

# (Beaumont Technical Center) Accountability Plan

## 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

<b>Section</b>	<b>Contents</b>	<b>Completion Dates</b> <small>(What date did you and your School Planning Committee complete each section?)</small>
<b>1</b>	School Profile, Mission, Vision, School Improvement Planning Committee	<b>09/17/2024</b>
<b>2</b>	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; <b>2024-2025</b> 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	<b>9/17/2024</b>
<b>3</b>	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	<b>September 20, 2024</b>
<b>(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)</b>		<b>September 27, 2024</b>
<b>The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by *October 4, 2024, from Network Superintendent.</b>		

# **SECTION 1**

## **School Profile**

# Accountability Plan Template

Improvement/Accountability Plan		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	<b>Name of LEA: St. Louis Public Schools</b>  <b>Name of School: Beaumont Technical Center</b>  <b>School Code: F125</b>	<b>Check if appropriate</b> <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I. A
<b>Date:</b>	<b>09/20/2024</b>	
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<b>School Mission: To provide an exciting and spectacular learning experience with dynamic and inspirational activities facilitated by educators who are passionate and committed to motivate excellence in students that results in competent and compassionate professionals.</b>		
<b>School Vision: Our Vision: To provide an environment of academic excellence to collaborate with stakeholders &amp; business partners where our students are sought after by colleges, universities and corporations to develop future professionals.</b>		
<b>One plan may meet the needs of several different programs. Please check all that apply.</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I.A School Improvement</li> <li><input type="checkbox"/> Title I.C Education of Migratory Children</li> <li><input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</li> <li><input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children</li> <li><input type="checkbox"/> Title IV 21<sup>st</sup> Century Schools</li> <li><input type="checkbox"/> Title V Flexibility and Accountability</li> <li><input type="checkbox"/> Individuals with Disability Education Act</li> <li><input type="checkbox"/> Rehabilitation Act of 1973</li> <li><input type="checkbox"/> Carl D. Perkins Career and Technical Education Act</li> <li><input type="checkbox"/> Workforce Innovation and Opportunities Act</li> <li><input type="checkbox"/> Head Start Act</li> <li><input type="checkbox"/> McKinney Vento Homeless Assistance Act</li> <li><input type="checkbox"/> Adult Education and Family Literacy Act</li> <li><input type="checkbox"/> MSIP</li> <li><input type="checkbox"/> Other State and Local Requirements/Needs _____</li> </ul>		

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.

<b>School Planning Committee</b>			
<b>Position/Role</b>	<b>Name</b>	<b>Signature</b>	<b>Email/Phone Contact</b>
Principal	Dr. Felita S. Williams	<i>Dr. Felita Williams</i>	<a href="mailto:Felita.williams@slps.org">Felita.williams@slps.org</a> / 314-533-2410
SPED Staff (if applicable)	Candice Boyd & Ronda Williams	<i>Candice Boyd &amp; Ronda Williams</i>	<a href="mailto:Candice.boyd@slps.org">Candice.boyd@slps.org</a> Ronda.williams@slps.org
ISS/PBIS Staff (if applicable)	Ronda Williams	<i>Ronda Williams</i>	Ronda.williams@slps.org
Teacher	Sonya Sanders	<i>Sonya Sanders</i>	Sonya.sanders@slps.org
Parent	Jessica Taylor-Crawford	<i>Jessica Taylor-Crawford</i>	<a href="mailto:1944jessicac@gmail.com">1944jessicac@gmail.com</a> / 314-857-2377
Parent	Monuella Murry	<i>Monuella Murry</i>	<a href="mailto:Mmurry64mm@gmail.com">Mmurry64mm@gmail.com</a> / 314-933-0447
Community Member/Faith Based Partner	Sherri Harris	<i>Sherri Harris</i>	<a href="mailto:Sherriharris0514@gmail.com">Sherriharris0514@gmail.com</a> / 314-265-8600
Network Superintendent	Dr. Tonya Bailey	Dr. Tonya Bailey	<a href="mailto:Tonya.bailey@slps.org">Tonya.bailey@slps.org</a> / 314-309-8530

**What date did you and your School Planning Committee Complete Section 1? 09/17/2024**

# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
<b>Student Enrollment as of 3/1</b>	76	Increase student enrollment, improve learning environment through re-alignment of climate, and improvement of building infrastructure. Also, Transportation has been a big issue.
<b>Grade Level Breakdown</b>	11 <sup>th</sup> & 12 <sup>th</sup>	Students have been unable to complete desired courses at this home school sites and their programs as an intervention to increase high school graduation rates.
<b>Ethnicity</b>	Black – 98% Multi – Racial 2%	We welcome students from diverse backgrounds. Even though only 2% of our population we maintain a strong sense of community and shared experience.
<b>Attendance</b>	86.92%	90/90 Attendance has taken a heavy hit due to transportation from students' home schools, it has decreased tremendously due to transportation issues.
<b>Mobility</b>	100%	Our students who take courses in the alternative programs are transient from various location.
<b>Socioeconomic status</b>	100%	Our students are free/reduced breakfast and lunch status.
<b>Discipline</b>	0%	OSS, we have no Type 1 or OSS Suspensions.
<b>English Language Learners/LEP</b>	0%	We do not have any English Language Learners
<b>Special Education</b>	12 of 76 = 9.12%	Approximately

Student Achievement- State Assessments				
<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
<b>CCR</b>			55%	MPI (Secondary Only)

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<b>Curriculum and Instruction</b> <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
Data Type	Current Information
<b>Technology</b>	MS Teams, Laptops and Outlook Emails
<b>Support personnel</b>	IEP Support
<b>High Quality Professional Staff</b> <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
Data Type	Current Information
<b>Staff Preparation</b>	All staff participate in district-wide professional development. Teachers need training on implementing culturally responsive strategies reading literacy.
<b>Staff Certification</b>	All teachers of record have appropriate certification. We are still continuing to build staff capacity.
<b>Staff Specialist and other support staff</b>	Credit recovery aides and facilitators assist with individualized instruction. Facilitators need additional training.
<b>Staff Demographics</b>	100% - Black Staff demographic is reflective of students.
<b>School Administrators</b>	100% Black Dr. Felita Willians has served as the administrator for 8 years.

## 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.*

<b>Program Evaluation Results</b>
How does your school seek and obtain the agreement of parents to the parent and family engagement policy?
An annual meeting is held in the Fall and Spring of each year to invite and involve parents in the process of review and revision of the parent and family engagement policy.
What are the strengths of family and community engagement?

SLPS provides food, clothing, transportation resources to transient families and those experiencing financial challenges, food insecurity, and housing gaps. By including school decision, volunteer opportunities, and effective communication.
What are the weaknesses of family and community engagement?
The weaknesses are the ongoing planning for resources and services from community stakeholders.
What are the needs identified pertaining to family and community engagement?
Opportunities for tutoring, mentoring, additional programs and services for students and families.
<b>Policy Involvement</b>
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are invited to provide input via discussion regarding the Schoolwide plan.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Parents participate in the Annual Review and Revision Meeting to provide their input and recommendations.
How is timely information about the Title I.A program provided to parents and families?
Timely information is provided through annual meetings, newsletters, bulletin board postings, flyers, emails, and by word of mouth.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Explanations of curriculum, assessments MAP achievements levels will be expounded upon via Open House meetings, one on one's with parents.

**anation24-25 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 how 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 academic achievement includes but may not be limited to the following.**

- Make sure my child is in school every day possible and on time;
  - Check that homework is completed including reading for 30 minutes per night;
  - Monitor and limit screen time;
  - Volunteer in my child’s classroom/school when possible;
  - Be aware of my child’s extra-curricular time and activities;
  - Stay informed about my child’s education by reading all communications from the school and responding appropriately;
  - Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
  - Notify school of all absences as they occur.
- Model Lifelong Learning
  - Support Extracurricular Activities
  - Foster a Growth Mindset
  - Engaged in Learning Activities together
  - Set High Expectation for their Children
  - Encourage Love for Learning

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.
- Assessing Student Progress
  - Offering Enrichment Opportunities

**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
- Industries Related Assessment 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 and participate in class along with watching their skills;
- Have an opportunity to become a room parent;
- Present a program on their culture, a different country, a special skill or career, etc.;
- Assist with programs or parties, educational trips,

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.

- My Team calls parents if their child is absent from school daily.
- We offer Teams conference or Zoom conferences whatever is best for our parents.
- We reach out to parents on a bi-weekly basis just to stay in touch and speak about their children.
- We also contact their home schools to check up on our students.

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### **School Capacity for Involvement**

How does the school aid 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

By providing ongoing efforts to work with educators to improve the achievement of students. Also, have parents' workshops and information sessions; and Online platforms; parent teacher collaboration.

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

Dissemination of information via Robo-Calls, personal calls, meetings, volunteer opportunities and parent workshops.

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?

By training all personnel and volunteers Via workshops and professional development.

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

Create and develop strategies to strengthen relationships between home and school via methods such as PTC meetings, volunteerism, and with activities / events. Schools often establish open communication through newsletters, emails, phone calls, and parent-teacher-conference. Parents involvement opportunities: parents' activities such as PTO school committees, volunteering programs and fundraising events.

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.

Using ongoing communication efforts to involve and engage parents as participants in decision-making regarding culture and climate. Schools can create a supportive and inclusive environment that empowers parents to play an active role in their children's education. Collaborative effort between partners can foster strong partnership that benefits student learning and overall academic success.

### **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

- Accommodation for disabilities the school makes provisions for parents and family members with disabilities to ensure their involvement in school activities and decision-making.
- Support for limited English proficiency Opportunities is provided for parents and family members who may struggle with English, ensuring they can participate fully.
- Engagement of migratory families' Special attention is given to the needs of parents and family members of migratory children, facilitating their participation.
- Accessible information School reports and information are provided in formats and languages that parents can understand, promoting transparency and informed participation.

## Summary Statements

### Summary of the Strengths

Overall, while family and community engagement offer numerous benefits for students and schools, addressing the associated weaknesses and challenges is essential sustainable and effective partnerships that support students' success and well-being.

Strengths: it is providing parental participation intentionally to support successful partnerships with parenting, communicating, volunteering, learning at home activities collaborating with the community.

### Summary of the Weaknesses

Weakness: Visible volunteer and parent opportunities. More intentionally planned activities and events to support academic achievement. Increased home and school

### Summary of the Needs

- Currently, we have the Medical Assistant position not filled.
- The district has supported Beaumont Technical Center with a SPED instructor to assist our students with their academic needs.
- Needs: Beaumont Technical Center needs new updated laptops for all (3) pathways. Students were forced to use their cell phones because our laptops are now updated and working.
- Beaumont Technical Center needs tutors for each pathway for students with low or poor academic in reading, and math.

### Summary of Focus Priorities for 24-25

Prioritized areas of Need for 24-25 based on needs assessment/data analysis

*Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*

- 1. To Improve total completion rate with IRC's which is Industry Recognized Credentials.**
- 2. Offering more CTE pathways for students @ Beaumont Technical Center can lead to several improvement.**
- 3. Repairing or improving the infrastructure at the school can have a significant impact on creating a safe and welcoming environment, it can attract more students to the school**

**What date did you and your School Planning Committee Complete Section 2? 9/18/2024.**

# **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"/> <b>Pillar 1:</b> <b>The district creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The district advances fairness and equity across its system</b>	<input checked="" type="checkbox"/> <b>Pillar 3:</b> <b>The district cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
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**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  
 Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

**GOAL 1: SENSE OF BELONGING**

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

**Leadership Plan**

Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. *Please identify two areas of focus that most align with this goal.*

**Priorities:**

1. Focusing on student performance (student moves) to produce critical thinkers according to SLPS Strategic Values: (1) Joyful and Engaged Students; (2) Personalized Supports and Innovation Pathway's (3) College and Career Ready Critical Thinkers.
2. SLPS Portrait of a graduate: characteristics of the Portrait of a Graduate include Independent/Self-Directed Learners and Critical Thinkers: Inquisitive and think systematically and understand the interdependence across systems.

**Evidence-based strategies**

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Exit Slips
- Internships for Seniors and Job Placements

### Implementation Plan

<b>Action Steps</b>	
<b>30 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>▪ SLPS Districtwide PBIS Protocols: Leader PD / Staff PD</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Culture &amp; Climate Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Districtwide PBIS Matrix</a></li> <li>▪ <a href="#">PBIS Districtwide Bus and Building Expectations</a></li> </ul>
<b>60 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>90 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>



▪
<b>Funding Source(s)/ Cost to Support Implementation of Strategy</b>
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Panorama Ed Survey Platform</li> </ul> </li>   <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○ Salary and benefits associated with Academic Instructional Coach (Title)</li> <li>○ \$2000 for professional development books and resources for staff (Title/Comprehensive)</li> <li>○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)</li> <li>○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)</li> </ul> </li> </ul>

<b>Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> <b>The district creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The district advances fairness and equity across its system</b>	<input type="checkbox"/> <b>Pillar 3:</b> <b>The district cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input checked="" type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading</b>				
<p><b>GOAL 2: READING</b> By May 2025,</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.</li> </ul>				
<b>Reading Plan</b>				

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:**

Pre-K, Elementary, and Secondary:

1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.
2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading).

**Evidence-based strategies**

- SLPS Instructional Vision for Academic Excellence utilizing Fountas & Pinnell Literacy System ELA Instructional Resources:
  - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
  - Instructional Design Framework and ELA Lesson Plan Internalization Protocol
  - ELA Collaborative Lesson Planning Protocol (PLCs)
- Vocabulary and Guided Reading: Site-based focus strategy if applicable
- LETRS Training: School Leaders, Instructional Coaches, and Teachers

**Implementation Plan**

**Action Steps**

**30 Days:**

**Professional Development**

- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree
- Staff PD –Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - ELA Lesson Planning and High-Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts
- Staff PD - ELA Lesson Planning and High-Quality Instructional Design/ Plan for Implementation

**Observation and Feedback**

- 

**Implementation/Monitoring**

- 

**Monitoring Student Progress**

- STAR Reading BOY Assessment

**Person(s) Responsible**

- Professional Development Department
- Curriculum Specialists
- Director of Academic Instructional Coaches

**Resources**

<ul style="list-style-type: none"> <li>▪ Academic Instructional Coaches</li> </ul>	
<p><b>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> <li>▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	
<p style="text-align: center;"><b>Person(s) Responsible</b></p>	<p style="text-align: center;"><b>Resources</b></p>
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Collaborative Lesson Planning Protocol</a></li> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Reading MOY Assessment</li> <li>▪</li> </ul>	
<p style="text-align: center;"><b>Person(s) Responsible</b></p>	<p style="text-align: center;"><b>Resources</b></p>
	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
<p><b>Funding Source(s) / Cost to Support Implementation of Strategy:</b></p>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools Fountas &amp; Pinnell Literacy System</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; my ON)</li> <li>○ Academic Competitions</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> <b>Pillar 1:</b> The district creates a system of excellent schools	<input type="checkbox"/> <b>Pillar 2:</b> The district advances fairness and equity across its system	<input type="checkbox"/> <b>Pillar 3:</b> The district cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> <b>Pillar 4:</b> All students learn to read and succeed	<input type="checkbox"/> <b>Pillar 5:</b> Community partnerships and resources support the District's Transformation 4.0 Plan
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics</b>				
<p><b>GOAL 3: MATH</b></p> <p>By May 2025,</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>				
<b>Mathematics Plan:</b>				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
<b>Priorities:</b>				
<ol style="list-style-type: none"> <li>1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.</li> <li>2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.</li> </ol>				
<b>Evidence-based strategies</b>	<ul style="list-style-type: none"> <li>▪ SLPS Instructional Vision for Academic Excellence utilizing Savvas Envision Math (Algebra and Geometry) and Pearson My Math Lab (Calculus, College Algebra, Statistics, and Trigonometry) Instructional Resources:               <ul style="list-style-type: none"> <li>○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts</li> <li>○ Instructional Design Framework and Math Lesson Plan Internalization Protocol</li> </ul> </li> </ul>			

	<ul style="list-style-type: none"> <li>11 Real World Math; Budgeting project; Cooking &amp; Baking; Data Collection; Mixing Ratios; Area &amp; Geometry; Time Management; Product Price; Basic Arithmetic; Site-based focus strategy if applicable</li> </ul>
<b>Implementation Plan</b>	
<b>Action Steps</b>	
<b>30 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>Leader PD - Gradual Release Model and Academic Conversations</li> <li>Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations</li> <li>Leader PD - Math Lesson Planning and High-Quality Instructional Design / Plan for Staff PD</li> <li>Staff PD - Math Lesson Planning and High-Quality Instructional Design/ Plan for Implementation</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>STAR Math BOY Assessment</li> <li></li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Professional Development Department</li> <li>Curriculum Specialists</li> <li>Academic Instructional Coaches</li> <li>MA Instructor</li> <li>Culinary Arts Instructor</li> <li>Cosmetology Instructor</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li><a href="#">SLPS High Quality Instructional Design</a></li> <li>Savvas enVision Math (Algebra and Geometry)</li> <li>Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry)</li> <li>STAR Renaissance</li> </ul>
<b>60 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">SLPS Gradual Release Rubric</a></li> </ul>

<b>90 Days:</b>	
<b>Professional Development</b> <ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Observation and Feedback</b> <ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Implementation/Monitoring</b> <ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Monitoring Student Progress</b> <ul style="list-style-type: none"> <li>▪ STAR Math MOY Assessment</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
▪	▪ STAR Renaissance
<b>Funding source(s) / Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools Savvas enVision Math (Algebra and Geometry) and Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry)</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)</li> <li>○ Academic Competitions</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	

(What date did you and your School Planning Committee Complete Section 3? 09/20/2024.)

*Dr. Felita Williams*

Principal (required)

09/20/2024

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date