, systems, teacher collaborative work…) | | | | |
| **Funding source(s):** | | | | |

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| **Priority # 1** | Professional development to building confidence and competences– Social Emotional Learning, restorative practices, highly effective classrooms |
| **Evidence-based strategy** | **Develop teams / committees for each category of needed professional development to become teacher leaders; model for teachers; school wide implementation and approach**  **Improving planning and instruction and instructional supervision (and inspiration)  for pedagogy and high expectations (eg. Marzanno, Toth)** |
| **Cost to support implementation of strategy:** | Professional development to building confidence and competences– Social Emotional Learning, restorative practices, highly effective classrooms |

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| **Priority # 2** | | Continue to develop action plans and steps for collaborative environment and an authentic learning community (teacher voice, mission, systems, teacher collaborative work…) | | |
| **Evidence-based strategy** | | **Develop teams / committees for each category of needed professional development to become teacher leaders; model for teachers; school wide implementation and approach** | | |
| **Cost to support implementation of strategy (Optional if schools funds are available) :** | |  | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** | * Principal, school leaders and staff professional development committee’s development and review of a year-long implementation plan for staff professional development.   Principal and leaders’ demonstration of depth of understanding of school culture, change, and culturally responsive pedagogy structures. | * Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) * Principal provides evidence of “developing” school culture development (high expectations, indicators on School Culture rubric). | * Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric)   Principal provides evidence of “meets expectation” school culture development (high expectations, indicators on School Culture rubric). | * Staff Survey of all staff on school climate and culture, professional self-confidence, understanding and implementation of trauma informed and culturally responsive pedagogy practices. * Student Survey on teacher expectation, membership, engagement, and culturally responsive school indicators (ex. Tripod survey)   90% new teacher and staff and 80% all staff retention. |
| **Teachers** | * Principal, school leaders and staff professional development committee’s development and review of a year-long implementation plan for staff professional development.   Principal and leaders’ demonstration of depth of understanding of school culture, change, and culturally responsive pedagogy structures. | * Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) * Principal provides evidence of “developing” school culture development (high expectations, indicators on School Culture rubric). | * Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric)   Principal provides evidence of “meets expectation” school culture development (high expectations, indicators on School Culture rubric). | * Staff Survey of all staff on school climate and culture, professional self-confidence, understanding and implementation of trauma informed and culturally responsive pedagogy practices. * Student Survey on teacher expectation, membership, engagement, and culturally responsive school indicators (ex. Tripod survey)   90% new teacher and staff and 80% all staff retention. |

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| **Goal #2- Check the appropriate Transformation 3.0 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 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| 50% of students will increase in reading levels across Long International Middle School by May 2020  100% of students will learn and apply reading strategies and skills that will increase academic vocabulary, literacy, and reading comprehension | | | | |
| **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.Professional Development to building knowledge and skills to implement reading analysis—Guided Reading, SEL, Core Instruction  2.Implement systems for proactive intervention and support the schoolwide Reading Initiative through the school wide text | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | Professional Development to building knowledge and skills to implement reading analysis—Guided Reading, SEL, Core Instruction |
| **Evidence-based strategy** | * Leaders and Staff training and Implementation of reading comprehension resources (ex. Jan Richardson The Next Step Forward in Guided Reading and instructional strategies utilized across-content areas routinely   Staff training, lesson development, and Implementation of STAR, Scantron, and District Common Formative Assessments; Guided Reading units, Guided Reading templates for ELA and Readers Workshop lessons, Guided reading centers in ELA, |
| **Cost to support implementation of strategy:** |  |

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| **Priority # 2** | | Implement systems for proactive intervention and support the schoolwide Reading Initiative through the school wide text | | |
| **Evidence-based strategy** | | * **Project Lit training for staff in engaging and dissecting (analyzed) nonfiction literature and realistic fiction**   **Core Instruction training in how to move classrooms from teacher-centered to master students that reflectively teach themselves. This training will be modeled in the Reading Initiative classroom and provide the most impact.** | | |
| **Cost to support implementation of strategy:** | |  | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** |  |  |  |  |
| **Teachers** |  |  |  |  |

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| **Goal #3 - Check the appropriate Transformation 3.0 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 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** | | | | |
| 100% of students will improve math skills as assessed on STAR MAP and SCANTRON assessments in preparation for MAP and next grade level assessments and 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. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1.Professional Development for teachers to become Standards Experts and experts of Differentiation  2.Provide students with the school concept and skills of Rigor and Core Instruction | | | | |
| **Funding Source(s):** | | | | |

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| **Priority # 1** | Professional Development for teachers to become Standards Experts and experts of Differentiation |
| **Evidence-based strategy** | * **Train teachers in the way of unit planning and lesson mapping according to learning targets that align with priority standards** * **These lessons should be student centered and focus on allowing student voice/choice while tracking student achievement daily.** * **Teachers will need to learn how to provide micro interventions in or predict understanding of each student.**   **Provide lead teachers with training on Rigor Walks and Differentiation** |
| **Cost to support implementation of strategy:** |  |

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| **Priority # 2** | | Provide students with the school concept and skills of Rigor and Core Instruction | | |
| **Evidence-based strategy** | | * **Core Instruction process will teach students how to take charge of their learning and analyze concepts as opposed to repeat the skill**   **Students will be able to practice mathematical skills in a way to encourage peers through equity and embed skills for long-term knowledge and skills, thereby increasing math scores on STAR and SCANTRON** | | |
| **Cost to support implementation of strategy:** | |  | | |
| **Indicators of Success** | | | | |
|  | **August** | **December** | **February/March** | **May** |
| **Students** |  |  |  |  |
| **Teachers** |  |  |  |  |

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**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**