

Gateway Strategy for District Improvement

Strategic Objectives		
Priority 1: Learn	Priority 2: Support	Priority 3: Connect
Commit to an unwavering, unified purpose centered on teaching and learning	Develop more structures and systems that create a safe and supportive environment for all students	Strengthen community partnerships and collaboration
Outcome		
All students receive high quality, tier 1, grade level instruction using HQIM. All students are challenged and receive the necessary support to achieve.	All students feel seen, heard, and a personalized sense of belonging to the Gateway community.	The community feels a sense of ownership of Gateway RSD. Stakeholders are open to partner with the district to increase opportunities for growth.
Strategic Areas of Focus		
Create a district-wide vision statement that all stakeholders can commit to in order to guide our work.	Clearly articulate how Gateway defines a sense of belonging for all staff, students, and the community and align the Equity Task Force's work to this definition.	Systematically engage families to have a role in planning and decision making while ensuring that our shared vision around providing personalized supports to students is the base of collaboration (MTSS).
Clearly articulate Multi-Tiered Systems of Support (MTSS) at Gateway for staff, students, and families and develop a common understanding of the available resources, staffing, and programs to provided personalized supports for students.	Prepare, support, and professionally develop staff to learn effective strategies that best support all students, including but not limited to students with disabilities, students in marginalized groups, and students with social/emotional needs with the goal that all students are receiving personalized supports to be high achieving.	Establish and consistently implement clear systems, practices, and processes that reflect the importance of building relationships with families and the community to strengthen Gateway's supports for students (MTSS).
Ensure that all teachers have access to standards-aligned high quality instructional materials and support staff in implementing the materials consistently and confidently.	Systematically collect data from students regarding their experience feeling a sense of belonging, and utilize personalized supports at Gateway, and actively evaluate and respond to feedback (MTSS).	Strengthen Gateway's media presence to be more intentional and inclusive of all school and community events.
Define our philosophy on professional development and collaboration with specific implementation steps to ensure strong core instruction for all and interventions for students who require additional supports (MTSS).	Implement clear district and schoolwide positive behavioral systems to support students' behavioral and social/emotional needs in which specific rules and expectations are taught, modeled and reinforced while using a data monitoring system (SWIS) to evaluate progress and inform practice (MTSS).	Systematically collect data from community members regarding their areas of need and interest in partnerships, and work to develop the partnerships based on the feedback.
Empower teachers to provide strong instruction to teach the grade level standard and utilize formative assessments to adjust practice that meets the needs of all students.	Develop and/or update written, comprehensive plans to support the safety and well being of the whole student, including but not limited to our bullying plan, based on current laws and best practices and with input from stakeholders.	Build opportunities with the community for student leadership and growth including job shadows, transitional programs, vocational programs, etc.
Implement data protocols with all staff to process our district's level of performance and growth using MCAS, iReady, and other agreed-upon data sets to drive continuous improvement.	Ensure that all school and classroom environments are inclusive, culturally responsive, rigorous, respectful, and reflective of the community and students' culture, identities and academic readiness.	Evaluate community education opportunities such as adult evening classes, drivers' ed., and one-day seminars/workshops in addition to community access to our facilities (wellness center, gym, etc.) while honoring our commitment to safety.
Consistently evaluate the programs and strategies we are using and progress we are making to determine if our resources are allocated appropriately to ensure a high level academic return on investments.	Determine that schools are appropriately staffed with high quality staff to ensure high quality programming and a safe and supportive environment.	Utilize our current tools and resources to communicate information with families about their individual student and the school's and district's progress and performance.
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