

# Gateway Michael School Accountability Plan

## 2024-2025

The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the **SLPS Transformation 4.0 Plan**, which support the Continuous Improvement Theory of Action:

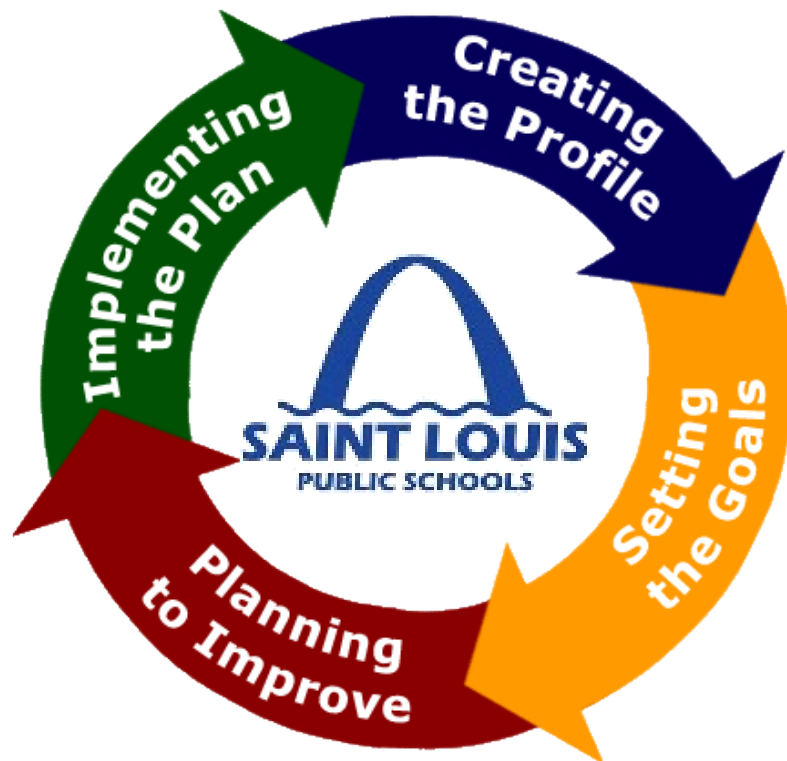
Pillar 1: The District creates a system of excellent schools

Pillar 2: The District advances fairness and equity across its system

Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's **Transformation 4.0 Plan**



# 24-25 ACCOUNTABILITY PLAN TEMPLATE

## Table of Contents

<b>Section</b>	<b>Contents</b>	<b>Completion Dates</b> <small>(What date did you and your School Planning Committee complete each section?)</small>
<b>1</b>	School Profile, Mission, Vision, School Improvement Planning Committee	<b>April 12, 2024</b>
<b>2</b>	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; <b>2024-2025</b> Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	<b>April 12, 2024</b>
<b>3</b>	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	<b>Updated September 27, 2024</b>
<b>(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)</b>		<b>April 12, 2024</b>
<b>The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by * October 4, 2024, from Network Superintendent.</b>		

# **SECTION 1**

## **School Profile**

**Accountability Plan Template**

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

<b>Improvement/Accountability Plan</b>		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	<b>Name of LEA: St. Louis Public Schools</b>  <b>Name of School:</b>  <b>School Code:</b>	<b>Check if appropriate</b> <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> X Title I.A
<b>Date:</b>		
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<b>School Mission:</b>		
<b>School Vision:</b>		
<b>One plan may meet the needs of a number of different programs. Please check all that apply.</b> <input checked="" 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 21 <sup>st</sup> 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.

<b>School Planning Committee</b>
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<b>Position/Role</b>	<b>Name</b>	<b>Signature</b>	<b>Email/Phone Contact</b>
Principal	Petra Baker	<i>Petra Baker</i>	Petra.baker@slps.org
Instructional Facilitator	Angela Ewing	<i>Angela Ewing</i>	Angela.ewing@slps.org
Family Community Specialist (if applicable)	Yvette Mullins	<i>Yvette Mullins</i>	Yvette.mullins@slps.org
SPED Staff (if applicable)	Rachel Addison-Hardy	<i>Rachel Addison-Hardy</i>	Rachel.addison-hardy@slps.org
Teacher	Rebecca Cook	<i>Rebecca Cook</i>	Rebecca.cook@slps.org
Teacher	Gwendolyn Wray	<i>Gwendolyn Wray</i>	Gwendolyn.wray@slps.org
Parent	Paula Mason	<i>Paula Mason</i>	Mason.paula15@gmail.com
Parent	Octavia Lucas	<i>Octavia Lucas</i>	Octavialucas94@gmail.com
Support Staff	Thelma Smith	<i>Thelma Smith</i>	Thelma.smith@slps.org
Community Member/Faith Based Partner	Edward Penn	<i>Edward Penn</i>	Edward.Penn@slps.org
Network Superintendent	Crystal Gale		Crystal.gale@slps.org

**What date did you and your School Planning Committee Complete Section 1? April 12, 2024**

# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
<b>Student Enrollment as of 3/1</b>	44	Gateway Michael School's enrollment has declined over the past 5 years. Students are more globally delayed and medically fragile than in the past. Enrollment has been impacted by the shortage of nurses. Schools are facing challenges competing with nurse's salaries due to Covid.
<b>Grade Level Breakdown</b>	Pre-K-10, Kg-7, 1 <sup>st</sup> -2, 2 <sup>nd</sup> -7, 3 <sup>rd</sup> -1, 4 <sup>th</sup> -7, 5 <sup>th</sup> -3, 6 <sup>th</sup> -4, 8 <sup>th</sup> -5	Gateway Michael students have multiple disabilities, are medically fragile and globally delayed. Traumatic Brain Injury TBI, Cerebral Palsy, Intellectual Disability, Autism, Other Health Impaired, and some genetic disorders.
<b>Ethnicity</b>	Asian-3, Black-35, Hispanic-2, White-3	Male-51% Female-49%
<b>Attendance</b>	31.8%/ADA 81.6%	Attendance has always been an area of concern. Although our 90/90 attendance is low, there was a 2.2% increase from the 22-23 school year. Our goal for the 2024/2025 school year is 90%. Some of the challenges we're facing relate to transportation, nursing services, hospitalizations, rehabilitation, and mobility.
<b>Mobility</b>	23%	There are five students in foster care and five students who have been displaced or moved.
<b>Socioeconomic status</b>	100%	100% of the students qualify for free/reduced lunch. Gateway Michael School partners with Operation Food Search and the Assistance League which provide essential support to students and families by addressing needs related to food insecurity, health, wellness, and overall school climate
<b>Discipline</b>	0%	Gateway Michael students do not have discipline issues that result in a school absences.
<b>English Language Learners/LEP</b>	25%	There are 11 students with Limited English Proficiency. Of the 11, there are two students who speak a language that is not supported by SLPS ESOL office. The language barrier with these two families is often problematic.
<b>Special Education</b>	100%	Gateway Michael School is a separate school, and all of the students are governed by the IEP. Gateway Michael students have multiple disabilities, are medically fragile and globally delayed. Traumatic Brain

		Injury TBI, Cerebral Palsy, Intellectual Disability, Autism, Other Health Impaired, and some genetic disorders.
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<b>Student Achievement- State Assessments</b>					
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>					
<b>Goal Areas</b>	<b>22-23 performance</b>		<b>23-24 performance</b>	<b>24-25 Goals</b>	<b>Explanation/Rationale for Current Performance</b>
<b>ELA</b>	MPI - 232		MPI -		
<b>Math</b>	MPI - 204		MPI -		
<b>Science</b>	MPI - 225		MPI -		
<b>Social Studies</b>					N/A
<b>CCR</b>					N/A
<b>WIDA ACCESS (Progress Indicator)</b>					
<b>WIDA ACCESS (Proficiency Indicator)</b>					

<b>Student Achievement- Local Assessment</b>						
<b>Goal Areas</b>	<b>22-23 performance</b>		<b>23-24 performance</b>		<b>24-25 Goals</b>	<b>Explanation/Rationale for Current Performance</b>
	BOY	EOY	BOY	EOY		
<b>STAR Reading</b>						Due to global delays, Gateway Michael students do not take Star Tests.
<b>STAR Math</b>						Due to global delays, Gateway Michael students do not take Star Tests.
<b>DRDP (PreK)</b>						Due to global delays, Gateway Michael students do not take Star Tests.

<b>ELL Benchmark Assessment- Speaking *EL students only</b>						N/A
<b>ELL Benchmark Assessment- Writing *EL students only</b>						N/A

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

<b>Curriculum and Instruction</b> <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
<b>Data Type</b>	<b>Current Information</b>
<b>Learning Expectations</b>	Students are evaluated by the SPED department and assigned to Gateway Michael School based on low cognitive/adaptive scores, as well as complex medical issues. Students are assigned at the preschool level and remain until 8 <sup>th</sup> grade. Each student is governed by an annual Individual Education Plan. Students learn through differentiated instruction in small groups and individualized.
<b>Instructional Programs</b>	Gateway Michael School does not have a curriculum. Currently, teachers are using educational websites, and fragmented pieces of previous curriculum. This year Gateway Michael School has the support of an Instructional Facilitator. We have developed monthly school-wide thematic units.
<b>Instructional Materials</b>	Reading, math and science manipulatives, Materials are used at the teacher's discretion
<b>Technology</b>	Each classroom has access to a promethean board, IPADs and laptop computers to support student achievement. Teachers have gained many technical tools and are delivering meaningful functional core content lessons to special needs students. In turn, students are achieving excellence at high levels at Gateway Michael in the technology department. They can navigate the technology device, effectively use email, and use the Teams learning platform to engage in instruction.
<b>Support personnel</b>	Counselor, social worker, Instructional Facilitator
<b>High Quality Professional Staff</b> <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
<b>Data Type</b>	<b>Current Information</b>
<b>Staff Preparation</b>	Gateway Michael teachers participate in PLC teams, monthly staff meetings, observational feedback/coaching, and school based/district wide professional development.
<b>Staff Certification</b>	50% of teachers are certificated.



<b>Staff Specialist and other support staff</b>	Sub Secretary Music Therapist 2 Physical Therapists 1 ECSE Occupational Therapists 1 Occupational Implementer 10 Instructional Care Aids 1 Contractual Instructional Care Aids 2 Childcare Attendants 1 Music Therapist 2 Physical Therapists 1 Speech Implementer 1 Part time Vision Implementer 1 Part time Counselor .20 Social Worker 2 Custodians 2 School Nurses 7 1 to 1 nurses																											
<b>Staff Demographics</b>	<table border="1" data-bbox="667 769 1913 846"> <thead> <tr> <th data-bbox="667 769 1083 808"><b>Gender</b></th> <th data-bbox="1083 769 1497 808"><b>Male</b></th> <th colspan="2" data-bbox="1497 769 1913 808"><b>Female</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="667 808 1083 846"><b>Gateway Michael Staff</b></td> <td data-bbox="1083 808 1497 846"><b>7</b></td> <td colspan="2" data-bbox="1497 808 1913 846"><b>39</b></td> </tr> </tbody> </table> <table border="1" data-bbox="667 873 1913 980"> <thead> <tr> <th data-bbox="667 873 980 912"><b>Race</b></th> <th data-bbox="980 873 1289 912"><b>Black</b></th> <th data-bbox="1289 873 1600 912"><b>White</b></th> <th data-bbox="1600 873 1913 912"><b>Asian</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="667 912 980 980"><b>Gateway Michael Staff</b></td> <td data-bbox="980 912 1289 980"><b>36</b></td> <td data-bbox="1289 912 1600 980"><b>9</b></td> <td data-bbox="1600 912 1913 980"><b>1</b></td> </tr> </tbody> </table> <table border="1" data-bbox="667 1021 1913 1130"> <thead> <tr> <th data-bbox="667 1021 980 1060"><b>Advanced Degree</b></th> <th data-bbox="980 1021 1289 1060"><b>Bachelor's</b></th> <th data-bbox="1289 1021 1600 1060"><b>Master's</b></th> <th data-bbox="1600 1021 1913 1060"><b>Doctorate</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="667 1060 980 1130"><b>Gateway Michael Staff</b></td> <td data-bbox="980 1060 1289 1130"><b>14</b></td> <td data-bbox="1289 1060 1600 1130"><b>9</b></td> <td data-bbox="1600 1060 1913 1130"><b>2</b></td> </tr> </tbody> </table>				<b>Gender</b>	<b>Male</b>	<b>Female</b>		<b>Gateway Michael Staff</b>	<b>7</b>	<b>39</b>		<b>Race</b>	<b>Black</b>	<b>White</b>	<b>Asian</b>	<b>Gateway Michael Staff</b>	<b>36</b>	<b>9</b>	<b>1</b>	<b>Advanced Degree</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctorate</b>	<b>Gateway Michael Staff</b>	<b>14</b>	<b>9</b>	<b>2</b>
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<b>School Administrators</b>	1 Principal																											

## 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?

Gateway Michael helps families understand programs and events such as Title 1, school activities, and MAP-A and other assessments. Parents receive the School-Parent Compact and the School Parent and Family Engagement Policy. For those unable to attend, packets are sent home.

What are the strengths of family and community engagement?

Strengths of family and community engagement include 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 2023-2024 School year, sign-in sheets indicated that parent and community contacts increased. PTO Meetings had a slight increase of 5.0% from previous year. Parent participation was 30%. Parents are interested in learning about their children's academics and therapies. Open House, Parent Conferences, Grandparent recognition, Parent-Student Social, Fall Balls, Winter Holiday, Black History Celebration. Our intent is to have parents to attend events and offerings that will promote their children's academic and social well-being.

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, and PTO · 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 identified needs for family and community engagement include boosting parent involvement during IEP meetings, parent-teacher conferences, offering parenting workshops focused on case management, and providing respite and support for parents. Additionally, our community would benefit from programs that support families in transition with resources such as food, job opportunities, clothing, childcare, and other essential services

### Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?

<p>Gateway Michael’s school planning committee includes two parents that attend and support our school by volunteering and attending monthly meetings and activities. Parental input is encouraged during annual meetings, and PTO. Additionally, families have the opportunity to provide input on school programming through the Panorama survey, conducted twice a year. The feedback collected from this survey is used to make necessary adjustments to the plan.</p>
<p>How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?</p>
<p>Parents are informed and given the opportunity to attend Title 1 meetings held in the fall and spring. These meetings cover the Annual Evaluation Guidance and Planning Tool, ESSA Compliant Procedures, Parents Right to Know, School-Parent Compact, and School Parent and Family Engagement Policy. Parents are invited to a revision meeting prior to the finalization of the and School Parent and Family Engagement Policy.</p>
<p>How is timely information about the Title I.A program provided to parents and families?</p>
<p>Additionally, Gateway Michael maintains a bulletin board displaying all monthly events and meetings. Information is also available via Class Dojo. The Family and Community Specialist sends out flyers and notices promptly to ensure parents have the opportunity to attend events. Teachers regularly post updates on Class Dojo to provide parents with ample notice</p>
<p>What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?</p>
<p>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, and PTO. During the bi-annual Title 1 meetings, the principal reviews the curriculum, assessments, and MAP achievement levels. Additionally, parent conferences focus on student progress based on IEP goals/benchmarks, MAP_A data, and further information is provided during Parent-Teacher Conferences</p>

## 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.*

<p>What are the ways in which all parents will be responsible for supporting their children’s learning?</p>
<p><b>SLPS Parents will support of academic achievement includes but may not be limited to the following.</b></p> <ul style="list-style-type: none"> <li>· Make sure my child is in school every day possible and on time;</li> <li>· Check that homework is completed including reading for 30 minutes per night;</li> <li>· Monitor and limit screen time;</li> </ul>

- Volunteer in my child's classroom/school when possible;
- Be aware of my child's extra-curricular time and activities;
- Stay informed about my child's education by reading all communications from the school and responding appropriately;
- Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
- Notify school of all absences as they occur.

Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

**Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:**

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

**We will hold annual parent-teacher conferences in the fall and spring to:**

- Discuss the child's progress/grades during the first quarter (Fall Conference)
- Discuss this compact as it relates to the child's achievement
- Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

**Provide parents with frequent reports on their child's progress as follows:**

- Frequent communication from the teacher;
- Mid quarter progress reports and quarterly grade reports; and
- MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

**Be accessible to parents and offer them opportunities to provide input through:**

- Email, phone calls or person-to-person meetings;
- Scheduled consultation before, during, or after school and
- Scheduled school or home visits, as necessary.

**Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:**

<ul style="list-style-type: none"> <li>· Listen to children read;</li> <li>· Have an opportunity to become a room parent;</li> <li>· Present a program on their culture, a different country, a special skill or career, etc.;</li> <li>· Assist with programs or parties, educational trips,</li> </ul>
<p>Please provide assurance that the school is:</p> <ul style="list-style-type: none"> <li>✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed</li> <li>✓ Issuing frequent reports to parents on their children’s progress</li> <li>✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities</li> <li>✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand.</li> </ul>
<p>We have parent conferences in the fall and spring each school year for parents to learn about their child’s social and academic progress. We connect with parents via newsletter, email, phone calls, in-person/school contact/meetings, Dojo, etc. We invite our parents to visit Gateway Michael, participate in activities and events and share their expertise. School communication for teachers, specialist and administration are routine and aligned the SLPS’ and the school’s priorities.</p>

<h3><b>School Capacity for Involvement</b></h3>
<p>How does the school provide assistance to parents in understanding the following items?</p> <ul style="list-style-type: none"> <li>- Missouri Learning Standards</li> <li>- Missouri Assessment Program</li> <li>- Local Assessments</li> <li>- How to monitor a child’s progress</li> <li>- How to work with educators to improve the achievement of their children</li> </ul>
<p>During Gateway Michael Title 1 meetings, PTO, Curriculum Nights, Parent-Teacher Conferences information about IEP goals/benchmarks, understanding MAP-A data, and monitoring student’s progress quarterly. During these sessions, we also provide parents with resources, websites, and activities that can be used at home to reinforce learning standards and support their children in meeting IEP goals. Additionally, we offer collaborative strategies for parents and teachers to work together in supporting their child’s learning.</p>
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>Our team regularly provides information via newsletter, we have events for parents and workshops to support parents and guardians</p>

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?
We provide professional development sessions and staff meetings aimed at supporting all teachers, specialized instructional support personnel, principals, school leaders, and support staff. These trainings focus on building strong relationships with students and parents, effective communication techniques, and strategies for partnering with parents as equals in their child's education. Additionally, the district offers off-site training and professional development opportunities to further enhance these skills
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Parents are given opportunities to volunteer at events, with timely notifications provided to keep them informed. Our Family Community Specialist plays a key role in bridging the gap between school, home, and the community, making these connections clear and accessible to our parents. We keep parents informed through monthly newsletters, and ClassDojo. Additionally, we hold regular meetings and activities that connect parents, the school, and community partners, fostering a strong and collaborative school community.
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.
Parents will receive timely notifications about programs and regularly scheduled parent meetings, enabling families to plan and attend events related to their children. Parents will be invited to utilize in-house resources for them and their families
<b>Accessibility Assurance</b>
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: <ul style="list-style-type: none"> <li>✓ Parents and family members who have limited English proficiency</li> <li>✓ Parents and family members with disabilities</li> <li>✓ Parents and family members of migratory children</li> <li>✓ Provides information and school reports in a format and language parents understand</li> </ul>
Gateway Michael is committed to inclusive parent and family engagement, accommodating all needs regardless of English proficiency, disability, migratory status, or language. We recognize that parent involvement is crucial to student success, leading to better academic outcomes and positive attitudes. To support this, we will ensure that Apple parents are actively involved and well-informed through annual informational meetings, improved communication, and additional opportunities to participate in their child's education

## Summary Statements

### Summary of the Strengths

Our strengths include staff pride, and relationships between staff and families (students and parents). Community partners are an intricate part of supporting our students' academic, social, emotional and behavioral well-being. The areas that often behind our lotus of control are those that families hold us accountable – even though some concerns are at the organization's district level. Staff have embraced Character Ed Development. Gateway Michael has consistently been recognized as one of America's Healthiest Schools

### **Summary of the Weaknesses**

Teachers require additional professional development and support to deliver instruction that is affirming and relevant to students' identities and experiences. Support staff outnumber teaching staff, the level of care for the medically fragile and globally delayed students overwhelming. The lack of a functional curriculum is frustrating. The equipment for students is outdated, yet needed to support student learning. We need a greater number of parent volunteer and PTO participation. Student deficits in all areas of development.

### **Summary of the Needs**

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 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 need 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 these changes have negatively impacted the school's culture.

Character Education has been a focal point for Gateway Michael school. Gateway Michael School is adapting strategies to maintain a positive culture and a welcoming environment.

Prior to the pandemic over 90% of Gateway Michael Teachers were certified. That number has decreased and will continue to decrease because most of the certificated staff, as well as assigned SPED ICA's are eligible for retirement. There is a need for Certificated staff.

**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. Choose a functional curriculum, provide teachers professional development for implementation, review, and evaluate.**
- 2. Character Education development to improve culture and climate, giving students a sense of belonging.**
- 3. Select, hire, and retain certificated staff.**

**What date did you and your School Planning Committee Complete Section 2? April 12, 2024**



# **SECTION 3**

## **The Goals and the Plan**

## The Goals and the Plan

### Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:

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

**GOAL 1: SENSE OF BELONGING**

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

**Leadership Plan**

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

**Priorities:**

1. Staff/student/parent/stakeholder surveys to gauge culture /climate of Gateway Michael School.
2. Intentional professional development in character ed development.

**Evidence-based strategies**

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- [Insert] Site-based focus strategy if applicable

### Implementation Plan

**Action Steps**

**30 Days:**

**Professional Development**

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

<ul style="list-style-type: none"> <li>▪ School PBIS Matrix</li> <li>▪ Staff meeting to identify mentor/mentee</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ PBIS Carousel</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Pre-Survey (student and teacher)</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Weekly check-ins</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪ Culture &amp; Climate Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Districtwide PBIS Matrix</a></li> <li>▪ <a href="#">PBIS Districtwide Bus and Building Expectations</a></li> </ul>
<p><b><u>60 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Mini Lessons on Club Pamoja</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Observation checklist by administration</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Teacher Survey</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Character Plus</li> <li>▪ 11 Principles Character Ed Self Assessment</li> </ul>
<p><b><u>90 Days:</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Staff meeting on interpreting data</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Post Survey</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ GOB</li> </ul>

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

<b>Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input checked="" type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading</b>				
<p><b>GOAL 2: READING</b>            By May 2025,</p> <ul style="list-style-type: none"> <li>- 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.</li> <li>- 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.</li> <li>- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.</li> <li>- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.</li> </ul>				
<b>Reading Plan</b>				

Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.*

**Priorities:**

Pre-K, Elementary, and Secondary:

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

**Evidence-based strategies**

- SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) and myPerspectives (6-8)  
 ELA Instructional Resources:
  - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
  - Instructional Design Framework and ELA Lesson Plan Internalization Protocol
  - ELA Collaborative Lesson Planning Protocol (PLCs)
- **[Insert]** Supplemental Phonics Program
- 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
- Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation

**Observation and Feedback**

- 

**Implementation/Monitoring**

- 

**Monitoring Student Progress**

- STAR Reading BOY Assessment

**Person(s) Responsible**

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

**Resources**

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)
- Savvas ELA myView (K-5) / myPerspectives (6-8)
- STAR Renaissance

<ul style="list-style-type: none"> <li>▪ Instructional Facilitator</li> </ul>	
<p><b>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> <li>▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ CBM (bi-weekly)</li> <li>▪ RSP (bi-weekly)</li> <li>▪ Star Progress monitor</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Collaborative Lesson Planning Protocol</a></li> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> </ul>
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Reading MOY Assessment</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Renaissance</li> </ul>
<b>Funding source(s) / Cost to Support Implementation of Strategy</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools (myView (K-5) and myPerspectives (6-8) ELA Instructional Resources)</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)</li> <li>○ Academic Competitions</li> </ul> </li> </ul>	

▪ For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):

○

**Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:**

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

**GOAL 3: MATH**

By May 2025,

- 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. *Please identify two areas of focus that most align with this 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 strategies**

- SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-8) Instructional Resources:
  - 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

	<ul style="list-style-type: none"> <li>Thematic Units – School-wide</li> </ul>
<b>Implementation Plan</b>	
<b>Action Steps</b>	
<b>30 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>Leader PD - Gradual Release Model and Academic Conversations</li> <li>Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations</li> <li>Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD</li> <li>Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation</li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li>STAR Math BOY Assessment</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Professional Development Department</li> <li>Curriculum Specialists</li> <li>Academic Instructional Coaches</li> <li>Instructional Facilitator</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li><a href="#">SLPS High Quality Instructional Design</a></li> <li>Savvas enVision Math (K-8)</li> <li>STAR Renaissance</li> </ul>
<b>60 Days:</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Observation and Feedback</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Implementation/Monitoring</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Monitoring Student Progress</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">SLPS Gradual Release Rubric</a></li> <li></li> </ul>
<b>90 Days:</b>	



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

(What date did you and your School Planning Committee Complete Section 3? \_\_\_\_\_)

*Petra Baker*  
 \_\_\_\_\_  
 Principal (required)

June 6, 2024  
 \_\_\_\_\_  
 Date Completed (required)

June 6, 2024  
 \_\_\_\_\_  
 Date Submitted to Network Superintendent (required)

\_\_\_\_\_  
 Network Superintendent (required)

\_\_\_\_\_  
 Date received from Principal (required)

\_\_\_\_\_  
 Date Submitted to State and Federal Team (required)

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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**