

Continuous School Improvement Plan 2018-2019

“...my beloved brethren, be ye steadfast, unmovable, always abounding in the work of the Lord, forasmuch as ye know that your labor is not in vain in the Lord”

I Corinthians 15:58

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Gateway Woods Mission:

Our purpose is to support the mission of Gateway Woods by providing a meaningful Christian education that brings glory to God, by inspiring hearts and minds

School Description

Gateway Woods Schools serves the academic, behavioral, and emotional needs of the residents of Gateway Woods Family Services. Gateway Woods School is a dual accredited private Christian school specializing in credit recovery. Day students may be accepted from the local community where they will obtain a quality Christian education. The ultimate goal of Gateway Woods School is to improve continuous overall student achievement while providing a safe and nurturing learning environment.

Our Values

Christian Principles The Bible, which includes the saving power and gospel of Jesus Christ, serves as the motivation, guide and final authority in all we do.

The Family The core and cornerstone of society and our primary therapeutic tool. We will provide services to families and surrogate families for children who need security and guidance based on Biblical principles.

Commitment Exemplified by optimism, resilience, determination, hard work, self-denial and unconditional love, our commitment is to Jesus Christ, each other, our clients, their families and our supporters.

Teamwork Recognizing our individual limitations and the strengths and wisdom in numbers, we will work cooperatively with each other, our clients, our authorities and other professionals.

Quality We will maintain high standards for our services and facilities. Through accountability and creativity we will continuously seek to find new and more effective ways to meet human needs.

Integrity We will be faithful in our responsibilities. We will do what we say we will do. We will tell the truth. We will be honorable in all of our relationships.

Stewardship We will make wise use of our spiritual gifts as well as our human, material, and financial resources.

Philosophy of Education

We believe that God is the origin of all knowledge and understanding. God formed all that exists for His pleasure. It was His desire to have perfect communion with man, but it was broken by man's sin. The mission of Christian education is to restore souls to God through instruction in the understanding of Him and His world.

Students:

In the light of Scripture, each student is uniquely created in God's image, but fallen, and in need of Christ's redemption. Christian education illuminates the following areas:

Critical Thinking: As critical thinkers, students analyze and filter new information through the truth of God and apply it to the issues of man. Rather than tell them what to think, effective Christian education teaches them how to think.

Personal Awareness: Students need to develop an established awareness of who they were created to be. This awareness will reveal their need of a personal relationship with the Savior. Christian education also develops an awareness of a student's emotional, physical, relational, and creative uniqueness.

Responsibility: In response to Christian education, students will take responsibility for their actions, which includes good stewardship over what God has placed in their trust. Students will cultivate their God-given abilities and talents to serve their community, and contribute positively to society.

Curriculum:

We believe God has revealed Himself through the Bible and His creation. Therefore, the Bible is the final authority of all areas of study. No subject in creation can be taught properly without acknowledgement of the Creator God. All curricula must guide the students to an understanding of God and evoke a personal response to Him. In addition, the curricula illuminate the truths revealed in Scripture and creation, and inspire students to embrace the following:

Devotions:

The study of God's holy word and biblical instruction for mankind to live and establish a relationship with Him through our Lord and Savior Jesus Christ.

Language Arts:

God is the creator of language and communication. God has revealed Himself through written and oral languages throughout time, thus the study of language arts is essential in understanding God and the world. Effective communication skills are the bedrock for being able to flourish in all areas of life. Therefore, by becoming proficient in the language arts, students are equipped to learn and grow in the knowledge of God as well as succeed in life.

Mathematics

God is the creator of mathematics. These concepts and principles govern His creation. The discovery and study of these principles, by extension, is a study of God's complexity and order. In light of this belief, students will learn to value mathematics and apply its concepts and principles throughout life.

Science:

God is the creator of all things. The intricacies of God's design are discovered through the scientific study of His creation. Increased knowledge of creation will inspire a deeper awe of the Creator. Students' biblical understanding of science will strengthen their faith in an increasingly secular world.

Social Studies:

God is the creator of mankind. God continues to actively work through His creation. Recorded history provides countless examples of the consequences of man's choices. Human history is the unfolding story of God redeeming His creation. Students will confront the issues of man through the study of history.

Edgenuity:

Edgenuity offers standards-aligned video-based curriculum for our high school students. The program allows educators the ability to customize each student's curriculum. The student is able to monitor their own progress while completing lessons and assessments. This curriculum is beneficial for students working towards credit recovery.

Moby Max:

Phonological awareness: The ability to discriminate, identify, and manipulate the sounds in words; for example, recognizing words that rhyme, or removing the first sound of *cat* to make the word *at*.

Decoding: The ability to decipher written words. Decoding requires phonological awareness as well as an understanding of sound-symbol correspondences.

Vocabulary: The ability to understand a word's meaning and syntactical role, and to recognize the individual morphemes in a word. Morphemes are the smallest unit of meaning in a language and include roots, prefixes, and suffixes.

Comprehension: The ability to read text (or listen to spoken language) and actively construct meaning so as to understand the author's message.

Gateway Woods School Expected Student Outcomes

Spiritual

Understand the lost condition of man and God's plan of salvation
Accept his/her worth as a creation of God
Reflect the *nature* and love of Christ
Develop a moral compass (understanding of right and wrong)

Educational

Develop excellent study habits
Achieve grade-level competency
Value education
Become a life-long learner
Become a critical thinker

Social: (Personal)

Act with an awareness of others (Golden Rule)
Develop a sense of personal responsibility
Exhibit socially appropriate behaviors
Possess an appropriate understanding of cause and effect

Social (Interpersonal)

Become a productive member of society
Learn to foster healthy relationships
Solve personal problems

Descriptions of Assessments

NWEA: Research and evidence-based assessment designed to measure students' academic growth. Allows education staff to make instructional decisions based on results of gathered data.

ISTEP+

Statewide Summative Assessment

AAB:

The Academic Achievement Battery is an assessment that provides data to understand an individual's basic academic skills. The AAB measures basic reading, math, spelling, and reading comprehension.

Moby Max:

Reading Progress Indicator (RPI) is an online assessment that rapidly measures the effects of the Fast ForWord family of products by evaluating reading performance as students progress from product to product.

RPI measures four skills: phonological awareness, decoding, vocabulary, and comprehension. These skills are defined as follows:

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| Area of Improvement #1 Students will increase their reading comprehension as measured by standardized tests. | | Time Frame: 2018-2019 school year |
| Goal: Students will ask questions about what they've read and monitor their understanding. Students will identify main idea and supporting details. Students will increase the volume and complexity of the texts that they read. | | |
| Actions | | Evidence of Progress |
| English classrooms will implement 10 minutes of Sustained Silent Reading daily. | | Student reading logs, number of books read |
| Students will learn text annotation strategies. | | Lesson plans, student work |
| All classrooms will focus on main idea and supporting details. | | NWEA scores |
| Individual and small group conferencing as needed for when evidence indicates students struggling. | | Lesson plans, student work |
| Reading Remediation class (5th hour), which meets 3 days per week and uses online programs. | | Students reports from the program, NWEA scores |
| Communication to Constituents: NWEA scores to be shared with student and placing agency | | |
| Expected Schoolwide Learning Outcomes: Achieve grade-level competency, Value education, Become a life-long learner, Become a critical thinker | | |

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| Area of Improvement #2 Students will improve ability to write fluently and clearly in response to prompted questions. | | Time Frame: 2018-2019 school year |
| Goal: Students will write developed paragraphs that include a topic sentence and supporting details. Students will write complex sentences. | | |
| Actions | | Evidence of Progress |
| Students will use the sentence construction program Quill to improve their ability to write compound and complex sentences | | Quill reports |
| Students will respond in writing to short or extended prompts several times per week. | | Student writing samples |
| Students will be encouraged to write written responses in complete sentences in all classes. | | Student writing samples, ISTEP scores |
| Incorporate additional writing lessons into curriculum maps. | | Curriculum maps |
| Communication to Constituents: NWEA scores to be shared with student and placing agency | | |
| Expected Schoolwide Learning Outcomes: Achieve grade-level competency, become a critical thinker | | |

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| Area of Improvement #3 Students will improve mathematical computation skills. | | Time Frame: 2018-2019 school year |
| Goal: Student will increase the speed and accuracy with which they complete computation problems. | | |
| Actions | | Evidence of Progress |
| Students placed in 5th hour math remediation to engage in online learning activities. (i.e Moby Max) | | Moby Max reports |
| Students can play math review games on iPads during free time. | | NWEA scores |
| Students receive additional tutoring after school from certified teachers. | | Tutoring logs, grade reports |
| Communication to Constituents: NWEA scores shared with placing agency | | |
| Expected Schoolwide Learning Outcomes: Develop excellent study habits. Achieve grade-level competency, Value education, Personal | | |

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| Area of Improvement #4 Students will implement problem-solving strategies for word and complex problems. | | Time Frame: 2018-2019 school year |
| Goal: Students will implement problem-solving strategies for word and complex problems. | | |
| Actions | | Evidence of Progress |
| Teach students mnemonic strategies for problem solving -STAR. | Student work samples | |
| Teach students to create visual representations of word problems. | Student work samples | |
| Incorporate problem-based learning and real-life application problems into lesson plans. | Lesson plans, NWEA and ISTEP scores | |
| Student will explain answer in writing at least once per unit. | Student work samples | |
| Communication to Constituents: NWEA scores to be shared with student and placing agency | | |
| Expected Schoolwide Learning Outcomes: Become a critical thinker, Personal responsibility. | | |

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| Area of Improvement #5 Staff longevity | | Time Frame: 2018-2019 school year |
| Goal: Increase Staff Longevity to 5.4 years by 12/31/19 | | |
| Actions | | Evidence of Progress |
| Create survey for staff to gather information about most common stressors and reasons for leaving GWS | | Survey |
| Analyze and interpret survey results | | Survey Results |
| Improve organizational communication | | Additional staff meeting |
| Revise employee salaries | | Salary scale |
| Communication to Constituents: Shared with staff and board. | | |
| Expected Schoolwide Learning Outcomes: Having experienced staff | | |

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| Area of Improvement #6 Behavioral | | Time Frame: 2018-2019 school year |
| Goal: Staff will develop strategic and intentional means for dealing with unique therapeutic and behavior needs of the students served at Gateway School to increase number of successful placements | | |
| Actions | | Evidence of Progress |
| Identify most common learning disabilities/behavioral disorders of students who attend/have attended Gateway Woods School | List of most common learning disabilities/behavioral disorders for students attending GWS | |
| Research learning disabilities collaboratively on-grounds counselors | Compiled research describing best-practice interventions and strategies for identified disabilities/disorders | |
| Research trainings and staff development opportunities regarding working with students with specific disabilities/disorders. | Compiled list of resources | |
| Develop specific trainings for staff regarding research-based interventions and strategies for meeting the needs of students with most commonly identified learning disabilities/behavioral disorders | Developed trainings for staff | |
| Create survey for staff to analyze the effectiveness of trainings. | Behavioral Tracking | |
| School staff participates in intake flash meetings for new resident referrals | Flash meetings held at the school | |
| Communication to Constituents: Communicate results with residential staff and on-grounds counselors. | | |
| Expected Schoolwide Learning Outcomes: Possess an appropriate understanding of cause and effect | | |

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| Area of Improvement #7 Spiritual | | Time Frame: 2018-2019 school year |
| Goal: Clearly communicate Biblical Integration into content areas. | | |
| Actions | | Evidence of Progress |
| Research effective integration of a Christian worldview into curriculum | | CEU's earned, curriculum maps |
| Initial staff training | | Training Logs |
| Review/update curriculum maps to add Biblical integration explanation | | Curriculum maps |
| Communication to Constituents: Restoring Hope Newsletter, Letter to Representatives | | |
| Expected Schoolwide Learning Outcomes: Understand lost of condition and God's plan of salvation, accept one's worth as a Creation of God, reflect the nature and love of Christ, develop a moral compass | | |