



Continuous School Improvement Plan 2020-2021

“...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

<i>Christian Principles</i>	The Bible, which includes the saving power and gospel of Jesus Christ, serves as the motivation, guide and final authority in all we do.
<i>The Family</i>	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.
<i>Commitment</i>	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.
<i>Teamwork</i>	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.
<i>Quality</i>	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.
<i>Integrity</i>	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.
<i>Stewardship</i>	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

Academic:

Communicate clearly in writing and speaking.
Identify and organize information to support a position.
Use technology responsibly and effectively.
Manage time appropriately and maintain focus to complete a task.
Apply learning in different situations.

Behavioral:

Treat others with respect.
Accept personal responsibility for words and actions.
Identify and use appropriate coping strategies.
Appropriately negotiate differences of opinion.
Build healthy relationships with a willingness to help others.

Biblical:

Understand and explain the gospel and the plan of salvation.
Know differences between Christianity and other worldviews.
Identify personal strengths and struggles.
Develop a Biblical understanding of right and wrong.
Understand practices to maintain faith.

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.

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.

Data

Gateway Woods School uses scores from AAB, Moby Max, pre/post assessments and NWEA to adjust instruction based on the students' individual needs. Students of Gateway Woods may not attend a full year of school due to the school being part of a larger organization that is a juvenile treatment facility. Due to Gateway Woods School being an alternative school it is our desire that each student returns to the public-school setting as part of their transition back into society. This inhibits the school to gather consistent data from a year to year basis. Therefore, scores are used based off of the specific needs of each student to maximize instruction immediately after each assessment is administered.

Area of Improvement #1 Academic		Time Frame: 2020-2021 school year
Goal: By the end of the school year, teachers will be using formative assessments daily to check for student understanding.		
Actions	Action Due Date	Evidence of Progress
Read a book (Embedding Formative Assessment: Practical Techniques for K-12 Classroom?) together and discuss recommendations	12/19/20	School-wide pre and post tests Student Surveys
Classroom observations	5/2020	Completed Observation Forms
Communication to Constituents: Monthly Board Report, Gateway Website.		
Expected Schoolwide Learning Outcomes: Communicate clearly in writing and speaking. Identify and organize information to support a position. Apply learning in different situations.		

Area of Improvement #2 Academic		Time Frame: 2020-2021 school year
Goal: Teachers will explicitly teach writing skills in all content areas at least once per chapter or unit.		
Actions	Action Due Date	Evidence of Progress
Create a school-wide rubric/response format	11/22/20	School creation of rubrics
Staff will develop instructional strategies for writing.	2/14/21	Writing prompt in each class/month-
Communication to Constituents: Board Reports. PR/Social Media.		
Expected Schoolwide Learning Outcomes: Communicate clearly in writing and speaking. Identify and organize information to support a position. Use technology responsibly and effectively. Manage time appropriately and maintain focus to complete a task. Apply learning in different situations.		

Area of Improvement #3 Behavior		Time Frame: 2020-2021 school year
Goal: All school staff will implement strategies to build positive relationships with students during the 2020-2021 school year.		
Actions	Action Due Date	Evidence of Progress
TBRI training for some staff/ Allen County Conference on Youth/Mindset	3/11/21	Behavioral tracking report/Honor Roll Dinner/SOTW
Student Autopsies	3/11/21	Student survey/Honor Roll Dinner/SOTW
Intentional Affirmation Strategies	3/11/21	Student Surveys, positive feedback from students.
Communication to Constituents: Board Reports, PR/Social Media, Monthly Progress Report.		
<p>Expected Schoolwide Learning Outcomes: Treat others with respect. Accept personal responsibility for words and actions. Identify and use appropriate coping strategies. Appropriately negotiate differences of opinion. Build healthy relationships with a willingness to help others.</p>		

Area of Improvement #4 Spiritual		Time Frame: 2020-2021 school year
Goal: Teachers will increase the amount of Biblical truth that they incorporate into lesson plans and will model at least one integrated lesson per year for the DOE.		
Actions	Action Due Date	Evidence of Progress
ACSI training course	5/21/21	Completed Training Forms
Write lessons using BI template.	5/21/21	Completed BI lesson plans
Classroom observation	5/21/21	Completed observations.
Communication to Constituents: Restoring Hope Newsletter, Letter to Representatives		
Expected Schoolwide Learning Outcomes: Understand and explain the gospel and the plan of salvation. Know differences between Christianity and other worldviews. Identify personal strengths and struggles. Develop a Biblical understanding of right and wrong. Understand practices to maintain faith.		