

VISION	
ESAT is an inclusive and equitable school, where each scholar is prepared to succeed in college, motivated to build a fulfilling career, and inspired to positively impact their community and the environment.	
THEORY OF ACTION	COMMITMENT TO ANTI-RACISM & BEING PRO-BLACK
School leaders - inclusive of administration, teacher leaders, and other leaders - will collaborate around setting clear goals. They will work collaboratively with diverse educational partners in structured teams to analyze data, determine action steps, and monitor progress, transparently sharing successes and reflecting on gaps. They will hold one another accountable to meeting the priority actions laid out in this document in order to improve our ability to meet our school vision.	We are committed to creating an environment that is anti-racist and pro-Black by: <ul style="list-style-type: none"> - Learning more about our identities and biases, starting with ourselves - Examining our role as educators and advocates for our students and community - Creating space and opportunities for students to share their voice and listening to their feedback with a willingness to make adjustments.

Priority	INSTRUCTION STRATEGY	OPERATIONS STRATEGY		CULTURE STRATEGY	MIDDLE COLLEGE STRATEGY
Strategy	Increase equitable access to student-entered, cognitively engaging instruction at ESAT through planning for and using foundational practices in all classrooms.	Create shared responsibility and clear roles for attendance and recruitment/ enrollment through building teams that include key stakeholders and are driven by data analysis.		Increase equitable practices in discipline and scholar sense of belonging through multiple tiers of positive behavior intervention and support at the classroom, grade-level, and school-wide level.	Engage key educational partners in feedback and planning towards launching a more robust dual enrollment partnership with LACC for the 24-25 school year.
The Why?	Aligning on instructional practices will allow us to scale our ability to increase proficiency, increase engagement, and provide all of our scholars with an excellent education.	Defining and distributing responsibilities throughout stakeholders will enable us to tap into strengths across our campus and ensure we are building sustainable systems for attendance and enrollment.		Defining equitable discipline approaches and roles and responsibilities will increase transparency and follow-through so that we can work together to support scholars feeling seen, heard, and valued.	A middle college program will provide our scholars and families with more robust instructional programming and a greater variety of pathways for post-high school success.
Alignment to Network Priorities	<ul style="list-style-type: none"> ● Teaching and Learning ● Commitment to Anti-Racism 	<ul style="list-style-type: none"> ● Scholar Wellness and Belonging ● Conditions for Future Success 		<ul style="list-style-type: none"> ● Teacher- Scholar Relationships ● Commitment to Anti-Racism 	<ul style="list-style-type: none"> ● Conditions for Future Success ● Teaching and Learning
End of Year Goals (Targets)	<ul style="list-style-type: none"> ● Math: SBAC math distance from standard grows by at least 7 for all scholars and groups ● ELA: SBAC ELA distance from standard grows by at least 16 for all scholars and groups 	<ul style="list-style-type: none"> ● ADA: 95% ● Chronic Absenteeism: 17% <ul style="list-style-type: none"> ○ SWD: 23% ○ EL: 20% 	<ul style="list-style-type: none"> ● 2024-25 Enrollment: 325 	<ul style="list-style-type: none"> ● Scholar Sense of Belonging: 44% favorable ● Teacher/ Student Relationships: 65% <ul style="list-style-type: none"> ○ SWDs: 65% ○ ELs: 65% 	<ul style="list-style-type: none"> ● Schedule all incoming 9th graders in 1 college class for the fall semester ● Educational partners will believe in the vision of a Middle College at ESAT
KPI Measures	<ul style="list-style-type: none"> ● SBAC DFS ELA ● SBAC DFS Math 	<ul style="list-style-type: none"> ● Chronic Absenteeism 	<ul style="list-style-type: none"> ● Scholar Recruitment and Enrollment 	<ul style="list-style-type: none"> ● Scholar Sense of Belonging 	<ul style="list-style-type: none"> ● Scholar recruitment and enrollment
Priority Actions	<ul style="list-style-type: none"> ● Plan Strong Start to Launch 	<ul style="list-style-type: none"> ● Continue attendance team that 	<ul style="list-style-type: none"> ● Expand enrollment team to 	<ul style="list-style-type: none"> ● Plan Professional Development 	<ul style="list-style-type: none"> ● Launch with teachers/ staff for

	<p>Instructional Expectations, including reframe of standards based grading and lesson planning criteria for success.</p> <ul style="list-style-type: none"> ● In weekly department meetings, provide development around school wide focus areas (universal discourse, trauma informed practices [positive narration, get curious], and using curriculum w/ fidelity). ● Re-invest in co-planning and co-teaching in ELA and math. ● Use instructional walkthroughs to progress monitor school wide focus areas. ● Teachers set development goals in line with school-wide focus areas and engage in observation/ feedback cycles at least once per month (2x a month for ELA/ math, twice as frequently for 1st year teachers). Coaches use Core Rubric and Alliance Approach to Coaching. ● Instructional Leads co-observe with administration at least once a month and align on action steps in line with Core Rubric. ● Instructional Leadership Team meets twice a month to align on Alliance Approach to Coaching. ● Create and use a data dashboard to monitor Key Measures for ELA and Math instruction. 	<p>includes diverse stakeholders from across campus.</p> <ul style="list-style-type: none"> ● Facilitate attendance team meetings that are data driven, with next steps and follow-through for all involved team members.. ● Add grade level team structure to attendance team, to oversee monthly competition and attendance mentorship. ● 1 on 1 attendance meetings for students/ parents facilitated by the attendance clerk. ● Attendance clerk implements monthly and weekly attendance incentives for individual students. ● Create and use a data dashboard to monitor Key Measures for attendance on a weekly basis. 	<p>include more stakeholders and continue meeting weekly with home office support.</p> <ul style="list-style-type: none"> ● Create a school year enrollment calendar, including ESAT events to invite Middle Schools to. ● Plan a weekly schedule for the enrollment team, including canvassing and community engagement with target middle schools/ community spaces. ● Develop messaging and materials to reflect programmatic differentiators (ie Middle College) and ensure the whole school community, including parent ambassadors, are fluent in the messaging. ● Expand Middle School partnerships to include community private schools. ● Expand the number of parent ambassadors and determine a focus area. ● Advisors lead retention conversations with students in 2nd semester. ● Create and use a data dashboard to monitor Key Measures for enrollment on a weekly basis. 	<p>arc to include Positive Narration (5:1) and Get Curious Strategies for all teachers and staff.</p> <ul style="list-style-type: none"> ● Weekly culture walkthroughs to collect data on strengths and gaps in implementing Positive Narration and Get Curious. ● Coordinate a community building field trip in the first semester for each grade level. ● Refine current PBIS system and progress monitor for use of PBIS. ● Weekly time and structure for grade level team interventions and monitoring. ● Build out a year-long calendar for student government programming. ● 1 on 1 check-ins in advisory with an emphasis on disconnected scholars (based on Panorama data). ● Read and discuss Inclusive Conversations as a staff to engage in individual reflection. 	<p>Middle College Steering Committee in May 2023.</p> <ul style="list-style-type: none"> ● Enroll all teacher/ staff members of the Middle College Steering Committee in CCEMC Conference for Sept 2023 and schedule meetings for Fall 2023. ● Collaborate with LACC and all interested teachers/staff in August 2023 to establish a Fall implementation timeline. ● Establish Fall 2023 stakeholder feedback opportunities (include teachers, staff, parents, students and consider a variety of formats for stakeholder engagement).
<p>Staff Belonging</p>	<p>At ESAT, we value nurturing a strong sense of belonging and fostering meaningful connections among teachers and staff because it directly impacts the well-being, effectiveness, and retention of our educators.</p>		<p>As an Alliance Network, we are tracking our progress towards the following End of Year Target on the Panorama "Overall Feedback" section containing the Net Promoter score: At least 88 % of staff will respond 7 or higher to: "How likely are you to recommend working at ESAT to a friend? (Scale of 1-10)."</p>		