

**Gateway Academy**  
2024-2025  
SCHOOL IMPROVEMENT PLAN

Brian Edmunds, Principal

**GATEWAY ACADEMY SITE COUNCIL MEMBERS:**

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## Gateway Academy 2024-2025

### Mission

Gateway Academy's mission is to provide a supportive and empowering educational environment through Trauma Informed Care, Hands-on Learning, and Culturally Responsive Teaching. We aim to equip students with the social, emotional, and academic skills needed to achieve their high school diploma and transition successfully into a complex global society with a solid plan for future success and happiness.

### Vision

Gateway Academy's vision is to create an inclusive, nurturing educational environment where trauma-informed care, hands-on learning, and culturally responsive teaching empower students. We aim to provide comprehensive social, emotional, and academic support, ensuring every student graduates with a high school diploma and a clear, personalized plan for a joyful and successful transition into a complex global society.

## **Theory of Action**

### **Contextual Understanding:**

The Gateway Academy operates within a framework that recognizes all our students' diverse backgrounds and experiences. Acknowledging the prevalence of trauma in many students' lives, as well as the importance of cultural responsiveness, and a hands-on instructional approach, the school creates an environment that prioritizes holistic support and individualized learning.

### **Core Principles:**

Trauma-Informed Care: The Gateway Academy acknowledges the impact of trauma on learning and behavior. Through a trauma-informed approach, the school fosters a safe, nurturing, and predictable environment where students feel supported and understood. This involves training staff in recognizing and responding to trauma, implementing trauma-sensitive practices, and providing access to counseling and mental health resources.

Culturally Responsive Teaching: The curriculum at The Gateway Academy is inclusive and culturally relevant. Teachers incorporate diverse perspectives, histories, and experiences into their instruction, ensuring that all students see themselves reflected in the learning process. Culturally responsive teaching fosters empathy, respect for diversity, and a deeper understanding of societal issues.

Hands-On Learning: Learning at The Gateway Academy is experiential and inquiry-based. Students engage in hands-on activities, real-world projects, and problem-solving tasks that promote critical thinking, creativity, and collaboration. This approach not only deepens understanding but also enhances student motivation and engagement.

### **Implementation Strategies:**

- **Professional Development:** The school invests in ongoing professional development for all staff to deepen their understanding of trauma-informed care, hands-on learning pedagogies, and culturally responsive teaching practices. This includes workshops, instructional seminars, and collaborative learning opportunities.
- **Individualized Support:** Each student at The Gateway Academy receives personalized support tailored to their unique needs and experiences. This may involve one-on-one counseling, academic interventions, or targeted enrichment activities. By addressing the whole child, the school helps students thrive academically, socially, and emotionally.
- **Community Partnerships:** The school actively collaborates with community organizations, and local businesses to enhance learning opportunities and provide additional support services. These partnerships enrich the curriculum, expose students to diverse perspectives, and connect them with resources beyond the classroom.

### **Assessment and Reflection:**

- **Continuous Improvement:** The Gateway Academy regularly assesses its practices and outcomes to ensure alignment with its mission and vision. This includes gathering feedback from students, families, and staff, analyzing data on student performance and well-being, and adjusting strategies as needed to optimize learning and support.
- **Celebrating Success:** The school celebrates the achievements and growth of its students, recognizing progress in academic, social, and emotional domains. By fostering a culture of celebration and affirmation, The Gateway Academy reinforces positive behaviors and motivates continued effort and growth.

In summary, The Gateway Academy's theory of action is rooted in trauma-informed care, hands-on learning, and culturally responsive teaching. By prioritizing the well-being and individualized needs of its

students, the school cultivates a safe, supportive, and inclusive environment where learners can thrive academically, socially, and emotionally, preparing them to become collaborative, creative, and empathetic members of their community and the broader world.

**Gateway Highlights and Challenges 2023-2024**

<b>Highlights</b>	<b>Challenges</b>
New Physical Building	Implementing a new grading system
Ongoing Enrollment	Attendance/Tardy Ratios
Increased Student Engagement	Restructuring Counseling Services
iReady Participation Increase	Building out the Kitchen area
Additional Strategic Partnerships	The woodshop has not been renovated
Care Team Meetings	Increased class sizes
Freight Farm	

## Goals

### Strategic Objective #1 Whole Student

**SMARTIE GOAL:** By May 2025, given opportunities to access Gateway Academy's Multi-Tiered Systems of Support, staff will demonstrate an increase in academic support, culturally responsive teaching, and trauma informed care as evidenced by 5% growth on each category of the student voice survey.

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Assessment /Goal	Date Completed/ Ongoing
Administration of the Student Voice Survey	Implement the school-wide MTSS protocol, informed by student input, and continue to seek student feedback on the quality and efficacy of the MTSS protocol that was designed to meet the diverse and dynamic needs of ALL learners	Nov. 2024, and May 2025	Head Teacher Students	Google form, time allotted during class to complete <ul style="list-style-type: none"> <li>● Evaluate the results of prior survey administrations</li> <li>● Identify areas of success and opportunity</li> <li>● Seek ways to showcase our successes</li> <li>● Find opportunities to address areas of opportunity through PD, evaluation feedback, etc.</li> <li>● Implement MTSS protocol created in previous school year</li> </ul>	By the October 23rd Data Dive, Gateway Academy students will have completed the first administration of the Student Voice Survey. By May 15th, Gateway Academy students will have completed the first administration of the Student Voice Survey. success.	May 2025
Opening week - setting expectations in classrooms and throughout the building	Deliver the Day 1 Lesson Plan Template to all classes, and a school-wide assembly by the	8/27 - 8/30	Faculty	First-Day Lesson Plan	All classes have delivered the first-day lesson	8/30/2024

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	end of week 1.					
Care Team meetings, Lunch groups, after-school clubs, etc.	Update the Care Team Meeting Template by the end of Week 1 Set Care Team Meetings as needed for students who are struggling.	Care team - as required  Clubs - weekly	School counselors  Club advisor: Garden Club, Year Book Club, potentially others	Meeting space/time Care Team Meeting Template  Club pertinent materials - gardening supplies, Software programs suited to publishing a year book, etc.	Care Team Meeting and Club goals vary but include attendance, grades, social-emotional wellbeing	Ongoing
SST (Student Support Team) - SAC will facilitate	Updated the Student Support Team agenda by the end of Week 1. Hold weekly meetings (SST, BCRT, Attendance)	Weekly	Student Support Team: Counselors, ISTs, SST, Teachers, Admin	Meeting Agendas Meeting space/time	Goals vary: attendance, social-emotional well-being, behavior, academics, etc.	Ongoing
SEL in Middle School	Review and plan for the implementation of Trails to Wellness Curriculum by end of week 1 Deliver lessons twice a week throughout the year	Twice weekly	Teacher / Adjustment Counselor	Trails to Wellness Curriculum	Goals vary: attendance, social-emotional well-being, behavior, academics, etc	Ongoing
Non-traditional disciplinary practices	Review Collaborative Problem Solving Form, Peer Mediation Form, and Restorative Practices protocols	Within first two weeks and as required moving forward	Student Support Team - ISTs, SST, SAC, Guidance, Admin	CPS Information  Collaborative Problem-Solving Request Form	Goals vary: attendance, social-emotional well-being, behavior, academics, etc	Ongoing



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	with SST within the first two weeks			Collaborative Problem Solving-PLAN B worksheet - Gateway Academy  Mass General Hospital - Think:Kids PD		
PD on Care team meetings, Behavior Management Systems	Review Gateway Behavior Management System with All staff by the end of week 1		All Staff	Expectation Award Nomination Form	Goals vary: attendance, social-emotional well-being, behavior, academics, etc	Ongoing
Positive Reinforcement Systems	Launch Attendance and Expectation Awards, Opportunity Systems, and Individual Reinforcement Systems	Weekly Opportunity System, Expectation Awards, Monthly Attendance Awards	All Staff, SST Team Members	Incentives, Tracking Systems	Goals vary: attendance, social-emotional well-being, behavior, academics, etc	Ongoing
Hands-on Learning / Multisensory - Instructional Priority	PBLworks.org - Pilot Teachers will begin training in October 24	Starts in October	Selected Pilot Teachers, Admin	Professional Development Materials provided by MGH Think:Kids	Goals vary: attendance, social-emotional well-being, behavior, academics, etc	Ongoing

**Strategic Objective #2 Equity/Access/DEI**

**SMARTIE GOAL:** By May 2025, staff will learn and implement methods of identifying and accommodating diverse student needs through adapting curriculum, practice, and procedures using learned best practices with at least a 25% increase in observation scores by the end of the 2024-2025 school year.

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Assessment/Goal	Date Completed/ Ongoing
Read identified research items that include but are not limited to trauma-informed care, anti-racist teaching, and project-based learning.	During CPT, team members discuss takeaways and items to implement. These will be added to the walkthrough tools	Quarterly, student voice surveys to reflect on and improve practices	Team Members	Cultivated tools and strategies derived from professional development in the following areas: PBLworks.org Collaborative Problem Solving Culturally Responsive Teaching and the Brain	Progress will be tracked using whole-school-instructional walk-through tools	Ongoing
All students have a voice through individual feedback they will provide through the Student Voice Survey.	Students will provide feedback which will drive continual improvement of support specific to students' personal backgrounds to ensure social/emotional/academic success for all.	Nov. 2024, and May 2025	Head Teacher Students	Student Voice Survey Options will be provided for students who prefer to provide feedback using alternative modalities.	Students will complete the survey biannually to provide faculty/staff additional insights into students' needs.	May 2025

**Strategic Objective #3 Research-Based Data Driven**

**SMARTIE GOAL:** By May 2025, by implementing practices that include trauma-informed care, culturally responsive, and hands-on learning, the Gateway Academy course passing rate for all students will increase from 78% to 82%.

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Assessment/ Goal	Date Completed/ Ongoing
In CPT, staff will use available data (including but not limited to iReady data, student voice surveys, and course passing rate data) to track students' progress in courses and use research-based practices to provide interventions for students who are found to need more support.	Track passing rates through quarterly assessments and standardized tests.	Ongoing	All Staff	Common planning time Feed back forms iReady Data School Brains Reports	Compare end-of-year passing rates to baseline data to measure the 4% increase.	June 2025
Students will increase their opportunities for hands-on learning projects per semester which align with the curriculum.	Four Gateway Academy Teachers will become Level 1 certified through PBLworks.org	Ongoing	Teachers, admin	Varies according to the subject PBL Works Professional Development	Grading Rubrics	Ongoing
Using historical attendance records, the student support team will decrease chronic attendance	Students will receive perfect and increased attendance awards monthly, Care	Monthly	All Staff Lorna Marchant	Meeting space/time Care Team Meeting Template Attendance Awards School Brains reports	Monthly Attendance	Ongoing

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	team meetings as needed.					
Gateway will increase classroom engagement and work production using the implementation of the grading advisory.	Students will receive credit for the following: Engagement, Work Completion, Academic Assessment and Collaborative Conversation	Quarterly	All Staff	Gateway Academy Grading Advisory	Quartly report cards Ongoing data review	End of year

**Strategic Objective #4 Community Partnerships**

**SMARTIE GOAL:** By May of 2025, students of Gateway Academy will expand their engagement with the Haverhill and surrounding communities, with opportunities to participate in community organizations, non-profit organizations, for-profit organizations, local government, and local citizens with at least 80% student participation.

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Assessment/ Goal	Date Completed/ Ongoing
By October 2024, members will take inventory of the ways students at Gateway Academy have engaged with the Community during the past school year.	A data collection system will be established to track the engagement of students with community partnerships	September to October	Job Coach Guidance Counselor Principal	Meeting time/space	Opportunities will be tracked through Google Sheets	October 2024
Staff will continue to create opportunities to have community members such as organizations and local governments come to Gateway for a specific goal such as expanding education for students, speaking with students, and providing one-time or ongoing opportunities for students. Staff will find opportunities to have students go into the community to participate in	Staff will have intentionally engaged additional community partners to provide more community-based opportunities for students.	Ongoing	Job Coach Teachers Guidance Counselor Principal	Meeting time/space Google Spreadsheet	Additional community partnership experiences are cultivated	May 2025

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real-life learning opportunities.						
Gateway Academy will provide continuous updates to families regarding ongoing school and community events.	Weekly Gateway Newsletter Parent/teacher conferences Evening Gateway/Community events	Ongoing	Teachers Parent Liaison Principal	Remind App Parent/teacher conferences Computer Software	Gateway will publish weekly newsletters	June 2025
All students will be provided with at least one way in which they were offered a community partnership.	Students will be offered at least 1 opportunity to engage with a community partnership by the end of the school year.	Ongoing	Gateway Staff Community members	Special attention and arrangements will be made so that students' needs are addressed. Students who have the strongest need for a community partnership will be provided that opportunity first.	100% of students will be offered an opportunity to engage with at least one community partnership by June 2025.	June 2025

## 2024 Student Survey Results

Culturally Responsive Teaching	Nov. 2023	June 2024
I am provided the required materials and support to be organized	3.45	3.62
I have a variety of opportunities to complete school work using hands-on/project-based learning	3.38	3.56
Routines are clear and consistent in each classroom	3.28	3.24
I have opportunities to learn relevant and valuable knowledge and skills in order to succeed.	3.25	3.5
I feel academically supported and successful at school.	3.20	3.42
I have opportunities to learn with my preferred learning style.	3.18	3.3
Academic Support for Success		
I have opportunities to learn about different races, ethnicities and cultures	3.44	3.36
I feel represented in the materials presented in the classroom	3.18	3.28
I feel connected to the adults at Gateway	3.00	3.22
I feel the adults at Gateway understand my individual needs	3.00	3.28
Teachers understand my background	2.98	3.1
My opinion matters at school	2.88	3.16
Trauma-Informed		
The expectations for behavior are clear.	3.43	3.64
I have an adult in the building I feel safe speaking to about my concerns	3.35	3.36
The teachers are excited to present lessons and materials.	3.30	3.26
Teachers support me through difficult situations.	3.22	3.34
Other student behavior impacts my learning.	2.70	2.96
I enjoy coming to school.	2.67	2.96

**Any initiative unique to your school that impacts student outcomes:**

Workforce Internship opportunities, both paid and unpaid
Grant-funded driver's education offered
Partner with NECC to offer continuing education for parents and adult family members
Hands-on learning environments - Greenhouse, raised bed gardens, Hydroponic Freight Farm, commercial kitchen, and maker space.
Trauma-Informed Care practices
Culturally Responsive Teaching practices

**Time on Learning: Elementary is 900 hours and secondary is 990 hours. Attach a schedule here.**

Breakfast	8:00	8:30
A (48) with announcements	8:30	9:23
B (48)	9:23	10:11
C (48)	10:11	10:59
D Lunch 1 (30) Middle School Only	10:59	11:29
E (18 min)	11:29	11:47
F Lunch 2 (30)	11:47	12:17
G (18 min)	12:17	12:35



H Lunch 3 (30)	12:35	1:05
I (48)	1:05	1:53
J (51)	1:53	2:45

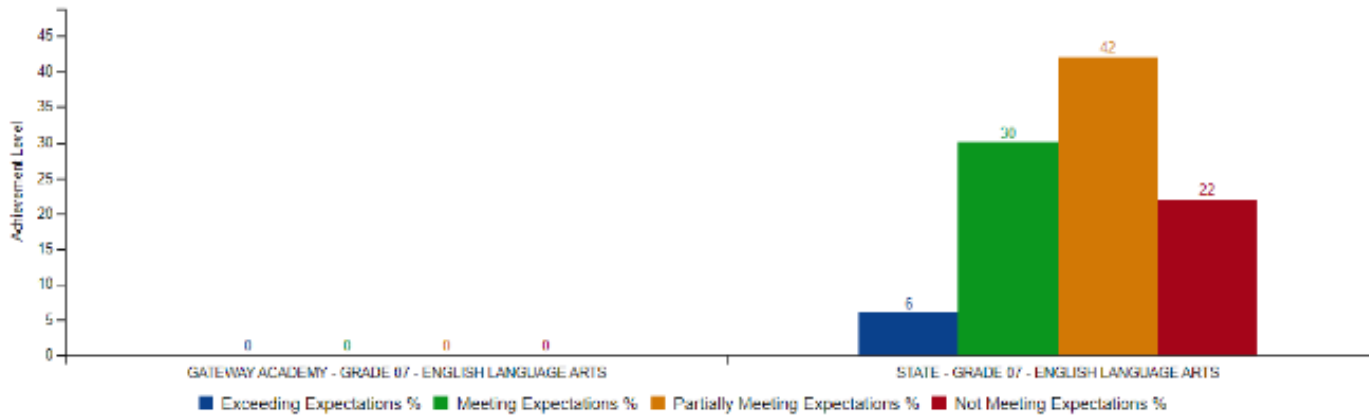
**Accountability Summary: MCAS, ACCESS, Disciplinary, Attendance, etc.. Insert below.**

**MCAS Tests 2024**

**Percent of Students at Each Achievement Level for Gateway Academy**

Data Last Updated September 24, 2024.

[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 07 - ENGLISH LANGUAGE ARTS		36		6		30		42		22	5	91		N/A	5	
GRADE 07 - MATHEMATICS		37		8		30		44		19	6	100		N/A	6	
GRADE 08 - ENGLISH LANGUAGE ARTS	0	43	0	11	0	32	18	34	82	24	11	83	452	N/A	10	1
GRADE 08 - MATHEMATICS	0	38	0	8	0	31	18	42	82	19	11	89	460	N/A	10	1
GRADE 08 - SCIENCE AND TECH/ENG	0	39	0	6	0	34	20	41	80	20	10	83	458	N/A	N/A	1
GRADE 10 - ENGLISH LANGUAGE ARTS	5	57	0	14	5	43	45	31	50	12	22	81	470	N/A	14	2
GRADE 10 - MATHEMATICS	0	48	0	12	0	36	27	39	73	13	22	81	466	N/A	14	2
GRADE 10 - SCIENCE		49		12		37		40		11	9	100		N/A	N/A	
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	19	39	0	7	19	32	13	40	69	21	16	86	463	N/A	15	2
GRADES 03 - 08 - MATHEMATICS	6	41	0	8	6	33	24	42	71	18	17	94	463	N/A	16	1

### 2024 ACCESS for ELLs Report

**Total Tested: 6**

Results are not reported if number of students is fewer than 10.

### Student Attendance (2023-24)

Please note that the attendance data in the report below reflects attendance reported by districts from the beginning of their school years until the last day of school.

Student Attendance (2023-24) - End of Year						
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Student	69.7	50.8	92.5	80.2	55.7	89.6
Female	70.7	48.5	92.0	84.0	60.0	88.0
Male	69.3	52.6	92.6	75.9	51.9	90.7
Low Income	69.7	50.7	91.7	81.0	56.0	89.3
High Needs	70.0	50.6	91.4	81.7	54.8	89.2
LEP English language learner						
Students with disabilities	67.5	50.8	87.9	75.8	51.5	84.8
African American/Black						
Asian						
Hispanic or Latino	71.2	48.2	92.0	82.0	54.0	92.0
Multi-race, non-Hispanic or Latino						
White	68.4	53.2	92.5	77.4	56.6	86.8

## **Glossary of Terms**

BCRT - Building Crisis Responce Team

CPS - Collaborative Problem Solving

CPT - Common Planning Time

IEP - Individual Education Plan

ILT - Instructional Leadership Team

IST - Instructional Support Team

ML/ELL - Multi-Lingual Learners

PBL - Project-Based Learning

PD - Professional Development

SAC - School Adjustment Counselor

SSC - Student Support Center

SST - Student Support Team

**School Components required in accordance with Section 1114(b)(2)**

- Annual Comprehensive needs assessment to gather feedback and determine areas of improvement based on student performance
- School-wide reform strategies that are inclusive and equitable to all subgroups.
- Instruction by highly qualified professional staff
- Professional Development for teachers, support staff, and paraprofessionals
- Strategies to attract highly qualified teachers
- Strategies to increase parent involvement
- Strategies for assisting students to the next level
- Steps to include teachers in the decision in regard to assessments
- Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of performance (MTSS)
- Coordinate and integrate federal, state, and local programs and services.

## Gateway Academy School Improvement Council 2024-2025

### SCHOOL COUNCIL MEMBERS, ROLES, SIGNATURES

**CHAIRPERSON:**

Brian Edmuds

SIGNATURE

**COCHAIR**

Danielle Gregoire

SIGNATURE

**RECORDING SECRETARIES:**

Danielle Gregoire

Joanna Dix

**TEACHERS:**

Joanna Dix

SIGNATURES

**PARENTS:**

Scott Bradish

Jennifer Bradish

SIGNATURES

**COMMUNITY REPRESENTATIVE**

Dianne Connolly

Sandra Lample

Allison Heartquist

SIGNATURES

