**SLPS Accountability Plan Template 2021-2022**

 

**The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to School wide 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 Accountability Plan Template has as its foundation the following five pillars of the SLPS Transformation 3.0 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 3.0 Plan**

**School Name: Gateway Michael School**

**2021 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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**SECTION 1**

**School Profile**

**Accountability Plan Template**

**(**[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) **and** [**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)**)**

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| **Improvement/Accountability Plan**  |
| **Focus of Plan (check the appropriate box):*** **LEA**
* **School**
 | **Name of LEA:****St. Louis Public Schools****Name of School:****Gateway Michael****School Code: 552** | **Check if appropriate*** **Comprehensive School \*\*\*Requires a Regional School Improvement Team**
* **Targeted School**
* **Title I.A**
* **Autonomous**
 |
| **Date:** | **June 10, 2021** |
| **Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.** |
| **School Mission: Gateway Michael School strives to challenge, support and nurture the growth and development of all students.** |
| **School Vision: We will provide a quality education through respect, character development, a functional curriculum, individualized and group Instruction, and community involvement.** |
| **One plan may meet the needs of a number of different programs. Please check all that apply.*** **./xTitle I.A School Improvement**
* **Title I.C Education of Migratory Children**
* **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
* **Title II.A Language Instruction for English Learners and Immigrant Children**
* **Title IV 21st Century Schools**
* **Title V Flexibility and Accountability**
* **Individuals with Disability Education Act**
* **Rehabilitation Act of 1973**
* **Carl D. Perkins Career and Technical Education Act**
* **Workforce Innovation and Opportunities Act**
* **Head Start Act**
* **McKinney Vento Homeless Assistance Act**
* **Adult Education and Family Literacy Act**
* **MSIP**
* **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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**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.**

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| **Gateway Michael School Planning Committee** |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Karen Austin-Lindsey |  |  Karen.Austin-Lindsey@slps.org |
| Assistant Principal | Petra Baker |  | Petra.baker@slps.org |
| Family Community Specialist | LaCrissa Mays-Rayford |  | LaCrissa.Mays-Rayford@slps.org |
| SPED Staff  |  |  |  |
| ISS/PBIS Staff (if applicable) |  |  |  |
| SPED Staff Teacher | Annette Williams |  | Annette.Williams@slps.org |
| SPED Staff Teacher | Monica Stewart |  | Monica.stewart@slps.org |
| SPED Staff ICA | Darlene Buckner |  | Darlene.buckner@slps.org |
| Parent | Tonya Hall |  | Tonya.hall5610@gmail.com |
| Parent |  |  |  |
| Support Staff | Tisha Tooks |  | Tisha.tooks@slps.org |
| Community Member/Faith Based Partner | Edward Penn |  | edjpenn@gmail.com |
| Network Superintendent | Isaac Pollack |  |  |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| **Student Demographic** |
| **Data Type** | **Current Information**  | **Reflections** |
| **Student Enrollment as of 3/1**  | 55 | Gateway Michael enrollment decreased by 13 students. |
| **Grade Level Breakdown** | P4-7 , K-3, 01-7, 02-6, 03-4, 04- 5,05-4, 06-5, 07-8, 08-6 | Gateway Michael’s enrollment increased in Grades Pre-K |
| **Ethnicity** | Asian- 1, Black-42 , Hispanic-4 , White-8 | Gateway Michael serves a predominantly African American Student body. |
| **Attendance** | 52% | Gateway Michael’s attendance went down 8% |
| **Mobility** | 25% | Gateway Michael families tend to move serval times during the year. |
| **Socioeconomic status** | 100% F/R Lunch | All Gateway students receive free and reduce lunch. |
| **Discipline** | OSS-N/A |  |
| **Limited English Proficiency** | 11 Students/ 20% |  |
| **Special Education** | 55 Students/ 100% | Gateway Michael currently has students out of with an IEP. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Gateway Michael’s school culture is improving.Increase in compassion and empathy of staff members due to restrictions/effects of Covid.We were recognized as one of America’s Healthiest Schools.No discipline issuesParents schedule appointments outside of the school day and/or bring students back to school after an appointment.Representatives come to the school to address wheelchair issues or other adaptive equipment. | Attendance is low.An overall functional curriculum is needed, not bits and pieces.Social skills declined tremendously due to virtual learning and policies regarding social distancing due to Covid.Parental Involvement needs to increase.Students’ healthCommunication Barriers ESOL studentsSeparate School | Gateway Michael needs a part-time social worker that is present at school more than one day a week. Having this part- time position will assist with attendance issues and help those families who would benefit from additional resources.Continuation of Character Ed Development to address the loss of social skills due to Covid-19. |

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| **Student Achievement*****(Please analyze your achievement data for 19-20 and provide an explanation for the current performance data.)*** |
| **Goal Areas** | **19-20 performance** | **21-22Goal** | **Current Performance** | **Explanation/Rationale for Current Performance** |
| **Reading** | Currently, our Reading MPI is 209.4 | For the 2021-22 school year, 50% of Gateway Michael will increase skills by 5%.  | 5% of the students scored in Advanced, 10% scored in Proficient, 20% scored in Basic, and 60% scored in Below Basic. | The majority of Gateway Michael students have an educational identification of Multiple Disabilities and they are globally delayed. Many of the students are cognitively too low to understand what is being presented to them on the computer, during testing.MAP-A has transitioned to the dynamic learning maps assessment. This assessment is created for students by the company instead of teachers creating the MAP-A test. The scoring of the two assessments isn’t aligned.  |
| **Math**  | Currently, our Math MPI is 148.4 | For the 2021-22 school year, 50% of Gateway Michael will increase skills by 5%.  | 5% of the students scored in Advanced, 5% scored in Proficient, 15% scored in Basic, and 75% scored in Below Basic. | The majority of Gateway Michael students have an educational identification of Multiple Disabilities and they are globally delayed. Many of the students are cognitively too low to understand what is being presented to them on the computer, during testing.MAP-A has transitioned to the dynamic learning maps assessment. This assessment is created for students by the company instead of teachers creating the MAP-A test. The scoring of the two assessments isn’t aligned.  |
| **Science**  | Currently, our Science MPI is 258.9 | For the 2021-22 school year, 80% of Gateway Michael Students in grade 5 will increase skills by 5%.  |  | The majority of Gateway Michael students have an educational identification of Multiple Disabilities and they are globally delayed. Many of the students are cognitively too low to understand what is being presented to them on the computer, during testing.MAP-A has transitioned to the dynamic learning maps assessment. This assessment is created for students by the company instead of teachers creating the MAP-A test. The scoring of the two assessments isn’t aligned.  |
| **Social Studies** | N/A |  |  |  |
| **CCR** | N/A |  |  |  |

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

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| **Strengths** | **Weaknesses** | **Needs** |
| Staff Support | Math ScienceReadingLifeskillsMultiple Disabilities-hearing, vision, speech, cognitive, motor and communication deficitsMedically fragile | Need Professional Development on a Functional Curriculum Need Professional Development on aligning API’s and IEP Goals and benchmarks. Instruction in Life skills |

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| **Curriculum and Instruction** ***(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)***  |
| **Data Type** | **Current Information** | **Reflections** |
| **Learning Expectations** | Teachers were expected to teach students virtually and in-person simultaneously, while wearing a mask. | Students were frustrated because they didn’t understand social distancing, communication was impaired due to masks, and students were unable to read social cues.Teachers are frustrated with a lack of a functional curriculum and district based professional development that does not address the needs of Gateway Michael students. |
| **Instructional Programs** | Teachers utilize Starfall, Go Noodle, Edmark Reading Program, Computer-based programs for sped students. | Observations indicated that the teachers used the strategies from Professional Development and observations to improve instruction.  |
| **Instructional Materials** | Reading, math and science manipulatives, Materials are used at the teacher’s discretion | There are Smartboards/Promethean Boards in every classroom. There are iPads in all grades for each individual student.Teachers are given access to the budget to purchase materials for their class. |
| **Technology** | Smartboards, Promethean Boards, projectors, computers, and iPads, audio books, communication devices, Big Macks, Laptops for teachers. | There are Smartboards/Promethean Boards in every classroom. There are iPads in all grades for each individual student. |
| **Support personnel** | Part-time Counselor, 2 Nurses, part-time Social Worker, FCS, and community partners | A part- time social worker is needed at least 2 days per week to help families identify problems and resources available. This part time Social Worker will be able to address excessive late/tardiness, absences, assist parent in developing better parenting skills through outside resources.A Counselor is needed at least 2 days a week to address the loss of social skills due to Covid. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Technology | Covid had a negative impact on student Social skillsStudent attendance, Mobility RateLack of a Functional CurriculumLife skills | Additional Social Worker for monitoring student attendance. Functional Curriculum and Professional Continuation of Character Development through the grant from Character Plus Development for ImplementationInstruction in Life skillsDevelopmental ChecklistFormalized data collection processGoals/benchmark alignment with Map-A API’s |

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| **High Quality Professional Staff** ***(How are you ensuring that all students are taught by a high-quality teacher?)*** |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** | Ongoing Professional Development | Continue to support teachers so they are leaders inside the classroom. |
| **Staff Certification** | 82% - Certificated18% - Non -Certified | Highly qualified staff |
| **Staff Specialist and other support staff** | Social Worker – 1 day a weekCounselor –1 day a week (virtual)Nurse – 2Speech Therapist – 2Occupational Therapist - 2Physical Therapist - 3FCs – 1 | Support staff working together to support the parents and students of Gateway Michael. |
| **Staff Demographics** |  Black 24 White – 7 | 1 Principal, 1 Assistant Principal, 1 Secretary, Teachers 3 ECSE, 2 Cross Cat, 2 Orthopedically Handicapped, 1 PE, 1 Music Therapist, 1 Child Care Attendants, 14 SPED ICA’s, 2 school nurses, 2 substitute teachers, 1 substitute ICA’s |
| **School Administrators**  | Principal – 1Assistant Principal – 1 | A new administration team, Mrs. Austin-Lindsey is in her third year as a Principal. |

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| **Strengths** | **Weaknesses** | **Needs** |
| Use of technology is improving for the classroom teacher.Positive school culture and climate has impacted academic and students iPads - for every student in the buildingRecognized as one of America’s Healthiest Schools. | 2 Non- Certified StaffPart time social worker cannot address all issues regarding the impact on attendance, home visit, and student transition.Socialization skills declinedSupport Staff outnumber teacher staff 3 to 1 | Additional full - time special education teacherPart time social worker – 2 days a weekHome visitsContinuation of work with Character Plus |

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| **21-22 Priorities Prioritized areas of *Need* for 21-22 based on needs assessment/data analysis**  |
| **Leadership: By the end of 2020-2021 school year, Gateway Michael school leadership will retain 90% of the staff by supporting staff with: 1. trauma informed practices and being a culturally responsive school; 2. curriculum planning 3. developing a culture of high expectation, collaboration, and recognition of staff.** |
| **Reading: By the end of 2020-2021 school year, Gateway Michael will improve ELA Proficiency rate by developing and implementing a functional curriculum.** |
| Mathematic: **By the end of 2020-2021 school year, Gateway Michael will improve Mathematic Proficiency rate by developing and implementing a functional curriculum.** |

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| **Gateway Michael Root Causes*****Determine the Root Causes of the needs listed above using the 5 Whys:*** |

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| **Root Cause Analysis #1 - Leadership** |
| Need #1- Please describe the need: | Leadership needs to increase teaching capacity in order to positively affect student outcome. |
| Why?  | Teacher Substitutes |
| Why?  | Non-certificated teachers |
| Why?  | Failure to pass state exams |
| Why?  | Fear of Student Population |
| Why?  | Lack of Support with DESE mandated tests |
| **Root Cause**  | Gateway Michael School serves medically fragile and globally delayed students. There is a fear of the students that we serve because of there |

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| **Root Cause Analysis #2 - Reading** |
| Need #2 - Please describe the need: | Increase the number of students reading on track by 5% on MAP-A assessment in ELA. |
| Why?  |  |
| Why?  | Lack of letter recognition |
| Why?  | Language barriers for ESOL students |
| Why?  | Teachers fail to incorporate outside resources to enhance students learning and making it relevant. |
| Why?  | No curriculum |
| **Root Cause**  | Differentiated instruction for students from pre-academic level and higher with scattered skills with everyone on a different level.  |

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| **Root Cause Analysis #3 – Mathematic**  |
| Need #1- Please describe the need: |  Increase the number of students on track by 5% on MAP assessment in Mathematic. |
| Why?  | Lack of number recognition |
| Why?  | Language barriers for ESOL students |
| Why?  | Lessons are not taught with the end results in mind. |
| Why?  | Teachers fail to incorporate outside resources to enhance students learning and making it relevant. |
| Why?  | No curriculum |
| **Root Cause**  | Differentiated instruction for students from pre-academic level and higher with scattered skills with everyone on a different level.  |

See page 11of DESE’s LEA/School Improvement guide for sample info: <https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf>

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| **Gateway Michael School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***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?  |
| Gateway Michael School host a back to school meeting with parents, parental signed attendance agreement and cell phone policy, share information on Title 1 Program and resources, provide opportunity for parent to volunteer, and provide parents with a student/parent handbook. Gateway Michael recognizes that parents/guardians, families, schools, and the community share the responsibility for the education of our children. Creating positive home, school, and community partnerships is essential to carrying out this shared responsibility successfully. Collaboration between all school personnel and parents/guardians is essential to support student learning. School personnel encourages and involve parents/guardians by providing a variety of opportunities for involvement, while recognizing and respecting the diverse needs of families in their community. School will host PTO, F.A.C.E. and special activities/programs such as Smart & Secure (parents and students are taught about healthy living) to encourage parents to participate and have input in the family engagement planning and school-wide planning. The school will also post information on Class Dojo send out flyers, newsletters, do robo calls, and hold parent meetings monthly. |
| What are the strengths of family and community engagement?  |
| Gateway Michael helps families understand programs and event such as Title 1, school activities, and MAP-A and other assessments. Strengths of family and community engagement include fathers’ involvement in the F.A.C.E. Program; parents attending field trips and assemblies in the building; number of parental participations in the Smart & Secure Program, other programs that assist students in their academics. For the 2019-2020 School year, sign-in sheets indicated that 1,927 parent and community contacts were made. PTO Meetings had a slight increase 5.0% from previous year. Parent participation was 30%. Parents will use the Parent Resource Room to find books and writing materials to help students at home. Community Specialist will help parents with computer skills, sight words, and make and take workshops. The Student Support Team is another program implemented to provide guidance, counseling, attendance and strategies to improve students’ performance. |
| What are the weaknesses of family and community engagement?  |
| Gateway Michael needs to increase the number of parents participating in PTO.Sign in sheets indicate that parents are more likely to attend evening meetings. Weaknesses of our family and parent engagement include: Parents understanding the curriculum, and test data · Encouraging parents to attend school activities, more frequently, PTO and F.A.C.E. Meetings · Attendance – students’ absences, tardiness, and early dismissals, all have a negative impact on attendance percentages and academics. |
| What are the needs identified pertaining to family and community engagement?  |
| The Family Community Specialist will ensure that evaluations are conducted after each parent event. Parent Ambassadors will serve as co-facilitators during parent meetings to share information with the parents about the importance of student attendance. The FCS and Social Worker will also continue to call parents daily when students’ attendance fall below 90%. The FCS continues to work with the community on creating incentives for our families and create a board highlighting parents that have gone above and beyond to support the goals Gateway Michael. Feedback from parents indicate that parents would like to assist with students’ academic goals by volunteering, facilitate monthly PTO and F.A.C.E. Meetings. PTO Meetings will be held in the evenings to help promote attendance goals, and parent leaders should be identified/displayed throughout the building. To provide parents with information regarding the school’s curriculum and testing during PTO and F.A.C.E., and encourage parents to attend meetings via conversations, newsletters, web page, etc. |
| **Policy Involvement** |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan?  |
| Gateway Michael’s school planning committee includes two parents that attend and support our school by volunteering and attending monthly meetings and activities. Our parent ambassadors will assist in facilitating our review/evaluation sessions. Parental input is encouraged during annual meetings, PTO, and F.A.C.E. |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?  |
| Parents and staff partner together to develop the school parent and family engagement policy. Parents attend Title I Annual Meetings in September and January to review and revise plan and make suggestions based on students’ needs and school improvement goals. The plan will be distributed during the annual meetings and posted on our website for review from October-November. In December, we will make final revisions based on parent input surveys and evaluations. |
| How is timely information about the Title I.A program provided to parents and families?  |
| Parents receive information about Title I programs through School Handbook, Open House, Parent-Teacher Conferences, volunteering, calendars, flyers, classroom newsletters, emails, phone calls, website, activities, assemblies, conversations, Parent/School Compact, PTO and F.A.C.E. Meetings, Annual Title I Meetings in September and January. |
| What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?  |
| Explanations of curriculum, assessment and MAP-A achievements levels will be shared with parents via Open house, Parent Teacher Conference, School website, one –on- one conferences, and compliance documents. |

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| **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?  |
| Parents will attend at least four (4) PTO Meetings, attend Parent-Teacher Conferences, and attend bi-annual Title I Meetings held in September and January. Parents will do the following: keep information updated; make sure students are in school daily, on time, and not picked up early; sign and return homework and behavior notices, make sure that students are respectful toward others and not disruptive in the classroom; listen to their children read aloud, volunteer in their child’s classroom; assist with programs and field trips, and plan to view educational programs to emphasis the importance of education. The Parent Corner will be used in newsletters to capture parent input and advice. Parents must also sign and return homework and behavior notice as needed. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.  |
| Students are instructed by certified teacher’s, teaching grade level skills and concepts, maintain accurate records, teachers attending mandatory professional development opportunities provide by the district, address needs of students and communicate with parents.The school will provide high quality curriculum and instruction in a supportive and effective learning environment by: · Explain instructional goals and grading system to parents. · Maintain a safe and positive school climate. · Communicate and collaborate with parents to ensure each child achieves his/her best. · Participate in professional development to improve teaching skills and broaden knowledge. . · Hold annual meetings to inform parents of their school’s participation in Title I, explain Title I requirements, and explain parent’s right to be involved. Hold annual Parent-Teacher Conferences to: · Discuss the child's progress/grade during the quarter. · 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. Provide parents with frequent reports on their child's progress as follows: · Give each child a homework and behavior notice to take home. · Monthly suggestions from the classroom teacher. Be accessible to parents through: · Phone calls, letters, email, School messenger or person-to-person meetings.· Scheduling one-on-one meetings with parents. · Scheduling school or home visits. Provide parents opportunities to volunteer and participate in their child's class, and observe classroom activities as follows:· Listen to children read aloud or read to class. · Help with classroom activities and projects, etc. · Present a program on culture, a different country, etc.· Assist with holiday programs or parties, educational trips, etc.· Volunteer each quarter at your child's school. |
| 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
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| Gateway Michael host bi - quarterly parent teacher conferences.Gateway Michael presents progress reports, home reports and portfolios to parents.Gateway Michael creates opportunities for parents to meet with staff, parents can visit classrooms upon appointment through principal and FCS.  |

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| **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
 |
| Gateway Michael holds meetings and distributes school documentation and reports that breaks downs and outlines Missouri Learning standards, MAP-A and local assessment on how to improve the achievement of their children. Communication between school and home will be an ongoing process with reports reflecting students’ progress. Staff will facilitate and help parents to understand their child’s and the school data, including the MAP-A Assessments, academic content standards, student academic proficiency standards, and how to work with the school to improve student’s academic achievement. These conversations will take place during Annual Title I Meetings, PTO, F.A.C.E., Parent-Teacher Conferences, Review of Existing Data(RED) and IEP Meetings, individual meetings, as well as newsletters, Progress Reports, phone calls, letters and website information sent home. Teachers will keep a classroom data binder that contains student data that parents can review. Teachers use the data to drive instruction and to determine what interventions/enrichment skills are needed. Parents are encouraged to attend meetings to view school’s or their child’s assessment data. Missouri Assessment Data’s sent home to parents at the beginning of the school year. Student progress can be monitored by the following: · Weekly PLC meetings are held to discuss student progress/data. Collaboratively, teachers, along with administrator, analyze contributing factors/student progress and determine the best course of action.  |
| How does your school provide materials and trainings to help parents work with their children to improve achievement?  |
| Gateway Michael parents are provided with family workshop throughout the school year.Staff will provide 1st and 4th quarter strategies to parents to increase positive impact on the students’ academic success and specific ways to support students’ academic work at home, such as homework packages, spring-break packages, reading and math, and website game activities. Parents will receive monthly newsletters containing information about the curriculum used in the school, the type of academic assessments used to measure student progress, and scheduled district/school meetings and events. Parents will be encouraged to ask questions to gain clarity of curriculum during monthly meetings and by contacting the classroom teacher as needed. Staff will explain in clear terms the instructional goals and grading system to students and parents during monthly meetings. Staff will provide reading and math activities for parents during PTO and F.A.C.E. to be used at home. Parents can support high student achievement through monitoring, volunteering and observing in the classroom. |
| 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?  |
| SLPS provide district wide professional development for all staff. Gateway Michael provide monthly training with outside community partners.Teachers will participate in ongoing Professional Development to gain knowledge of and practice skills that will broaden their knowledge of new skills to ensure proficiency in the classroom. Parent Ambassadors and staff are encouraged to attend annual meetings and discussions to inform parents of their school’s participation in Title I, explain Title I requirements, and explain parents’ right and encourage their involvement. Teachers schedule home visits as necessary to ensure parental support, involvement and understanding of the importance of education. Teachers are encouraged to attend at least 2 PTO Meetings. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school?  |
| Gateway Michael is strengthening relationships between parents and the school by keeping parents involved, via method such as PTO meeting, afterschool program, and volunteer opportunities.Gateway Michael will hold annual meetings to inform parents of their school’s participation in Title I, explain Title I requirements, and explain parents’ right and encourage their involvement. Identify barriers to greater participation by parents in school related activities by encouraging parents to complete volunteer applications in order to volunteer in the building, chaperone fields trips, and involvement in classroom parties and activities. |
| 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.  |
| Gateway Michael plans to expand its PTO by reaching out to parents during Open house, parent teacher conferences, and other school events.Plan positive parenting skills meetings that focus on the importance of partnering with classroom teachers to improve the quality of classroom activities, observing the learning process in the classroom to support learning at home, and understanding child development and learning styles. Parents are encouraged to participate in programs such as PTO and F.A.C.E., Home Works, Toys for Tots, Salvation Army, Gateway Greening, and Smart & Secure Kids. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: * Parents and family members who have limited English proficiency
* Parents and family members with disabilities
* Parents and family members of migratory children
* Provides information and school reports in a format and language parents understand
 |
| Gateway Michael Elementary provides information and school reports in a format and language parent letter with limited English proficiency, disables, and migratory children.  |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| Weakness:Small volunteer baseThe number of parents participating in PTO Shared FCSStrength:Volunteer opportunities for parentsCommunity Partners such as Gateway Greening, Healthy Schools Healthy Communities, I AM Somebody, BJC |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| Weakness:Support staff outnumber teaching staffLevel of care for the medically fragile and globally delayed studentsLack of a functional curriculumOutdated equipment to support student learningGreater number of parent volunteer and PTO participation.Strengths:Character Ed DevelopmentRecognized as one of America’s Healthiest SchoolsCollaboration/cooperation amongst staff |

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| **Summary of Needs Assessment and Priorities for 2019-2020** |
| *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 2019-20 school year.* In the past Gateway Michael Students had higher IQ’s and were able to use an adapted or modified version of the district’s curriculum. The students who had an IQ of 40 or below or who were totally dependent upon caregivers for all of their needs were sent to their least restrictive environment, which at the state school. However those students are now remaining at Gateway Michael and thus the district’s curriculum is too high. The number of students requiring total care increased, as well as the number of paras in the classroom. The student’s health/wellness decreased, thus increasing the number of students who have a 1:1 nurse. This increase caused the support staff to outnumber teaching staff 2:1. The students are in need of a functional curriculum in which the staff needs professional development to implement. Teachers are frustrated with the lack of a functional curriculum to address student’s needs. All of these changes have negatively impacted the school’s culture.Our area of focus will consist of incorporating Character Education as the school’s foundation using research-based strategies that have proven to be effective in improving student’s character, attendance and overall achievement. To address these areas of focus, we will make the following changes to ensure success for the2021-2022 school year.* Professional Development will be site-based and consist of Character Education with an emphasis on character development, functional curriculum development/implementation, culturally responsive teaching and trauma based strategies.

· **Attendance** Although, our attendance goal is 75% of students coming to school 90% of the time, we did not meet this goal. Another focus area of concern is attendance. Students who come late to school on a daily basis are missing instruction and therapies. If they arrive 15 minutes late on a daily basis that is 75 minutes a week of instruction missed. Attendance will be monitored closely, and those students with severe health issues will have homebound services to address high absenteeism.Priority 1: Improve attendancePriority 2: Improve instruction. |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan \***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)   |
|  |
| **Goal #1 - Check the appropriate Transformation 3.0 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 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership** Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. |
| 1. School leaders will hire, develop, and retain 90% of certified teaching staff rated proficient or distinguished from 2020-2021 school year.
 |
| **Leadership Development Plan** |
| Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.** Providing high-quality professional development to teachers
* Supporting first year teachers
* Creating systems to establish a clear focus on attaining student achievement goals
* Creating a collaborative and data-driven culture through PLCs
* **Establishing a positive culture and climate**
* **Becoming an effective instructional leader**
 |
| **Priorities: In addition to traditional support for new teachers including mentors, district orientation, and St. Louis Plan opportunities to support the growth of teachers:**1. Professional development in character education, curriculum development and implementation, trauma informed practices, and being a culturally responsive school.
 |
| **Funding source(s): GOB funds** |

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| **Priority # 1**  | **Improve the culture and climate of the school.** |
| **Evidence-based strategy**  | **Professional development in character education, trauma informed practices while becoming a culturally responsive school.** |
| **Cost to support implementation of strategy:** | **Grant from Character education for Character Ed****GOB funds** |

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| **Priority # 2**  | **Staff attendance will increase to 90% for the 2019-20 school year.** |
| **Evidence-based strategy**  |  **Attendance in Kronos**  |
| **Cost to support implementation of strategy (Optional if schools funds are available):**  |  |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | Students learn procedures and protocols for expected deliverables. | Behavior checklists | Schedule student celebration | Student survey of all students on school climate culture and self-confidence |
| **Teachers**  | Instructional launch around teacher Professional development during opening PD focusing on collaboration and support.Review climate survey  | Assistant Principal/ Teacher track examples and walk through with observations tracking data and review lesson plans in proficient in classroom management, student engagement, and motivating lessons.Continue PD in character ed, trauma training, curriculum development | Assistant Principal/Teacher track using walk through with observations tracking data and review lesson plans in proficient in classroom management, student engagement, and motivating lessons.Continue PD in character ed, trauma training, curriculum development | Staff survey of all staff on school climate and culture, professional self-confidence, understanding and implementation of trauma informed practices.Analyze changes that need tp take place with the school culture and climate.Complete Climate survey. |

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| **Goal #2- Check the appropriate Transformation 3.0 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 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** |
| For the 2021-2022 school year, 50% of students will increase ELA skills by 5% on the MAP-A. |
| **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. *Please identify two areas of focus that most align with this goal.* |
| **Priorities:**  |
| 1. Develop and implement a functional/life skills curriculum to meet the needs of students with Multiple Disabilities.
2. Align goals and benchmarks with MAP-A essential elements for students in grades 3-8.
 |
| **Funding Source(s): Special Ed**  |

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| **Priority # 1**  | **Research/visit Separate/State schools throughout the St. Louis Area and beyond to find a functional/life skills curriculum that would best meet the needs of students with Multiple Disabilities.** |
| **Evidence-based strategy**  | **Choose a curriculum based on information gathered from school visits, educational websites, and input provided by Special Ed and the curriculum department.** **Lesson plans, student portfolios, progress Reports** |
| **Cost to support implementation of strategy:** | **$5000.00** |

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| **Priority # 2**  | **Purchase and implement functional/life skills curriculum and all components and materials.** |
| **Evidence-based strategy**  | **Site-based professional development on purchased curriculum and components.** |
| **Cost to support implementation of strategy:** | **None** |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | Assessed using a schoolwide checklist.Develop student portfolios. | Goals/benchmarks aligned with MAP-A Dynamic Learning MapMAP Essential Elements 3rd – 8th  grades. | 100% of students will make progress on IEP goals and benchmarks | 75% of students in will meet IEP goals in the areas of reading |
| **Teachers**  | Professional Development on Standards Based IEP’sDynamic Learning MapMAP-A Essential Professional Development on Standards Based IEP’s | Review IEP goals;benchmarksWalk through observations, review lesson plans for evidence-based strategies in life skills.  | Review IEP goals;benchmarksWalk through observations, review lesson plans for evidence-based strategies with Dynamic Learning  | Review IEP goals;benchmarksWalk through observations, review lesson plans for evidence-based strategies with Dynamic Learning  |

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| **Goal #3 - Check the appropriate Transformation 3.0 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 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** |
| For the 2021-2022 school year, 50% of students will increase Math skills by 5% on the MAP-A. |
| **Mathematics Plan:**  |
| Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* |
| **Priorities:**  |
| 1. Develop and implement a functional/life skills curriculum to meet the needs of students with Multiple Disabilities.
2. Align goals and benchmarks with MAP-A essential elements for students in grades 3-8.
 |
| **Funding Source(s): None** |

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| **Priority # 1**  | Teachers will analyze student data and implement intervention strategies to increase students' performance. |
| **Evidence-based strategy**  | Lesson plans, student portfolios, progress Reports |
| **Cost to support implementation of strategy:**  | **None** |

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| **Priority # 2**  | Teachers will use the analyzed assessment data to compare with MAP-A Essential Elements and develop strategies and interventions.  |
| **Evidence-based strategy**  | Review student portfolios and progress reports from students’ IEPs  |
| **Cost to support implementation of strategy:** | **None** |
| **Indicators of Success** |
|  | **August** | **December** | **February/March** | **May** |
| **Students**  | Assessed using a schoolwide checklist.Develop student portfolios. | Goals/benchmarks aligned with MAP-A Dynamic Learning MapMAP Essential Elements 3rd – 8th  grades. | 100% of students will make progress on IEP goals and benchmarks | 75% of students in will meet IEP goals in the areas of math  |
| **Teachers**  | Professional Development on Standards Based IEP’sDynamic Learning MapMAP-A Essential Elements  | Review IEP Review IEP goals;benchmarksWalk through observations, review lesson plans for evidence-based strategies with Dynamic Learning Map-A essential elements and evidence-based strategies in life skills. | Review IEP goals;benchmarksWalk through observations, review lesson plans for evidence-based strategies with Dynamic Learning Map-A essential elements and evidence-based strategies in life skills. | Review IEP goals;benchmarksWalk through observations, review lesson plans for evidence-based strategies with Dynamic Learning Map-A essential elements and evidence-based strategies in life skills. |

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**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**