

## Comprehensive Progress Report

**Mission:** Our team strives to improve lives, provide choices, and implement changes in the lives of all students, equipping them with the tools and skills needed to graduate and succeed in life.

**Vision:** Gateway will empower students to make positive decisions that promote high school graduation and post secondary success.

**Goals:**  
 All teachers and staff will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (A4.06)

In progress

As a school, Gateway will implement Multi-tiered Systems of Support (MTSS) and Student Support Teams (SST) will drive Gateway's educators to deliver evidenced-based instruction which supports reading and math proficiency. (A4.01)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>High expectations for all staff and students</b>

	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>ALL teachers assess student progress frequently using a variety of evaluation methods including teacher made formative and summative assessments. Additionally, teachers use computer software programs to universally screen students for learning strengths and areas of opportunity and adjust the curriculum as necessary to address the learning needs of students.</p> <p>Teachers also utilize the information gathered from these formative assessments to design rigorous content that is highly customized to state standards in core subject areas of math, reading, writing, science, and social studies. In addition to traditional interventions, teachers use software with interactive features and games that engage students and reinforce and reward learning achievement.</p>	Limited Development 12/03/2020			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>	<p>The students (with the help of teachers and support staff) will design and create personalized learning plans to address areas of concern and opportunities to close knowledge gaps identified by universal screening. Personalized Learning Plans for students will be created upon arrival at the school. The plan will consist of items such as</p> <ul style="list-style-type: none"> <li>• Career plans for high school</li> <li>• The creation of a CFNC account for all students</li> <li>• formative and summative assessment data</li> </ul>	Objective Met 03/08/23	Katie Elliott	06/01/2022	
<b>Actions</b>					
12/3/20	Introduce stakeholders to programs such as STAR and Study Island. Provide training for data analysis and reporting and the use of information gathered to suggest interventions for students and teachers.	Complete 03/31/2021	Bill Schreiber	03/31/2021	

*Notes:* The training will occur annually and the data will be reviewed a minimum of semi-annually.

2/11/21	<p>Personalized Learning Plans for students will be created upon arrival at the school. The plan will include items such as:</p> <ul style="list-style-type: none"> <li>-Career plans for high school</li> <li>- the creation of a CFNC account for all students</li> <li>- Academic student portfolios</li> </ul>	Complete 05/18/2022	Yrma Lopez-Miller	01/31/2022
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*Notes:* initial creation at intake. Updates as required a minimum of yearly

<b>Implementation:</b>		03/08/2023		
<b>Evidence</b>	5/18/2022 Students receive possible career options from CFNC, 504/IEPs are implemented and updated as needed, students are able to take advantage of minimum credit and graduation pathways.			
<b>Experience</b>	5/18/2022 Intake process includes scheduling, reviewing 504/IEP, High school pathway/graduation plan. Students also use CFNC to explore careers.			
<b>Sustainability</b>	5/18/2022 Review of necessary requirements, refresh the intake documents periodically, review the CFNC website, review district graduation requirements			

	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
<b>Initial Assessment:</b>			<p>For 2020-2022, tutors and intervention specialists are used for academic and behavioral interventions. SEL, remediation groups, classroom rules posted, Class Dojo are used to monitor and plan interventions.</p> <p>For 2022-2023, we have replaced Class Dojo with PBIS Rewards to promote positive behavior. Streamlining school communication by utilizing schoolwide Google Doc folder to help identify at risk student behaviors (student tracking sheets, SEL Check-ins, MTSS folders, Talking Points). Tutors and intervention specialists continue to be partners.</p> <p>The school has implemented school-wide expectations for the classroom, hallway, restroom, cafeteria, and bus. These expectations are incorporated in the school's and individual classroom teacher's behavior matrices. Teachers and other staff members teach, practice, and model expectations for students. Students are consistently reminded and behaviors are reinforced throughout the year.</p> <p><b>For 2023-2024:</b> Above practices will continue. Veteran teachers and IPG coach will support new teachers with classroom management issues.</p>	Limited Development 04/13/2022		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>			When fully implemented, a common behavior expectation plan will be the foundation for classroom management. All teachers will model and teach expected behaviors for students. Common expectations will be visible in student conduct throughout the building and in classrooms. Office referrals for behavior will decrease.	<b>Objective Met 05/10/23</b>	<b>Jami Ricker</b>	<b>05/31/2025</b>
<b>Actions</b>						
	11/2/22	All classroom teacher will make a behavior matrix for their individual classroom.	Complete 08/29/2022	Jami Ricker	09/30/2022	<i>Notes:</i>
	11/2/22	PBIS rewards program will help implement SEL check-ins and reinforce positive behaviors.	Complete 05/10/2023	Daniel Prestwood	05/31/2023	<i>Notes:</i>

11/2/22	All teachers will utilize a Google doc to keep track of student behavior and academic concerns.	Complete 05/10/2023	Daniel Prestwood	05/31/2023
<i>Notes:</i>				
<b>Implementation:</b>		05/10/2023		
<b>Evidence</b>	5/10/2023 See document upload			
<b>Experience</b>	5/10/2023 PBIS program and the student tracking sheets both helped facilitate effective classroom management.			
<b>Sustainability</b>	5/10/2023 This helped reinforce positive behavior and pinpoint potential behavior issues. Next year, it would be good to offer some better incentives for students to strive for.			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>For 2020-2022, Gateway continues to use pacing guides, NC Standard Course of Study, district professional development in developing units of study. IEP and 504 information is used to differentiate to meet the needs of students.</p> <p>For 2022-2023, in addition to previous efforts, we are identifying our leaders in each subject area to head up professional learning communities.</p>	Full Implementation 04/13/2022		

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
<i>Initial Assessment:</i>		<p>Train staff on the use of the Multi-Tiered Systems of Support (MTSS) framework in the school. Using MTSS protocols teachers and staff will identify struggling students and provide academic and behavioral interventions to serve the students.</p> <p>Training for MTSS was delayed due to COVID 19 concerns. The school has adjusted the implementation timeline from June 2021 to June 2022 and will fully implement the action steps outlined below.</p> <p>For 2022-2023, we will use assessment materials (STAR Reading/Math, Math 180, Lexia, APEX) to establish or identify student academic needs. This will help target schoolwide academic interventions. These interventions will be documented and implemented through evidence-based programs.</p>	Limited Development 12/03/2020		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>The school will create an MTSS team to train staff.</p> <p>The school will create an MTSS team for Middle School and High School which will meet regularly to review student academic and behavioral progress.</p> <p>Fully implemented, faculty and staff will understand the purpose and benefits of MTSS, and will be able to have concrete data to support their interventions on a daily basis.</p>	<b>Objective Met 09/19/23</b>	<b>Katie Elliott</b>	<b>06/01/2023</b>
<b>Actions</b>					
	12/3/20	Create a school-wide MTSS training team	Complete 09/01/2020	Bill Schreiber	09/01/2020
		<i>Notes:</i> A school-wide team was created and is working with district personnel to provide necessary training to school staff			
	12/3/20	Middle School and High School MTSS teams will meet monthly to review student information, make recommendations for interventions, and assess the progress of interventions.	Complete 12/01/2020	Yrma Lopez-Miller	12/30/2020

		<i>Notes:</i> Training is incomplete. Teams are formed and have completed initial training but the full training and implementation is not completed due to the pandemic.			
	12/3/20	The Student Services Management Team will meet bi-weekly to review student behavioral goal progress and assign resources to provide support.	Complete 02/12/2021	Yrma Lopez-Miller	06/01/2021
		<i>Notes:</i> This is a sustained process now. The team meets regularly and managing behavioral goals and expectations for students and staff.			
	2/24/21	Create a MTSS monitoring protocol for students and update it once a quarter or as needed.	Complete 05/18/2022	SSMT	05/31/2022
		<i>Notes:</i> We will monitor quarterly (October, January, March and May)			
	9/7/22	Progress monitor three times a year using evidence-based programs.	Complete 05/10/2023	Pam Fultz	06/01/2023
		<i>Notes:</i> Through SST, MTSS process will be established to place students in the appropriate tiers and suggest possible interventions.			
	<b>Implementation:</b>		09/19/2023		
	<b>Evidence</b>	2/12/2021 Scheduled meetings are occurring. 5/18/22: MTSS folders are accessible for appropriate staff 5/10/23: STAR test data that supported our tutor academic schedule (evidence uploaded: tutor schedule)			
	<b>Experience</b>	2/12/2021 2/12/2021-the staff has quickly adopted this process and is using it effectively 5/18/22: Suzy Lambert is serving as an educational consultant, helping maintain MTSS data with team involvement 5/10/23: STAR tests were conducted quarterly.			
	<b>Sustainability</b>	2/12/2021 2/12/2021- schedule meetings and analyze data regularly 5/18/22: Suzy Lambert will be requested to be retained again next year . MTSS meetings will continue monthly. 5/10/23: Review FAM-S data and establishing school wide understanding of RTI stored, NC Check-ins, and any other academic programs that might alter our evidence-based teacher instruction.			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>Teachers facilitate learning and ensure that each student is supported. Relationships among students and teachers are used to gauge student emotions and assist students in managing their emotions. Initial professional development related to the CASEL 5 core competencies has been provided for staff members. Teachers are using classroom strategies addressing social emotional learning and are embedding SEL in classroom instruction. Support staff available to students include school counselors, school nurse, tutors, instructional assistants, and a school social worker.</p> <p>For 2022-2023, staff will be doing a book study, <i>Teaching With Poverty and Equity in Mind</i>, to help increase awareness. We are utilizing PBIS Rewards for SEL Check-in daily.</p>	Limited Development 10/05/2021		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	<p>When fully implemented:</p> <ul style="list-style-type: none"> <li>• Gateway teachers and staff will continue to promote social-emotional competency and increase awareness of the importance of student self-regulation of emotions and understanding the impact of emotions in the academic setting.</li> <li>• Teachers and support staff will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</li> <li>• The school's Multi-Tiered Systems of Support (MTSS) is fully established addressing social emotional needs and behavior needs in core instruction, supplemental instruction, and intensive instruction. Support staff are available to assist students and their families and connect students and families with outside agencies and resources when appropriate. Through our MTSS implementation addressing social emotional and behavioral needs, referrals for student discipline have decreased.</li> <li>• Create an ongoing training program to continue to develop staff and student knowledge of SEL and the application of SEL skills and abilities in the school setting</li> </ul>	<b>Objective Met 05/10/23</b>	<b>Chris Robertson</b>	<b>06/01/2023</b>
<b>Actions</b>				
10/5/21	Develop and implement an SEL training program for students and staff.	Complete 05/18/2022	Jami Ricker	06/01/2022



	<i>Notes:</i> The school counselor and other members of the support staff will develop staff and student knowledge of SEL and the application of SEL skills and abilities in the school setting			
11/2/22	Use of PBIS to monitor SEL check-ins	Complete 05/10/2023	Chris Robertson	06/02/2023
	<i>Notes:</i>			
11/2/22	Staff will complete a SEL related book study	Complete 05/10/2023	Gary Crouch	06/02/2023
	<i>Notes:</i>			
<b>Implementation:</b>		05/10/2023		
<b>Evidence</b>	5/10/2023 Individual CEUs of participants who attended trainings, faculty/staff meetings and SIT meeting agendas and notes			
<b>Experience</b>	5/10/2023 Leadership members had the opportunity to attend RTI stored and then present information at our faculty meeting to all staff. 75% of SIT members were able to attend a 2-day DPI NCStar training, which has provided Gateway School a roadmap to success.			
<b>Sustainability</b>	5/10/2023 Our book study, Teaching with Poverty and Equity, sparked more interest to research best practices through the book Teaching with Love and Logic. Within finishing the year, this process has sparked a member of our leadership team to pursue the book Zones of Regulation as summer reading/professional development for next year. Consistent and updated NCStar training for new and future SIT members as well as educating faculty & staff on the key indicators by utilizing Wise Ways. Ongoing communication with central office staff and district leaders to maintain a smooth transition as we implement RTI Stored.			

	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, students transition directly to the school via the District Review Team Process. The school attempts to arrange transition visits the semester prior to returning to homeschools. Transition to homeschool requires more interaction with mentors and homeschools and extended support from our school.	Limited Development 02/10/2021				Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	The school will arrange transition visits prior to returning to homeschools. Transition to homeschool will become a normal process with personal interaction from support staff and teachers. Additionally, we will establish mentors at the homeschools and provide extended student support from our school for a smooth transition back.	<b>Objective Met 05/10/23</b>	<b>Elizabeth Farmer</b>	<b>06/30/2023</b>	<i>Actions</i>				
5/5/21	School counselor and or support staff will arrange transition visits and coordinate establishment measures at home schools quarterly or as directed by the District Review Team. High school counselors from traditional schools meet with students quarterly.	Complete 05/18/2022	Ashley Berrong	06/05/2022	<i>Notes:</i> District Review Team generally meets quarterly, results from that meeting determine priorities for the school.				
10/19/22	High school counselors from traditional schools are meeting with students monthly.	Complete 05/10/2023	Fay Hand	06/05/2023	<i>Notes:</i> Counselors arrange individual meetings with students to update progress on grades and behavior.				
<i>Implementation:</i>		05/10/2023			<i>Evidence</i>	5/18/2022 District Review documents, EC documents, successful graduations/transitions 5/10/23: Home-school counselor's notes while visiting our students monthly			

<b>Experience</b>	<p>5/18/2022 Transition meetings have occurred each semester. District Review Team also meets quarterly to discuss student placement. EC and Counselor follow DRT guidelines. Staff recommends students for transition.</p> <p>5/10/23: It has been a positive experience keeping open communication with student's home-school counselors and principals dealing with individual student progress while at Gateway.</p>			
<b>Sustainability</b>	<p>5/18/2022 Closely working with District Review team and maintaining relationships with home schools</p> <p>5/10/23: Honest and consistent feedback of student progress is vital for our student success. Continue home-school principals and counselors to visit students while at Gateway.</p>			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>				
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>				
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		<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>For 2020-2022, Gateway maintains SSMT, SIT, MTSS teams which meet at least monthly. Some records are incomplete due to COVID and principal transition.</p> <p>In 2022-2023, the SIT team is meeting twice monthly. Title 1, MTSS, and Student Support (SST) are meeting once monthly. Counselors and social workers meet weekly with the principal to discuss students.</p>	Full Implementation 04/13/2022		
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>For 2020-2022, SIT scheduled to meet twice monthly, but due to COVID and principal transition, some months had single meetings.</p> <p>In 2022-2023, SIT has established meetings twice a month. SIT team members go back to their departments and report.</p>	Full Implementation 04/26/2022		

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
<i>Initial Assessment:</i>		<p>For 2020-2022, master schedule is still in place with planning blocks for teachers. Middle School works in a traditional team environment and have shared planning time. Academic teams do not exist due to small size of the school (one teacher per discipline, typically). Duties are shared equally by staff.</p> <p>For 2022-2023, middle school common planning period is protected during the day. There is also time allowed for high school teachers to collaborate in a customized academic setting.</p>	Full Implementation 04/26/2022		

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
<i>Initial Assessment:</i>		<p>For 2020-2022, principal maintained observation cycle, including added observations mandated by school of improvement status.</p> <p>For 2022-2023, principal has established the observation cycle, which starts with the SUPER observation and then reverts back to the renewal cycle.</p>	Full Implementation 04/26/2022		

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

<b>Initial Assessment:</b>		For 2020-2022, staff has continued professional development in trauma-informed practices and SEL to target our school's specific population. Our educational consultant assists in the collection of data used to assist school improvement decision making.  In 2022-2023, we have established check-ins twice daily, PBIS reward system, classroom tracking sheets, MTSS folders, and benchmarks for all EOCs/EOGs.	Full Implementation 04/26/2022		
	<b>C2.03</b>	<b>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		In 2022-2023, Gateway staff will participate in the CARES program, which will occur over a span of 3 sessions. Particular staff will be trained in RTI Stored and then will trickle down to the staff through MTSS meetings. Certain faculty are going to attend NC Star training. All faculty will be participating in a book study through CSI.	Limited Development 11/02/2022		
<b>How it will look when fully met:</b>		Evidence of full implementation includes Gateway having fully implemented RTI Stored to house all data sources, including PowerSchool data, NC Check-in data, state assessment data, etc. This is evident as Gateway structures their foundational core around the whole student which includes social and emotional health, behavioral health, and academic progress. Faculty and staff are supported through the interventions provided by CARE, and supported by the ongoing training established by Gateway faculty and staff.	<b>Objective Met</b>	<b>Katie Elliott</b>	<b>06/02/2023</b>
<b>Actions</b>			<b>4 of 4 (100%)</b>		
11/2/22	Faculty and staff will attend CARE training sessions		Complete 01/13/2023	Pam Fultz	02/01/2023
	<i>Notes:</i>				
11/2/22	Particular staff will be trained on RTI stored.		Complete 05/10/2023	Fay Hand	05/31/2023
	<i>Notes:</i>				
11/2/22	The new Data Processing Manager, school counselor, and principal will attend NC Star Training.		Complete 05/10/2023	Daniel Prestwood	05/31/2023
	<i>Notes:</i>				
11/2/22	Faculty will participate in a book study sponsored by CSI.		Complete 05/10/2023	Jeff Mayo	05/31/2023
	<i>Notes:</i>				

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>		<p>For 2020-2022, district procedures and protocols have been followed to fill any staff vacancies. All positions are currently filled or in the process of being filled. Teachers continue to receive a stipend for working at Gateway.</p> <p>For the 2022-2023 school year, we contacted some early graduates from App State's work fair for recruiting. We have started the big apple reward for staff. We also have several sponsorships that are helping to support our school.</p>	Full Implementation 04/26/2022		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Gateway will foster ongoing conversations with parents/guardians by using Talking Points, PBIS, Blackboard, bi-weekly emails, newsletters, and Title 1 Nights	Limited Development 10/05/2022		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Parents will have many options to communicate with Gateway's staff concerning students' academic and behavioral needs and progress.	<b>Objective Met 04/26/23</b>	<b>Jami Ricker</b>	<b>06/01/2023</b>
<b>Actions</b>					
	10/5/22	Gateway staff will use one of the following formats to facilitate ongoing communication with parents: Talking Points, bi-weekly emails, Blackboard, Title 1 Nights	Complete 04/26/2023	Jami Ricker	06/01/2023

Notes:

<b>Implementation:</b>			04/26/2023		
<b>Evidence</b>	4/26/2023 Please see artifacts uploaded directly towards this indicator as well as SIT meeting agenda notes throughout the 2022-2023 academic year.				
<b>Experience</b>	4/26/2023 We've increased parent engagement and communication through the objectives within the parameters of the indicator. Artifacts have been uploaded to support evidence of full completion.				
<b>Sustainability</b>	4/26/2023 Continue bi-weekly contacts, relationships with parents and creative academic and parent opportunities to encourage them to fully involved in their student's academic pathway.				
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>For 2020-2022, staff continues to utilize many of the previously listed tools (Class Dojo, Alert Now, Google Text, etc.) as well as new ones like Talking Points and Blackboard Connect. Gateway continues to have Math and Reading parent nights where parents are given resources to help extend the curriculum to home learning.</p> <p>For 2022-2023, teachers are sending biweekly emails to parents, a monthly newsletter, Title 1 Night, Blackboard, and utilize Talking points to communicate with parents.</p>	Full Implementation 04/26/2022		

Core Function:		Dimension E - Families and Community				
Effective Practice:		Community Engagement				
E2.02		The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In 2022-2023, Gateway has implemented a monthly newsletter, an up-to-date website, announcements via Talking Points and Blackboard, Title 1 Events as well as Parent Academic/Behavioral Support Meetings.		Limited Development 10/05/2022		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		Gateway's events and meetings will have more participation, increased number of sponsors, and an increased digital presence		<b>Objective Met 04/06/23</b>	<b>Katie Elliott</b>	<b>04/26/2023</b>
<b>Actions</b>						
	10/5/22	Creation of monthly Gateway newsletter		Complete 11/01/2022	Jeff Mayo	11/01/2022
		<i>Notes:</i> Mr. Mayo has shared a monthly digital newsletter, which is available to stakeholders.				
	10/5/22	School website refreshed monthly		Complete 01/04/2023	Kao Lee	01/04/2023
		<i>Notes:</i>				
	10/5/22	Utilize Blackboard and Talking Points to communicate important school information and events		Complete 04/05/2023	Callie Clark	04/02/2023
		<i>Notes:</i>				
<i>Implementation:</i>				04/06/2023		
<i>Evidence</i>		4/5/2023 Parent contact log, archived newsletters, current website, Title I team minutes				
<i>Experience</i>		4/5/2023 Using these types of communication increased our parent contacts and tremendously helped with our Title I parent nights. Biweekly parent contacts are made by all teachers. We have increased our sponsors. The website is updated monthly as well as a newsletter, which has helped increased our digital presence.				



**Sustainability**

4/5/2023

Continued use of Talking Points, updating of school website and newsletters. We will need to continue to seek out sponsors. Teachers will need to continue completing their biweekly email communication with parents.

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