



**Gateway Regional Middle School
School Improvement Plan
2018-2021**



Mission Statement

In recognition of the diverse needs of middle school students transitioning into adolescence, Gateway Regional Middle School strives to maintain a safe and caring environment in which each student can achieve his or her potential. We provide students with daily challenges that promote individual responsibility, build character and compassion, and encourage students to recognize their role in a global society.

Gateway Regional Middle School

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

Grades Serviced: 6-8
Enrollment by grade for 2017-2018 school year:

Grade 6: 65
Grade 7: 68
Grade 8: 63

School Council Members

Sarah DeBarge
Lynn Mann
Keri Morawiec
Ginger Pisani
Mary Plumley

Jerilyn Beauregard
Patricia Diefendorf
Laura Fiske
Kim Sakaske
Catherine Servaes

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.

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 academic, social & civic expectations (integrated with IEPs & 504's where applicable)</p>	<p>Guidance Administration Teachers Community members</p>	<p>Spring 2018 MS Guidance Curriculum integration completed (grant)</p> <p>2018-'19 Sept./Oct. 6th grade goals development Sept.-June 6-8 Guidance Curriculum integration implemented Spring 2018 6th grade content integration developed Ongoing Formative feedback on goals during PBL</p> <p>2018-'19 6th & 7th grade goals development</p> <p>2019-'20 6th - 8th grade goals development</p> <p>Spring 2020 8th grade exit interviews</p>	<p>PD funds ('17-'18 school year development)</p> <p>Faculty Meetings</p> <p>Principal Late Days</p>	<p>Use grading criteria PBL to assess student portfolio development & provide formative feedback</p> <p>Classroom project integration (by grade/discipline)</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 	<p>Teachers Administration Technology Dept.</p>	<p>Fall 2017- Math and ELA “roadmaps” published on school website</p> <p>Spring 2019- Math and ELA curriculum maps published Social Studies & Science curriculum maps published</p> <p>Spring 2020- All elective courses and special subjects curriculum maps published</p> <p>Ongoing PBL & Blizzard bag sharing of best-practices</p>	<p>PD funds Faculty Meetings 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>1.3 Collaboratively analyze summative and formative assessment data to adjust instructional practices and provide tiered supports to meet student needs.</p>	<p>Teachers Student Assistance Team (SAT) 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 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 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 2018-'19 School Year- Provide training in scientifically proven evidence-based reading support to Special Educations staff who will train/support general education staff 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>

<p>2.3 Enhance substantially separate, self-contained programs to address the therapeutic needs of all at-risk students</p>	<p>Principals Pupil Services Director & ETLs Clinical & Special Education Staff</p>	<p>Ongoing</p>	<p>Program team meeting time</p>	<p>Reduction of behavioral incidents/disciplinary incidents Development & implementation of protocol for tracking of interventions</p>
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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 School Improvement Plan goals.</p>	<p>Administration NEASC Steering Committee</p>	<p>Oct. 2017 Hold School Council Elections introducing new format June 2018 Approve School Improvement Plan</p>	<p>After-school monthly meetings GoogleDocs to facilitate additional participation</p>	<p>Increased participation of parents, community members, in School Council Approval of School Improvement Plan</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 teacher-leadership opportunities and places students with disabilities in as efficient a manner possible while meeting student needs</p>	<p>Principals Pupil Services Director & ETL Guidance Teachers Clinical & Special Education Staff</p>	<p>January Initial Sped planning March/April Course requests April Break Preliminary scheduling May/June Student placement</p>	<p>Principal late days Faculty meeting time Guidance & Sped meeting time Staffing levels that allow flexibility for such assignments</p>	<p>Teacher leadership assignments to oversee: ETL Implementation of new Para supervision tool PD on Socio-emotional learning and inclusive practice Efficient yet sufficient Sped staffing</p>

