



**Gateway Science Academy of St. Louis- South Campus
K-5 SCHOOL IMPROVEMENT PLAN**

School Name: GSA South

School District: GSA

Name of Principal: Mrs. W. F. Gilliam

Current School Year: 2020-2021

Needs Improvement:

Whole School:

Academic Success, Parental Involvement, Teacher Retention

School Mission: The mission of the Gateway Science Academy of St. Louis is to provide quality education with an emphasis on science, mathematics, and technology while balancing all core subjects. We strive to create an atmosphere that provides students, parents, and teachers the opportunity for continued growth, enabling them to reach their highest potential.

The school administration team authored this plan, with input from staff, and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan. The team considered data from multiple sources including academic data from state and local assessments; survey data from staff, parents and students; and information provided by the third party school quality team.

School Administration & Staff

Principal

Assistant Principals: *Academics, Culture and Facilities*

Counselor

Kindergarten 3 Teachers

Grade 1 3 Teachers

Grade 2 3 Teachers

Grade 3 3 Teachers

Grade 4 3 Teachers

Grade 5 3 Teacher

ELL/ SPED 5 Teachers

Learning Specialists 6 Teachers

Special Area Teachers 7 Teachers

Support Staff 4 Teacher Assistants

GOALS:

1. GSA South will achieve a MPI score of 300 for ELA and 245 for Mathematics.
2. In grades Kindergarten through 2nd, 70% of GSA South students will meet or exceed their conditional growth target in Reading and Mathematics, as measured on the NWEA test from fall to spring.
3. 90% of GSA South parents will participate in at least two school events.
4. GSA South will retain 85% of its instructional staff from year to year.

GOAL 1: GSA South will achieve a MPI score of 300 for ELA and 245 for Mathematics.

Identified Need(s)	School Strategies	How will we monitor and provide evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>In mathematics, 81.4% of students are performing at below basic and basic achievement levels.</p> <p>In ELA, 66.1% of students are performing at below basic and basic achievement levels.</p>	<ul style="list-style-type: none"> - Pre and post tests for each unit of ELA and math - Provide time for grade level data team meetings (43 minutes per week) - Implement a new curriculum based on Engage New York (EL Education for ELA, Eureka Math for mathematics.) - Utilize instructional resources: IXL, A-Z Reading, Raz-Kids, iReady, Zearn, PALS, Haggerty Phonemic Awareness - Require students to attend Saturday School and after school tutoring. - Differentiate instruction to accommodate diverse student learners - Tier 3 students receive additional intervention from Title Specialists - Skills Lab for all students focusing on math and ELA - Schoolwide sight word initiative - PALS incorporated into daily instruction for students showing deficiencies in fluency 	<p>Principal/Designee will:</p> <ul style="list-style-type: none"> - Regularly review grade level PLC meeting minutes - Collect results of pre/post tests - Review lesson plans bi-weekly to ensure alignment with standards - Observe lessons to ensure that differentiation is occurring and lessons are rigorous. - review data reports from MAP, NWEA, iReady - monitor tutoring and Saturday school for both attendance and relevant instruction to their goals. - Conduct weekly walkthroughs to monitor teaching to standards and 	<ul style="list-style-type: none"> - Coaching system for all teachers - Dyslexia consultant to work with students where dyslexia is diagnosed or suspected. - Professional Development in Standards Based Instruction - Working with EdPlus to provide individual coaching as part of the DCI to create assessment ready learners. - Technology coach to work with students in order to effectively implement 1-to-1 chromebooks.

		<p>implementation of lesson plans</p> <ul style="list-style-type: none">- Provide feedback to faculty regarding walkthrough observations and plan professional development accordingly <p>Teachers Will:</p> <ul style="list-style-type: none">- Develop and execute hands on lessons that provide multiple entry points, based on students' current academic abilities.-Align the use of technology activities with core subject curriculum <p>Teachers will:</p> <ul style="list-style-type: none">- Administer, collect and analyze formative assessment results every month- Use data to set short term learning goals (quarterly) and related instructional plans- Participate in grade level PLC meetings weekly to review student	
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		<p>achievement data from common assessments</p> <p>Construct lesson plans that are relevant and effective for their classrooms.</p> <p>TAs will:</p> <ul style="list-style-type: none"> - assess individualized Fry word lists and provide students with their weekly target words. 	
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GOAL 2: In grades Kindergarten through 2nd, 70% of GSA South students will meet or exceed their conditional growth target in Reading and Mathematics, as measured on the NWEA test from fall to spring.

Identified Need	School Strategies	How will we monitor and provide evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>Students leave the primary grades with deficient skills in Math and ELA.</p>	<ul style="list-style-type: none"> - Pre and post tests for each unit of ELA and math - Provide time for grade level data team meetings (43 minutes per week) - Implement a new curriculum based on Engage New York (EL Education for ELA, Eureka Math for mathematics.) - Utilize instructional resources: IXL, A-Z Reading, Raz-Kids, iReady, Zearn, PALS 	<p>Principal/Designee will:</p> <ul style="list-style-type: none"> - Regularly review grade level PLC meeting minutes - Collect and analyze results of pre/post tests - Review lesson plans bi-weekly to ensure alignment with standards 	<ul style="list-style-type: none"> - Coaching system for all teachers - Dyslexia consultant to work with students where dyslexia is diagnosed or suspected. - Professional Development in Standards Based Instruction

	<ul style="list-style-type: none"> - Require students to attend Saturday School and after school tutoring. - Differentiate instruction to accommodate diverse student learners - Tier 3 students receive additional intervention from Title Specialists - Skills Lab for all students focusing on math and ELA (2nd Grade) - Schoolwide sight word initiative - PALS incorporated into daily instruction for students showing deficiencies in fluency - Haggerty Phonemic Awareness program is used for 15 minutes each day and for additional time with students demonstrating phonemic awareness deficiencies. 	<ul style="list-style-type: none"> - Assign each staff member a coach to observe lessons to ensure that differentiation is occurring and works with teachers to improve the rigor of lessons. - Review data reports from MAP, NWEA MAP and Fluency, iReady to create student goals. - Monitor tutoring and Saturday school for both attendance and relevant instruction to student goals. - Conduct weekly walkthroughs to monitor teaching to standards and implementation of lesson plans - Provide feedback to faculty regarding walkthrough observations and plan professional development accordingly <p>Teachers will:</p> <ul style="list-style-type: none"> - Administer, collect and analyze formative 	<ul style="list-style-type: none"> - Working with EdPlus to provide individual coaching as part of the DCI to create assessment ready learners.
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		<p>assessment results every month</p> <ul style="list-style-type: none">- Use data to set quarterly learning goals as related instructional plans- Participate in grade level PLC meetings weekly to review student achievement data from common assessments-Construct lesson plans that are relevant and connected to standards.- Develop and execute hands on lessons that provide multiple entry points, based on students' current academic abilities.-Align the use of technology activities with core subject curriculum <p>TAs will:</p> <ul style="list-style-type: none">- assess individualized Fry word lists and provide students with their weekly target words.	
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GOAL 3: 90% of GSA South parents will participate in at least two school events.

Identified Need	School Strategies	How will we monitor and provide evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>While a solid block of parents are very involved and attend multiple events each year, we have other parents who are not directly involved in school activities that may impact their child's/children's education.</p>	<ul style="list-style-type: none"> -Collaboration with PTO on several events throughout the year. - Weekly email to all parents/guardians about upcoming dates/deadlines - 5th grade Concept Young Scholars Program has a built in parent participation component which is optional - Family events (Culture Night, STEM Night, Literacy Night) are held throughout the year. - Families are invited to share their home countries through a display or activity at Culture Night. - Auto email to parents of Tier 3 Behavior students in order to keep parents informed. - Monthly attendance letters sent to families that have students missing more than 10% of school days or being tardy more than 20% of the time. - Staff community care committee that works to provide food, clean uniforms and other 	<p>Principal/Designee Will:</p> <ul style="list-style-type: none"> - Attend PTO meetings - Write and distribute a weekly email - Oversee the planning of family events. - Create a communication system to inform parents of behaviors being exhibited by Tier 3 Behavior students. - Send monthly attendance letters where there are concerns <p>Teachers Will:</p> <ul style="list-style-type: none"> - Advise students who are in the CYSP program. - Serve on committees that plan and present family events. - Invite parents to chaperone field trips - Complete 8 home visits - Hold conferences in order to communicate with parents concerning their child. 	<p>Additional Skills, Knowledge and Support</p> <ul style="list-style-type: none"> - Schedule for PTO attendance - Schoolwide Google Calendar - Training on the CYSP program for the entire staff - Preparation and training for conferences, including how to talk to the data -Provide interpreters for families where English is not the home language. - Provide translated notices for families where English is not the home language.

	<p>non-academic needs to our families.</p> <ul style="list-style-type: none"> - Opportunities to chaperone field trips - Each staff member is responsible for 8 home visits throughout the year. - Parent/Teacher conferences are held three times per year to discuss academic progress and concerns. - Book fairs are held throughout the year and parents are encouraged to attend with their child and volunteer which helps promote literacy 	<ul style="list-style-type: none"> - Log all parent participation and contact into SIS - Attend one PTO meeting each year 	
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GOAL 4: GSA South will retain 85% of its teaching staff from year to year.			
Identified Need	School Strategies	How will we monitor and provide evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>While we have increased teacher retention, we are still working to retain 85% or more of our teachers from year to year.</p>	<ul style="list-style-type: none"> -The Board has approved increases to the salary structure. - Teachers have the opportunity to earn performance based incentives, based on student growth and staff evaluations. - A staff committee plans staff events each year, such as paint night, happy hour, and a holiday party. - Voluntary staff book club 	<p>Principal/Designee Will:</p> <ul style="list-style-type: none"> - Provide evaluations twice per year. - Coach teachers to provide them with the greatest opportunity to earn the performance based incentive. - Provide a schedule for lunch duty that excludes classroom teachers. 	<p>Additional Skills, Knowledge and Support</p> <ul style="list-style-type: none"> - Evaluation tool for walkthroughs and formal observations - Receive training on best practices in using data to guide instruction. - PD opportunities

	<ul style="list-style-type: none"> - Duty free lunch and an opportunity to enjoy lunch from the cafeteria at no charge. - Ongoing weekly PD with topics chosen by the grade level team. - Tuition assistance for those continuing their formal education - Internal and external professional development opportunities. - Leadership opportunities such as grade chair, department head, committee chair, etc. - Lunch provided on professional development days - Receive additional pay for hours worked outside of contracted time ie. CYSP, PTO meetings, etc. - Restorative practices have been incorporated giving teachers an opportunity to express their concerns to administrators, students and parents in an effective way that promotes problem solving and relationship building - Teachers are able to request outside PD that the school pays for. - Care team system exists for teachers to receive additional assistance around concerns 	<ul style="list-style-type: none"> - Offer and review PD opportunities that are meaningful to staff <p>Teachers Will:</p> <ul style="list-style-type: none"> - Serve on committees that plan staff events. - Give input for PD they are interested in participating in - Set professional goals annually -Serve in leadership roles as needed and desired. 	
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	<p>involving student behavior or academics</p> <ul style="list-style-type: none">- Teachers are able to make suggestions to one another utilizing school created chats		
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