

# Compton-Drew ILC Middle School 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> (What date did you and your School Planning Committee complete each section?)
<b>1</b>	School Profile, Mission, Vision, School Improvement Planning Committee	
<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>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:</b>  <b>School Code:</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>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<b>School Mission:</b>		
<b>School Vision:</b>		
<b>One plan may meet the needs of a number of 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.

### School Planning Committee

Position/Role	Name	Signature	Email/Phone Contact
Principal	Susan Reid		Susan.Reid@SLPS.ORG
Assistant Principal (if applicable)	Shaire Duncan		Shaire.Duncan@SLPS.ORG
Academic Instructional Coach	Catherine Kimani		Catherine.Kimani@SLPS.ORG
Family Community Specialist (if applicable)	Rebecca Price-Jones		Rebecca Price-Jones@SLPS.ORG
ESOL Staff (if applicable)	Barbara Doerfler		<a href="mailto:Barbara.Doerfler@SLPS.ORG">Barbara.Doerfler@SLPS.ORG</a>
SPED Staff (if applicable)	Patryce Jackson		Patryce.Jackson@SLPS.ORG
ISS/PBIS Staff (if applicable)	Maxwell Franck		Maxwell.Franck@SLPS.ORG
Teacher	Naomi Davis-Purley		Naomi.Davis@SLPS.ORG
Teacher	Donnamarie Wright		Donnamarie.Wright@SLPS.ORG
Parent	Alayna Patrick		adotsdot@gmail.com
Parent	Tammy Robinson-Walker		PURPLEBUTTERFLIES826@GMAIL.COM
Support Staff	Crystal Hilson		CRYSTAL.HILSON@SLPS.ORG
Community Member/Faith Based Partner	Siinya Riley		SRiley@SLSC.ORG
Network Superintendent	Sonya Wayne		SONYA.WAYNE@SLPS.ORG

<i>Other</i>	Robert Gutzler		ROBERT.GUTZLER@SL PS.ORG
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What date did you and your School Planning Committee Complete Section 1? \_\_\_\_\_

# SECTION 2

## Comprehensive Needs Assessment

# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	Principals (SIS)	367
Grade Level Breakdown	Principals (SIS)	114- grade 6 137-grade 7 116-grade 8
Ethnicity	Principals (SIS)	Asian-3 Black-319 Hispanic-31 American Indian-1 White-13
Attendance	Principals (SIS)	83.9/41.8
Mobility	Technology	
Socioeconomic status	Accountability/Technology	100% /367 F/R Lunch
Discipline	Principals (SIS)	17%
English Language Learners/LEP	Principals (SIS)	46
Special Education	Principals (SIS)	66

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>ELA</b>	MPI: 317.8 B. Basic: 45% Basic: 8.5% Proficient: 2% Advanced: 0%	MPI: 317.8 Below Basic: 45% Basic: 44.2% Proficient: 8.5% Advanced: 2%		The overall performance for the building was 317.8 MPI which is at the Academic Achievement level of “Approaching” for both the building and the student group (316.3). They also experienced Average Achievement Growth” of 61.6%. When student performance is evaluated by grade level, the sixth-grade students performed at a 309 MPI, the seventh grade students performed at a 317.8 MPI, and the eighth grade students performed at 327.2 MPI. The eighth grade had the smallest percentage (37.1) of students performing at Below Basic and the highest percentage (47.1) of students performing at

				Basic. These results could be attributed to the amount of time the eighth-grade students have been enrolled at Compton-Drew with average 3 year attendance and additional instructional minutes (150-225 minutes) of intervention fostering improved performance in this content area.
<b>Math</b>	MPI: 282.9 B. Basic: 59% Basic: 33.4% Proficient: 8%	MPI: 282.9 Below Basic: 59% Basic: 33.4% Proficient: 0% Advanced: 0%		The overall performance for the building was at 282.9 MPI which is at the Academic Achievement Status of “Floor” and the Academic Achievement Growth of 76.6% which is above average. When student performance is evaluated by grade level, the sixth grade had the highest MPI of 293 outperforming the seventh grade by 23.2 points at 269.8 and the eighth grade by 8.1 points at 284.9. The performance of the sixth-grade students could be attributed to the fact that upon entry to the school, the STAR Mathematics test administered in August 2023 indicated that they arrived at Compton-Drew performing at higher levels in mathematics since any class since students returned to the traditional school setting after the pandemic.
<b>Science</b>	MPI: 282.9 B. Basic: 55% Basic: 37.6%	MPI: 308.4% Below Basic: 55% Basic: 37.6%		The overall performance for the building was at 282.9 MPI which is at the Academic Achievement Status of “Floor” and the Academic Achievement Growth of 76.6% which is above average. When student performance is evaluated by grade level, the sixth grade had the highest MPI of 293 outperforming the seventh grade by 23.2 points at 269.8 and the eighth grade by 8.1 points at 284.9. The performance of the sixth-grade students could be attributed to the fact that upon entry to the school, the STAR Mathematics test administered in August 2023 indicated that they arrived at Compton-Drew performing at higher levels in mathematics since any class since students returned to the traditional school setting after the pandemic.
<b>Social Studies</b>	10%			<i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)</i> <b>(ELL OFFICE WILL PROVIDE)</b>
<b>CCR</b>	0%			<i>For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)</i> <b>(ELL OFFICE WILL PROVIDE)</b>
<b>WIDA ACCESS (Progress Indicator)</b>	MPI: 317.8			The overall performance for the building was 317.8 MPI which is at the Academic Achievement level of “Approaching” for both the



	B. Basic: 45% Basic: 8.5% Proficient: 2% Advanced: 0%			building and the student group (316.3). They also experienced Average Achievement Growth” of 61.6%. When student performance is evaluated by grade level, the sixth-grade students performed at a 309 MPI, the seventh grade students performed at a 317.8 MPI, and the eighth grade students performed at 327.2 MPI. The eighth grade had the smallest percentage (37.1) of students performing at Below Basic and the highest percentage (47.1) of students performing at Basic. These results could be attributed to the amount of time the eighth-grade students have been enrolled at Compton-Drew with average 3 year attendance and additional instructional minutes (150-225 minutes) of intervention fostering improved performance in this content area.
<b>WIDA ACCESS</b> <b>(Proficiency Indicator)</b>	10%  0%			<i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)</i> <b>(ELL OFFICE WILL PROVIDE)</b>

Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
<b>STAR Reading</b>	11%	8%	13%	13%		BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year
<b>STAR Math</b>	5%	6%	8%	10%		BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year
<b>ELL Benchmark Assessment- Speaking</b> <b>*EL students only</b>						<b>We could enter CSA standard mastery for: 22-23 Q1 and Q2, and 23-24 Q1 and Q4</b>
<b>ELL Benchmark Assessment- Writing</b>	7%	47%	32%	37%		<b>(ELL OFFICE WILL PROVIDE)</b>

*EL students only						
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BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

<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>Learning Expectations</b>	<ul style="list-style-type: none"> <li>• Missouri Learning Standards</li> <li>• Curriculum Guides</li> <li>• Lesson planning (standard aligned)</li> <li>•</li> </ul>
<b>Instructional Programs</b>	<ul style="list-style-type: none"> <li>• <b>English Language Arts:</b> Savvas</li> <li>• <b>Mathematics:</b> Savvas</li> <li>• <b>Science:</b> Houghton Mifflin (HMH)</li> <li>• <b>Social Studies:</b> World history &amp; Geography and American History.</li> <li>•</li> </ul>
<b>Instructional Materials</b>	Textbooks, supplemental textual materials, technology (hardware & software), field experiences.
<b>Technology</b>	SMART boards, Promethean Boards, desktop computers ( 1 computer lab), laptop computers, iPads, & LCD projectors.
<b>Support personnel</b>	<ul style="list-style-type: none"> <li>• Instructional Care Aides-5</li> <li>• Network Technician-1</li> <li>• Social Worker-1</li> <li>• Counselor-1-1/2</li> <li>• Family &amp; Community Specialist-1</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Professional Learning Communities (PLC)-Weekly &amp; Monthly</li> <li>• Content Teams-Monthly</li> <li>• New Teacher Decompression Sessions-Monthly</li> <li>• District-Wide Professional Development Days (Monthly)</li> <li>• Grade Level PLCs-Twice per week</li> </ul>

	<ul style="list-style-type: none"> <li>• Weekly data meetings</li> <li>• Common plan time for grade level PLCs</li> <li>• Professional Conferences</li> <li>• Organization memberships</li> </ul>
<b>Staff Certification</b>	<ul style="list-style-type: none"> <li>• Certificated Staff-29</li> <li>• Instructional Learning Associates (ILA)-3</li> <li>• Building Learning Associates (BLA)-3</li> </ul>
<b>Staff Specialist and other support staff</b>	<ul style="list-style-type: none"> <li>• Family Community Specialist-1.0</li> <li>• Positive Behavior Intervention Support-1.0</li> <li>• Secretary-1.0</li> <li>• Social Worker-1.0</li> <li>• Counselor-1.5</li> <li>• Nurse-1.0</li> <li>• Non-Certificated Staff-2 Substitutes (Instructional Learning Associates)-4</li> </ul>
<b>Staff Demographics</b>	<ul style="list-style-type: none"> <li>• Blacks: 19</li> <li>• Whites: 21</li> <li>• Males: 11</li> <li>• Females: 27</li> </ul>
<b>School Administrators</b>	<ul style="list-style-type: none"> <li>• Principal-1.0</li> <li>• Assistant Principal-1.0</li> </ul>

## 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?

<p>Compton-Drew sends home the family engagement policy at the beginning of each school year for parent signature. In addition, we also, have an annual Title I Parent meeting at the beginning of the school year in September. Additionally, we have a series of events that the beginning of each school year (Ice Cream Social, Grade Level Parent Nights, New Student Open House, Shadow Day) to introduce parents to the policy in a social, non-threatening atmosphere, that hopes to facilitate a relationship between the parents and the school through building community.</p>
<p>What are the strengths of family and community engagement?</p>
<p>Compton-Drew has effective home to school communication with parents. We are effectively utilizing systems initiated by St. Louis Public schools such as School Messenger (Phone, Text) and Tyler Student Information Systems (SIS) to e-mail and call parents each week about events occurring at the school. We also utilized the school’s web page and to communicate with families. In addition to district systems, the school has created some of its own systems such as a monthly school calendar and monthly parent/family events to which families are invited.</p>
<p>What are the weaknesses of family and community engagement?</p>
<p>A weakness in our family and community engagement is the level of participation of our limited English proficiency families. The home language of our families is a significant barrier to engaging the families of our LEP/ELL students. Although we frequently seek the support of the district office that works directly with these families, we have yet to overcome the socio-economic barriers that foster their participation in the life of the school. Because of our seeming inability to overcome those barriers, the participation of these families is not as high as we would like. Additionally, we have a statistically large population of students and families in transition...</p>
<p>What are the needs identified pertaining to family and community engagement?</p>
<p>Increased family and community engagement will require outreach from the school to the homes of its students in multiple languages; acknowledgement of cultural traditions in relation to education; understanding of the socio-economic issues that impact parent participation in school; identification or redefining “family/parent engagement”; development of a non-threatening learning community that is inviting and welcoming to families; increased engagement of the greater metropolitan community (non-profit &amp; profit organizations); educating community, government, and corporate community organizations on the value of their engagement with middle-school aged students.</p>
<p style="text-align: center;"><b>Policy Involvement</b></p>
<p>How are parents involved in the planning, review, and improvement of the Schoolwide plan?</p>
<p>In addition to the Opening of School Parent Teacher Organization Meeting/Open House at which parents have an opportunity to make recommendations for school improvement, parents are provided with multiple opportunities during the school year to plan, review, and revise the school-wide plan. There is an in-person session offered once per semester. At the end of the school year, a survey is sent to parents via email to solicit any additional feedback via the Panorama survey. Additionally, parents are invited to serve on the Parent Teacher Organization. Finally, there are monthly family events such as “Shadow Day”, “Muffins with Mom”, “Donuts with Dads”, or “Grandparents Day” that afford families the opportunity to visit the school and engage with staff and administration. During these events, parents are asked to give feedback regarding the events and the school itself.</p>
<p>How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?</p>

In addition to the Opening of School Parent Teacher Organization Meeting at which parents have an opportunity to make recommendations for school improvement, parents are provided with opportunities during the school year to plan, review, and revise the school-wide plan. There is an in-person session offered once per semester. At the end of the school year, a survey is sent to parents via email to solicit any additional feedback.

How is timely information about the Title I.A program provided to parents and families?

Timely information about the Title I A program is provided to parents and families via the Opening of School Parent Teacher Organization/Open House meeting and the Title I A meetings that occur throughout the school year (1 Opening of year, 1st semester, & 2nd semester).

What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?

Parents receive an explanation of curriculum, assessments, and MAP achievement levels at the Opening of School PTO meeting, Grade level Parent Information Nights (PINs), and the Title IA meeting in addition to having written notifications sent home via the students and e-mailed. Additionally, parents are invited to attend math, science, and game nights with their entire families that allows them to experience the curricular activities along with their child. These events have been limited since the Covid-19 pandemic. The goal is to slowly re-integrate these activities into the culture of the school.

## 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.**

- 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;
- 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.

### 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

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

Historically, the school has provided parents with opportunities to understand their child(ren)'s data by hosting monthly parent events and requesting grade level team conferences with parents. In addition to these events, parents have been offered various opportunities to learn about their child's performance through delivery of Parent Reports for both the STAR Assessment and the MAP Assessment. Students have the opportunity to share their data by sharing their goal setting pages completed with their teachers. Parents are encouraged at the beginning of the school year to sign up for online grade access via the "parent portal" in Tyler Student Information Systems. Parents are provided with support for downloading the Tyler SIS application on their SMART Phones and other electronic devices. Most significantly, teachers are encouraged to communicate with parents regularly via an initial "First Day" phone call and follow-up weekly e-mails containing their child's "Grade Summary" for each course. Teachers maintain their record of communication with parents via the student/parent contact log.

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?

Staff will be provided professional development about parental involvement and will receive monthly follow-up workshops on how to communicate with parents and tools that they can utilize to develop and maintain open lines of communication with parents.

How does your school implement and coordinate parent programs, and build ties between parents and the school?
Compton-Drew has effective home to school communication with parents. We are effectively utilizing systems initiated by St. Louis Public schools such as School Messenger (Phone, Text) and Tyler Student Information Systems (SIS) to e-mail and call parents each week about events occurring at the school. We also utilized the school’s web page to communicate with families. In addition to district systems, the school has created some of its own systems such as a monthly school calendar and monthly parent/family events to which families are invited.
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.
Compton-Drew ILC Middle school is dedicated to educating the “Whole Child.” Towards that end, parents receive regular communication via e-mail and phone from the school offering opportunities to access community-based programs such as the St. Louis Boys & Girls Club of St. Louis, Summer camps and activities available throughout the city and county via the Blueprint for Summer, and other opportunities. During the 2023-2024 school year, Compton-Drew initiated a partnership with the St. Louis Area Food Bank which afforded the school the opportunity to become a food distribution site serving our families and the Greater Metropolitan St. Louis Community. Service organizations and community resources organizations are invited to Parent-Teacher conferences that occur twice a school year.
<b>Accessibility Assurance</b>
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"> <li>✓ Parents and family members who have limited English proficiency</li> <li>✓ Parents and family members with disabilities</li> <li>✓ Parents and family members of migratory children</li> <li>✓ Provides information and school reports in a format and language parents understand</li> </ul>

## Summary Statements

<b>Summary of the Strengths</b>
Compton-Drew Investigative Learning Middle School is a Learning Community in which strives to make all of the members of its diverse population feel welcomed and provide them with a learning experience that prepares them for secondary learning and becoming a life-long learner. This is achieved by enhancing the core curriculum with supplemental materials and opportunities such as field experiences, family nights, after-school tutoring and clubs. However, there are some concerns that need to be addressed in order to improve the quality of education offered to the students. They are staff attrition and academic concerns such as low performance in reading and mathematics. Staff attrition is caused by loss of staff due to a number of factors. New teachers have the highest attrition rates for a variety of reasons such as poor expectations for student success, difficulty



building relationships with students, colleagues, and parents; difficulty organizing a well-managed classroom with clear expectations, high level of student engagement, limited transition time, and a work oriented and pleasant climate (Wong & Wong, 2009). There are a number of potential causes for the lack of achievement in English Language arts such as inability to differentiate instruction for students with Individual Education Plans; lack of professional development in culturally responsive methods; lack of professional development in secondary reading strategies for students with a diagnosis of Specific Learning Disability in reading or dyslexia. In mathematics, the current achievement data on the Missouri Assessment Program could be attributed to the change in the assessment instrument.

### **Summary of the Weaknesses**

Compton-Drew Investigative Learning Middle School is a Learning Community in which strives to make all of the members of its diverse population feel welcomed and provide them with a learning experience that prepares them for secondary learning and becoming a life-long learner. This is achieved by enhancing the core curriculum with supplemental materials and opportunities such as field experiences, family nights, after-school tutoring and clubs. However, there are some concerns that need to be addressed in order to improve the quality of education offered to the students. They are staff attrition and academic concerns such as low performance in reading and mathematics. Staff attrition is caused by loss of staff due to a number of factors. New teachers have the highest attrition rates for a variety of reasons such as poor expectations for student success, difficulty building relationships with students, colleagues, and parents; difficulty organizing a well-managed classroom with clear expectations, high level of student engagement, limited transition time, and a work oriented and pleasant climate (Wong & Wong, 2009). There are a number of potential causes for the lack of achievement in English Language arts such as inability to differentiate instruction for students with Individual Education Plans; lack of professional development in culturally responsive methods; lack of professional development in secondary reading strategies for students with a diagnosis of Specific Learning Disability in reading or dyslexia. In mathematics, the current achievement data on the Missouri Assessment Program could be attributed to the change in the assessment instrument.

### **Summary of the Needs**

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 24-25 school year.

As a school, Compton-Drew has benefited from increased enrollment each school year for the last three years. During the 2023-2024 academic year, the school saw a decrease in enrollment that is aligned with the decrease in the population of St. Louis City. Despite the decreased enrollment, there has been an incremental increase in community support with the number of community partners growing annually. As the only middle school that is housed in the Zoo Museum Tax District, we have been the beneficiary of the many for profit and non-profit organizations in the area that wish to support our students. We expect that number to grow because of continued neighborhood development. Finally, the school has noted increased parent participation in the life of the school with increased interest in the school; however, this increased participation has not significantly affected the

families of our English Language Learners, which is a growing population at the school. As this demographic of students continues to grow, we would like the participation of their families to grow as such diversity is important to the life of the school.

During the 2024-2025 academic year, we have three priority areas for improving student achievement. The first priority will be the improvement in the culture and climate of the school with a specific focus on developing a sense of belonging among the students we serve. The second priority will be increasing literacy across the content areas with a specific focus on reading through vocabulary development and writing. The third priority will be improving performance in mathematics by improving students number sense including the use of word problems (grade 6) and algebraic knowledge (grades 7-8). The purpose for selecting these areas is that the research indicates that all will lead to increased student achievement. Although the staff, students, parents and community are working for the highest achievement among all students, it is important that we focus on the performance of the students with Individual Education Plans (IEP) or Special Education Students. These students lag in their performance when compared to their peers. According to longitudinal data (MAP 2015-2023), STAR, the students with IEPs do not perform at the same level as compared to their peers across the state. To foster their improved achievement, it is important to create a school environment that is responsive to their needs as not only students with (dis)abilities, but also as urban, early adolescents and all that such descriptors entail. By creating a more Culturally Responsive Environment for staff, students, and parents there are opportunities for increased student achievement by accepting their indigenous, local identities; building relationships, reducing anxiety, promoting a vision for inclusive instructional and behavioral practices; challenging exclusionary practices, behaviors, and staff; acknowledging the values, culture, and social capital of students and using school data to track the disparities in academic and disciplinary trends. *Khalifa, M., Gooden, M. A., & Davis, J. E. (n.d.). Culturally Responsive School Leadership Framework. Retrieved April 10, 2019, from <https://www.cehd.umn.edu/assets/docs/policy-breakfast/UMN-Culturally-Responsive-School-Leadership-Framework.pdf>.*

<b>Summary of Focus Priorities for 24-25</b>
<b>Prioritized areas of <i>Need</i> for 24-25 based on needs assessment/data analysis</b>
<i>Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.</i>
<b>1. Climate and Culture</b>
<b>2. Reading</b>
<b>3. Mathematics</b>

**What date did you and your School Planning Committee Complete Section 2? September 20, 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. School Climate
2. School Safety

**Evidence-based strategies**

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- 

### Implementation Plan

**Action Steps**

**30 Days:**

**Professional Development**

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- School PBIS Matrix

<ul style="list-style-type: none"> <li>▪ Staff meeting to identify mentor/mentee</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ PBIS Carousel</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Pre-Survey (student and teacher)</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Weekly check-ins</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Assistant Principal</li> <li>▪ Student Support Team (Dean of Students, Social Worker, Counselor(s), Nurse, PBIS Staff person)</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>
<p><b><u>60 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Mini Lessons in ReThink Ed</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Observation checklist by administration</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Teacher Survey</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Panorama survey data</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<p><b><u>90 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Staff meeting on interpreting data</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>▪ Post Survey</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	
Person(s) Responsible	Resources

■	■
<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>				
<b>GOAL 2: READING</b> By May 2025, <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 Savvas myView (K-5) and myPerspectives (6-8)  
 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)

**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 – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD
- 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
- Academic Instructional Coaches

**Resources**

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- Savvas ELA myPerspectives (6-8)
- STAR Renaissance

**60 Days:**

**Professional Development**

- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation

**Observation and Feedback**

**Implementation/Monitoring**

**Monitoring Student Progress**

- Star Progress monitor

**Person(s) Responsible**

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

**Resources**

- [SLPS Collaborative Lesson Planning Protocol](#)
- [SLPS Gradual Release Rubric](#)

**90 Days:**

**Professional Development**

**Observation and Feedback**

**Implementation/Monitoring**

**Monitoring Student Progress**

- STAR Reading MOY Assessment

**Person(s) Responsible**

- 

**Resources**

- STAR Renaissance

**Funding source(s) / Cost to Support Implementation of Strategy**

- *District-wide initiatives will be funded by the central office.*
  - Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)
  - Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
  - Academic Competitions
- *For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):*



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> 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 (K-8) 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>			

<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>	
▪	
<b>Implementation/Monitoring</b>	
▪	
<b>Monitoring Student Progress</b>	
▪ STAR Math BOY Assessment	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Curriculum Specialists</li> <li>▪ Academic Instructional Coaches</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 (K-8)</li> <li>▪ STAR Renaissance</li> </ul>
<b>60 Days:</b>	
<b>Professional Development</b>	
▪	
<b>Observation and Feedback</b>	
▪	
<b>Implementation/Monitoring</b>	
▪	
<b>Monitoring Student Progress</b>	
▪	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Principal, Assistant Principal,</li> <li>▪ Academic Instructional Coach</li> <li>▪ Classroom Teachers</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>
<ul style="list-style-type: none"> <li>▪ Principal, Assistant Principal,</li> <li>▪ Academic Instructional Coach</li> <li>▪ Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
<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 (enVision Math K-8)</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 1, 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? September 20, 2024)**

\_\_\_\_\_  
**Principal (required)**

\_\_\_\_\_  
**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)**

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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**