Killeen Independent School District

Gateway

2024-2025

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Gateway is a Disciplinary Alternative Education Program. We do not have ratings for accountability purposes such as State Accountability Ratings or Adequate Yearly Progress (AYP) Standards. Our primary objective at Gateway is to assess the specific needs of our students and offer additional academic support compared to what they were receiving at their home campuses. Students in grades 6-12 come to us from all secondary campuses across the district, with many performing below grade level academically.

State testing (STAAR) data from assessments administered in May of 2024:

Middle School Scores:

Grade 6 Math – 29 students

Did not meet – 83%; Approaches – 17%; Meets – 0%; Masters – 0%

Grade 7 Math – 43 Students

Did not meet – 74%; Approaches – 26%; Meets – 7%; Masters – 0%

Grade 8 Math – 46 Students

Did not meet – 83%; Approaches – 17%; Meets – 0%; Masters – 0%

Algebra Middle School – 1 Students

Did not meet – 0%; Approaches – 100%; Meets – 100%; Masters – 0%

Grade 6 Reading – 28 students

Did not meet – 61%; Approaches – 39%; Meets – 14%; Masters – 0%

Grade 7 Reading – 43 Students

Did not meet – 74%; Approaches – 26%; Meets – 14%; Masters – 5%

Grade 8 Reading – 46 Students

Did not meet – 59%; Approaches – 41%; Meets – 2%; Masters – 0%

Grade 8 Science – 45 Students

Did not meet – 80%; Approaches – 20%; Meets – 2%; Masters – 0%

Grade 8 Social Studies – 45 Students

Did not meet – 93%; Approaches – 7%; Meets – 0%; Masters – 0%

High School Scores:

Algebra High School – 70 Students

Did not meet – 59%; Approaches – 41%; Meets – 3%; Masters – 1%

English I – 72 Students

Did not meet – 67%; Approaches – 33%; Meets – 11%; Masters – 1%

English II – 43 Students

Did not meet – 53%; Approaches – 47%; Meets – 9%; Masters – 2%

Biology – 62 Students

Did not meet – 39%; Approaches – 61%; Meets – 18%; Masters – 3%

U.S. History – 15 Students

Did not meet – 0%; Approaches – 100%; Meets – 7%; Masters – 27%

Gateway will be implementing Capturing Kids Hearts (CKH) during the 2024-2025 school year to enhance relationships and discipline. The purpose of CKH is to foster strong bonds between students and staff, creating a collaborative learning environment where students can take responsibility for themselves and support each other.

To support students' social, emotional, and learning needs, Gateway has two (2) Social Emotional Learning Specialists and one (1) School Behavioral Health Specialist on campus. Additionally, there are two (2) Community In School Site Coordinators dedicated to addressing and meeting the students' needs.

Attendance rates on our campus typically fall below those of the district. Last school year, DAEP's attendance percentage was 84.48% (middle school - 85.49%; high school - 83.47%). Our student transition rate is notably high, as we gain and lose multiple students daily due to scheduled hearings or students meeting their required number of successful days. As an alternative campus, we depend on the support of attendance officers from our students' home campuses to address chronic absenteeism. A significant proportion of our students are referred to Gateway due to attendance and truancy issue

Student Success Strengths

- The duration of placements has been shortened because 90-day placements are no longer assigned, and early reviews are conducted consistently. This allows students to return

to their home campus once 80% or more of their placement is completed.

- Throughout the year, teachers and administrators monitor assessment results to enhance campus instruction. Assessments tracked include MAP testing, CUA data, Imagine Reading/Math, and iLit.

- Students will receive increased guidance on monitoring their credits, understanding their graduation plans, and preparing for careers and college.

- Teachers will adopt a more blended approach to teaching and learning.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Students enroll with learning gaps.   **Root Cause:** Student placement at DAEP is determined behaviors at the home campus.

Problem Statement 2: Student disconnect from academics because they feel they have already been labeled with behavior problems. Some struggle with building positive relationships with their teachers and administrators.   **Root Cause:** Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.

Problem Statement 3: DAEP student attendance rate is typically low than that of the District's. Many students have problems with chronic absenteeism. There can be a significantly time gap between student registration and their first day of attendance at DAEP.   **Root Cause:** DAEP does not have a campus attendance officer, the campus relies on support from the students' home campus attendance officers.

Human Capital

Human Capital Summary

During the 2024-2025 school year, Gateway will be supported by a highly qualified staff, including 15 middle school teachers, 18 high school teachers, 15 middle school aides, and 18 high school aides. Additionally, we have two Communities in Schools Site Coordinators, four counselors, one registrar, and three administrators (two APs and a principal). We are also fortunate to have a Curriculum Instructional Coach (CIC) providing additional support for teachers, and through our partnership with Advent Health, a School Behavioral Health Specialist is available.

Vacancies are filled through a rigorous employment search at the district level and an intensive interview process at the campus level, ensuring we hire effective and highly qualified personnel capable of meeting the needs of our unique student population.

All new teachers participate in the New Teacher Induction program and are paired with a mentor to support them throughout the school year.

Professional staff and hourly staff are evaluated annually. Teachers undergo evaluation using the Texas Teacher Evaluation and Support System (T-TESS), which includes ongoing monitoring through classroom walkthroughs, informal observations, and formalized evaluations. T-TESS performance data is used for growth, feedback, and communication, as well as to drive professional development planning.

Human Capital Strengths

At the end of the 2023 – 2024 School Year, the overall professional staff (teachers, admin and counselors) retention percentage was 83% (34/41) of Gateway Complex: middle school teacher retention percentage was 87% (13/15), high school teacher retention percentage was 72% (13/18) and admin/counselor staff had a 100% (8/8) retention rate.

The district has implemented a hiring system that attracts a high caliber of applicants in both quality and quantity.

Teachers are scheduled to attend PLC every ten (10) days so they can collaborate with other department members and staff.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: It is a challenge for teachers to identify and address student academic gags and to target specific content areas by grade level.   **Root Cause:** Limited number of teachers, which results in teachers teaching multiple contents/grade levels.

Problem Statement 2: Maintaining a positive culture is challenging.   **Root Cause:** Students demonstrate a lack of respect for staff.

Financial Stewardship

Financial Stewardship Summary

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.

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 have large learning gaps. Teachers are also encouraged to take part in PD throughout the year and share this information during their PLCs.

Gateway's administrative team meets bi-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), Campus Employee Advocacy Committee (CEAC), and Safety Committee. These committees allow all campus voices to be heard which create dialogue and seek solutions for issues that affect all stakeholders. Monthly meetings for special programs (SPED, RTI, School Behavioral Health) are held to discuss students with specific needs.

Counseling opportunities are also present through our school counselors, social emotional learning specialists and our outside School Behavior Specialist on a daily basis.

Financial Stewardship Strengths

- Technology is available for all students in all subjects.
- Principal and principal secretary meets frequently (formal and informal) to discuss the budget and needs of the campus
- Teachers collaborate with administrators to make decisions on needs of students and staff.
- Staff is continuously learning how to use a blended learning approach to instruction and provide interventions and tutorials as needed.
- PLCs have improved the communication and collaboration on campus
- During each meeting - PLC, Leadership, SBDM and Faculty - participates are provided with budget updates and opportunities to give feedback.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: 100% of campus funds are not being spent.   **Root Cause:** Ineffective strategic plan in place to monitor used and unused funds that involve input from all stakeholders.

Priorities

Revised/Approved: June 24, 2024

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: As a campus, we will implement and monitor Capturing Kid's Hearts in every classroom to build positive relationships with the students and to support their social/emotional well-being.

> **Progress Measure (Lead:** Conduct regular classroom observations using a standardized rubric to assess the implementation of Capturing Kids' Hearts strategies, such as social contracts, affirmations, the Excel Model, and the "Four Questions" approach.
>
> **Outcome Measure (Lag):** By May 2025, 70% of students will report having a positive experience at the DAEP campus through building meaningful connections with staff members and their peers.
>
> **Dates/Timeframes:** May 2025
>
> **Staff Responsible for Monitoring:** All staff members
>
> **Problem Statements:** Student Success 2

Key Strategic Action 2 Details

Key Strategic Action 2: The counselors will provide whole class, small group and/or individual guidance lessons regarding social skills, conflict resolution and peer mediation, helping students cop with challenges and build resilience when addressing students' social emotional and learning needs).

> **Progress Measure (Lead:** Track the number of whole class, small group, and individual guidance lessons conducted by counselors.
>
> Collect feedback from students regarding the usefulness of the lessons and any changes they have noticed in their ability to cope with challenges and resolve conflicts.
>
> Review disciplinary and incident reports to determine if there is a reduction in conflicts and behavioral issues among students who have participated in guidance lessons.
>
> **Outcome Measure (Lag):** There will be a 40% decline in the number of severity behavioral incidents, such as conflicts (verbal and physical) and disruptions, before and after the guidance lessons.
>
> **Dates/Timeframes:** May 2025
>
> **Problem Statements:** Student Success 3
>
> **Funding Sources:** Social, emotional learning materials - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - $1,700, PD for counselors of At-Risk Students - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - $4,000, Social, emotional learning materials - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - $500, PD for counselors of At-Risk Students - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - $2,000

Key Strategic Action 3 Details

Key Strategic Action 3: Equip teachers with professional development that supports their mental well-being, ensuring they are prepared and focused to provide meaningful learning opportunities for At-Risk students in a DAEP setting.

    Progress Measure (Lead: Track the percentage of teachers attending mental well-being-focused professional development sessions and attending Texas Association for Alternative Education (TAAE) PD.

    Outcome Measure (Lag): By May 2025, track that 100% of DAEP (Disciplinary Alternative Education Program) teachers, counselors and administrators will have participated in mental well-being professional development and/or attended professional development specially for DAEP learning environment..

    Dates/Timeframes: May 2025

    Staff Responsible for Monitoring: Principal and APs

    Problem Statements: Student Success 1, 2 - Human Capital 2

    Funding Sources: Increase students' academic performance through mental health/wellness PD - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - $5,000, PD training targeted specifically for DAEP. - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - $7,000, Increase students' academic performance through mental health/wellness - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - $4,000, PD training targeted specifically for DAEP Staff. - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - $4,000

Key Strategic Action 4 Details

Key Strategic Action 4: Establish a systematic recognition program in partnership with Community in Schools that celebrates students' academic achievements and positive behaviors, fostering a supportive school culture that encourages student engagement, motivation, and a sense of belonging.

    Progress Measure (Lead: Regular awards, recognition events, and communication strategies to highlight student successes throughout the academic year.

    Outcome Measure (Lag): Weekly student academic and behavior recognitions.

    Dates/Timeframes: May 2025

    Staff Responsible for Monitoring: All staff members

    Problem Statements: Student Success 1

    Funding Sources: Academic and behavior awards for students. - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - $4,000, Academic and behavior awards for students. - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - $1,000

Key Strategic Action 5 Details

Key Strategic Action 5: Gateway will educate and promote good personal hygiene to improve At-Risk Students' self-esteem and effectively meet students' needs physically, emotionally and socially by providing a safe and supportive learning environment.

    Progress Measure (Lead: Improve students attendance and self-confidence.

    Outcome Measure (Lag): 30% of improvement in students attendance rate and behavior (self confidence).

    Dates/Timeframes: May 2025

    Staff Responsible for Monitoring: Nurse, teachers, counselors, APs and Principal

    Problem Statements: Student Success 3

    Funding Sources: Academic improvement, hygiene, health and grooming supplies - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - $1,300, Academic improvement, hygiene, health and grooming supplies. - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - $800

Goal 1 Problem Statements:

Student Success
Problem Statement 1: Students enroll with learning gaps.   **Root Cause**: Student placement at DAEP is determined behaviors at the home campus.
Problem Statement 2: Student disconnect from academics because they feel they have already been labeled with behavior problems. Some struggle with building positive relationships with their teachers and administrators.   **Root Cause**: Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.
Problem Statement 3: DAEP student attendance rate is typically low than that of the District's. Many students have problems with chronic absenteeism. There can be a significantly time gap between student registration and their first day of attendance at DAEP.   **Root Cause**: DAEP does not have a campus attendance officer, the campus relies on support from the students' home campus attendance officers.

Human Capital
Problem Statement 2: Maintaining a positive culture is challenging.   **Root Cause**: Students demonstrate a lack of respect for staff.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details
Key Strategic Action 1: Students are allotted 30-minutes once a week during Phoenix Pride Time to target deficits in English Language Arts (Reading) and Writing as well as daily during their scheduled ELAR instructional time.

Progress Measure (Lead: Tailored Instruction: Create differentiated instruction plans that cater to the specific needs of each student or group of students.
 	
     Small Group Instruction: Conduct small group sessions where students can receive more focused attention and support on specific content areas or skills.
 	
     Utilize Get Better Faster Coaching to increase observations of Math classrooms in all grade levels.
 	
     Implement with fidelity the district adopted curriculum (SAVVAS) and allowable resources in all classrooms.
     Outcome Measure (Lag): 80% of students will show improvement on each MAP Assessment from BOY to MOY to EOY.
 	
     Walk throughs in ELA(R) classrooms will increase from the first nine weeks to the last nine weeks.
 	
     STAAR (EOC) Meets will increase for all grade levels.
     Dates/Timeframes: End of each semester
     Staff Responsible for Monitoring: ELAR Teachers and CIC
 	
     Problem Statements: Student Success 2

Key Strategic Action 2 Details

Key Strategic Action 2: During PLC meetings, teachers will collaborate to analyze student data and develop targeted instructional plans tailored to the needs of their learners.

    Progress Measure (Lead: Monitor and record attendance at PLC meetings to ensure consistent teacher participation.

    Maintain detailed agendas and minutes for each meeting to document the frequency and focus of discussions around data analysis and instructional planning.

    Conduct classroom observations to monitor the implementation of the targeted instructional strategies discussed in PLC meetings. Use observation checklists to track fidelity to the plans.

    Review the quality and alignment of lesson plans developed through PLC meetings.

    Outcome Measure (Lag): Track changes in student performance on formative and summative assessments before and after the implementation of targeted instructional plans. 80% of the students will demonstrate improvement.

    Dates/Timeframes: End of each semester

    Staff Responsible for Monitoring: Principal, APs, CIC and ELAR Teachers

    Problem Statements: Student Success 2

Key Strategic Action 3 Details

Key Strategic Action 3: Coaching teachers on the unit planning process.

    Progress Measure (Lead: Facilitate discussions within PLCs to gather feedback on the unit planning process. Feedback from peers can provide valuable insights into the progress of coaching efforts.

    Conduct classroom observations to see how effectively teachers implement their unit plans in the classroom. Use observation checklists aligned with the goals of the coaching sessions.

    Outcome Measure (Lag): 80% of teachers will demonstrate effective implementation of instructional practices derived from the unit plans during classroom observations. Observations will focus on the implementation of instructional strategies, student engagement, and alignment with planned objectives.

    Dates/Timeframes: Every grading period

    Staff Responsible for Monitoring: Principal, APs, CIC and ELAR Teachers

    Problem Statements: Student Success 1

Goal 2 Problem Statements:

Student Success
Problem Statement 1: Students enroll with learning gaps.   **Root Cause**: Student placement at DAEP is determined behaviors at the home campus.
Problem Statement 2: Student disconnect from academics because they feel they have already been labeled with behavior problems. Some struggle with building positive relationships with their teachers and administrators.   **Root Cause**: Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Students are allotted 30-minutes once a week during Phoenix Pride Time and during instructional period to target deficits in math.
    Progress Measure (Lead: Tailored Instruction: Create differentiated instruction plans that cater to the specific needs of each student or group of students.
 	
    Small Group Instruction: Conduct small group sessions where students can receive more focused attention and support on specific content areas or skills.
 	
    Implement with fidelity the district adopted curriculum (Mathia) and allowable resources in all classrooms.
 	
    Utilize Get Better Faster Coaching to increase observations of Math classrooms in all grade levels.
    Outcome Measure (Lag): 80% of students will show improvement on each MAP Assessment from BOY to MOY to EOY.
 	
    Walk throughs in Math classrooms will increase from the first nine weeks to the last nine weeks.
 	
    STAAR (EOC) Meets will increase for all grade levels.
    Dates/Timeframes: May 2025
    Staff Responsible for Monitoring: Math teachers, CIC, APs and principal
 	
    Problem Statements: Student Success 1

Key Strategic Action 2 Details

Key Strategic Action 2: During PLC meetings, teachers will collaborate to analyze student data and develop targeted instructional plans tailored to the needs of their learners.

    Progress Measure (Lead: Monitor and record attendance at PLC meetings to ensure consistent teacher participation.

    Maintain detailed agendas and minutes for each meeting to document the frequency and focus of discussions around data analysis and instructional planning.

    Conduct classroom observations to monitor the implementation of the targeted instructional strategies discussed in PLC meetings. Use observation checklists to track fidelity to the plans.

    Review the quality and alignment of lesson plans developed through PLC meetings.

    Outcome Measure (Lag): Track changes in student performance on formative and summative assessments before and after the implementation of targeted instructional plans. 80% of the students will demonstrate improvement.

    Dates/Timeframes: End of each semester

    Staff Responsible for Monitoring: Math Teachers, CIC, APs and Principal

    Problem Statements: Student Success 1, 2

Goal 3 Problem Statements:

Student Success

Problem Statement 1: Students enroll with learning gaps.   **Root Cause**: Student placement at DAEP is determined behaviors at the home campus.

Problem Statement 2: Student disconnect from academics because they feel they have already been labeled with behavior problems. Some struggle with building positive relationships with their teachers and administrators.   **Root Cause**: Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details
Key Strategic Action 1: Monitor all students for on track to graduate from high school, ready to enroll in post-secondary education, enlist in the military and/or enter the workforce. **Progress Measure (Lead:** High school students transcripts/graduation plans will be reviewed upon enrollment to DAEP to create a detailed plans for graduation, college, enlistment in the military or entering the workforce. Fall and Spring opportunities for students to take the ASVAB (for military enlistment) and meet with military recruiters to gain insights into the enlistment process, expectations. and commitments. **Outcome Measure (Lag):** 100% of juniors and seniors transcripts will be reviewed for meeting graduation requirement and having the opportunity to take the ASVAB. **Dates/Timeframes:** End of each semester **Staff Responsible for Monitoring:** Counselors and Registrar **Problem Statements:** Student Success 2
Key Strategic Action 2 Details
Key Strategic Action 2: Partnership with community members to provide students with an opportunity to interact with a variety of stakeholders through guest speakers and face to face experiences and mentoring. **Progress Measure (Lead:** Fall and Spring scholarship presentation from a community leader. Weekly mentoring sessions from community members. Adopt-A-Unit visits. **Outcome Measure (Lag):** 75% of students enrolled at DAEP will engage in community presentation. **Dates/Timeframes:** May 2025 **Staff Responsible for Monitoring:** Counselors **Problem Statements:** Student Success 2

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers will implement targeted resources during scheduled instructional and intervention periods to provide students with hands-on learning experiences and engaging activities. These efforts will focus on enhancing students' talents while addressing the learning gaps and academic challenges faced by At-Risk students.

    Progress Measure (Lead: Measure behavioral improvements and attendance consistency, particularly among At-Risk students who participate in interventions.

    Outcome Measure (Lag): Reduction in absenteeism and improvement in classroom behavior linked to academic engagement.

    Dates/Timeframes: May 2025

    Staff Responsible for Monitoring: DAEP admin., counselors and teachers

    Problem Statements: Student Success 1

    Funding Sources: Instructional Supplies and Resources for At-Risk Students - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - $8,000, Instructional Supplies and Resources for At-Risk Students - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - $4,200

Key Strategic Action 4 Details

Key Strategic Action 4: Students and staff will leverage instructional materials and technology to enhance student learning and improve educational practices. This approach will provide meaningful, hands-on, real-world experiences that foster learning across all curriculum areas.

    Progress Measure (Lead: Students will actively utilize technology to address academic deficits and relate their learning to real-world situations.

    Outcome Measure (Lag): Analyze student performance data (e.g., grades, test scores) to measure the impact of instructional resources and technology usage on academic outcomes, specifically focusing on areas where students have historically struggled.

    Dates/Timeframes: May 2025

    Staff Responsible for Monitoring: Teachers, CIC, APs and Principal

    Problem Statements: Student Success 1, 2

    Funding Sources: Devices, mobile carts, projectors and related technology supplies for student learning - 166 - SCE Gateway HS - 166.xx.xxxx.xx.009.xx.xxx - $9,000, Devices, mobile carts, projectors and related technology supplies for student learning . - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - $3,500

Goal 4 Problem Statements:

Student Success

Problem Statement 1: Students enroll with learning gaps.   **Root Cause**: Student placement at DAEP is determined behaviors at the home campus.

Problem Statement 2: Student disconnect from academics because they feel they have already been labeled with behavior problems. Some struggle with building positive relationships with their teachers and administrators.   **Root Cause**: Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details
Key Strategic Action 1: Celebrate and recognize staff commitment and performance.

Progress Measure (Lead: Track the number of recognition events, such as staff appreciation days, staff of the month, and birthdays, each quarter.
Outcome Measure (Lag): By the end of May 2025, 90% of staff will have been celebrated on their birthdays and for their job performance.
Dates/Timeframes: May 2025
Staff Responsible for Monitoring: APs and Principal

Problem Statements: Human Capital 2

Key Strategic Action 2 Details
Key Strategic Action 2: Implement a strategic staffing model to ensure that all classrooms are staffed with highly qualified teachers.

Progress Measure (Lead: Develop and Implement a Recruitment Plan.
Outcome Measure (Lag): Attend job fairs, host recruitment events, and actively promote teaching opportunities through online job boards, social media, and professional networks.
Dates/Timeframes: February - June 2025
Staff Responsible for Monitoring: Admin Team

Problem Statements: Human Capital 1

Goal 1 Problem Statements:

Human Capital
Problem Statement 1: It is a challenge for teachers to identify and address student academic gags and to target specific content areas by grade level.   **Root Cause**: Limited number of teachers, which results in teachers teaching multiple contents/grade levels.
Problem Statement 2: Maintaining a positive culture is challenging.   **Root Cause**: Students demonstrate a lack of respect for staff.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details

Key Strategic Action 1: Conduct monthly meetings with newly hired campus teachers and paraprofessionals.
 	
    Progress Measure (Lead: Track the percentage of new staff members attending each scheduled meeting, ensuring consistent participation throughout the onboarding process.
    Outcome Measure (Lag): There will be an 80% retention rate of new staff members over the first year to assess the effectiveness of the onboarding and support provided during the meetings.
    Dates/Timeframes: May 2025
    Staff Responsible for Monitoring: CIC, APs and Principal
 	
    Problem Statements: Human Capital 2

Goal 2 Problem Statements:

Human Capital
Problem Statement 2: Maintaining a positive culture is challenging.   **Root Cause**: Students demonstrate a lack of respect for staff.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details
Key Strategic Action 1: Departmental PLC meetings will take place every ten (10) days to provide with opportunities to collaborate and share teaching and learning strategies.

Progress Measure (Lead: Collaboration and Sharing of Strategies
     Outcome Measure (Lag): Document the teaching and learning strategies shared during each PLC meeting.
     Dates/Timeframes: May 2025
     Staff Responsible for Monitoring: AP, Principal and CIC
 	
     Problem Statements: Human Capital 1

Key Strategic Action 2 Details
Key Strategic Action 2: Paraprofessionals will actively contribute to monthly meetings by sharing insights, engaging in collaborative problem-solving, and deepening their understanding of school procedures, student support strategies, and professional development opportunities to enhance their effectiveness in supporting students and teachers.

Progress Measure (Lead: Track paraprofessional attendance and active participation in monthly meetings.
     Outcome Measure (Lag): Track paraprofessionals' professional development over time, using evaluations from teachers or administrators to assess improvements in their ability to support students and manage responsibilities effectively.
     Dates/Timeframes: May 2025
     Staff Responsible for Monitoring: CIC, APs and Principals
 	
     Problem Statements: Human Capital 1, 2

Goal 3 Problem Statements:

Human Capital
Problem Statement 1: It is a challenge for teachers to identify and address student academic gags and to target specific content areas by grade level.   **Root Cause**: Limited number of teachers, which results in teachers teaching multiple contents/grade levels.
Problem Statement 2: Maintaining a positive culture is challenging.   **Root Cause**: Students demonstrate a lack of respect for staff.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details
Key Strategic Action 1: Establish procedures for staff to submit self-evaluations in both the Fall and Spring semesters, and facilitate targeted group feedback sessions to gather collective input and promote professional growth.

Progress Measure (Lead: Completion Rate of Self-Evaluations - Track the percentage of staff who complete and submit their self-evaluations by the established deadlines in both the Fall and Spring semesters.
    Outcome Measure (Lag): Improved Professional Growth - Track individual professional growth by comparing Fall and Spring self-evaluations, noting improvements in performance, goal achievement, or skill development.
 	
    Problem Statements: Human Capital 2

Goal 4 Problem Statements:

Human Capital
Problem Statement 2: Maintaining a positive culture is challenging.   **Root Cause**: Students demonstrate a lack of respect for staff.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details
Key Strategic Action 1: Maintain a safe learning environment.
Progress Measure (Lead: Evaluate the efficiency and effectiveness of emergency drills (e.g., evacuation time, correct procedure adherence). Use safety budget and campus funds to supply campus with needed safety equipment.
Outcome Measure (Lag): Safety drill after-action reports will analyze the drills effectiveness and outline recommendations for future improvements each month from August 2024 to May 2025.
Dates/Timeframes: May 2025
Staff Responsible for Monitoring: Principal, Assistant Principals, counselors and teachers
Problem Statements: Financial Stewardship 1

Goal 1 Problem Statements:

Financial Stewardship
Problem Statement 1: 100% of campus funds are not being spent.   **Root Cause**: Ineffective strategic plan in place to monitor used and unused funds that involve input from all stakeholders.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details
Key Strategic Action 1: The administrative/leadership team(s) and SBDM will review the campus improvement plan (CIP) and all funding sources summary monthly.

Progress Measure (Lead: Track the regularity of the administrative/leadership team and SBDM (Site-Based Decision Making) committee meetings dedicated to reviewing funding sources and the CIP.
     Outcome Measure (Lag): Evaluate monthly if funding decisions and CIP are more effectively aligned with school priorities and strategic goals after regular reviews.
     Dates/Timeframes: June 2025
     Staff Responsible for Monitoring: Leadership Team, Admin Team and SBDM Committee
 	
     Problem Statements: Financial Stewardship 1

Goal 2 Problem Statements:

Financial Stewardship
Problem Statement 1: 100% of campus funds are not being spent.   **Root Cause**: Ineffective strategic plan in place to monitor used and unused funds that involve input from all stakeholders.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
Key Strategic Action 1: Implementing structured ways for stakeholders (including students, parents, teachers, and community members) to provide feedback on current policies and procedures.

Progress Measure (Lead: Track the number of structured feedback opportunities (e.g., surveys, focus groups, town hall meetings) provided to stakeholders within a specified timeframe (biannually).
    Outcome Measure (Lag): 100% of students will provide feedback about the campus culture during their exit meetings; survey will be provided to parents each semester.
    Dates/Timeframes: May 2025
    Staff Responsible for Monitoring: APs and counselors
 	
    Problem Statements: Financial Stewardship 1

Goal 3 Problem Statements:

Financial Stewardship
Problem Statement 1: 100% of campus funds are not being spent.   **Root Cause**: Ineffective strategic plan in place to monitor used and unused funds that involve input from all stakeholders.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details
Key Strategic Action 1: Facilitate opportunities for staff to provide feedback on training needs, effectiveness, application, and relevance to ensure continuous improvement and alignment with professional development goals.
Progress Measure (Lead: Ensure that feedback processes are easily accessible and well-communicated to staff.
Outcome Measure (Lag): Track changes in professional development offerings based on feedback to determine whether training becomes more tailored to the roles and challenges staff face.
Dates/Timeframes: May 2025
Staff Responsible for Monitoring: Principal, APs and CIC
Problem Statements: Financial Stewardship 1

Goal 4 Problem Statements:

Financial Stewardship
Problem Statement 1: 100% of campus funds are not being spent.   **Root Cause**: Ineffective strategic plan in place to monitor used and unused funds that involve input from all stakeholders.