**SLPS Accountability Plan Template 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**

**Nahed Chapman New American Academy**

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

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

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

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| **Improvement/Accountability Plan**  |
| **Focus of Plan (check the appropriate box):*** **LEA**
* **School**
 | **Name of LEA:****Name of School: Nahed Chapman New American Academy** **School Code:0497** | **Check if appropriate*** **Comprehensive School \*\*\*Requires a Regional School Improvement Team**
* **Targeted School**
* **Title I.A**
* **Autonomous**
 |
| **Date:** | **May, 2021** |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** |
| **School Mission: We believe LEADers change the world!** |
| **School Vision:**  **We will model LEADership qualities for future success while serving the whole child.** |
| **One plan may meet the needs of a number of different programs. Please check all that apply.****X Title I.A School Improvement**  **X 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**

**X Title II.A Language Instruction for English Learners and Immigrant Children*** **Title IV 21st Century Schools**
* **Title V Flexibility and Accountability**

**X 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**

**X MSIP*** **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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**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 | Nicole Conaway | Nicole Conaway | Nicole.Conaway@slps.org |
| Assistant Principal | Dianne Berendzen | Dianne Berendzen | Dianne.Berendzen@slps.org |
| Academic Instructional Coach | Christina Morris | Christina Morris | Christina.Morris@slps.org |
| Family Community Specialist | Brittany Weaver | Brittany Weaver | Brittany.Weaver@slps.org |
| ESOL Staff (if applicable) | Barbara Chiodini | Barbara Chiodini | Barbara.Chiodini@slps.org |
| SPED Staff (if applicable) |  |  |  |
| ISS/PBIS Staff (if applicable) |  |  |  |
| Teacher | Joseph Weis | Joseph Weis | Joseph.Weis@slps.org |
| Teacher | Shequita Weaver | Shequita Weaver | Shequita.Weaver@slps.org |
| Parent |  |  |  |
| Parent |  |  |  |
| Support Staff |  |  |  |
| Community Member/Faith Based Partner |  |  |  |
| Network Superintendent |  |  |  |
| *Other-Teacher* | Scott Carpenter | Scott Carpenter | Scott.Carpenter@slps.org |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \*****DESE’s Consolidated Application** |
| **Student Demographic** |
| **Data Type** | **Current Information**  | **Reflections** |
| **Student Enrollment as of 3/1**  | 150 | Our enrollment is lower this year due to the amount of people entering the United States. |
| **Grade Level Breakdown** | Kindergarten through Grade 8K-161st-272nd-133rd-144th-175th-226th-147th-108th-18 | Our enrollment was lower this year as the current political climate impacted the entry of immigrants. |
| **Ethnicity** | Asian 19%Black 22%Hispanic 58%White 1% | Our school has over 15 languages spoken in students’ homes. |
| **Attendance** | 85% ADA | We have many bus issues in which buses simply do not show up to pick up students. This negatively impacts student attendance.Switching back and forth between virtual and in-person learning throughout the year has negatively impacted our attendance. |
| **Mobility** | 12% | Once our students come, they generally stay. However, they can only stay for up to four semesters and often transition in December which impacts mobility and can be deceiving. These students must transition and then attend other SLPS schools with ESOL support. |
| **Socioeconomic status** | All students are new to the country and receive free/reduced lunch. | This is difficult to determine. |
| **Discipline** | 0 Out of School SuspensionISS 3 | We do not suspend students out of school. Our ISS monitor conferences with students and does check-ins with identified students. The ISS room is used for severe behaviors. |
| **Limited English Proficiency** | 100% | All of our students are new to the country. They must score below a 2.0 on the ACCESS Test in order to attend our school. |
| **Special Education** | 1% | We do not have a self-contained special education class. Students receive push in and pull-out services. |

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| **Strengths** | **Weaknesses** | **Needs** |
| We have a very diverse population filled with much culture. | Our students do not know the English language as they are new to the country. Students may have interrupted schooling or lack previous formal schooling altogether.Buses do not pick up our students or are late to the stops. | Bus company to send drivers on time every day.We need to provide instruction at the students’ level filling in the gaps the students have upon entry. |

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| **Student Achievement*****(Please analyze your achievement data for 20-21 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**  |  |  |  |  |
| **Reading**  | Average SGP 49% | 60% | Average SGP 42% | In STAR Reading, our students have difficulty making consistent scores from month to month. We also have many kids taking Early Literacy. |
| **Math** | Average SGP 69.1% | 75% | Average SGP 68% | In STAR Math, we have mixed results. We get students in throughout the year who do not speak English at all. |
| **Science** |  |  |  |  |
| **Social Studies** |  |  |  |  |
| **CCR** |  |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Our math performance is climbing. We see mixed results from class to class. We have done significant PD sessions on Math delivery using all the lesson components effectively.We track student progress on grade-level standards using data trackers. Student progress, instructional strategies, and intervention are discussed during weekly data meetings. | Our STAR Reading scores are inconsistent from month to month as new kids arrive with no English. Students go in between STAR Early Literacy and STAR Reading as they are not consistent. | We need specific targeted interventions to continue with fidelity.We need to analyze STAR Reading more deeply and find common misconceptions to be addressed during intervention and guided reading. We will continue to monitor math growth by digging into STAR math data and putting interventions in place.We will provide PD on analyzing STAR results effectively. |

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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** | Students are taught at their grade level based on age using appropriate grade level materials.  | Despite the students having no prior English language, we hold high expectations and teach grade level standards. |
| **Instructional Programs** | REACH, Pearson Envision 2.0, Big IDEAS, Making Meaning, Being a Writer | We use the district required programs for Math. We use the district required programs for K-2 ELA. We supplement the ELA programs with REACH for grades 3-5 and Guided Reading for grades 6-8.We started the year teaching virtually. When students returned to in-person instruction, our instructional day was decreased by one hour. Both of these issues proved to be a challenge for teaching our instructional programs with fidelity.  |
| **Instructional Materials** | SIPPS, Words Their Way for ELLs, Guided Reading Leveled Books | We use intervention time to do Guided Reading, SIPPS, Words Their Way for ELLs and SIPPS |
| **Technology** | iPad for every student, Promethean Boards in every room, laptops, hotspots for students learning virtuallyFreckle, MobyMax, Epic!, Prodigy, Flipgrid, OneNote, TEAMS, Nearpod, EdPuzzle | We have enough devices for each student. We feel confident with the use of the devices and the programs on them. |
| **Support personnel** | We have a full time Counselor, full time ISS monitor, part time Social Worker, and part time Special Education Teacher.For language support, we have two bilingual TAs.  | We have enough language support to meet the needs of our Spanish speakers. We rely heavily on the bilinguals in the ESOL Office for translating. TAs work with small groups of students in K-5 classes to provide academic support. |

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| **Strengths** | **Weaknesses** | **Needs** |
| We have found Envision 2.0 to teach whole group effectively and then provide interventions for diverse learners. | The district ELA program does not meet the needs of our learners. We need a program to address the WIDA standards of Listening, Speaking, Reading, and Writing. | We need an ELA program that will meet the needs of our newcomers. We have explored using REACH to fulfill this need. This program is a spiral curriculum that incorporates Speaking, Listening, Reading, and Writing. |

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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** | Professional Development for All Staff4 District PD Days before school4 Site-Based PD Days before schoolMonthly After School PDDistrict and Site-Based PD 4 times per yearWeekly Data Team MeetingsIntroduction to NCNAA Policies and ProceduresVirtual Instruction Platforms and StrategiesStudent EngagementMath InstructionGuided Reading | At the beginning of the year, our efforts focused on strategies to effectively teach and engage students virtually. As the year progressed and more students returned to in-person learning, this shifted to strategies for teaching in a socially distanced classroom.We continued support for teachers based on the Math and Guided Reading PD provided the previous two years. This included tracking student progress on standards and adjusting instruction and/or providing interventions to meet the needs of students. |
| **Staff Certification** | All of our teachers are qualified for the positions they teach. All but one of our general education teachers are pursuing their ESOL endorsement or masters. Most staff are participating in the SIOP cohort. | We will continue to work with Webster University to create cohort options for ESOL endorsements/masters. |
| **Staff Specialist and other support staff** | Our support staff is involved in all PD opportunities for certified staff. | Our two TAs and counselor speak Spanish, providing support to our Spanish speaking students. |
| **Staff Demographics** | Our staff is quite diverse.White 61%Black 30%Hispanic 6%Other 3% | We try our best to recruit diverse teachers, however, diverse candidates are very difficult to find. |
| **School Administrators**  | We currently have one full time AIC who focuses on instruction for K-8 along with one Principal and one Assistant Principal. AIC, Principal, and Assistant Principal attend monthly PD on coaching, delivering professional development, and ensuring quality instruction. | The PD this year has helped us better support teachers to deliver quality instruction which ensures teacher retention and student achievement. |

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| **Strengths** | **Weaknesses** | **Needs** |
| We have a diverse staff who is either ESOL certified or pursuing ESOL certification. | We would like to see more diversity in our staff. Not all staff is ESOL certified. | Recruit and hire diverse staff members. All staff members should be working on their ESOL endorsement or master’s degree in ESOL. |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis**  |
| We need to retain our quality teachers. |
| We need to increase our average SGP in Math as shown on STAR Math. |
| We need to increase our average SGP in Reading as shown on STAR Reading. |

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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: | We need to retain quality teachers. |
| Why?  | Teachers have difficulty differentiating for so many diverse learners. |
| Why?  | Teachers have difficulty adjusting to this environment with such diversity. |
| Why?  | Teachers seek higher paying jobs. |
| Why?  | Teachers seek jobs closer to their homes. |
| Why?  |  |
| **Root Cause**  | Teachers have difficulty differentiating for the diverse needs of our students or find this environment too challenging. |

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| **Root Cause Analysis #2** |
| Need #2 - Please describe the need: | We need to increase the SGP in Math as shown on STAR Math. |
| Why?  | Our students do not speak the language. |
| Why?  | Our students enter throughout the year. |
| Why?  | Our students have limited formal education. |
| Why?  | Some students have not had any formal education prior to coming to our school. |
| Why?  |  |
| **Root Cause**  | Students enter throughout the year. They do not speak English and they have limited prior school exposure. |

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| **Root Cause Analysis #3**  |
| Need #1- Please describe the need: | We need to increase the SGP in Reading as shown on STAR Reading. |
| Why?  | Our students need to be literate in the English language. |
| Why?  | Our students need to be able to read at grade level. |
| Why?  | Our students need to be ready to transition. |
| Why?  |  |
| Why?  |  |
| **Root Cause**  | Students enter throughout the year. They do not speak English and they have limited prior school exposure. |

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** |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy?  |
| We send the Parent and Family Engagement Policy home as well as hold meetings and call parents to remind them to review it. |
| What are the strengths of family and community engagement?  |
| We work closely with parents to provide any necessary items and support them to ensure their students come to school ready to learn. |
| What are the weaknesses of family and community engagement?  |
| All of our parents speak languages other than English, so communication is difficult. We use translators as needed. |
| What are the needs identified pertaining to family and community engagement?  |
| We need to make sure we have language support for all families. We need to continue constant communication despite language barriers. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan?  |
| Parents are invited to the discussion, planning, review and improvement of the Schoolwide plan. They are provided translators and they are encouraged to give input. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?  |
| Parents are invited to the discussion, planning, review and improvement of the Parent and Family Engagement Policy. They are provided translators and they are encouraged to give input. |
| How is timely information about the Title I.A program provided to parents and families?  |
| We prepare flyers, newsletters, and robo calls to better communicate with parents and families about Title I. We also hold monthly parent meetings. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?  |
| We present this information throughout the year at monthly parent meetings. We also communicate with parents via a monthly newsletter from each classroom. |

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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?  |
| Parents must have their children ready and at school on time every day. We expect that they encourage them to read at home and complete any homework assignments. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.  |
| Teachers have a schedule in which they teach Math, Reading, and Language each day using the approved programs from the district as well as the ESOL office. |
| 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
 |
| Parent-Teacher Conferences are held twice per year in October and March. Progress Reports go home in the middle of each quarter. Report cards are sent home quarterly. Parents are encouraged to be involved and these opportunities are discussed at each monthly parent meeting. We go on home visits and invite parents to meetings with interpreters. Teachers send home a monthly newsletter to alert parents of curriculum, expectations and upcoming events. |

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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
 |
| During our monthly parent meetings, each one of the above topics is covered. |
| How does your school provide materials and trainings to help parents work with their children to improve achievement?  |
| We partner with the ESOL Office to provide a library in their native languages, English Language classes for parents, parent learning evenings, and GED classes. |
| 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?  |
| We provide PD on effective communication with parents and partner with the ESOL office to secure opportunities to speak with parents and go on home visits. Administrators attend meetings with parents and go on home visits to model effective communication skills for teachers, especially sensitivity to different cultures. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school?  |
| We hold monthly parent meetings. We also partner with the ESOL office to provide parent learning events and celebrations. Parents are invited to school events such as musical performances. |
| 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 partner with the ESOL office to provide a safe environment for parents to come for support. We work with local agencies such as the International Institute, BIAS Therapy, Family Care Center, The Little Bit Foundation, and our faith partner to provide supports for our families outside of school. On site, we do a vaccination clinic which includes a Nurse Practitioner. We also host the dental and vision van. |
| **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
 |
| Since all of our parents speak other languages, all phone calls and written communications are translated into their native language. We keep the readability at an adequate level for all of our parents to be able to understand regardless of education level.  |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| We have great parent participation in our monthly meetings. We are able to provide live translators for most languages.Despite having language support, communication is still a struggle due to the amount of languages spoken at our school. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| We provide a very safe, loving environment for our students. There are many partner agencies with which we work to get families the resources they need to support their children. We need to provide more targeted interventions for English Language acquisition. We need to find the best programs to instruct newcomers in reading. |

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| **Summary of Needs Assessment and Priorities for 2019-2020** |
| *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 2021-22 school year.* We have made growth in Math according to the average SGP on STAR Math. This shows that our students are learning. We gave intense PD on math instruction later in 19-20. A refresher is needed, so we will start the year off in the beginning revisiting the components of quality math instruction using Pearson Envision 2.0.We have made growth in Reading according the average SGP on STAR Reading. This shows our students are learning to read. We would like for them to show more significant growth. We will work to increase the number of support staff to break student groups down as small as possible and deliver targeted intervention programs. |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \*****DESE’s LEA/School Improvement Guide**   |
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| **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** | **X 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 2020-2021 to 2021-2022.
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.* X Providing high-quality professional development to teachers * Supporting first year teachers

 X 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. Provide high quality PD to help teachers plan and deliver high quality instruction.
2. Conduct weekly data meetings to help teachers analyze data and implement strategies for all learners.
 |
| **Funding source(s): None Needed.** |

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| **Priority # 1**  | **Provide high quality PD to help teachers plan and deliver quality instruction. Teachers will be responsible for implementation as administration and coaches observe for implementation and support with coaching.** |
| **Evidence-based strategy**  | **Relay PD Delivery Model-See it, Name it, Do it.** |
| **Cost to support implementation of strategy:** | **None.** |

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| **Priority # 2**  | **Conduct weekly data meetings to help teachers analyze data and implement strategies for all learners.** |
| **Evidence-based strategy**  | **Driven By Data by Paul Bambrick** |
| **Cost to support implementation of strategy (Optional if schools funds are available) :**  | **None.** |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  |  | -80% of students will achieve goals set at WDM | -80% of students will achieve goals set in WDM | -80% of students will achieve goals set in WDM |
| **Teachers**  | -100% of teachers trained on STAR, WDM | -Teachers have at least 80% of students achieving goals set at WDM | -Teachers have at least 80% of students achieving goals set at WDM | -Teachers have at least 80% of students achieving goals set at WDM |

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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** | **X 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: Math** |
| The current Average SGP in Math for all students grades K-8, as shown on STAR Math, is 69.1%By May, 2021, our Average SGP in Math for all student grades K-8 will be 75%. |
| **Reading 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 will get instruction in whole group every day with the math instruction protocol prepared.2. Students will get small group instruction in math based on the data from aggressive monitoring from the lesson. |
| **Funding Source(s): None** |

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| **Priority # 1**  | **Students will get instruction in whole group every day with the math instruction protocol prepared. Teachers will provide scientifically research based strategies to deliver instruction.** |
| **Evidence-based strategy**  | **Pearson Envision Math Program** |
| **Cost to support implementation of strategy:** | **None.** |

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| **Priority # 2**  | **Students will get small group instruction in math based on the data from aggressive monitoring from the lesson. Teachers will deliver a scientifically research based intervention to each group every day for all students.** |
| **Evidence-based strategy**  | **Aggressive Monitoring, Pearson Envision Intervention Program** |
| **Cost to support implementation of strategy:** | **Consumable booklets/copies** |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | -100% of students will be assessed using STAR Math. | Math SGP 70% | Math SGP 75% | Math SGP 75% |
| **Teachers**  | -100% of teachers trained in Pearson Math  | Each teacher will have an average SGP of 75% for the class | Each teacher will have an average SGP of 75% for the class | Each teacher will have an average SGP of 75% for the class |

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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** |  **X 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: Reading** |
| Our current Average SGP for Reading for all students grades k-8, as shown by STAR Reading, is 49%.By May, 2022, our SGP for Reading for all students grades k-8, as shown by STAR Reading will be 60%. |
| **Mathematics 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.  |
| **Priorities:**  |
| 1. Teachers will conduct small guided reading groups every day using books at the group’s instructional level.2. Students will be taught using a scientifically research based intervention that matches the individual’s needs during a daily intervention period. |
| **Funding Source(s): Title One** |

|  |  |
| --- | --- |
| **Priority # 1**  | **Teachers will conduct small guided reading groups every day using books at the group’s instructional level.** |
| **Evidence-based strategy**  | **Guided Reading, Gretchen Courtney & Jennifer Saravalo** |
| **Cost to support implementation of strategy:**  | **Money to purchase high interest, low readability sets of books.** |

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| **Priority # 2**  | Students will be taught using a scientifically research based intervention that matches the individual’s needs during a daily intervention period  |
| **Evidence-based strategy**  | **SIPPS, Words Their Way for ELLs.** |
| **Cost to support implementation of strategy:** | **Money to purchase Words Their Way for ELLs materials.** |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | 100% of students will be assessed with STAR Reading and/or STAR Early Literacy. | SGP 55% | SGP 60% | SGP 60% |
| **Teachers**  | -100% of teachers will be trained in guided reading-ESOL teachers will be trained in WTW | Each teacher will have an average SGP of 55% for the class | Each teacher will have an average SGP of 60% for the class. | Each teacher will have an average SGP of 60% for the class |

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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**