

Comprehensive Progress Report

Mission: It is the mission of the faculty, staff, and administration at Gateway Education Center to be a model program for the education and care of children 3-22 years of age with severe cognitive, physical, and/or medical disabilities. Education and care includes developing and maintaining with dignity, humanity, and purpose to each student and his/her family's potential in the areas of health, social/emotional, behavioral, vocational, daily living, and academics.

Vision: Gateway Education Center students should be provided with opportunities to participate in diverse activities, which enable them to interact and communicate with a range of individuals typical for their age in both school and the community.

Goals:

By June of 2027, Gateway will experience a 10% increase in parent and family participation in school events.

By June of 2027, Gateway will retain 95% of current staff through creating structures and processes.

By June of 2027, 100% of Gateway teachers and therapists will utilize data and implement strategies on best practices in the areas of functional skills to allow instructional access.

By June of 2027, Gateway will support 100% of students transitioning to Kindergarten, middle school, high school as well as post-secondary programs or services.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers and administration meet 2 times per month to develop skill progression on literacy and math skills as they align to functional skills needed for life after school. Staff have developed a list of content from the Extended Content Standards and the Foundations of Early Learners Checklist. As of date, we have aligned literacy to Teaching Strategies Gold and Frog Street (Pre-K Curriculum). As a collaborative team, we have determined other skills needed to be added to the progression to meet the diverse needs of our learners. FAMS- #3	Limited Development 09/23/2024		
<i>How it will look when fully met:</i>			Once this objective is fully met, teachers will be able to interpret data to know when student skills need to progress due to progress or when skills need to be backed up when no progress is being made. Teachers will also know by looking at data what adjustments need to be made to instruction. All staff will know about MTSS and be prepared for meetings through consistent procedures and agendas.		Sara Jones 9/2015	06/12/2028
Actions				10 of 14 (71%)		
	9/25/25	Title I funds will be used to purchase library books and STEM materials for student instruction with sensory options and materials on their cognitive level with high interest.		Complete 01/27/2026	Meghan Nunn	06/10/2026
<i>Notes:</i>						
	9/25/25	Title I funds will be used to purchase lamination pouches, C-clamps, duct tape, zip ties, and binders to create materials such as communication books/low-tech devices for communication purposes as well as attach them to stander / walker/ wheelchair trays for communication needs as students are working to develop functional communication.		Complete 01/27/2026	Leslie Bailey	06/10/2026
<i>Notes:</i>						
	9/25/25	Title I funds will be used to purchase adapted music, adapted physical education, and art materials to allow students with special needs access to materials that they can hold due to physical limitations, as well as textured items for those with sensory needs and visual impairments.		Complete 01/27/2026	Linsey Guyette	06/10/2026

<i>Notes:</i>				
9/25/25	Title I funds will be used to purchase mats and Rifton chairs for students to be able to move out of their equipment to learn to sit, sit to stand, transfer, and roll for access to their educational goals.	Complete 02/16/2026	Karen Bobalik	06/10/2026
<i>Notes:</i>				
9/25/25	Title I funds will be used to purchase poster maker supplies (paper and ink) to print educational materials for students who need larger sizes due to visual impairments as well as classroom visual schedules for students needing structures in place to access their educational environment.	Complete 01/27/2026	Linsey Guyette	06/10/2026
<i>Notes:</i>				
9/25/25	Title I funds will be used to purchase cubbies (used to teach independence skills and hold individual visual/ object schedules) as well as educational rugs (used to teach spatial awareness, colors, shapes, letters).	Complete 09/25/2025	Linsey Guyette	06/10/2026
<i>Notes:</i>				
9/25/25	Title I funds will be used to purchase remote learning materials for each classroom, as students cannot typically access virtual learning without supports due to cognitive, physical, and communication deficits. These materials will be adapted by classroom staff to provide a box of materials for families to use with plans sent home for any inclement weather/ remote days	Complete 02/16/2026	Linsey Guyette	06/10/2026
<i>Notes:</i>				
9/25/25	Title I funds will be used to purchase speech enabled devices for student to learn to have a functional communication system.	Complete 02/16/2026	Leslie Bailey	06/10/2026
<i>Notes:</i>				
9/25/25	Title I funds will be used to purchase fine motor materials (feeding equipment) and toys as deemed appropriate by Occupational Therapists for students to develop self-care skills and learn to self-feed as well as teach play skills as outlined in Individualized Education Plans (IEPs)	Complete 01/27/2026	Jouette Rowe	06/10/2026
<i>Notes:</i>				
9/15/25	Teachers will meet weekly during PLC's to work on data review, IEP development support, and instructional changes as data supports to improve teacher capacity.	Complete 04/23/2026	Crystal Nyagomo, BrieAnne Wilson, Meghan Lee and K	06/10/2026
<i>Notes:</i>				
6/23/26	Staff will receive monthly information regarding the MTSS framework.		Linsey Guyette 9/2023	06/10/2027

Notes:				
6/23/26	All staff and PLC meetings will follow the EXCEL model to allow staff to participate and engage actively in PD and PLC's.		Linsey Guyette 9/2023	06/10/2027
Notes:				
9/15/25	Teachers will use student data to plan and adjust instruction and IEP goals to develop plans for students that show growth.		Linsey Guyette	06/10/2028
Notes:				
9/25/25	Teachers will develop a skill progression for transition, math, and literacy to develop more developmentally appropriate and achievable goals.		Meghan Lee, BrieAnne Wilson, and Crystal Nyagomo	06/10/2028
Notes:				

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Title I funds are allocated at the end of the previous school year during budget planning. Money is spend accordingly. Gateway Education Center RAR	Limited Development 09/23/2024		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			Once this objective is fully met, teachers will be able to interpret data taken to know when student skills need to progress due to progress or when skills need to be backed up when no progress is being made. Teachers will also know by looking at data what adjustments need to be made to instruction.		Sara Jones 9/2015	06/10/2028
Actions				1 of 5 (20%)		
9/23/24		Create budget using funds given. (Title I Strategy)		Complete 06/03/2026	Linsey Guyette	06/01/2026
Notes:						
9/23/24		Share monthly updates with what was spent and what is left that is planned for and if there are other needs. (Title I Strategy)			Linsey Guyette	06/10/2027

<i>Notes:</i>				
9/23/24	Staff are given useful information such as upcoming events, need to know information, dates, and a positive message		Sara Jones	06/10/2027
<i>Notes:</i>				
9/23/24	Review budget and get building needs to allocate funds. (Title I Strategy)		Linsey Guyette	06/01/2028
<i>Notes:</i>				
1/27/26	Money will be allocated to provide uninterrupted time to K-12+. They will plan together during one day a month for upcoming units using evidence and research based practices. CSI		Linsey Guyette 9/2023	06/10/2028
<i>Notes:</i>				
Implementation:		09/08/2025		
Evidence	9/8/2025			
Experience	9/8/2025			
Sustainability	9/8/2025			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
		C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers are currently provided time to meet in PLC's as well as staff meetings. During PLC's they are encouraged to share what is working in their classrooms as well as challenges they face. During this time, they can problem-solve difficult situations together. FAMS #11	Limited Development 09/25/2025		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			When fully met, teachers will have opportunities to visit each others classrooms, give feedback, and lead on topics during PLC's and staff meetings.		Sara Jones 9/2015	06/10/2028
<i>Actions</i>				3 of 4 (75%)		
	9/25/25	ILT will observe classrooms and provide feedback on selected target areas		Complete 03/20/2026	Linsey Guyette	06/10/2026
<i>Notes:</i>						
	9/25/25	Teachers will share with staff a best practice observed in their room during "Name it, claim it, and explain it," to encourage other staff to utilize similar practices for their students to increase growth and student engagement.		Complete 02/16/2026	Linsey Guyette	06/10/2026
<i>Notes:</i>						
	9/26/25	Title I will fund substitutes to cover 1/2 day for ILT members to observe and provide feedback for teachers on best practices.		Complete 02/16/2026	Linsey Guyette	06/10/2026
<i>Notes:</i>						
	9/25/25	The Instructional Leadership Team (ILT), will share on selected topics during PLC's and Staff meetings to build staff capacity.			B. Wilson, C. Nyagomo, K. Lawlor, L. Bailey, and M	06/10/2027
<i>Notes:</i>						
<i>Implementation:</i>				03/17/2026		

<i>Evidence</i>	3/17/2026			
<i>Experience</i>	3/17/2026			
<i>Sustainability</i>	3/17/2026			

Core Function:	Domain 3: Instructional Transformation
-----------------------	---

Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
----------------------------	--

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Student IEP goals are written to address the individual needs of each student. Teachers have begun to use data to inform the next steps in writing IEP goals.	Limited Development 09/26/2022		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
<i>How it will look when fully met:</i>			Once this objective is fully met teachers will be able to interpret data taken to know when student skills need to progress due to progress or when skills need to be backed up when no progress is being made. Teachers will also know by looking at data what adjustments need to be made to instruction.		Sara Jones 9/2015	06/12/2028
Actions				1 of 6 (17%)		
	10/11/24		Purchase materials (clamps, books, lamination pouches for communication devices, modified chairs, etc.) to allow better access their educational environment and enrich individualized instruction. (Title 1 Strategy)	Complete 03/19/2025	Linsey Guyette	06/10/2025
			<i>Notes:</i> Above listed materials as well as those approved by the SLT will be purchased to allow better access to their educational environment and enrich individualized instruction. Funds from Title 1 Supplies and materials will be used.			
	9/26/22		Develop data sheets that show trends in goal progress.		Linsey Guyette	06/10/2027
			<i>Notes:</i>			
	9/23/24		Review data sheets looking for trends and students growth		Linsey Guyette	06/10/2028
			<i>Notes:</i>			

1/27/26	Lesson plans will show evidence of content rich differentiated lessons that are engaging to all students. CSI		Suzanne Imperiale, Crystal Nyagomo, BrieAnne Wilso	06/10/2028
<i>Notes:</i>				
1/27/26	Weekly walkthrough data will show implementation of research based literacy lessons as well as rigorous and engaging lessons. CSI		Sara Jones 9/2015	06/10/2028
<i>Notes:</i>				
1/27/26	Money will be allocated to provide uninterrupted time to K-12+ teachers. They will plan together during one 1/2 day a month for upcoming units using evidence and research based practices. CSI		Linsey Guyette 9/2023	06/10/2028
<i>Notes:</i>				
Implementation:		08/24/2023		
Evidence	8/24/2023 Data sheets were created and shared.			
Experience	8/24/2023 Data sheets were created and shared to show student growth and/ or area of increased need. Staff utilizes these sheets weekly and develops IEP goals based on the data sheets.			
Sustainability	8/24/2023 Review of data sheets during PLC's, team meetings and at PR/, and IEP time.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, families are supported through transition meetings of movement between Pre-K and kindergarten. The EC district lead provides Pre-K families training on curriculum and placement options prior to the transition meeting date. For 8th grade an 10th grade students, teachers complete the Career Readiness Plan. At age 14 teachers develop transition plans as part of students' IEPs. For a student transitioning at the age of 22, the counselor contacts the student's family regarding guardianship (age 17 and 1/2), Medicaid, SSI, on the RUN waitlist, 1915i services, and CAP-C (if applicable), as well as information regarding day programs. Currently, 10% of parents meet with the school counselor regarding the options of services.	Limited Development 09/23/2024		
<i>How it will look when fully met:</i>			When this is fully implemented, all families will have the opportunity to be presented with different curriculum options for students transitioning to kindergarten. Families will be provided with information regarding what the Guilford Guarantee looks like for their student. All families will meet with the school counselor to receive information on services available.		Shantra Gray 9/2023	06/10/2028
<i>Actions</i>				0 of 7 (0%)		
	6/23/26	A calendar will be created for staff to schedule a meeting with the school counselor regarding services for transition.			Linsey Guyette 9/2023	10/01/2026
<i>Notes:</i>						
	6/23/26	EC staff will provide information regarding curriculum options for all students transitioning to kindergarten.			Iris Ray	05/01/2027
<i>Notes:</i>						
	9/23/24	Pre-K to K Transitions teams will meet with at least 1 representative from the receiving school			Linsey Guyette 9/2023	05/15/2027
<i>Notes:</i>						
	9/23/24	Highschool teachers of graduating students will provide an opportunity for exit meeting to include receiving school or facility.			Crystal Nyagomo	06/10/2027
<i>Notes:</i>						

9/23/24	AT team will transport any communication systems or devices.		Leslie Bailey	06/10/2027
<i>Notes:</i>				
6/23/26	Family meetings will be set once per year for the counselor to assist families in learning about and applying for community resources.		Shantra Gray 9/2023	06/10/2027
<i>Notes:</i>				
6/23/26	Gateway staff will visit after graduation day programs to learn more about what is offered and skills needed for those programs.		Shantra Gray 9/2023	06/10/2027
<i>Notes:</i>				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, many parents are unaware of what their child is learning in school. They have little knowledge of the curriculum or communication systems used at school. When attempts are made to send information home, it is often not looked at or used at home. We host a yearly Curriculum Night, as well as provide information on the curriculum options for students transitioning to kindergarten. We share during IEP meetings ways that families can carry over skills at home, such as communication. We are also providing classroom newsletters on what is happening in classrooms and activities to do at home. We currently have an increase in parent participation for the 25-26 school year of 2%.	Limited Development 09/09/2022		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Families will have a deep understanding of what their child is learning in school. The school will provide training to families on the curriculum, communication, adaptations, equipment, and how to generalize skills learned at school to the home. There will be a 10% increase in parent participation and knowledge of best practices through school-wide trainings and events. This will improve post-secondary outcomes by enabling families to be better prepared for their students as they transition to adulthood, adult day programs or in-home case management.		Shantra Gray 9/2023	06/10/2027
Actions				1 of 4 (25%)		
	9/15/25	Develop a parent resource corner in the lobby and the meeting room to provide families with information on options accessible for their child. (Title I Strategy)		Complete 09/25/2025	Linsey Guyette	06/10/2026
Notes:						
	9/15/25	Parent updates to social media, website, etc. to encourage all families to participate in schoolwide events to build the culture of the building. (Title I Strategy)			Suzanne Imperiale	06/10/2027
Notes:						

9/25/25	Title I funds will be used to purchase materials for students and families to interact with during Fall in Love with Learning Day and Read Across America Week, where families learn about curriculum and ways to mimic instructional practices at home and in the community.		Linsey Guyette	06/10/2027
<i>Notes:</i>				
9/15/25	Parent resource events with a focus on engagement and modeling, as well as community resources to build parent capacity, need to be attached to student programs/ events to allow for more parent participation and education. (Title I Strategy)		Linsey Guyette	06/10/2027
<i>Notes:</i>				
Implementation:		06/03/2024		
Evidence	6/3/2024 See folder			
Experience	6/3/2024 Families has an opportunity to know what their child is learning in school. Communication systems that students are using at school will be used at home (sent via SLP-therapists). The school provided trainings to families on the curriculum, communication, and how to generalize skills learned at school to the home. There will be more parent participation in school wide trainings and events.			
Sustainability	6/3/2024 Continued efforts to share information, (social media, the website, curriculum night and title 1 family events)			