



Gateway Regional High School

School Improvement Plan: 2018-2021



Core Values & Beliefs About Learning

*Gateway Regional High School is an academic community that fosters **Growth, Respect, Honor, and Spirit**. We strive to provide a safe and caring learning environment where students are encouraged to share responsibility for their learning and academic achievement. Our curriculum provides students with the skills and knowledge needed to become productive citizens in a global society. We believe that:*

- *All students can learn.*
- *Students learn in a variety of ways.*
- *Learning requires consistent effort.*
- *Learning requires a safe and supportive environment.*
- *Learning is meaningful.*

21st Century Learning Expectations

Academic Expectations

Students at Gateway Regional High School will:

- Process and communicate information effectively
- Develop critical thinking and problem solving skills
- Develop an awareness of the arts, humanities, sciences, and technology

Social & Civic Expectations

Students at Gateway Regional High School will:

- Respect cultural, ethnic and religious diversity
- Demonstrate responsible behavior and healthy decision-making
- Develop collaborative interpersonal relationships and skills within the school community
- Actively engage as a citizen within the school community and beyond

Gateway Regional High School

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Huntington, MA 01050
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Principal- Jason S. Finnie
Asst. Principal- Deanna LeBlanc

Grades Serviced: 9-12
Enrollment by grade for 2017-2018 school year:

Grade 9: 57
Grade 10: 60
Grade 11: 44
Grade 12: 40

School Council Members

Lisa Atkin
Kris Cortis
Jason Forgue
Linda Hyjek

Dan Shea
Kim Sakaske
Alexandra Thompson
Chad Warren

Current School Operating Goals

Goal #1 (Teaching & Learning)

To improve the college and career readiness of all students by identifying and provide tiered supports for all students to optimize their learning potential.

Goal #2 (Safe & Respectful Schools)

To provide a safe and respectful school environment for students, staff and families that encourages collaboration, and promotes inclusion and access for all.

Goal #3 (Family & Community Engagement)

To actively engage parents and families as partners in each student's education to facilitate the healthy development of the whole child.

Goal #4 (Fiscal Responsibility and Compliance)

To work collaboratively with all stakeholders to balance school program and service needs with fiscal responsibility that continues to provide a high quality education for all students.

New England Association of Schools & Colleges (NEASC) Accreditation Timeline

Timeline	Activity/Event	Resources
Fall 2017-Spring 2018	Self-Study	NEASC Self Study Resources
June 2018	Self-Study report submission	NEASC Standards and Indicators
Oct 2018	Accreditation Visit	NEASC Accreditation Handbook
Oct 2020	2 Year Progress Report submission	NEASC 2 Year Progress Report

Goal #1 (Teaching & Learning)

To improve the [college and career readiness](#) of all students by identifying and provide tiered supports for all students to optimize their learning potential.

STRATEGIES/ ACTION STEPS	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	MEASUREMENTS OF SUCCESS
<p>1.1 Implement Individualized Learning Plan (ILP) program whereby all students develop goals and portfolios grounded in meeting GRHS academic, social & civic expectations (integrated with IEPs, 504's, & EPPs where applicable)</p>	<p>HS Guidance Administration Teachers Community members Student Leaders</p>	<p>2017-'18 Sept.- Directed Study goals development (S1) Oct.- ILP Pre-test 9th grade 4-year plans Nov.- 9th grade Career Inventories Nov/Dec- Discussion forum on integration & graduation requirement component Jan.- Directed Study goals assessment (S1) Directed Study goals development (S2) Jan.- School Committee presentation on expectations Nov/Dec- Discussion forum on integration & graduation requirement component June- Directed Study goals assessment (S2) 2018-'21 Ongoing- Grade 9 repeat above Ongoing- Grades 10-12 tasks (following Class of 2021) Ongoing- Community Database Development</p>	<p>Faculty Meetings Principal Late Days Community volunteers</p>	<p>Use grading criteria for Directed Study and Internship, & Work Study experiences to assess student portfolio development & provide formative feedback</p> <p>Data from task items (in timeline)</p> <p>Classroom project integration (by grade/discipline)</p> <p>Advisory support integrations guidelines/tasks</p> <p>Development of community partnerships and resource database for internships, work-study, job shadows (all ILP's to incorporate at least 1 career exploration experience)</p> <p>IEP, 504, & EPP development and integration</p>

<p>1.2 Develop/revise curriculum documents to assure and communicate integration of:</p> <ul style="list-style-type: none"> ● MA Curriculum Frameworks ● 21st century skills ● GRHS academic, social & civic expectations. 	<p>Teachers Administration</p> <p>NEAS&S Steering Committee</p> <p>Technology Dept.</p>	<p>Fall 2017- Math and ELA “roadmaps” published</p> <p>Spring 2019- -Math and ELA curriculum maps published -Social Studies & Science curriculum maps published -All elective courses and special subjects curriculum maps published</p> <p>Ongoing PBL & Blizzard bag sharing of best-practices</p> <p>Ongoing See NEASC accreditation timeline</p>	<p>PD funds</p> <p>Faculty Meetings</p> <p>Principal Late Days</p>	<p>Common expectations for end of year PBL & Blizzard Bag assignments</p> <p>Curriculum Maps & standards “roadmaps” published (see timeline)</p> <p>Successful accreditation by NEAS&C and approval of 2 Year Progress Report addressing recommendations</p>
<p>1.3 Collaboratively analyze summative and formative assessment data to adjust instructional practices and provide tiered supports to meet student needs.</p>	<p>Teachers</p> <p>Student Assistance Team (SAT)</p> <p>Administration</p>	<p><u>Oct/Nov. (annually)</u> MCAS data analysis</p> <p><u>Spring 2018</u> Literacy Audit</p> <p><u>2018-'20</u> Early Release PD on tiered interventions and inclusive practice tied to Literacy Audit</p>	<p>Edwin</p> <p>Early Release time</p>	<p>Formative feedback from teachers reflected in student ILPs</p> <p>SAT tracking of tiered supports</p> <p>Reduction of behavioral incidents/disciplinary incidents</p>

Goal #2 (Safe & Respectful Schools)

To provide a safe and respectful school environment for students, staff and families that encourages collaboration, and promotes inclusion and access for all.

STRATEGIES/ ACTION STEPS	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	MEASUREMENTS OF SUCCESS
<p>2.1 Develop and implement social/emotional learning (SEL) curriculum and train all staff in inclusive best practice based on the research-based premise that students with disabilities make most effective progress in core content areas with instruction delivered by content certified general education staff</p>	<p>Principals Pupil Services Director & ETL Clinical Staff</p>	<p>Fall 2017 & Ongoing- All para staff mandated training annual certification training in de-escalation and physical interventions</p> <p>2017-'18 School Year- Develop & deliver PD by internal clinical work group augmented by external consultants</p>	<p>Early Release time Faculty Mtng. time PD funds Scheduled time for ETLs</p>	<p>PD calendar & agendas Development & implementation of protocols for tracking interventions Increased number of students with disabilities being taught the general education curriculum</p>
<p>2.2 Develop and implement a system of targeted assessment and remediation of Reading skills to support all content areas</p>	<p>Principals Pupil Services Director & ETL Teachers Literacy Consultant</p>	<p>2017-'18 School Year- District-wide participation in Literacy Audit by outside consultant</p> <p>2018-'19 School Year- Provide training in scientifically proven evidence-based reading support to Special Educations staff who will train/support general education staff</p> <p>2019-'20 School Year- Integrate assessment and monitoring tools in SPED and regular education curriculum</p>	<p>PD time PD funds Scheduled time for ETLs</p>	<p>Development of intervention curriculum plan Development and implementation assessment(s) for progress-monitoring of all students</p>

2.3 Enhance substantially separate, self-contained programs to address the therapeutic needs of all at-risk students	Principals Pupil Services Director & ETLs Clinical & Special Education Staff	Ongoing	Program team meeting time	Reduction of behavioral incidents/disciplinary incidents Development & implementation of protocol for tracking of interventions
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Goal #3 (Family & Community Engagement)

To actively engage parents and families as partners in each student's education to facilitate the healthy development of the whole child.

STRATEGIES/ ACTION STEPS	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	MEASUREMENTS OF SUCCESS
3.1 Provide training and develop implementation plan for grade level and/ or dept. sharing of classroom projects/student work on websites and/or through PlusPortals	Teachers Administration Technology Dept. Technology Committee	Fall 2017 Identify teacher needs & provide training for PlusPortals & websites End of marking periods Post by grade level/dept.	Principal Late Days Faculty meeting time Evaluation meeting time	Increased use of PlusPortals and teacher websites by teachers, students & parents Quarterly posts by grade level/dept.
3.2 Develop community workshops on educational, SPed, SEL topics facilitated by district staff	Principals Pupil Services Director & ETL Clinical & Special Education Staff	2017-'18 & ongoing Develop/edit/implement regular evening info. sessions	Principal Late Days Faculty meeting time	Meeting agendas & minutes
3.3 Establish home/family outreach component for each substantially separate programs	Principals Pupil Services Director & ETL Clinical & Special Education Staff	2017-'18 & ongoing Develop/edit/implement regular evening info. sessions	Principal Late Days Faculty meeting time Program team meeting time	Home visit log

Goal #4 (Fiscal and Ethical Best Practice)

To work collaboratively with all stakeholders to balance school program and service needs with fiscal responsibility that continues to provide a high quality education for all students.

STRATEGIES/ ACTION STEPS	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	MEASUREMENTS OF SUCCESS
<p>4.1 Develop discussion forum format and topics to improve participation of parents, students, and community members in School Council to address the NEAS&C accreditation process, and School Improvement Plan goals.</p>	<p>Administration NEASC Steering Committee</p>	<p>Sept. 2017 Meet with Student Council to overview and recruit for HS School Council Oct. 2017 Hold School Council Elections introducing new format May 2018 Approve School Improvement Plan Oct 2018 Host NEAS&C decennial visit 2018-2021 Address NEAS&C recommendations</p>	<p>After-school monthly meetings GoogleDocs to facilitate additional participation</p>	<p>Increased participation of parents, community members, and students in School Council Approval of School Improvement Plan NEASC Accreditation Report Completion of NEASC 2 year Progress Report</p>
<p>4.2 Develop discussion forum format for use of Principal Late Days to address school planning issues.</p>	<p>Principals Teachers</p>	<p>Ongoing</p>	<p>Principal Late Days that coincide w/ School Committee Mtng nights</p>	<p>Increased participation in voluntary discussion groups New/updated protocols/structures to support school initiatives and budget development</p>
<p>4.3 Collaboratively develop flexible scheduling that facilitates</p>	<p>Principals Pupil Services</p>	<p>January Initial Sped planning</p>	<p>Principal late days Faculty meeting time</p>	<p>ETL Implementation of new Para supervision tool</p>

<p>teacher-leadership opportunities and places students with disabilities in as efficient a manner possible while meeting student needs</p>	<p>Director & ETL Guidance Teachers Clinical & Special Education Staff</p>	<p>March/April Course requests April Break Preliminary scheduling May/June Student placement</p>	<p>Guidance & Sped meeting time Staffing levels that allow flexibility for such assignments</p>	<p>PD on Socio-emotional learning and inclusive practice Efficient yet sufficient Sped staffing</p>
<p>4.4 Develop transition programming for students w/ disabilities aged 18-21+</p>	<p>Principals Pupil Services Dir. ETLs Clinical Staff</p>	<p>Fall 2017 & ongoing- Securing community-based providers Internship placement See also 4.3</p>	<p>Pupil Services program funding Financial & scheduling to support ETL position Maintenance of sufficient para staffing for Life Skills program</p>	<p>Increase in internships/work-study opportunities in the community Decrease/prevention of costly out-of district placement</p>