

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 2022, 100% of teachers will analyze previous data taken to develop more progressive IEP's linked to the students individual needs and transition goals.

By 2022, parents/guardians will actively engage in remote learning through synchronous and asynchronous instruction with 90% participation to improve understanding of their given child's needs (educational, functional and therapy).

By 2022, Gateway students will participate and express wants and needs to be able to communicate in all settings a measured with IEP data.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently classroom teachers create schedules and classroom expectations. Classroom rules and expectations are taught through modeling and verbal prompting. A functional behavior assessment and behavioral intervention plan is written and implemented for students with significant behavioral challenges due to their identified disability. Some teachers have difficulty taking and utilizing behavioral data to successfully create, implement, and monitor a behavior intervention plan.	Limited Development 08/29/2017		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Students on behavioral intervention plans will exhibit decreased target behaviors as outlined in their individual BIP's. This decrease in behaviors will be a result of teachers and staff implementing outlined replacement behaviors on a daily basis through the use of data and data review. Teachers will also become more familiar with the new FBA and BIP forms in order to understand the antecedent of the behaviors.		Maggie Dowling	06/04/2021
Actions				4 of 5 (80%)		
	8/29/17	ABC of NC will complete a needs assessment in preschool classrooms to determine what teachers need for behavioral support.		Complete 01/31/2018	Sara Nachtrab	01/31/2018
Notes:						
	8/29/17	As individual student behaviors arise the lead teacher will observe the student in question.		Complete 06/04/2019	Linsey Guyette	06/04/2019
Notes: This action will be completed on a case by case basis as behaviors arise.						
	8/29/17	Teacher and lead teacher will meet after observation to review ABC data and create a functional behavior assessment.		Complete 06/04/2019	Linsey Guyette	06/04/2019
Notes: This action will be completed on a case by case basis as behaviors arise.						
	8/29/17	Teacher will create a Behavior Intervention Plan from data collected on the FBA and review it's effectiveness every 30 days.		Complete 06/04/2019	Linsey Guyette	06/04/2019
Notes: Lead teacher will be reviewing data with teachers monthly and as the need arises.						
	9/16/19	Teachers will understand the new process of completing FBAs and BIPs to better support students' behavioral needs within the building.			Maggie Dowling	06/05/2021
Notes:						

Implementation:		08/07/2019		
<i>Evidence</i>	8/7/2019			
<i>Experience</i>	8/7/2019			
<i>Sustainability</i>	8/7/2019			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We began are continuing to make standard alignment a school wide focus during the 2018-2019 school year. Teachers are monitored through turning in weekly lessons plans making sure they are aligned to Unique Learning System (the standards based curriculum tool for school age students) and Creative Curriculum (the curriculum for preschool students) subject, grade, and developmental levels. Good progress was made, but we need to work on aligning the students IEP (Individualized Education Plan) and the curriculum with in their lessons. Evidence of this will be seen throughout more detailed lesson plans linking IEP goals to the curriculum.	Limited Development 08/31/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Standard rich lessons and units taught all day everyday. All students will be engaged in learning both content standards and IEP goals. Steady student growth as measured by progress reports and report cards. Teachers will have extensive knowledge of content standards in order to utilize them daily. Information needed includes weekly lesson plans, easy to use standards guide, data sheets. Evidence of this will be seen throughout more detailed lesson plans linking IEP goals to the curriculum. Teachers will also use data collected through student work samples and lesson participation to inform their instruction.		Maggie Dowling	06/04/2021
Actions				11 of 12 (92%)		
	9/15/16		Create teacher schedules that maximize instructional time.	Complete 09/23/2016	Linsey Guyette	09/30/2016

	<i>Notes:</i> -Collect all schedules and analyze where instructional times are currently happening. -Pair teachers together in grade level teams to create activities based around instruction. -Post schedules			
9/15/16	PLC'S designed around content standards, Unique Learning, and Creative Curriculum.	Complete 05/31/2017	Sara Nachtrab	06/06/2018
	<i>Notes:</i> -Need to be held 2 times per month. -Classroom classified staff need to be a part of one of the 2 PLC's. -May need to be grouped by grade level. -Technology may be needed for some meetings -Need to establish teacher leaders for effective implementation.			
9/15/16	Create lesson plan template focused on content standard implementation.	Complete 06/06/2018	Linsey Guyette	06/06/2018
	<i>Notes:</i> -Template need to be consistent but allow teachers to customize based on student needs and differentiation. -All plans need to include ELA, Math, Science, Social Studies. -All plans need to address individual student IEP goals. -All plans need to include group and individual times.			
9/26/17	Create PLC Calendar	Complete 06/06/2018	Linsey Guyette	06/06/2018
	<i>Notes:</i>			
9/26/17	In each PLC review current unit in Unique Learning and Creative Curriculum to identify topics and modifications.	Complete 06/06/2018	Linsey Guyette	06/06/2018
	<i>Notes:</i>			
9/26/17	Utilize Lesson Plan feedback form to ensure teacher are aligning lessons to standards.	Complete 06/06/2018	Linsey Guyette	06/06/2018
	<i>Notes:</i>			
9/26/17	During PLC teachers and paraprofessionals share their current implementation efforts.	Complete 06/06/2018	Linsey Guyette	06/06/2018
	<i>Notes:</i>			
9/7/18	During one-on -one IEP goal time with a teacher, unit materials are used as probes, objects, and pictures for continuity of topic.	Complete 06/04/2019	Linsey Guyette	06/04/2019
	<i>Notes:</i>			
9/7/18	For preschool students, within Creative Curriculum centers, teachers will plan and integrate topic materials daily.	Complete 06/04/2019	Donna Pettirgew	06/04/2019
	<i>Notes:</i>			

9/7/18	For school age students, teachers will plan and integrate Unique Learning System topics within sensory activities, small groups and one-on-one activities.	Complete 06/04/2019	Katharine Wells	06/04/2019
<i>Notes:</i>				
9/7/18	PLC's will focus on literacy and linking the literacy activity to the standards with Unique Learning System or the Creative Curriculum topic.	Complete 06/04/2019	Linsey Guyette	06/04/2019
<i>Notes:</i>				
9/16/19	Teachers will input data into ECATS progress monitoring wizard weekly to track student progress and inform decision when creating individualized interventions.		Maggie Dowling	06/04/2021
<i>Notes:</i>				
Implementation:		08/07/2019		
Evidence	7/20/2017 -Pacing guide for first quarter -Lesson Template -Teacher Schedules -PLC notes and schedule			
Experience	7/20/2017 This objective allowed teachers to work collaboratively and take a much deeper dive into content standards and adapt curriculum to meet the needs of students with severe cognitive challenges. Student engagement and quality instruction improved as the year progressed.			
Sustainability	7/20/2017 The pacing guide will need to be further developed as teachers become comfortable with the new curriculum tool introduced mid year. PLC's will continue to focus on collaboration and implementation of content standards using the new curriculum tool. Lesson plans and schedules will still need to be monitored and feedback given so teachers can continue to improve their practice.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	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
Initial Assessment:			All students have an IEP that contains present levels of ability and needs that are addressed through measurable goals and objectives. Data is collected weekly by teachers, therapists, and paraprofessionals to aide in differentiating and adjusting instruction. In order to sustain our current level of differentiated instruction the principal and lead teacher will continue to work with teachers and therapists to maintain measurable annual goals that are aligned with the extended content and appropriate grade and developmental level. Goals will be reviewed and feedback given by the Lead Teacher and/ or principal.	Limited Development 09/01/2016		
How it will look when fully met:			By the end of 2020 school year, individual student goals will be monitored weekly using individual data sheets. Preschool teachers will utilize Creative Curriculum and school age teachers will use the adapted curriculum tool in addition to research based methods to assist students in reaching IEP goals. Goals will be reviewed and feedback given by the Lead Teacher and/ or principal. (A2.05,		Sara Nachtrab	06/04/2021
Actions				7 of 10 (70%)		
	8/29/17	Student profiles and benchmarks will be completed in ULS and Creative Curriculum		Complete 10/31/2017	Linsey Guyette	10/31/2017
<i>Notes:</i>						
	9/26/17	Pre School teacher utilize Gold assessments to measure student developmental growth.		Complete 06/08/2018	Donna Pettigrew	06/08/2018
<i>Notes:</i>						
	9/26/17	Train teachers in utilization of Unique Learning Systems and Creative Curriculum.		Complete 06/08/2018	Sara Nachtrab	06/08/2018
<i>Notes:</i>						
	9/26/17	Utilize pre and post assessments to measure student progress on units in ULS.		Complete 06/04/2019	Linsey Guyette	06/04/2019
<i>Notes:</i>						
	9/7/18	Train teachers in ways to modify Unique Learning Systems and Creative Curriculum to meet the individual needs of their students.		Complete 06/04/2019	Linsey Guyette	06/04/2019
<i>Notes:</i>						
	8/7/19	Train teachers in ways to modify Creative Curriculum to meet the individual needs of their students.		Complete 06/05/2020	Sara Nachtrab	06/05/2020

<i>Notes:</i>				
8/7/19	Train teachers in ways to modify school age adapted curriculum tool to meet the individual needs of their students.	Complete 06/05/2020	Sara Nachtrab	06/05/2020
<i>Notes:</i>				
9/10/19	Teachers will enter data into the ECATS progress monitoring wizard weekly to inform the IEP development and implementation.		Maggie Dowling	06/04/2021
<i>Notes:</i>				
8/29/17	IEP's are reviewed by lead teacher to insure annual goals and objectives are measurable and appropriate for the student based on transition goals.		Maggie Dowling	06/04/2021
<i>Notes:</i>				
8/29/17	IEP data is reviewed to ensure it is aligned with student progress outlined in the student progress report.		Maggie Dowling	06/04/2021
<i>Notes:</i> Reviewed during progress report/ report card time.				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers and therapists work together to ensure that students are taught and then able to access communication systems (eye gaze, picture exchange, partner assisted scanning, etc) so that they can communicate their wants and needs to adults in their environment. Teachers, assistants and paraprofessionals also continually observe and take data on changes in the physical and emotional well-being of students in their classrooms. This information consists of medications, seizure activity, movement and position changes. Data is reviewed by the principal and /or lead teacher and reviewed with the team when developing IEP goals.	Limited Development 09/01/2016		
How it will look when fully met:			Teachers and therapist work together to ensure that students are taught and then able to access communication systems (eye gaze, picture exchange, partner assisted scanning, etc) so that they can communicate their wants and needs to adults in their environment. Students will be taught a CORE word of the week throughout the school year to increase their ability to express themselves. Teachers, assistants and paraprofessionals also continually observe the physical and emotional well-being of students in their classrooms. Data is reviewed by the principal and /or lead teacher and reviewed with the team when developing IEP goals.		Sara Nachtrab	06/04/2021
Actions				3 of 6 (50%)		
	8/29/17	Teachers will work with speech therapists to assess and monitor communication access of each student.		Complete 06/04/2019	Leslie Bailey	06/04/2019
Notes:						
	9/7/18	Teacher will work with speech therapists to incorporate CORE vocabulary as appropriate for each of their students in daily lessons and activities.		Complete 06/04/2019	Leslie Bailey	06/04/2019
Notes:						
	9/7/18	Quick reference usage guides will be distributed to all classrooms.		Complete 06/04/2019	Leslie Bailey	06/04/2019
Notes:						
	9/10/19	Teachers will incorporate and track data on the use of the CORE word of the week as a school wide initiative.			Leslie Bailey	06/04/2021
Notes:						

9/10/19			Students will be given the opportunity to express their wants on needs daily in at least two different settings with different audiences. Given opportunities will be tracked and graphed.		Maggie Dowling	06/04/2021
Notes:						
9/10/19			Students will be given opportunities in the non-classroom environment to express wants and needs.		Maggie Dowling	06/04/2021
Notes:						
	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
Initial Assessment:			Teacher work in conjunction with the EC department when transitioning students out of Gateway to a less restrictive environment in another GCS school. Student folders and communication systems are sent to the receiving school. As students transition within Gateway teachers and therapists share information about individual students.	Limited Development 08/29/2017		
How it will look when fully met:			In order for transitions of students outside of Gateway to be more informed, teachers will be observing regular kindergarten classrooms, as well as separate EC classrooms throughout the district throughout the school year in order to be informed as to what skills need to be worked on to give the student the tools they need to be successful. A transition form will be used for students transitioning from teacher to teacher within Gateway. Gateway will contact schools with information regarding records, student information and the student working file. We will also work with the adaptive curriculum coordinators to ensure the receiving school is informed of the students needs. This will insure that all information is given to the new school for the most successful transition possible for the student.		Sara Nachtrab	06/04/2021
Actions				2 of 5 (40%)		
8/29/17			Work with the preschool department and elementary schools close to develop an observation schedule.	Complete 06/04/2019	Sara Nachtrab	06/04/2019
Notes:						
9/7/18			Invite receiving school to transition meeting.	Complete 06/04/2019	Sara Nachtrab	06/04/2019
Notes:						
9/10/19			Teachers will input all relevant data into the ECATS system under the progress monitoring wizard, to insure vital pieces of data are not lost and the receive teacher has all information necessary to ensure a smooth transition.		Maggie Dowling	06/04/2021

<i>Notes:</i>				
9/16/19	Teachers will meet with adaptive curriculum coordinators to discuss students transitioning outside of Gateway and give them the needed information for each students.		Maggie Dowling	06/04/2021
<i>Notes:</i>				
8/29/17	Create a transition form for current teachers to give to receiving teachers.		Maggie Dowling	06/04/2021
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 09/01/2016		
How it will look when fully met:			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Sara Nachtrab	06/04/2021
Actions				1 of 2 (50%)		
9/5/17			The District School Improvement team will be created and will meet on a regular basis to help transform any and all under performing schools in the district.	Complete 06/04/2019	Sara Nachtrab	06/04/2019
<i>Notes:</i>						
9/16/19			The District School Improvement team will be created and will meet on a regular basis to help transform any and all under performing schools in the district.		Sara Nachtrab	06/04/2021
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	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
Initial Assessment:			School has established grade level teams of teachers who work together to plan lessons and support each other when needed. Currently due to the intense self care needs of our student population it has been difficult to implement a shared grade level planning time.	Limited Development 09/01/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Teacher teams will have access to common shared grade level planning time. Information needed includes classroom, specialist, and therapy schedules. Planning schedule shows teachers have time to meet together.	Objective Met 09/14/17	Sara Nachtrab	06/09/2017
Actions						
	9/15/16	Collection of schedules from classrooms, therapists, and specialists.		Complete 09/13/2016	Linsey Guyette	09/29/2017
		Notes: -Schedules will need to include when staff is in the room. -Schedules will need to show changing and feeding time and duration. -Schedules will need to include when specials and therapies are occurring.				
	9/15/16	Create a grade level planning schedule that indicates when rooms have enough staff that teachers can safely leave the classroom.		Complete 05/31/2017	Linsey Guyette	10/31/2017
		Notes: -Look at times after students have left as planning time for teachers and classroom staff. -Include teachers and assistants in the analysis of schedules and time. -Look at ways classrooms can combine for an activity to maximize staffing.				
		*School age teachers have developed a monthly planning time. Still need to find common time for prek				
Implementation:				09/14/2017		
Evidence			7/20/2017 School age teachers met as a team four times during the 2016-17 school year. Preschool were able to met at least once a month.			

Experience	7/20/2017 During Leadership meeting discussions were had with certified and classified staff on creative ways to structure time within teachers teams to create a dedicated planning time. When teachers were able to have that time they met together to take deep dives into the curriculum, share ideas and create common lessons, units, and share adaptations.			
Sustainability	7/20/2017 Efforts stills need to be made to have more consistent time built into the calendar.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Walkthroughs currently are focused on modeling teaching techniques, behavior expectations, implementation of communication, and collecting data to inform lesson planning.	Limited Development 09/01/2016		
How it will look when fully met:			Walkthroughs will be conducted several times a week and individual feedback will be given through a face to face debriefing with the teacher, principal and lead teacher that focuses on goals they have set for themselves following their individual self assessment and their data collection.		Sara Nachtrab	06/04/2021
Actions				3 of 6 (50%)		
	8/29/17	Share with staff walkthrough procedure and how feedback will be given.		Complete 09/05/2017	Sara Nachtrab	09/05/2017
Notes:						
	8/29/17	Create a walkthrough document		Complete 09/30/2017	Sara Nachtrab	09/30/2017
Notes:						
	9/7/18	Teachers will complete a self- assessment as developed to determine areas of interest.		Complete 09/17/2018	Linsey Guyette	09/30/2018
Notes:						
	9/7/18	Teachers will set monthly goals as the focus of their observations for coaching opportunities to better their professional practice.			Maggie Dowling	06/04/2021
Notes:						

9/10/19	Peer teacher observations will be conducted once a quarter to provide peer coaching and feed back. Peer observation meetings will be held with principal and lead teacher.		Maggie Dowling	06/04/2021
<i>Notes:</i>				
8/29/17	Each classroom will receive walkthrough feedback monthly.		Maggie Dowling	06/04/2021
<i>Notes:</i>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for collaboration purposes. All Gateway PLC's and professional development currently implemented have focused around teachers professional development needs which includes curriculum, lesson planning, report cards, data collection and scheduling.	Limited Development 09/02/2016		
			Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<i>How it will look when fully met:</i>			For the 2020-2021 school year professional development and PLC's will focus on learning how to use the ECATS system for collection/analyzing data to make informed decisions in regards to students needs and transition goals and teaching in a virtual setting.		Sara Nachtrab	06/04/2021
<i>Actions</i>				13 of 16 (81%)		
9/15/16			Create a spreadsheet that will chart the percentage of students how have met their communication/literacy goal on their IEP.	Complete 11/30/2016	Elizabeth Kelley	06/09/2017
<i>Notes:</i>			-Person needs knowledge of excel spreadsheets. -Need access to student data. -Spreadsheet for teachers to record data needs to be placed in a secure but accessible location. -Spreadsheet needs to be monitored to ensure teachers are entering data.			

9/15/16	Teachers need to record weekly data on literacy/communication goal.	Complete 06/09/2017	Katharine Wells	06/09/2017
	<i>Notes:</i> -Teachers need to ensure they are using correct data sheet to record the goal that is being measured. -Some teachers may need assistance from the lead teacher in setting up correct data sheets.			
9/15/16	Teachers need to report whether the goal was met/not upon completion of the annual review.	Complete 06/09/2017	Elizabeth Kelley	06/09/2017
	<i>Notes:</i> -A spreadsheet for teachers to indicate met or not met for literacy/communication goals at annual review time.			
9/15/16	Data needs to be put into the spreadsheet after each students annual review.	Complete 06/09/2017	Elizabeth Kelley	06/09/2017
	<i>Notes:</i> -A central location for all data sheets needs to be established. -The spreadsheet for data entry needs to show building wide growth on literacy goals. -Data needs to be entered regularly in order to monitor growth.			
8/29/17	Create a professional development plan for early release days around CORE vocabulary.	Complete 09/30/2017	Alyssa Samet	09/30/2017
	<i>Notes:</i>			
8/29/17	Create an agenda for each half day training.	Complete 09/30/2017	Alyssa Samet	09/30/2017
	<i>Notes:</i>			
8/29/17	Create CORE vocabulary posters for each classroom and school hallways.	Complete 11/30/2017	Linsey Guyette	11/30/2017
	<i>Notes:</i>			
9/26/17	Create a monthly core word role out as linked to the curriculum.	Complete 06/06/2018	Linsey Guyette	06/06/2018
	<i>Notes:</i>			
9/26/17	Develop a Core word activity guide.	Complete 06/06/2018	Linsey Guyette	06/06/2018
	<i>Notes:</i>			
9/7/18	Train teachers during PLC's on predictable chart writing, shared reading and independent writing.	Complete 06/04/2019	Linsey Guyette	06/04/2019
	<i>Notes:</i>			
9/7/18	Model for teachers during class time predictable chart writing, shared reading and independent writing.	Complete 06/04/2019	Linsey Guyette	06/04/2019
	<i>Notes:</i>			

9/7/18	During walkthroughs teachers will be checked for fidelity in the following areas: predictable chart writing, shared reading and independent writing.	Complete 06/04/2019	Sara Nachtrab	06/04/2019
<i>Notes:</i>				
9/10/19	During professional development opportunities and PLCs, teachers will obtain training on how to use and manipulate the new ECATS system	Complete 06/05/2020	Maggie Dowling	06/05/2020
<i>Notes:</i>				
10/13/20	New teacher PLC to focus on ECATS system, IEP process, and data collection.		Maggie Dowling	06/04/2021
<i>Notes:</i>				
9/10/19	Train teachers during PLC on how to take objective data and display the data collected on data sheet both virtually and face to face.		Maggie Dowling	06/04/2021
<i>Notes:</i>				
9/10/19	During meeting with data partners, teachers will analyze data and report how they are changing their instruction to reflect the data.		Maggie Dowling	06/04/2021
<i>Notes:</i>				
Implementation:				
Evidence	7/20/2017 Data collection showed that 49% of students fully met their literacy goals. Note that after analysis of student progress combined with daily medical and access challenges the team feels that 49% is a success. Gateway student progress at a much slower rate than typical peers and my need multiple years to master a goal.			
Experience	7/20/2017 This object required teacher to take and analyze literacy data. We discovered that our target was set to high because many of our students were able to met some objectives but not the entire goal. It was also difficult to distinguish differences between communication and literacy goals.			
Sustainability	7/20/2017 Quality measurable literacy goals need to be written and monitored to determine progress.			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. Staff retention is traditionally high at Gateway.	Limited Development 09/02/2016		
<i>How it will look when fully met:</i>			100% staff retention.		Sara Nachtrab	06/04/2021
<i>Actions</i>				2 of 4 (50%)		
	8/29/17	Train teachers on evaluation system.		Complete 06/04/2019	Sara Nachtrab	06/04/2019
<i>Notes:</i>						
	8/29/17	Staff will be given quarterly moral boosters to show appreciation.		Complete 06/04/2019	Linsey Guyette	06/04/2019
<i>Notes:</i>						
	9/16/19	Principal, Lead Teacher, Teachers and Paraprofessionals will meet to discuss walk-through data, discuss any concerns they may have, and problem solve.			Sara Nachtrab	06/04/2021
<i>Notes:</i>						

8/29/17			Hold quarterly meetings with all school stakeholders.		Sara Nachtrab	06/04/2021
Notes:						
Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	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:			Teachers and therapists communicate daily with parents and caregivers on how they can support their child at home. Communication tools and and adaptive equipment is loaned to parents to help students carry skills over in the home. School counselor assists families daily on how to access community resources that will assist with their children.	Limited Development 09/02/2016		
How it will look when fully met:			Teachers and therapists communicate daily with parents and caregivers on how they can support their child at home. Communication tools and and adaptive equipment is loaned to parents to help students carry skills over in the home. School counselor assists families daily on how to access community resources that will assist with their children.		Shantra Gray	06/04/2021
Actions				3 of 7 (43%)		
8/29/17			Continue teacher daily communication logs with parents.	Complete 06/04/2019	Sara Nachtrab	06/04/2019
Notes:						
8/29/17			Quarterly parent coffees with school counselor to share information and discuss needs.	Complete 06/04/2019	Shantra Gray	06/04/2019
Notes:			Typically there are 5-6 coffees a year.			
8/29/17			Quarterly PTA family nights.	Complete 06/04/2019	Sara Nachtrab	06/04/2019
Notes:						
9/10/19			School wide newsletter will be created and distributive to parents quarterly to update them on school news and upcoming events.		Rene Cranfill	06/04/2021
Notes:						
9/10/19			Connect Ed messages will be sent to parent/guardians to relay important information regarding school wide school events, information or with a small group of students as needed.		Sara Nachtrab	06/04/2021
Notes:						
9/10/19			Teachers will make all efforts (calling parents and sending reminders) for parents/guardians to attend IEP meetings annually or as needed.		Maggie Dowling	06/04/2021
Notes:						

10/13/20	Schedule a virtual parent night.		Sara Nachtrab	06/04/2021
Notes:				