

Gateway MST 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

Section	Contents	Completion Dates <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	March 6, 2024
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	May 13, 2024
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	September 20, 2024
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		September 27, 2024
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by *May 17, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

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

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Gateway Math Science & Technology Middle School School Code: 323	Check if appropriate. <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A
Date:		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: To inspire a dynamic learning community that fosters social and academic growth while focusing on student accountability, student achievement, and parent involvement.		
School Vision: We aim to inspire and empower students to excel both academically and socially while preparing them to be productive citizens and future leaders.		
One plan may meet the needs of a number of different programs. Please check all that apply. <ul style="list-style-type: none"> <input type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

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

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Dr. DaMaris A. White		damaris.white@slps.org 314-241-2295
Assistant Principal (if applicable)	Dr. Todd Williams		todd.williams@slps.org 314-241-2295
Academic Instructional Coach	Shardae Bartley		shardae.bartley@slps.org 314-241-2295
Teaching & Learning Methods Coach	Lynda Beard-Wesley		Lynda.westley@slps.org 314-241-2295
Central Office Math Curriculum Specialist	Dr. Zehra Khan		zehra.khan@slps.org 314-231-3720
SPED Staff	Hannah Zinck		hannah.zinck@slps.org 314-241-2295
ISS/PBIS Staff	Dektric Washington		dektric.washington@slps.org 314-241-2295
Teacher	Felisha Williams		felisha.williams@slps.org 314-241-2295
Teacher	Bethany Grass		bethany.grass@slps.org 314-241-2295
Parent	Lana Reece		lreece07@gmail.com 314-723-3017
Parent	Keyona Myers		keyoonamyers@gmail.com 314-249-9518
Network Superintendent	Sonya Wayne		Sonya.wayne@slps.org 314-231-3720
Community Member/Faith Based Partner	Pastor Keith Pendilton		pastortruelightstl@gmail.com 314-797-8021

(What date did you and your School Planning Committee complete Section 1? _____)

SECTION 2

Comprehensive Needs Assessment

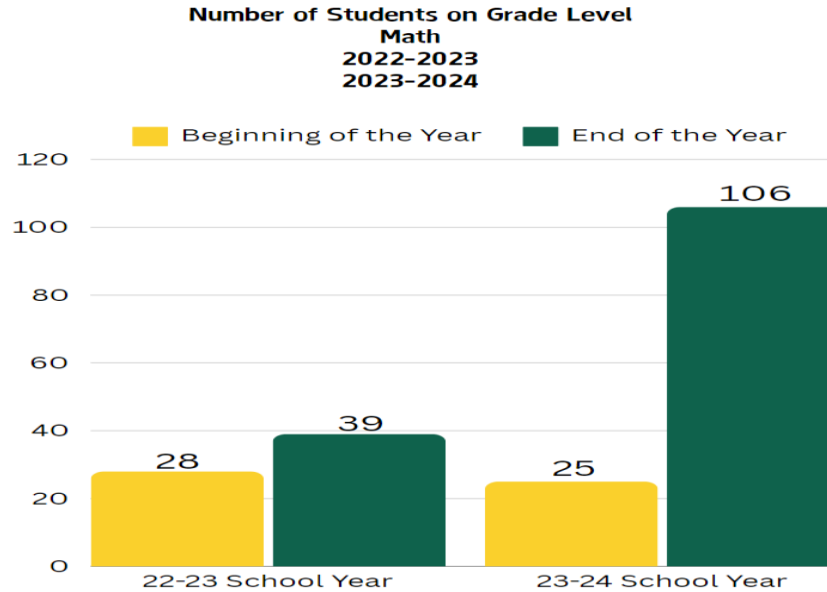
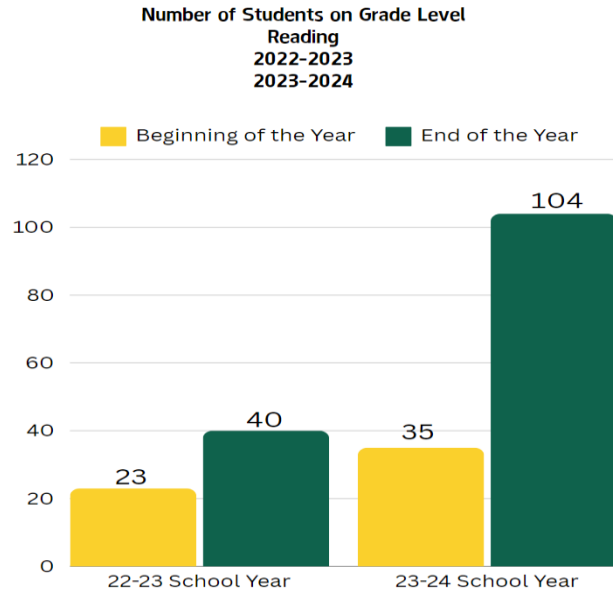
Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	465	During the 2023-2024 academic year, the enrollment has decreased from the 2022-24 school year by 27 students. The decrease in enrollment is contributed to students in transition and moving to school districts in ST. Louis County
Grade Level Breakdown	6 th grade - 139 7 th grade - 149 8 th grade - 177	The 8 th grade class has been the largest cohort since their tenure as 6 th graders.
Ethnicity	Black – 450 White – 8 Mexican – 1	The school benefits from having a diverse student population. It is important that we identify opportunities to engage more ethnic and racial minorities in our learning community to advance the discourse in classrooms and unstructured settings.
Attendance	90/90 – 41% ADA – 84%	The 90/90 attendance rate increased by 20% and the ADA increased by 3% for the 2023-24 school year. We expected a higher increase from the 2022-23 school year; however, we understand that due to the district transportation being a significant issue. The organization utilized by the district did not have enough drivers, which sometimes left students unable to get to school or return home following school. To ameliorate this issue, the district provided secondary transportation via three different cab companies as a backup, however this number was also reduced to one cab company for the entire district
Mobility	5%	We currently have a low mobility rate; however, there was a 1% increase from the 2022-23 school year.
Socioeconomic status	100/465 F/R Lunch	All students classify as free and reduce lunch
Discipline	89 Out of School Suspensions	The number of infractions decreased by 18% for the 2023-24 school year. The number of out of school suspensions increased by 31 assigned out of school suspensions. This increase in out of school suspensions is contributed to the socioeconomic challenges as well as violence that is happening in the community which is impacting the school community.
English Language Learners/LEP	31	The 2023-2024 school year saw a decrease in the number of ELL students served from the previous school year by 14 students.
Special Education	72	During the 2023-2024 school year, approximately 15% of the students enrolled were identified as students who received special education services.

Student Achievement- State Assessments

(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)

Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	Increased by 6.7%	20% of students in each grade level will experience 2.0 years growth by the May Star Assessment		<ul style="list-style-type: none"> • 69% of students are reading two or more grade levels below. • Impact of Covid-19 pandemic • Exposure - Performance base test requires students to demonstrate their knowledge and skills through real-world task.
Math	Increased by 17.6%	20% of students in each grade level will experience 2.0 years growth by the May Star Assessment		<ul style="list-style-type: none"> • Impact of Covid-19 pandemic • Exposure - Performance base test requires students to demonstrate their knowledge and skills through real-world tasks
Science	Increased by 4.5%	20% of students will meet the proficiency mark		<ul style="list-style-type: none"> • 69% of students are reading two or more grade levels below. • Impact of Covid-19 pandemic • Exposure - Performance base test requires students to demonstrate their knowledge and skills through real-world tasks,
WIDA ACCESS (Progress Indicator)				<p><i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)</i></p> <p style="text-align: center;">(ELL OFFICE WILL PROVIDE)</p>
WIDA ACCESS (Proficiency Indicator)				<p><i>For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)</i></p> <p style="text-align: center;">(ELL OFFICE WILL PROVIDE)</p>

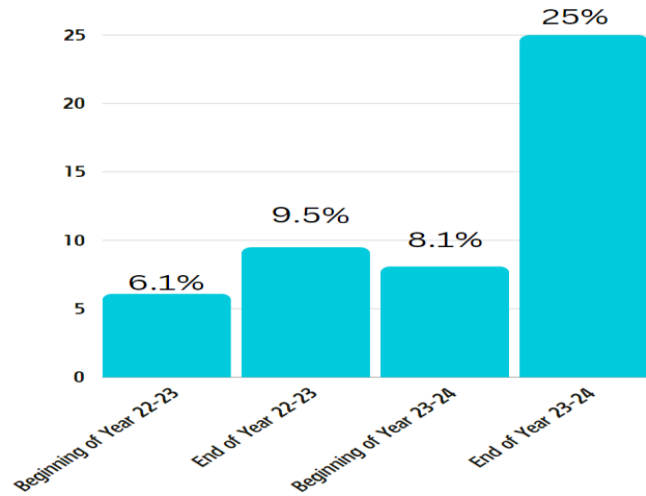


Student Achievement- Local Assessment						
Goal Areas	22-23 performance		23-24 performance		24-25 Goals	Explanation/Rationale for Current Performance
	BOY	EOY	BOY	EOY		
STAR Reading	7% of the student population scored proficient and/or advanced	11% of the student scored proficient and/or advanced	12% of the student population scored proficient and/or advanced	29% of the student scored proficient and/or advanced	<ul style="list-style-type: none"> 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. 	BOY - 12% Proficient Beginning of Year; EOY -29 % Proficient End of Year At the beginning of the school year 50 students scored proficient and/or advanced in reading. By the end of the year, 124 students scored proficient and/or advanced in reading. The growth is contributed to the addition of the Teaching &

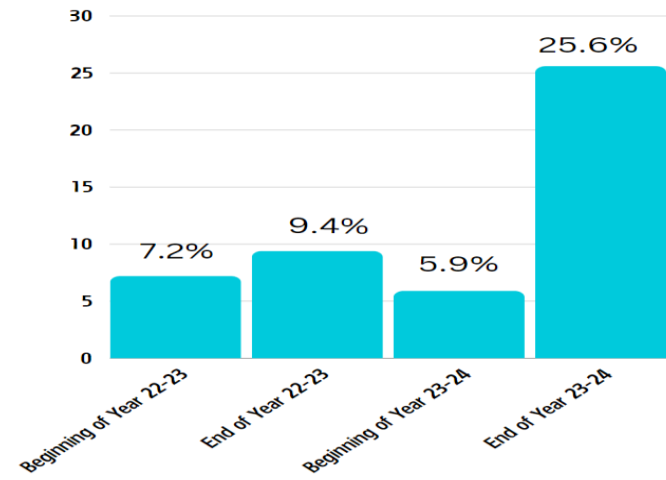
					<ul style="list-style-type: none"> 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. 	Learning Methods Coach who worked directly with the teachers on Gradual Release, PLCs, and data team meetings.
STAR Math	4% of the student population scored proficient and/or advanced	9% of the student population scored proficient and/or advanced	4% of the student population scored proficient and/or advanced	21% of the student population scored proficient and/or advanced	<ul style="list-style-type: none"> 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment. 	BOY - 4% Proficient Beginning of Year; EOY -21 % Proficient End of Year At the beginning of the school year 19 students scored proficient and/or advanced in reading. By the end of the year, 90 students scored proficient and/or advanced in math. The growth is contributed to the addition of the Teaching & Learning Methods Coach who worked directly with the teachers on Gradual Release, PLCs and data team meetings.
ELL Benchmark Assessment-Speaking *EL students only						(ELL OFFICE WILL PROVIDE)
ELL Benchmark Assessment-Writing *EL students only						(ELL OFFICE WILL PROVIDE)

BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

**STAR Reading Proficiency Rate (Grades 6-8)
All Students**



**STAR Math Proficiency Rate (Grades 6-8)
All Students**



Curriculum and Instruction	
<i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
Data Type	Current Information
Learning Expectations	Missouri Learning Standards Curriculum Guides Lesson planning (standard aligned) Instruction is designed by aligning lessons to the Missouri Learning Standards. Priority is given to the power standards, which are scaffolded to enhance students learning and facilitate active engagement.
Instructional Programs	English Language Arts: Savvas Mathematics: Savvas Science: Houghton Mifflin (HMH) Social Studies: World history & Geography and American History.

	<p>There is a core curriculum in St. Louis Public schools. Although the curricular materials are effective, there is a need to be more culturally responsive in the way it is implemented. Ideally, the integration of the curriculum to address standards and include instructional strategies that lend themselves to the learning styles of students and address their natural curiosity and desire to impact society would be beneficial.</p>
Instructional Materials	<p>Textbooks, supplemental textual materials, technology (hardware & software), field experiences.</p> <p>The textbooks and supplemental materials that support the curriculum are sufficient to provide students with a base level of instruction. However, solely using the instructional materials is not culturally responsive in terms of the early adolescent learner. Materials must be utilized in a way that aids students making connection between the text, themselves, and the world to be effective. It will require a “re-thinking” on the part of school leadership and teachers about how textual materials are utilized to maximize student achievement.</p>
Technology	<p>SMART boards, Promethean Boards, desktop computers (2 computer lab), laptop computers, iPads, & LCD projectors.</p> <p>During feedback sessions, teachers have requested additional training for software applications such as AI and other new technology for use in instructional planning and implementation.</p>
Support personnel	<p>Instructional Care Aides-8 Social Worker-1 Counselor- 1.5 Family & Community Specialist-1</p> <p>There are 9 non-certificated positions. 8 of the positions are those of Instructional Care Aides who work only with students with an Individual Education Plan. The network technician (music teacher) serves all the students and staff at the school by maintaining the desktops and laptop computers onsite. The Family & Community Specialist position is vacant. The school also has a Student Support Team whose members consist of the social worker, counselors, Positive Behavior Intervention Specialist, and the school nurse. This team serves to meet the social, emotional, and physical needs of the entire student population.</p>

High Quality Professional Staff <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
Data Type	Current Information
Staff Preparation	<ul style="list-style-type: none"> • Professional Learning Communities (PLC)- • Content Teams-Monthly • New Teacher Decompression Sessions-Monthly • District-Wide Professional Development Days (Monthly) • Biweekly -Grade Level PLCs- • Bi-Weekly data meetings • Common plan time for content teachers • Professional Conferences • Organization memberships • Instructional Leadership Team <p>Teachers participated in a variety of professional development during their common planning time and after school. Teachers are also encouraged to participate in offsite professional development as it pertains to their content area. Additionally, teachers participate in Professional Learning Communities as a part of their common grade-level planning time and after-school as content team members. The district provides monthly time during which staff spend half of the day in district-coordinated professional development and half of the day in site-based professional development. On a weekly basis, staff participate in data meetings with the administration. During the summer months, staff had the opportunity to attend pre-identified professional conferences. Staff have access to professional memberships via school-wide memberships in professional organizations. Our Instructional Leadership Team will attend the Project Base Learning Conference.</p>
Staff Certification	<p>Certificated Staff – 24</p> <p>Instructional Learning Associates – 11</p> <p>Teaching & Learning Methods Coach – 1</p> <p>Academic Instructional Coach - 1</p> <p>Building Learning Associates - 2</p> <p>There are thirty-five certificated instructional positions. Of those available, 11 positions are filled with Instructional Learning Associates. Of the 11 ILAs, 4 of them are in a teaching program that is supported by the district.</p>

<p>Staff Specialist and other support staff</p>	<p>Family Community Specialist- vacant Positive Behavior Intervention Support-1.0 Secretary-1.0 Social Worker-1.0 Counselor-1.5 Nurse-1.0 Non-Certificated Staff-2 Substitutes (Instructional Learning Associates)-11</p> <p>Currently, the members of the Student Support Team (SST) consist of a full-time Social Worker, Counselor, PBIS person, and In-School Suspension person. Additionally, the team has a part-time counselor and a full-time nurse allocation. The Family Community Specialist position was filled in November 2023. There are a total of 2 non-certificated staff positions on the support staff and only two remained filled for the entire year,</p>
<p>Staff Demographics</p>	<p>Blacks: 36 Whites: 13 Males: 15 Females: 34</p> <p>The staff demographics is consistent with the student demographics. There is diversity amongst the staff demographics</p>
<p>School Administrators</p>	<p>Principal – Dr. DaMaris A. White Assistant Principal – Ms. Lynda Beard-Wesley Dr. Todd Williams Dean of Students – Dr. Obinno Coley</p> <p>The principal is completing her 2nd year as principal. The assistant principal <u>joined Gateway</u> during the 2nd semester of the 2023-24 school year. The Dean of Students was implemented for the 2023-2024 school year.</p>

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?

At the Title I meeting held at Gateway MST Middle School, parents receive the School-Parent Compact and the School Parent and Family Engagement Policy. Additionally, this information is available on the school's website. The School-Parent Compact is signed by all parties.

What are the strengths of family and community engagement?

- Our school is transparent and open to data and communication.
- Families feel we offer amazing opportunities for their children to participate in activities.
- Consistent PTO meetings
- The organized events and programs have been well received by our families.

What are the weaknesses of family and community engagement?

- Parents would like more effective communication/some students do not bring information home to parents.
- While we offer monthly PTO and family engagement activities, we need to improve parent participation and attendance.
- Parents want up-to-date parent portal information.
- Parents need training in the use of electronic access to portals and instructional tools for their students.

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

- More activities that are not sports related for students.
- Increase of cultural activities (musicals, plays, family events).
- The identified needs for family and community engagement include boosting parent involvement during academic sessions like parent conferences, offering parenting workshops focused on effective discipline.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
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.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
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, 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 the October Fall Festival with their entire families that allows them to experience the curricular activities along with their child. The goal is to slowly re-integrate these activities into the culture of the school, giving the student a sense of belonging.

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?
<ul style="list-style-type: none"> • Ensure that their students attend school regularly and on time every day • Ensure that students have access to school resources at home. • Provide enough time and an environment at home that allows their student to complete schoolwork and/or study at home. • Encourage students to do his/her best work. • Attend conferences (academic and behavioral) to monitor their student progress throughout the school year. • Providing accurate contact information such as phone numbers and email addresses to ensure that they are accessible to school personnel.

- Be active participants in the PTO (if applicable).
- Support and uphold the school's academic and behavioral expectations to ensure that all students receive a good, equitable education.

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:

- Retain highly qualified administrators and teachers (certified)
- Provide instruction, materials, and relevant professional development which incorporates the latest evidence-based research.
- Maintain a safe and positive school climate and culture.
- Assure that each student can access resources from home.

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.

- Parent Teacher conferences were held in October and March.
- Progress reports/report cards every 5 weeks.
- Literacy Night held in September
- Math Night held in November
- Science Night held in October
- Families can meet with their student’s entire team of teachers by appointment during plan periods.
- Robo Calls, emails, school website, phone calls, as well as translated documents and interpreters for ELL families

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
-
- Open house is conducted at the beginning of the school year to provide parents with essential information regarding curriculum, Missouri learning standards, and district assessments that their child will participate in.
 - Parents access SIS to monitor and track their child’s grades. This allows parents to access their child's grades at any time.
 - Ongoing communication with teachers and administrators allows parents to support their child’s achievement in conjunction with the school.
 - Monthly PTO meetings

How does your school provide materials and trainings to help parents work with their children to improve achievement?
<ul style="list-style-type: none"> • PTO Meetings • District Calendar containing the district assessment dates. • Title I meetings • STEM Night
How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?
<ul style="list-style-type: none"> • District-Wide Professional Development • Site-Base Professional Development • Bi-weekly staff meetings • PLC's • Team Meetings • Mentors • AIC and Administration – One on One Feedback and training
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Parents will have access to the parent resource room daily by appointment to utilize computers to fill out applications, create resumes and/or receive additional assistance for the FCS. Parents can also explore resources that the school may have on hand that provide information about school events and resources such as counseling, medical referrals, etc.
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.
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. Hopewell is another participant with Gateway Middle.
Accessibility Assurance
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: <ul style="list-style-type: none"> ✓ Parents and family members who have limited English proficiency ✓ Parents and family members with disabilities ✓ Parents and family members of migratory children ✓ Provides information and school reports in a format and language parents understand
Gateway Middle effectively utilizes 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 about events occurring at the school. We also utilized the school's web page and Facebook

Account 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. A weakness is the vacancy of our family and community specialist position.

Summary Statements

Summary of the strengths

Strengths include the plethora and quality of teacher/parent engagement opportunities in place for PTO Meetings, Volunteer opportunities are available. Twice a year, scheduled Parent/Teacher Conferences take place. Conferences are held, including Special Education IEP and IEP Review Meetings are held at parent request and as IEPs require. We now have a functioning Parent Teacher Organization; however, with low participation. Parents respond well for in-person events; however, are asking for virtual PTO meetings.

- Established PTO (increase in parental involvement)
- Student attendance increased 90/90 and ADA.
- Infractions decreased.
- Student academic engagement increased (Panorama/SLPS attendance data)
- Reading scores increased
- Increase in staff attendance.
- Relevant implementation of PLCs and Data Team meetings
- Hired a Teaching & Learning Methods Coach
- Implementation and built capacity for the Instructional Leadership Team
- Additional assistant principal

Summary weaknesses

- 38% of teaching staff is non-certified.
- Students feel a sense of belonging.
- Community challenges impact the school community.
- Branding of the school STEM theme

Summary of the Needs

There have been great strides in the 2023-24 academic school year. We now have a complete administrative team with the added position of a Teaching & Learning Methods Coach, which contributed to building capacity with our teachers in ELA and Math. We now have relevant and precise Professional Learning Communities and Data Team Meetings. Our teachers have an increased level of confidence, and we are beginning to see student moves. Our top priorities for the next school year is continuing to build on the culture and climate as well as strengthening the teaching and learning for academic achievement.

Teachers require ongoing instructional support in implementing the ELA and Math Curriculum, with a particular focus on scaffolding grade-level content for students who are significantly below grade level. Additional support is also needed for teachers to effectively utilize district curriculum programs and make content relevant and affirming for students.

- Certified teachers
- Teacher commitment (staff attendance)
- Branding of the school STEM theme
- Family & Community Specialist
- Certificated Teachers-100% of positions filled with certificated teachers.
- Reading Intervention-Reading intervention programs and or persons are needed to provide reading instruction for non-special education students who test below basic or basic on the ELA MAP.
- Instructional Care Aide positions filled to capacity to support students with an Individual Education Plan

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. Maintain a systematic approach to school culture and climate that incorporates social emotional learning, schoolwide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.
2. Sustainable academic improvements in literacy achievement including reading, language, and writing
3. Enhancing instructional practices to make learning affirming and meaningful for students in literacy and math

Summary of Needs Assessment and Priorities for 24-25

There have been great strides in the 2023-24 academic school year. We now have a complete administrative team with the added position of a Teaching & Learning Methods Coach, which contributed to building capacity with our teachers in ELA and Math. We now have relevant and precise Professional Learning Communities and Data Team Meetings. Our teachers have an increased level of confidence, and we are beginning to see

student movements. Our top priorities for next school year are continuing to build on the culture and climate as well as strengthen the teaching and learning for academic achievement.

(What date did you and your School Planning Committee complete Section 2? _____)

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:

<ul style="list-style-type: none"> Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
<p>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.</p>				
<p>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.</p>				
<p>Leadership Development 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. <i>Please identify two areas of focus that most align with this goal.</i></p>				
<p>Priorities: Leaders will promote and model a healthy climate by maintaining a culture of high expectations, empowerment, recognition of success, and collaboration to foster a sense of belonging among the school community. Leaders will promote a culture of student-centered goal setting and enthusiasm for learning</p> <ul style="list-style-type: none"> 6th Grade 4 hour Orientation Camp P.R.I.D.E Interactive Lesson Plan/Jaguar Den Celebrations 				
<p>Evidence-based strategy</p>	<ul style="list-style-type: none"> SLPS Positive Behavior Interventions and Supports (PBIS) Protocols Rethink Social Emotional Learning 			

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- School PBIS Matrix
- Staff meeting to identify mentor/mentee

Observation and Feedback

- PBIS Carousel

Implementation/Monitoring

- Pre-Survey (student and teacher)

Monitoring Student Progress

- Weekly check-ins

Person(s) Responsible

Resources

- Culture & Climate Coordinator

- [Districtwide PBIS Matrix](#)
- [PBIS Districtwide Bus and Building Expectations](#)

60 Days:

Professional Development

- **Mini Lessons on Club Pamoja**

Observation and Feedback

- Observation checklist by administration

Implementation/Monitoring

- Teacher Survey

Monitoring Student Progress

- Weekly check-ins

Person(s) Responsible

Resources

- Counselor, Social Worker & PBIS Coordinator
- Principal, Assistant Principals, Teaching & Learning Methods Coach
- Leadership Team Members
- Attendance Team Members
- Classroom Teachers

- Districtwide PBIS Matrix
- PBIS Districtwide Bus and Building Expectations
- Time allocated for professional development
- Time for Attendance Team, Student Support Team & Leadership Team collaboration

90 Days:

Professional Development

- Staff meeting on interpreting data

Observation and Feedback

- Observation checklist by administration

Implementation/Monitoring

- Post Survey

Monitoring **Student Progress**

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Counselor, Social Worker & PBIS Coordinator ▪ Principal, Assistant Principals, Teaching & Learning Methods Coach ▪ Leadership Team Members ▪ Attendance Team Members ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Districtwide PBIS Matrix ▪ PBIS Districtwide Bus and Building Expectations ▪ Time allocated for professional development ▪ Time for Attendance Team, Student Support Team & Leadership Team collaboration
Funding Source(s)/ Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Panorama Ed Survey Platform ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ Salary and benefits associated with Academic Instructional Coach (Title) ○ \$2000 for professional development books and resources for staff (Title/Comprehensive) ○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB) ○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB) 	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:

Pillar 1: The District creates a system of excellent schools	Pillar 2: The District advances fairness and equity across its system	Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	✓ Pillar 4: All students learn to read and succeed	Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading

GOAL 2: READING

By May 2025,

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

Reading Plan

Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal.

Priorities:

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 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)
- Direct and Explicit Instruction in the Five Pillars of Literacy
- Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis
- 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 – 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

<ul style="list-style-type: none"> ▪ Staff PD - ELA Lesson Planning and High-Quality Instructional Design/ Plan for Implementation 	
<p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ 	
<p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ 	
<p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Reading BOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Teaching & Learning Methods Coach 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA myPerspectives (6-8) ▪ STAR Renaissance
<p>60 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation ▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ CBM (bi-weekly) ▪ RSP (bi-weekly) ▪ Star Progress monitor 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ 	

Observation and Feedback <ul style="list-style-type: none"> ▪ Implementation/Monitoring <ul style="list-style-type: none"> ▪ Monitoring Student Progress <ul style="list-style-type: none"> ▪ STAR Reading MOY Assessment 	
Person(s) Responsible	Resources
▪	▪ STAR Renaissance
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools myPerspectives (6-8) ELA Instructional Resources) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ 	

Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
<ul style="list-style-type: none"> • Pillar 1: The district creates a system of excellent schools 	<ul style="list-style-type: none"> • Pillar 2: The district advances fairness and equity across its system 	<ul style="list-style-type: none"> • Pillar 3: The district cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> • Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> • Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
GOAL 3: MATH By May 2025, <ul style="list-style-type: none"> - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment. 				

Mathematics Plan:	
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal.	
Priorities:	
1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition. 2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.	
Evidence-based strategy	<ul style="list-style-type: none"> • SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources: <ul style="list-style-type: none"> ○ Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts ○ Instructional Design Framework and Math Lesson Plan Internalization Protocol
Action Steps	
<p>30 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Leader PD - Gradual Release Model and Academic Conversations ▪ Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations ▪ Leader PD - Math Lesson Planning and High-Quality Instructional Design / Plan for Staff PD ▪ Staff PD - Math Lesson Planning and High-Quality Instructional Design/ Plan for Implementation <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ STAR Math BOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Academic Instructional Coaches 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas enVision Math (K-8)

	<ul style="list-style-type: none"> ▪ STAR Renaissance
60 Days: Professional Development <ul style="list-style-type: none"> ▪ Observation and Feedback <ul style="list-style-type: none"> ▪ Implementation/Monitoring <ul style="list-style-type: none"> ▪ Monitoring Student Progress <ul style="list-style-type: none"> ▪ 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪
90 Days: Professional Development <ul style="list-style-type: none"> ▪ Observation and Feedback <ul style="list-style-type: none"> ▪ Implementation/Monitoring <ul style="list-style-type: none"> ▪ Monitoring Student Progress <ul style="list-style-type: none"> ▪ STAR Math MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪
Funding source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math K-8) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ GOB ○ Title I ○ Comprehensive 	

(What date did you and your School Planning Committee complete Section 3? _____)

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)

Superintendent

Date

State Supervisor, School Improvement

Date