

Nahed Chapman New American Academy K-5

2024-2025



The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the [SLPS Transformation 4.0 Plan](#), which support the Continuous Improvement Theory of Action:

Pillar 1: The District creates a system of excellent schools

Pillar 2: The District advances fairness and equity across its system

Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's [Transformation 4.0 Plan](#)



24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	March 7, 2024
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	April 23, 2024
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	April 26, 2024
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		*April 30, 2024
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by *May 17, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Nahed Chapman New American Academy K-5 School Code: 497	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
Date:	April 13, 2024	
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: NCNAA creates a safe and welcoming environment wherein newcomer students and their families are introduced to American schooling while they: a) learn English through purposeful grade-level instruction and b) get connected in their community through collaboration between families, school, community, and district stakeholders, while operating from the belief that our strength is in our diversity.		
School Vision: Our students will be proficient in English in reading, writing, speaking, and listening so that they can be productive members of their community who are successful in any school setting.		
One plan may meet the needs of a number of different programs. Please check all that apply. <input checked="" type="checkbox"/> Title I.A School Improvement <input checked="" 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 checked="" type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input checked="" type="checkbox"/> Title IV 21 st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input checked="" 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 checked="" type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input checked="" type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____		

process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Mrs. Christina Morris	<i>Christina Morris</i>	Christina.Morris@slps.org 314-374-6181
Assistant Principal (if applicable)	Dr. Marissa Moore	<i>Marissa Moore</i>	Marissa.moore@slps.org 314-776-3285
Academic Instructional Coach	Ms. Kimberly Strand	<i>Kimberly Strand</i>	Kimberly.Strand@slps.org 314-643-6122
Family Community Specialist (if applicable)	Ms. Noris Quezada	<i>Noris Quezada</i>	Noris.quezada@slps.org 314-441-0502
ESOL Staff (if applicable)			
Teacher	Ms. Margaret Smith	<i>Meg Smith</i>	Margaret.smith2@slps.org 314-766-7648
Teacher			
Parent	Ms. Zahra Mosawi	<i>Zahra Mosawi</i>	zmosavim90@gmail.com 314-319-0193
Parent			
Support Staff (Social Worker)	Ms. Jo Ely	<i>Jo Ely</i>	Jo.ely@slps.org 217-825-4294
Community Member/Faith Based Partner	Ms. Bev DePung The Crossing Church	<i>Bev DePung</i>	beverlyd@thecrossing.church 636-532-1212
Network Superintendent	Dr. Deanna Kitson	<i>Deanna Kitson</i>	Deanna.Kitson@slps.org 313-295-8180
Support Staff (Counselor)	Ms. Margaret Hanna	<i>Margaret Hanna</i>	Margaret.hanna@slps.org 316-761-0894

(What date did you and your School Planning Committee complete Section1? March 7, 2024)

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 9/24/24	362	New students enroll every week. Enrollment increased from 302 on 8.21.24 to 362 on 9/24/24. From SIS ADA Report
Grade Level Breakdown	K-54, Gr 1-75, Gr 2-72, Gr 3-46, Gr 4-54, Gr 5-61	
Ethnicity	63% Hispanic 37% Non-Hispanic	From SIS Data Grid Report 4.13.24
Attendance	85.5% ADA 38.1% percent of students at 90%+	
Mobility	119 students withdrawn between 8.21.24 to 3.1.24	Withdrawal information provided by Pupil Accounting from SIS. Students enroll and withdraw throughout the school year.
Socioeconomic status	100% free and reduced price lunch	
Discipline	1 OSS	
Limited English Proficiency	100%	
Special Education	1 student	

Strengths	Weaknesses	Needs
Diverse student population 1 OSS Incident	Student attendance Constantly changing enrollment that increases throughout the year Students with limited English proficiency	Reliable transportation for students Communicate with parents the importance of and expectations of attendance Additional staff

Student Achievement				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA				
Reading	0% proficient**	0% proficient*	100% proficient	All students are newcomers with limited English proficiency
Math	2% proficient**	5% proficient*	100% proficient	All students are newcomers with limited English proficiency
Science				

Social Studies				
English Language Proficiency Progress (WIDA)	18%*** Meeting DESE expectations for progress	Final data available July 2024	100% meeting expectations for progress	
*Renaissance Consolidated State Performance Report. **Renaissance Consolidated State Performance Report includes Grades 6-8 ***ACCESS Report includes Grades 6-8				

Goal Areas	22-23 performance		23-24 performance % at grade level or 2+		24-25 Goals % at grade level or 2+	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
STAR Reading	0		0	2	100%	English learners, language of test is English
STAR Math	0	9	0	6	100%	English learners, language of test is English
ELL Benchmark Assessment-Speaking *EL students only	0	17	0	20	100%	By design, if they are at a 2, they would not have started the year at NCNA.
ELL Benchmark Assessment-Writing *EL students only	0	17	0	20	100%	By design, if they are at a 2, they would not have started the year at NCNA.

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

Strengths	Weaknesses	Needs
Incorporation of ESOL strategies into core instruction to support newcomers. ESOL pull-out instruction and progress monitoring	Lack of student English proficiency	Scaffold and accelerate student English proficiency. Science of Reading strategies for newcomers

Implementation of ELA program designed for EL students.		
---	--	--

Curriculum and Instruction <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>		
Data Type	Current Information	
Learning Expectations	Whole group instruction is taught at grade level. Small group instruction is taught at instructional level.	
Instructional Programs	ELA/Math – 30 minutes whole group, 60 minutes small group daily Science – 30 minutes daily ESOL – small group pull-out daily, push-in support with focus on speaking and writing Reading Intervention – small group pull-out	
Instructional Materials	REACH for the Stars – ELA Core On Our Way to Reading – ESOL support for K-2 Ready, Set, Go Newcomers – ESOL support for 3-5 Heggerty – phonemic awareness support Savvas Envision 2020 – Math Core	
Technology	One-to-one iPads for students Promethean board, document camera in each classroom	
Support personnel	ESOL Teachers Remedial Reading Teacher Library Aide ISS (Math Interventionist) Bilingual TA's	

Strengths	Weaknesses	Needs
------------------	-------------------	--------------

<p>Incorporation of enriching vocabulary in REACH materials</p> <p>Alignment of REACH instructional skills to state standards during PLCs - ELA</p>	<p>Lack of targeted writing materials to meet the needs of newcomers.</p> <p>Not explicitly teaching iPad expectations to newly enrolled students</p> <p>Lack of correct number of instructional materials.</p> <p>Instructional materials not received in a timely manner.</p>	<p>More intentionality and accountability needed when using iPads.</p> <p>Materials to scaffold and accelerate student writing.</p> <p>Improved monitoring software for iPads</p> <p>Explicit orientation on iPad use and expectations for new students</p> <p>District having an anticipated surplus of instructional materials for our school, and a plan for ordering new materials as needed</p>
---	---	--

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	<p>Teaching Staff: Explicit Direct Instruction for Els (book study) Data Analysis Protocol Language Objectives Creating formative assessments Using formative assessments to plan instruction and interventions Peer engagement strategies Scoring writing and speaking assessments Phonemic Awareness Using STAR assessments to plan instruction</p> <p>All Staff: School and District Policies Climate & Culture School-wide Routines & Procedures Culture & Trauma of Immigrant Youth Rethink Ed</p>	Teachers are able to participate in data-driven discussions and instructional planning
Staff Certification	<p>Classroom Teachers – 11 certificated, 7 not certificated</p> <p>ESOL Teachers – 5 certificated (TAC), 2 not certificated</p> <p>Related Arts – 3 certificated</p> <p>Academic Instructional Coach - certificated</p>	High number of inexperienced (less than 2 years) and non-certificated staff provide challenges in providing adequate support
Staff Specialist and other support staff	<p>1 Social Worker 1 Counselor 1 Family Community Specialist 1 Library Aide</p>	<p>ISS monitor serves as ICA and Math Interventionist</p> <p>1 Bilingual TA serves as ESOL Teacher</p>

	1 ISS 1 Nurse 2 Bilingual Teaching Assistants 2 Building Learning Associates	
Staff Demographics	Female – 74% Male – 26%	
School Administrators	1 Principal 1 Assistant Principal	

Strengths	Weaknesses	Needs
<p>Staff fluent in other languages – Spanish (6), French (3), Arabic (1), Haitian Creole (1) Shona (1)</p> <p>Average attendance rate for teaching staff is 95.65%</p> <p>Average attendance rate for support staff is 95.15%</p>	<p>Inexperienced and non-certificated staff</p> <p>2 staff members out on extended medical leave during the second semester</p>	<p>Recruit and retain high quality teachers certificated in their area of teaching.</p> <p>Additional coaching and feedback using the EL strategies taught during PD sessions.</p> <p>Additional allocations for classroom teachers to accommodate increases in enrollment.</p> <p>Staff fluent in other languages (i.e. Pashto, Dari, Swahili, Kinyarwanda, etc.)</p>

24-25 Priorities	
Prioritized areas of <u>Need</u> for 24-25 based on needs assessment/data analysis	
Recruit and retain high quality, certificated teachers.	
Scaffold and accelerate student English proficiency.	
Provide reliable transportation for students.	

24-25 School Parent and Family Engagement Policy

In addition to the LEA's Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?

Parent and family engagement policy presented at Title 1.A Informational Meeting in the fall.

For the 2024-25 school year, seven New Parent Orientations will be held to provide this information to newly arrived families

What are the strengths of family and community engagement?

According to the Spring Title 1.A Family Survey, 97% of families that responded to the survey feel welcome at the school.

Social Worker and Nurse work closely with community partners to provide support to students and families.

Community partners provide support for students within the school (i.e. Little Bit Foundation, Healthy Kids Express, Kids' Vision for Life, Institute for Family Medicine, Eye Thrive, Webster University Student Literacy Corps, Food Corps, Monarch Immigrant Services)

Community partners provide support to families outside of school (i.e. The Crossing Church, International Institute)

What are the weaknesses of family and community engagement?

Interpreters not available for all languages needed.

Interpretation services not always available.

District volunteer application process challenging for parents, limiting volunteer opportunities at the school

What are the needs identified pertaining to family and community engagement?

Additional meetings and events to inform and support families.

Increased access to translated documents and interpreters for meetings and events.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Select parents invited to the Spring Title 1.A Evaluation Meeting to review and improve the Schoolwide plan.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Select parents invited to the Spring Title 1.A Evaluation Meeting to review and improve the school parent and family engagement policy.
How is timely information about the Title I.A program provided to parents and families?
Translated flyers Translated robo calls Translated text messages via Talking Points Title 1.A Informational Meeting
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Curriculum, assessments, and MAP achievement levels presented to parents and families at the Title 1.A Informational Meeting in the fall. Interpreters (in some languages) available to translate information. District ESOL Office facilitates quarterly meetings to provide this information to all ESOL families in the district. For the 2024-25 school year, seven New Parent Orientations will be held to provide this information to newly arrived families

24-25 Shared Responsibility for Student Achievement-School Parent Compact

Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

What are the ways in which all parents will be responsible for supporting their children's learning?
SLPS Parents will support of academic achievement includes but may not be limited to the following.
<ul style="list-style-type: none"> · Make sure my child is in school every day possible and on time; · Check that homework is completed including reading for 30 minutes per night; · Monitor and limit screen time;

- Volunteer in my child's classroom/school when possible;
- Be aware of my child's extra-curricular time and activities;
- Stay informed about my child's education by reading all communications from the school and responding appropriately;
- Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
- Notify school of all absences as they occur.

Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

We will hold annual parent-teacher conferences in the fall and spring to:

- Discuss the child's progress/grades during the first quarter (Fall Conference)
- Discuss this compact as it relates to the child's achievement
- Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

Provide parents with frequent reports on their child's progress as follows:

- Frequent communication from the teacher;
- Mid quarter progress reports and quarterly grade reports; and
- MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

Be accessible to parents and offer them opportunities to provide input through:

- Email, phone calls or person-to-person meetings;
- Scheduled consultation before, during, or after school and
- Scheduled school or home visits, as necessary.

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Listen to children read;
- Have an opportunity to become a room parent;

<ul style="list-style-type: none"> · Present a program on their culture, a different country, a special skill or career, etc.; · Assist with programs or parties, educational trips,
<p>Please provide assurance that the school is:</p> <ul style="list-style-type: none"> ✓ 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
<p>How does the school provide assistance to parents in understanding the following items?</p> <ul style="list-style-type: none"> - 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
<p>In-person interpreters available during Title 1.A Informational Meeting and New Parent Orientations to support parent understanding.</p> <p>Telephonic or in-person interpreters available during parent/teacher conferences and individual parent meetings to support parent understanding.</p>
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p> <p>At the school level, materials are provided to parents on as as-needed basis. District ESOL Office facilitates quarterly meetings to provide materials and trainings to help all ESOL families in the district improve achievement.</p> <p>In the 2024-25 school year, the school will facilitate 4 literacy night events designed to help parents support their children in improving academic achievement.</p>

How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) 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?
PD is provided on effective, frequent, and consistent communication with families.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Open House prior to school starting. Coffee with the Counselor meetings - twice yearly to support families with students transitioning to other schools. Parent Engagement Day Winter and Spring All-School Music Programs Fall and Spring Parent/Teacher Conferences Monthly New Family Orientation Nights
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.
Parents encouraged to access the resources available (i.e. English Language classes, computer skills, GED classes, etc.) at the district ESOL Office. Social Worker and School Nurse work closely with families in need to provide resources from community partners [i.e. International Institute, Family Care Center, Affinia, Lifewise STL, House of Goods, Monarch Immigrant Services, Casa de Salud, The MICA (Migrant and Community Action) Project, IFCLA (Interfaith Community of Latin America)]
Accessibility Assurance
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: <ul style="list-style-type: none"> ✓ Parents and family members who have limited English proficiency ✓ Parents and family members with disabilities ✓ Parents and family members of migratory children ✓ Provides information and school reports in a format and language parents understand

Summary Statements

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

Parents feel welcome at the school and want opportunities to participate more often.

Limited access to interpretation services and translated documents.

Limited MOUs for organizations providing support.

Access limited to community services for families due to long waiting lists and eligibility requirements.

Limited opportunities for families to participate in district events (due to language barrier)

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

Teachers and support staff communicate frequently with families to provide support. District ESOL Office provides opportunities for parents to receive information and resources.

More school meetings and events are needed to inform and support families.

Seven New Parent Orientations will be held to provide this information to newly arrived families.

Summary of Needs Assessment and Priorities for 24-25

Summarize your current progress as a school, what is going well, where there is room for growth. Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

Our parents feel welcome and want to get more involved in the school. Parents have expressed interest in learning how to support their children academically and in learning English. We need to provide more opportunities for parents to attend school events and support their children at home.

Priorities for 2024-25:

1. Facilitate quarterly parent nights focused on academics (literacy, math, and science) designed to help parents support their children in improving academic achievement.
2. Facilitate seven new parent orientation meetings for newly arrived families.
3. Provide on-the-spot language access to parents via telephonic interpretation services.

(What date did you and your School Planning Committee complete Section 2? September 25, 2024)

SECTION 3

The Goals and the Plan

The Goals and the Plan

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

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
--	---	---	--	---

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership

Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING

By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of 'Sense of Belonging', as evidenced by Spring 2025 Panorama Survey Results.

Leadership 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. Create a collaborative and data-driven culture through PLCs
2. Establish a positive culture and climate

Funding source(s):

Priority # 1	Create a collaborative and data-driven culture through PLCs		
Evidence-based strategy	PLC process FAR Cycle (High Impact Teacher Teams)		
Cost to support implementation of strategy:	None		
Indicators of Success			
August	December	February/March	May
Establish PLC process. Survey staff about ideas for staff events. Staff events planned in calendar.	15% growth (from Spring 2024 to Fall 2024) on Panorama Survey Data responses from school-based staff in the category of ‘Sense of Belonging.’ Survey teachers about PLC process.	Survey staff about whole-staff events.	30% growth (from Spring 2024 to Spring 2025) on Panorama Survey Data responses from school-based staff in the category of ‘Sense of Belonging.’

Priority # 2	Establish a positive culture and climate		
Evidence-based strategy	Implement lessons and monitor students’ social and emotional health using Rethink Ed. School-wide PBIS implementation Relationship Circles daily in all classrooms Restorative practices used for behavioral incidents SW-PBS		
Cost to support implementation of strategy:	Funds for PBIS trainings, materials, and signage		

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
<p>GOAL 2: READING</p> <p>By May 2025,</p> <ul style="list-style-type: none"> - 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year. 				
Reading Plan				
Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
<ol style="list-style-type: none"> 1. Collaborate with teachers during weekly PLCs to analyze student work and data, and plan to deliver high quality instruction for all students. 2. Implement strategies to support and accelerate English proficiency for all students. 				
Funding Source(s):				

Priority # 1	Collaborate with teachers during weekly PLCs to analyze student work and data, and plan to deliver high quality instruction for all students.
Evidence-based strategy	PLC process FAR Cycle (High Impact Teacher Teams)
Cost to support implementation of strategy:	None

Priority # 2	Implement strategies to support and accelerate English proficiency for all students.
Evidence-based strategy	SIOP Strategies ESOL small group pull-out using evidence-based instructional materials. Explicit Direct Instruction Strategies (from book study) LETRS training for some staff Evidence Based Instructional Materials: REACH ELA On Our Way to Reading/Ready, Set, Go Newcomers UFLI
Cost to support implementation of strategy:	None

Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				

GOAL 3: MATH

By May 2025,

- 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment.
- 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment.
- 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

Mathematics Plan:

Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.*

Priorities:

1. Collaborate with teachers during weekly PLCs to analyze student work and data, and plan to deliver high quality instruction for all students.
2. Implement strategies to support and accelerate English proficiency for all students.

Funding Source(s):

Priority # 1	Collaborate with teachers during weekly PLCs to analyze student work and data, and plan to deliver high quality instruction for all students.
Evidence-based strategy	PLC process FAR Cycle (High Impact Teacher Teams)
Cost to support implementation of strategy:	None

Priority # 2	Implement strategies to support and accelerate English proficiency for all students.
Evidence-based strategy	SIOP Strategies ESOL small group pull-out using evidence-based instructional materials. Explicit Direct Instruction Strategies (from book study) Evidence Based Instructional Materials: REACH ELA On Our Way to Reading/Ready, Set, Go Newcomers

	Heggerty UFLI		
Cost to support implementation of strategy:	None		
Implementation Plan			
Action Steps			
<p>30 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations ▪ Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD ▪ Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ School leaders and coaches will observe instruction and provide feedback to teachers. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ PD and observations will be added to the calendar and adhered to. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math BOY Assessment 			
Person(s) Responsible		Resources	
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches Principal, Assistant Principal		<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ SLPS Gradual Release Rubric ▪ Savvas enVision Math (K-8) ▪ STAR Renaissance 	
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations ▪ Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD ▪ Staff PD - ELA Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ School leaders and coaches will observe instruction and provide feedback to teachers. <p>Implementation/Monitoring</p>			

<ul style="list-style-type: none"> ▪ PD and observations will be added to the calendar and adhered to. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR ELA BOY Assessment 			
Person(s) Responsible	Resources		
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches Principal, Assistant Principal 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design SLPS Gradual Release Rubric ▪ REACH ELA ▪ STAR Renaissance 		
<p><u>90 Days:</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Formal scheduled and unscheduled observations will be conducted on classroom and EL teachers. Feedback will be given in the form of the PBTE rubric and a post-observation meeting. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR math and ELA MOY Assessment 			
Person(s) Responsible	Resources		
<ul style="list-style-type: none"> ▪ Building leaders classroom teachers, test coordinator 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ PBTE 		
<p>Funding source(s) / Cost to Support Implementation of Strategy</p>			
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 			

(What date did you and your School Planning Committee complete Section 3? September 25, 2024

Christina Morris
Principal (required)

September 27, 2024

Date Completed (required)

September 27, 2024

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date