

Killeen Independent School District

Gateway

2020-2021 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As we enter the 2020-2021 school year, Gateway's staff will be challenged with higher expectations to provide a meaningful learning experience for our students. Our focus will be on providing our students academic support to help them get back on track academically and providing tools and strategies to help students make better choices in their futures. At Gateway we receive students in grades 6-12 from across the district that are placed here after completing a District Hearing for one or more violations of the Student Code of Conduct. Therefore, our numbers fluctuate throughout the year. Typically in the fall we have less students, ranging from 70-200 students enrolled. In the spring our enrollments increase to over 320 students. Below is a break down of our student population.

9-12 Total Population

Population Number of Students

Freshmen 78

Sophomores 41

Juniors 10

Seniors 18

Total 147

9-12 Ethnic Breakdown

Population by Ethnicity Number of Students

African American 65%

Asian 1%

Hispanic 17%

Native American 1%

Pacific Islander 0

White 5%

9-12 Special Programs

Special Programs Population Number of Students

At Risk Indicator 147

AVID Program

Dyslexia 0

ECD 77

ESL Program 6

Gifted Talented Indicator 1

HOMELESS STATUS CODE 3

LEP Indicator 7

Military 28

Special Ed Indicator 25

6-8 Total Population

Population Number of Students

6th Grade 49

7th Grade 56

8th Grade 57

Total 162

6-8 Ethnic Breakdown

Population by Ethnicity Number of Students

African American 68%

Asian 0

Hispanic 18%

Native American 0

Pacific Islander 2%

White 10%

6-8 Special Programs

Special Programs Population Number of Students

At Risk Indicator 162

AVID Program 0

Dyslexia 0

ECD

ESL Program Type Code 10

Gifted Talented Indicator 1

HOMELESS STATUS CODE 7

LEP Indicator 11

Military 22

Special Ed Indicator 26

Speech Therapy Indicator 3

Attendance rates on our campus range between 88%-91% for our middle and high school students. Additionally, our student transition rate is very high as we gain and lose multiple students daily due to a scheduled hearing or students meeting their successful days. As an alternative campus we have to rely on the support of our student's home campus attendance officers to track down students that are consistently absent. A significant percentage of our students are sent to Gateway with attendance and truanicies being one of the issues.

For the 2020-2021 school year Gateway will be supported by a highly qualified staff consisting of 16 middle school teachers, 18 high school teachers, 15 middle school aides, and 17 high school aides. We also have one CIS, three counselors, one registrar/counselor and three administrators (two APs and a principal). We have 15 new staff members on our campus which we hope will be a positive shift in our campus culture.

Vacancies are filled through a comprehensive employment search at the district level and an intensive interview process at the campus level - all designed to hire effective, highly qualified personnel who can meet the needs of our unique student population.

All of our new teachers will enter a New Teacher Induction program and are assigned a mentor to help suport them throughout the school year.

All teachers are evaluated through the Texas-Teacher Evaluation and Support System (T-TESS). This system will ensure on-going monitoring through classroom walk-throughs,

informal observations and formalized observations. T-TESS performance data will be utilized for growth, feedback and communication. The data will also help drive professional development planning. Additionally, the district and the campus have implemented the Coaching Walks as another means to support teacher growth and instruction on the campus.

Demographics Strengths

- We offer orientations 3 times a week to detail to students and parents the expectations at Gateway and the goal of each student's experience at Gateway
- Exit meetings are held prior to students leaving. During these meetings students present their portfolios which detail what they have learned during their experience at Gateway, as well as their academic and behavioral progress.
- We provide students with mentoring through our counselors and community leaders weekly.
- Students are encouraged to volunteer in the community
- We hold community meetings to engage the community on the growth of our campus and to provide additional support.
- All teacher vacancies have been filled

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A large number of the staff at Gateway will be new requiring more training and support on campus initiatives and campus culture. **Root Cause:** Approximately 30% of the staff at Gateway will be new to the campus.

Problem Statement 2 (Prioritized): The attendance rate at Gateway MS is 91% and Gateway HS is 88% for a combined attendance rate of 89%. While Gateway meets the Alternative Education Accountability requirements, it is significantly lower than the district standard of 95% **Root Cause:** Gateway does not have an attendance officer, so we have to rely on notifying the home campuses for support in tracking down our students.

Student Learning

Student Learning Summary

Gateway is a Disciplinary Alternative Education Program. We are not rated for accountability purposes. Our goal at Gateway is to identify our students' needs while they are here and provide additional academic support relative to what they were receiving at their home campus. Our students in grades 6-12 come to us from different campuses and may be in different areas academically. Therefore, we try to provide individualized instruction and remediation to help keep students on track to prevent learning gaps. We also try to provide tools that students can bring back to their home campus to assist them academically, such as student portfolios and grade/academic tracking.

Gateway will practice more restorative disciplinary practices for the 2020-2021 school year to assist students in learning from the mistakes or infractions they committ. We feel that by focusing more on these restorative practices will reduce the amount of referrals written and allow more time for academic support and instruction.

We have added an additional counselor position for the 2020-2021 school year to not only provide support to our students socially and emotionally, but to also make sure that we are providing support to our students as they begin preparing for life outside of high school. Our counselors will provide additional support on tracking student credits, graduation plans, and College Career and Military Readiness.

Student Learning Strengths

The teachers and administration of Gateway Complex track assessment results to improve the instructional process. The teachers of Gateway Complex follow TRS, the vertically aligned curriculum used by Killeen ISD. The teachers of Gateway Complex utilize innovative technology in the classroom to improve student performance.

Students will get more guidance on tracking their credits, undertanding their graduation plans, and being career and college ready.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students come to Gateway at different places in the curriculum and at times with major learning gaps. **Root Cause:** Student enrollment is determined by behaviors at home campus.

Problem Statement 2 (Prioritized): Only 18% of Gateway Seniors met a College Career Military Readiness Indicator **Root Cause:** Counselors at Gateway were not verifying the CCMR data for their students when they were enrolled at Gateway.

Problem Statement 3 (Prioritized): Student behaviors affect the amount of time they are able to spend on their academic courses or getting instruction. **Root Cause:** Gateway had 1857 disciplinary referrals in 2019-2020 affecting the amount of time students were in class.

School Processes & Programs

School Processes & Programs Summary

At Gateway, we are committing our efforts towards being proactive and forward thinking. We utilize both district and campus resources to track our students' success, analyze student data, and adjust instruction and behavioral support as needed to support the needs and growth of our students.

At Gateway our middle and high school students use the Edgenuity platform for instruction. We have students enroll throughout the week that are at different academic levels and may not be synced in the curriculum, so Edgenuity allows our students the ability to get caught up in their academics and a more thorough understanding of the TEKS. Students that are behind academically have the ability to do credit recovery and get caught up with their credits.

We developed a virtual student portfolio for the 2020-2021 school year that allows students to learn about responsibility, honesty, grit, relationship skills, conflict resolution, respect, and self-esteem. Prior to leaving Gateway students go through an exit meeting where they reflect on their behaviors. Our data from the 2019-2020 school year showed that many students had not learned from their infraction. Students were also not gaining valuable character building and social skills needed to be successful at their home campus. Therefore, we created this portfolio that allows students the ability to make reflections and hopefully improve their behaviors.

One thing that we stress to teachers is that although we use the Edgenuity platform, we are still expected to support our students academically. We use our PLCs to think of innovative strategies to get students more involved with their academics and provide alternate assignments and instruction for students that are struggling using the Edgenuity platform or with a certain lesson. Teachers are also encouraged to take part in PD throughout the year and share this information during their PLCs.

Our GRR data from the 2019-2020 school year showed that our campus struggled with student collaboration. While our campus set up and Edgenuity may at times hinder this approach, we still want to ensure that we are giving students the opportunity to collaborate during the class and learn how to work cooperatively as they will have to when they return to their home campus.

This year there is a higher need for technology since we are allowing students to learn face to face or virtually. We have desktops and laptops available in each classroom for students to use throughout the day. We also have laptops and hotspots available for parents to checkout for their student. All of our teachers have laptops and projectors that they can use to support instruction in their classroom. Our campus tech works with our teachers, parents, and students to troubleshoot issues and provide additional resources that teachers can use in their classroom to support instruction. With our fluctuating numbers, technology devices can become an issue throughout the year as at times there are more students than devices on campus.

Gateway's administrative team meets weekly to discuss campus concerns and strengths which allows for adjustments as needed to ensure student success and campus cohesion. These concerns are brought forward to various committees on campus, such as: Campus Conduct Committee (CCC), SBDM (Site Based Decision Making), and Campus Employee Advocacy Committee (CEAC). These committees allow all campus voices to be heard which create dialogue and seek solutions for issues that affect all stakeholders. Weekly meetings for special programs (SPED, RTI, School Behavioral Health) are held to discuss students with specific needs.

Our staff and student handbook is updated yearly. We review each with our staff during in-service so that they understand our campus expectations. This year's Gateway faculty handbook can be found in our schoology page. Our student handbook can be found on our website.

School Processes & Programs Strengths

Professional development is provided to increase effective teaching and learning. Teachers and staff are frequently provided opportunities to cultivate campus leadership roles. Staff members are trained and well-equipped to educate at-risk students.

Teachers collaborate with administrators to make decisions on needs of students and staff.

Staff is proficient in using the Edgenuity platform and assigning alternate assignments and instruction as needed.

PLCs have improved the communication and collaboration on campus

Walkthroughs are done by campus administration to support the growth of the campus.

Our campus tech updates our website weekly. Weekly updates are made by admin to campus Facebook page.

Gateway Student Portfolio

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not consistently able to have one-on-one access to technology. **Root Cause:** Enrollment numbers can fluctuate on a daily basis.

Problem Statement 2 (Prioritized): Exit Meetings reflect that a high number of students have not learned from the infraction they made at their home campus. **Root Cause:** No programs are in place to help students learn new skills or build character while at Gateway.

Perceptions

Perceptions Summary

Gateway is a short-term disciplinary alternative education placement facility serving grades 6-12 students in the Killeen Independent School District. Enrollment consists of students who are removed from their regular campus and placed in the center by a district level alternative placement hearing.

Since Gateway is a disciplinary alternative campus, it must be realized that the program is of necessity more rigidly structured and more closely supervised than a regular campus, with immediate application of both positive and negative consequences for student behavior. We believe that this makes it even more imperative that every student assigned to our campus be treated with dignity, respect, and fairness. We expect our students to respond in like manner.

We hold our students and ourselves to a high standard and we commit ourselves each day to three R's of success: Respect, Responsibility, and Relationships. As students go through our program, they will learn how to implement these values into their daily lives at school and in the community.

Campus Goals

- Help students understand that a mistake is part of life and create positive ways to learn from mistakes.
- Help students develop positive character traits and social skills needed to be successful at school and in life.
 - We focus on the following character traits and social skills: Honesty, Compassion, Leadership, Grit, Respect, Taking Responsibility, Building Relationships, Effective communication, and Conflict resolution.
 - Maintain or improve student academic progress.
 - We will help with organization, time management, study skills,
 - Provide opportunities for parental and community involvement to assist in the social, academic, and personal success of students.
 - Provide students with tools on how to track their learning, behavior, and growth.
 - Create a positive transition back to a student's home campus.

This school year our in-service focused on building a collaborative culture and unity among our staff. We feel that by building a more unified and collaborative environment amongst our staff it will pass along to our students. We focused on the positives of Gateway and our "Why" for coming to work each day. We recognize our staff monthly by awarding them staff member of the month. Monthly faculty meetings keep staff up-to-date on any upcoming changes, activities, or reminders.

We have developed several different incentives to recognize students and to assist them in getting back to their home campus quicker. These include: positive referrals, Principal Reviews, volunteer opportunities, and student of the month. We also have set up mentoring for our students through different community leaders. This year's mentoring will be provided virtually due to COVID-19.

In order to create more connectivity to the community, we have updated our campus website and added a social media page via Facebook. Our goal is to keep our parents and community as connected to our campus as possible.

Perceptions Strengths

The daily check-in procedures provide for the safety of the staff and the students

We hold monthly staff/faculty meetings to review updates, collaborate with staff and faculty, and ensure that everyone's voice on campus is being heard.

We have community leaders, fraternities, and sororities that come in weekly to provide mentorship and relationship building with our students that carries over to their home campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Survey's, observations, and walkthroughs showed that there was a lack of collaboration and unison among teachers during the 2019-2020 school year. **Root Cause:** Minimal expectations to collaborate or participate in PLCs across the campus.

Problem Statement 2 (Prioritized): Parents voiced frustration over lack of connection to campus and minimal information being given out as compared to other campuses. **Root Cause:** No social media to share updates with parents and our website needed to be updated more frequently.

Priority Problem Statements

Problem Statement 1: A large number of the staff at Gateway will be new requiring more training and support on campus initiatives and campus culture.

Root Cause 1: Approximately 30% of the staff at Gateway will be new to the campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students come to Gateway at different places in the curriculum and at times with major learning gaps.

Root Cause 2: Student enrollment is determined by behaviors at home campus.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are not consistently able to have one-on-one access to technology.

Root Cause 3: Enrollment numbers can fluctuate on a daily basis.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Survey's, observations, and walkthroughs showed that there was a lack of collaboration and unison among teachers during the 2019-2020 school year.

Root Cause 4: Minimal expectations to collaborate or participate in PLCs across the campus.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The attendance rate at Gateway MS is 91% and Gateway HS is 88% for a combined attendance rate of 89%. While Gateway meets the Alternative Education Accountability requirements, it is significantly lower than the district standard of 95%

Root Cause 5: Gateway does not have an attendance officer, so we have to rely on notifying the home campuses for support in tracking down our students.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Only 18% of Gateway Seniors met a College Career Military Readiness Indicator

Root Cause 6: Counselors at Gateway were not verifying the CCMR data for their students when they were enrolled at Gateway.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Student behaviors affect the amount of time they are able to spend on their academic courses or getting instruction.

Root Cause 7: Gateway had 1857 disciplinary referrals in 2019-2020 affecting the amount of time students were in class.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Exit Meetings reflect that a high number of students have not learned from the infraction they made at their home campus.

Root Cause 8: No programs are in place to help students learn new skills or build character while at Gateway.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Parents voiced frustration over lack of connection to campus and minimal information being given out as compared to other campuses.

Root Cause 9: No social media to share updates with parents and our website needed to be updated more frequently.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data








- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: By the end of the 2020-2021 SY 70% of the students enrolled at Gateway will demonstrate on track or above progress during their placement.

Evaluation Data Sources: Student Progress Tracker, Edgenuity, Schoology reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will submit weekly student progress tracker to admin that reflects the number of students that are off track, on track, or above progress. Strategy's Expected Result/Impact: Student Performance Staff Responsible for Monitoring: Teacher and Campus Administration Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Tutoring times are provided in the mornings and afternoons of each school day. Strategy's Expected Result/Impact: Improve student learning and understanding Staff Responsible for Monitoring: Campus Administration & teachers Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Professional Learning Communities will focus on strategies to improve student learning data across the campus Strategy's Expected Result/Impact: Teachers will work collaboratively to help each student be successful in their learning Staff Responsible for Monitoring: Campus Administration Problem Statements: Student Learning 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students come to Gateway at different places in the curriculum and at times with major learning gaps. Root Cause: Student enrollment is determined by behaviors at home campus.
Perceptions
Problem Statement 1: Survey's, observations, and walkthroughs showed that there was a lack of collaboration and unison among teachers during the 2019-2020 school year. Root Cause: Minimal expectations to collaborate or participate in PLCs across the campus.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: By the end of the 2020-2021 SY 90% of the students enrolled at Gateway would have engaged in their Gateway Student Portfolio and completed the final exit activity prior to the end of their placement.

Evaluation Data Sources: Exit meeting

Strategy 1 Details	Reviews			
Strategy 1: Students will be entered into Gateway Student Portfolio course by September 8. All new students will be added upon enrollment thereafter. Strategy's Expected Result/Impact: Build social and character building traits to help students be successful moving forward. Staff Responsible for Monitoring: Teachers. Problem Statements: Student Learning 3 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use morning advisory period to review the Gateway Student Portfolio with their students and go over character building traits. Strategy's Expected Result/Impact: Student's behaviors will improve. Staff Responsible for Monitoring: Teachers and counselors Problem Statements: Student Learning 3 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Student behaviors affect the amount of time they are able to spend on their academic courses or getting instruction. Root Cause: Gateway had 1857 disciplinary referrals in 2019-2020 affecting the amount of time students were in class.
School Processes & Programs
Problem Statement 2: Exit Meetings reflect that a high number of students have not learned from the infraction they made at their home campus. Root Cause: No programs are in place to help students learn new skills or build character while at Gateway.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 1: 100% of teachers will engage in PD throughout the 2020-2021 SY so that they are fluent in the areas of online learning, classroom management, and differentiated instruction.

Evaluation Data Sources: Teacher evaluations; walk throughs; coaching walks; survey results; pass/fail rates.

Strategy 1 Details	Reviews			
Strategy 1: In-Service will focus on online learning and the different platforms Gateway will use: Schoology and Edgenuity. Strategy's Expected Result/Impact: Improve knowledge of online platforms Staff Responsible for Monitoring: Campus Administration Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Consistent PLC meetings to ensure that staff members are able to collaborate and share learning and strategies Strategy's Expected Result/Impact: Staff unison and growth Staff Responsible for Monitoring: Campus Administration Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A large number of the staff at Gateway will be new requiring more training and support on campus initiatives and campus culture. Root Cause: Approximately 30% of the staff at Gateway will be new to the campus.
Student Learning
Problem Statement 1: Students come to Gateway at different places in the curriculum and at times with major learning gaps. Root Cause: Student enrollment is determined by behaviors at home campus.
Perceptions
Problem Statement 1: Survey's, observations, and walkthroughs showed that there was a lack of collaboration and unison among teachers during the 2019-2020 school year. Root Cause: Minimal expectations to collaborate or participate in PLCs across the campus.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 2: Gateway will have a monthly recognition of its staff members.

Evaluation Data Sources: Staff meetings, announcements, and PLCS

Strategy 1 Details	Reviews			
Strategy 1: Gateway will honor at least 2 staff members per month (1 middle and 1 high school) as staff members of the month. Strategy's Expected Result/Impact: Improve campus morale and unison. Staff Responsible for Monitoring: Admin Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will have a team building activity once a 9 weeks. Strategy's Expected Result/Impact: Build campus morale and culute. Staff Responsible for Monitoring: Admin Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A large number of the staff at Gateway will be new requiring more training and support on campus initiatives and campus culture. Root Cause: Approximately 30% of the staff at Gateway will be new to the campus.
Perceptions
Problem Statement 1: Survey's, observations, and walkthroughs showed that there was a lack of collaboration and unison among teachers during the 2019-2020 school year. Root Cause: Minimal expectations to collaborate or participate in PLCs across the campus.

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: Gateway will continue to build on community mentoring program developed by adding virtual options for students to continue practicing social distancing. We will hold at least one virtual or face-to-face mentoring meeting per month.

Evaluation Data Sources: Attendance logs, SBDM

Strategy 1 Details	Reviews			
Strategy 1: Continue virtual mentoring with community leaders. Strategy's Expected Result/Impact: Reduction in Recidivism Rate Staff Responsible for Monitoring: Campus Administration/Counselors Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue Mentor program with the Phi Beta Sigma Fraternity-virtually Strategy's Expected Result/Impact: Reduction in Referrals Staff Responsible for Monitoring: Campus Admin/Counselors Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The attendance rate at Gateway MS is 91% and Gateway HS is 88% for a combined attendance rate of 89%. While Gateway meets the Alternative Education Accountability requirements, it is significantly lower than the district standard of 95% Root Cause: Gateway does not have an attendance officer, so we have to rely on notifying the home campuses for support in tracking down our students.
Student Learning
Problem Statement 3: Student behaviors affect the amount of time they are able to spend on their academic courses or getting instruction. Root Cause: Gateway had 1857 disciplinary referrals in 2019-2020 affecting the amount of time students were in class.
School Processes & Programs
Problem Statement 2: Exit Meetings reflect that a high number of students have not learned from the infraction they made at their home campus. Root Cause: No programs are in place to help students learn new skills or build character while at Gateway.

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 2: Gateway will hold weekly meetings with parents and the community virtually and via zoom to keep the community and parents connected to Gateway.

Evaluation Data Sources: Participation in zoom meetings, social media numbers, website traffic.

Strategy 1 Details	Reviews			
Strategy 1: A virtual orientation video has been created and posted to our website to keep families and students connected to the expectations at Gateway. Strategy's Expected Result/Impact: More awareness towards campus policies and expectations Staff Responsible for Monitoring: Admin Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: A weekly zoom meeting will be held with parents every Monday. This will be a Q&A session to answer any pertinent questions they have. Strategy's Expected Result/Impact: Improve communication Staff Responsible for Monitoring: Admin and counselors Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: A Facebook page has been created to share information with our community and parents. Our website is being updated weekly with new and relevant information. Strategy's Expected Result/Impact: Improve communication on campus. Staff Responsible for Monitoring: Admin/tech Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Exit Meetings reflect that a high number of students have not learned from the infraction they made at their home campus. Root Cause: No programs are in place to help students learn new skills or build character while at Gateway.
Perceptions
Problem Statement 2: Parents voiced frustration over lack of connection to campus and minimal information being given out as compared to other campuses. Root Cause: No social media to share updates with parents and our website needed to be updated more frequently.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: Gateway will work to reduce student recidivism by 30% for the 2020-2021 SY.

Evaluation Data Sources: Student enrollment

Strategy 1 Details	Reviews			
Strategy 1: All students will be enrolled in Gateway Student Portfolio course via schoology to help students learn from the mistake that they made and learn new skills and strategies to be successful in life. Strategy's Expected Result/Impact: Decrease student recidivism. Staff Responsible for Monitoring: Campus Administration Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Advisory period will be used for counseling, reviewing portfolio, and student mentoring. Strategy's Expected Result/Impact: Improvement in behavior. Staff Responsible for Monitoring: Campus Administration, teachers, and counselors Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The attendance rate at Gateway MS is 91% and Gateway HS is 88% for a combined attendance rate of 89%. While Gateway meets the Alternative Education Accountability requirements, it is significantly lower than the district standard of 95% Root Cause: Gateway does not have an attendance officer, so we have to rely on notifying the home campuses for support in tracking down our students.
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School Processes & Programs
Problem Statement 2: Exit Meetings reflect that a high number of students have not learned from the infraction they made at their home campus. Root Cause: No programs are in place to help students learn new skills or build character while at Gateway.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 2: Gateway counselors will hold a monthly classroom guidance activity with students.

Evaluation Data Sources: Walkthroughs and evaluations

Strategy 1 Details	Reviews			
Strategy 1: Counselors will meet weekly with admin and teachers to plan guidance activity so that it is geared towards student needs. Strategy's Expected Result/Impact: Improve behaviors and decrease in student distractions Staff Responsible for Monitoring: Counselors and admin Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The attendance rate at Gateway MS is 91% and Gateway HS is 88% for a combined attendance rate of 89%. While Gateway meets the Alternative Education Accountability requirements, it is significantly lower than the district standard of 95% Root Cause: Gateway does not have an attendance officer, so we have to rely on notifying the home campuses for support in tracking down our students.
Student Learning
Problem Statement 1: Students come to Gateway at different places in the curriculum and at times with major learning gaps. Root Cause: Student enrollment is determined by behaviors at home campus. Problem Statement 3: Student behaviors affect the amount of time they are able to spend on their academic courses or getting instruction. Root Cause: Gateway had 1857 disciplinary referrals in 2019-2020 affecting the amount of time students were in class.
School Processes & Programs
Problem Statement 2: Exit Meetings reflect that a high number of students have not learned from the infraction they made at their home campus. Root Cause: No programs are in place to help students learn new skills or build character while at Gateway.

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: Teachers will be provided with PD opportunities each 9 weeks that support technology needs and the ability to create a blended learning environment.

Evaluation Data Sources: Classroom assessments; Credits earned; walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Provide additional technology and support for both GMS and GHS to improve teacher effectiveness and student learning. Strategy's Expected Result/Impact: Classroom Assessments; Progress Reports/Report Card grades; Lesson Plans; Classroom evaluations; classroom walk throughs; Instructional Rounds Staff Responsible for Monitoring: Campus Administration Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Gear PD days towards ways to create a blended learning environment. Strategy's Expected Result/Impact: Help with lack of technology at times on campus. Staff Responsible for Monitoring: Admin Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students come to Gateway at different places in the curriculum and at times with major learning gaps. Root Cause: Student enrollment is determined by behaviors at home campus.
School Processes & Programs
Problem Statement 1: Students are not consistently able to have one-on-one access to technology. Root Cause: Enrollment numbers can fluctuate on a daily basis.