

Killeen Independent School District

Gateway

2023-2024



Mission Statement

Our mission is to provide students with a safe and supportive environment that promotes positive decision making, self-discipline, positive social and emotional skills and improved academic performance.

Vision

Gateway Middle and High School is committed to providing a safe, structured, and welcoming learning environment that supports our students academically while teaching the social-emotional skills needed to make a positive impact on society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As we enter the 2023-2024 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 that can be used for making better choices in their futures. At Gateway, we receive students in grades 6-12 from across the district after completing a District Hearing for one or more serious violations of the Student Code of Conduct. Therefore, our numbers fluctuate throughout the school year. Typically in the fall we have less students, ranging from 40-130 enrolled. In the spring our enrollment increase to over 300 students.

Campus staff have changed quite a bit, with majority turnover being with the middle school staff. The 2023 - 2024 school year will start with more than 50% of new middle school staff members. Nearly 30% of the entire staff have been on campus 10+ years.

Below is a break down of our student population. This has been captured as of October 28, 2022, which is the district's snap shot date; however, student fluctuates daily:

9-12 Total Population

Population Number of Students

Freshmen 79

Sophomores 32

Juniors 18

Seniors 11

Total 140

9-12 Ethnic Breakdown

Population by Ethnicity Number of Students

African American 58%

Asian 0.0%

Hispanic 23%

Pacific Islander 0.17%

White 9%

9-12 Special Programs

Special Programs Population Number of Students

At Risk Indicator 140

AVID Program 0

Dyslexia 16

ECD 80

ESL Program 4

Gifted Talented Indicator 3

HOMELESS STATUS CODE 1

LEP Indicator 5

Military 36

CTE 46

Section 504 32

Special Ed Indicator 28

6-8 Total Population

Population Number of Students

6th Grade 13

7th Grade 15

8th Grade 33

Total 61

6-8 Ethnic Breakdown

Population by Ethnicity Number of Students

African American 59%

Asian 0%

Hispanic 23%

Pacific Islander 1.64%

White 11%

6-8 Special Programs

Special Programs Population Number of Students

At Risk Indicator 61

AVID Program 0

Dyslexia 8

ECD 32

ESL Program Type Code 4

Gifted Talented Indicator 0

HOMELESS STATUS CODE 1

LEP Indicator 4

Military 16

Section 504 15

Special Ed Indicator 11

Speech Therapy Indicator 1

Attendance rates on our campus are usually below the rate of the district. Our student transition rate is very high as we gain and lose multiple students daily due to a scheduled hearing or students meeting their required number of 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 who are consistently absent. A significant percentage of our students are sent to Gateway due to attendance and truancy issues.

For the 2023-2024 school year Gateway will be supported by a highly qualified staff consisting of 15 middle school teachers, 18 high school teachers, 15 middle school aides, and 18 high school aides. We also have two Communities in Schools staff members, four counselors, one registrar/counselor and three administrators (two AP's and a principal). Two of the counselors are Social Emotional Learning Specialist, which will support our students tremendously and allow us to support our students better on campus and when they transition back to their home campus. With the district's partnership with Advent Health, a Social Behavioral Health Staff has also been assigned to the campus.

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 support 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 improvement of instruction on the campus.

Demographics Strengths

- We offer orientations four (4) times a week for students and parents to review the expectations at Gateway and the goal of each student's experience at Gateway.
- We will be offering small group guidance lesson that will dive deeper into the campus expectations, cultures, and understanding of each student's individual need.
- Exit meetings are held prior to students leaving. At this time, an administrator or counselor will provide students with meaningful information to assist with the student having a smooth transition back to the home campus.
- We provide students with mentoring through our counselors and community leaders weekly.
- Students are encouraged to volunteer in the community
- Staff demographic mirror that of the students'.
- We hold community meetings to engage the community on the growth of our campus and to provide additional support.
- We are adding intervention time to our daily schedule. Intervention time will focus on academic support and behavioral support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Approximately 13 new staff members needed to be hired for the 2023 - 2024 school year. **Root Cause:** Campus administration will improve hiring strategies to improve teacher/staff retention of individuals that buy into the mission and purpose of Gateway and retain those individuals that do.

Problem Statement 2: The size of our staff is insufficient to provide necessary supports to students effectively when the number of students placed at DAEP begins to reach capacity. Many students are placed for discretionary reasons. **Root Cause:** The size of our DAEP staff remained the same even with the increase of student enrollment.

Problem Statement 3: Gateway's student attendance rate is typically lower than the district's. **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.

Problem Statement 4: Over 80% of the students that returned to Gateway are minorities. **Root Cause:** Poor attendance and additional counseling support and interventions needed for specific students.

Problem Statement 5: There can be a significant gap in time between students registering at Gateway after being placed. There can also be a significant gap in time between students leaving Gateway and enrolling at their home campus. **Root Cause:** Students having to re-register at each campus can create a delay.

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 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 various secondary campuses across the district, and many are academically performing below grade level. Therefore, we provide individualized instruction and remediation to limit increasing students' learning gaps.

Gateway will continue to implement restorative disciplinary tools for the 2023-2024 school year. These tools will assist students with making better choices and will create a positive learning environment for our students, which will lead to academic and behavior success. We feel that by focusing more on these restorative practices, we will reduce the amount of referrals written and allow more time for academic support and instruction.

In addition to the Social Emotional Learning Specialists (formerly known as At-Risk Counselors), Gateway has also been provided a School Behavior Health Staff through the partnership between the district through Advent Health.

Student Learning Strengths

- Teachers and admin track assessment results throughout the year to improve instruction on campus. Assessments tracked include: MAP testing, CUA data, Imagine Reading/Math, and iLit.
- Students will get more guidance on tracking their credits, understanding their graduation plans, and being career and college ready.
- Teachers will utilize a more blended learning approach and phase away from Edgenuity
- More than half of the campus staff have longevity in their teaching field and expertise in a wide variety of courses within their teaching field. In addition, a collaborative and high level of communication occurs with home campus teachers/counselors/admin to ensure the students have a smooth transition when they return.
- HERO will be used to track students' behavior and attendance and reward students for their success in these areas.

Problem Statements Identifying Student Learning Needs

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 2: In order to focus truly on student learning outcomes, we have to begin to track data that would support our instructional practices in a way that has never been tracked before. **Root Cause:** Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in a meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.

Problem Statement 3: Student behavior often serves as a distraction from learning. **Root Cause:** Students have missed a few years of socialization and learning how to act in public/school.

Problem Statement 4: Close to half of the students still struggled academically during their time at Gateway, which created larger academic gaps when transitioning back to their

home campus. **Root Cause:** Curriculum was not streamlined with the rest of the district due to the use of Edgenuity in most classes and a lack of student motivation.

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 teachers follow the KISD's Year at a Glance and Pacing Calendar to ensure that our students are on track with the learning that is occurring on their home campus. We provide tutorials and interventions to assist our students that have fallen behind to get caught up. As administrators we provide walkthroughs, observations, and coaching walks to support our teacher's instruction and growth.

Prior to leaving Gateway, students are invited to and participate in an exit meeting. Our 2023-2024 school year recidivism data of approximately 20% showed that many students had not learned from their infraction and are not gaining valuable character building and social skills needed to be successful at their home campus.

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.

Our GRR data from previous years showed that our campus struggled with student collaboration and most coaching walks showed a high number of independent learning. We aim to utilize our PD and PLCs to focus on ways to apply all four phases of the GRR into our daily instruction.

We have desktops and laptops available in each classroom for students to use throughout the day. All of our teachers have laptops and projectors that they can use to support instruction in their classroom. Our campus technologist works with our teachers, parents, and students to troubleshoot issues and provide additional resources that can use in their classroom to support instruction. With our fluctuating numbers, technology devices can become an issue throughout the year, resulting in having more students enrolled than devices on campus. We have ordered additional Ipads in anticipation of this issue for the upcoming school year.

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), Safety Committee, and Campus PULSE 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.

Our staff and student handbooks are updated annually. We review each with our staff during in-service so that they understand our campus expectations. The Parent and Student Handbook can be found in our website.

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

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.
- Technology is available for all students in all core subjects.
- 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
- Walkthroughs are done by campus administration to support the growth of the campus.

- Safety drills are conducted monthly. Exterior doors are checked weekly.
- Our campus tech updates our website weekly. Weekly updates are made by admin to campus Facebook page.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers struggle with identifying student academic gaps. **Root Cause:** Too much reliance on Edgenuity.

Problem Statement 2: Students are not able to have consistent access to technology. **Root Cause:** Enrollment numbers can fluctuate on a daily basis.

Problem Statement 3: Student enrollment numbers fluctuate greatly during the year. This makes it very difficult to maintain school processes effectively that promote social emotional learning, self advocacy skills, positive decision making and problem solving skills. **Root Cause:** The fluctuation our student population may give a false narrative about the need for additional staff. Current staffing may be based on our lowest student population numbers rather than our highest.

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. During the 2022 - 2023 school year, the percentage of students returning to DAEP double from that of the previous year.

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 try to identify the needs of the students and work to help them implement strategies that will help them be more successful upon their return to their home campus. Our belief is that if we provide them with skills for success academically and behaviorally, they will make more appropriate choices upon return and have more self-confidence to refrain from making bad choices.

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 Mission

Our mission is to provide students with a safe and supportive environment that promotes effective decision making, self-discipline, positive social and emotional skills and improved academic performance.

Gateway's Core Values

Perseverance, Honesty, Open-mindedness, Empathy, Non-judgmental, Integrity and eXcellence. These PHOENIX Values will help create and maintain a positive and supportive environment for staff and students and will foster a culture of personal and professional growth and success.

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.
 - 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, and student of the month. We also have set up mentoring for our students through different community leaders.

In order to create more connectivity to the community, we have updated our campus website, added a campus SMORE newsletter, and created 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

Social Emotional Learning and Restorative Practices continue to be a focus and priority.

Campus mission and vision are reviewed every year.

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 Adopt-A-School Unit 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: As students return to the home campus, where they may experience more freedoms and more distractions, academics and behavior tend to backslide a bit, which is one of the reasons behind DAEP having a 20% recidivism rate. **Root Cause:** An improved transition process needs to be established between DAEP and home campuses that would promote a stronger partnership to include social emotional learning and provide appropriate time and resources to guide students as they return.

Problem Statement 2: There is a need for Gateway to consistently communicate the positive things that are happening on campus to parents and stakeholders and to provide feedback to staff in a timely manner. **Root Cause:** Gateway has not consistently communicated with families, stakeholders and staff.

Goals

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: By the end of the 2023-2024 SY a minimum of 75% of the students enrolled at Gateway will be passing all of their core courses.

Evaluation Data Sources: Report cards, progress reports, CUA data, MAP testing

Strategy 1 Details

Strategy 1: Teachers will utilize scheduled intervention times to provide students with meaning instructional activities and resources for addressing student learning gaps and academic struggles of At-Risk Students.

Strategy's Expected Result/Impact: Improve student learning and understanding

Staff Responsible for Monitoring: Campus Administration & teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1

Funding Sources: Instructional Supplies for Student Intervention - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - \$4,000, Instructional Supplies for Student Intervention - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - \$8,000

Strategy 2 Details

Strategy 2: Students will be provided the opportunity to attend before school, after school and Saturday School to work ahead and receive additional support in core subjects.

Strategy's Expected Result/Impact: Improving student performance in all core subjects.

Staff Responsible for Monitoring: Principal, assistant principals, counselors and teachers.

Problem Statements: Student Learning 1, 3

Funding Sources: Instructional supplies for extended learning times - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - \$3,000, Instructional supplies for extended learning times - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - \$5,000

Strategy 3 Details

Strategy 3: Students and staff will utilize instructional materials and technology to maximize learning for students and to enhance the educational practices of teachers. Teachers use technology to provide students with meaningful, real world opportunities to increase their learning across all curriculum areas.

Strategy's Expected Result/Impact: Students will continue to use technology to help minimize academic deficits. An increase in students connecting their learning to real-world situations.

Staff Responsible for Monitoring: Principal, assistant principals, counselors, teachers and Campus Technologist

Problem Statements: Student Learning 1 - School Processes & Programs 2

Funding Sources: Devices, mobile carts, projectors, and related technology supplies for student learning - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - \$4,000, Devices, mobile carts, projectors, and related technology supplies for student learning - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - \$9,000

Strategy 4 Details

Strategy 4: Provide an opportunity for teachers, counselors and administrators to attend Texas Association for Alternative Education (TAAE) to gain knowledge and skills for providing a quality education for all students in alternative education.

Strategy's Expected Result/Impact: Increase students' academic success.

Staff Responsible for Monitoring: Leadership Team

Problem Statements: Student Learning 2, 4

Funding Sources: TAAE Conference/Professional Development - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - \$2,600, TAAE Conference/Professional Development - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - \$3,000

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.

Problem Statement 2: In order to focus truly on student learning outcomes, we have to begin to track data that would support our instructional practices in a way that has never been tracked before. **Root Cause:** Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in a meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.

Problem Statement 3: Student behavior often serves as a distraction from learning. **Root Cause:** Students have missed a few years of socialization and learning how to act in public/school.

Problem Statement 4: Close to half of the students still struggled academically during their time at Gateway, which created larger academic gaps when transitioning back to their home campus. **Root Cause:** Curriculum was not streamlined with the rest of the district due to the use of Edgenuity in most classes and a lack of student motivation.

School Processes & Programs

Problem Statement 2: Students are not able to have consistent access to technology. **Root Cause:** Enrollment numbers can fluctuate on a daily basis.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: To promote teacher growth and leadership in the areas of classroom management, building meaningful relationships, differentiated instruction, online learning and data disaggregation so 100% of staff are fluent in the use of district required software and technology.

High Priority

Evaluation Data Sources: Communication log, T-TESS Data, pass/failure rates, Intervention Strategies and Restorative Practice Tools.

Strategy 1 Details

Strategy 1: Teachers will attend district and campus (PLC) professional development to increase awareness and knowledge of TEKS Resources.

Strategy's Expected Result/Impact: Academic success rate in each core content area.

Staff Responsible for Monitoring: Principal, assistant principals/CIS and teachers.

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Student Learning 1, 2

Strategy 2 Details

Strategy 2: During intervention/SEL time, teachers and counselors will use The 7 Habits of Highly Effective Teens book by Sean Covey to guide students to academic and behavior success.

Strategy's Expected Result/Impact: Observations/lesson plans of the lessons.

Staff Responsible for Monitoring: Principals, Assistant Principals and Counselors

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Demographics 3 - Student Learning 3

Funding Sources: Books and Workbooks - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - \$400, Books and Workbooks - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - \$600

Strategy 3 Details

Strategy 3: GRR Data gathered during coaching walk throughs will be shared and discussed with teachers in a timely manner to identify areas of strengthens and needed growth.

Strategy's Expected Result/Impact: Improve teaching and learning.

Staff Responsible for Monitoring: Campus Administration.

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Student Learning 4 - School Processes & Programs 1

Strategy 4 Details

Strategy 4: PLC Meetings will be scheduled twice a month to provide teachers with time and opportunities to collaborate and share learning/teaching strategies.

Strategy's Expected Result/Impact: Improved students' academic achievement and teacher growth.

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Student Learning 1 - School Processes & Programs 1

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Gateway's student attendance rate is typically lower than the district's. **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.

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School Processes & Programs

Problem Statement 1: Teachers struggle with identifying student academic gaps. **Root Cause:** Too much reliance on Edgenuity.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: Gateway will maintain a culture where our campus staff feel valued and appreciated.

Evaluation Data Sources: Surveys

Strategy 1 Details
<p>Strategy 1: Celebrations: Increase meaningful staff recognition opportunities. Strategy's Expected Result/Impact: Thank you cards; Birthday Celebrations; Teacher/Staff of the Month; Shout outs of learning activities; walk-throughs; end of year celebration Staff Responsible for Monitoring: Leadership Team, Staff, Admin. Team</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Gateway staff will participate in campus/district fall and spring wellness activities to promote self-care and work-life balance. Strategy's Expected Result/Impact: Decrease staff stress level. Improve staff moral and retention. Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Perceptions 2</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Approximately 13 new staff members needed to be hired for the 2023 - 2024 school year. Root Cause: Campus administration will improve hiring strategies to improve teacher/staff retention of individuals that buy into the mission and purpose of Gateway and retain those individuals that do.</p>
Perceptions
<p>Problem Statement 1: As students return to the home campus, where they may experience more freedoms and more distractions, academics and behavior tend to backslide a bit, which is one of the reasons behind DAEP having a 20% recidivism rate. Root Cause: An improved transition process needs to be established between DAEP and home campuses that would promote a stronger partnership to include social emotional learning and provide appropriate time and resources to guide students as they return.</p> <p>Problem Statement 2: There is a need for Gateway to consistently communicate the positive things that are happening on campus to parents and stakeholders and to provide feedback to staff in a timely manner. Root Cause: Gateway has not consistently communicated with families, stakeholders and staff.</p>

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: 75% of students enrolled at Gateway will engage with a community leader mentor weekly.

Evaluation Data Sources: Attendance logs, SBDM

Strategy 1 Details

<p>Strategy 1: Community leaders will meet once a week with our high school and middle school students.</p>
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<p>Strategy's Expected Result/Impact: Reduction in Recidivism Rate</p>

<p>Staff Responsible for Monitoring: Principal, Assistant Principals, counselors and teachers.</p>

<p>Problem Statements: Perceptions 1, 2</p>
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Performance Objective 1 Problem Statements:

Perceptions

<p>Problem Statement 1: As students return to the home campus, where they may experience more freedoms and more distractions, academics and behavior tend to backslide a bit, which is one of the reasons behind DAEP having a 20% recidivism rate. Root Cause: An improved transition process needs to be established between DAEP and home campuses that would promote a stronger partnership to include social emotional learning and provide appropriate time and resources to guide students as they return.</p>

<p>Problem Statement 2: There is a need for Gateway to consistently communicate the positive things that are happening on campus to parents and stakeholders and to provide feedback to staff in a timely manner. Root Cause: Gateway has not consistently communicated with families, stakeholders and staff.</p>
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Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 2: Parents/Student meetings and extended learning opportunities will focus on academic, behavior, social/emotional needs, technology support, understanding and preparing for STAAR will be held several times a year with the emphasis being on addressing the needs of At-Risk Students.

Evaluation Data Sources: Attendance logs. Parent Surveys

Strategy 1 Details

<p>Strategy 1: Parents and students will receive information regarding parent engagement nights through Connect Ed, SMORE Newsletter and social media.</p>

<p>Strategy's Expected Result/Impact: Improve communication and support</p>
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<p>Staff Responsible for Monitoring: Admin and counselors</p>
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<p>Problem Statements: Perceptions 2</p>

Performance Objective 2 Problem Statements:

Perceptions

<p>Problem Statement 2: There is a need for Gateway to consistently communicate the positive things that are happening on campus to parents and stakeholders and to provide feedback to staff in a timely manner. Root Cause: Gateway has not consistently communicated with families, stakeholders and staff.</p>
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Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: Through the implementation of Restorative Practices and an effective discipline management plan, Gateway administration, staff and campus police will work together to provide a safe, secure and orderly learning environment for all students and staff and reduce the number of disciplinary incidents from the previous year.

Evaluation Data Sources: Student engagement in curriculum, recidivism rates, referral numbers.

Strategy 1 Details
<p>Strategy 1: HERO will be incorporated to track students' attendance and behavior.</p> <p>Strategy's Expected Result/Impact: Reduce referrals. Improve behavior strategies. Support social-emotional learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Technologist and Teachers.</p> <p>Problem Statements: Demographics 3</p>
Strategy 2 Details
<p>Strategy 2: Teachers will implement Restorative Practice Tools.</p> <p>Strategy's Expected Result/Impact: Improvement in behavior.</p> <p>Staff Responsible for Monitoring: Campus Administration, teachers, and counselors</p> <p>Problem Statements: Demographics 3 - Student Learning 3</p>

Strategy 3 Details

Strategy 3: Gateway counselors will hold monthly classroom guidance activities with students on the following topics: study skills, respect, character traits, conflict resolution, friendship, social inferences, self-esteem, stress management, self-control, and implement effective coping strategies when addressing the social and emotional needs of the students and staff. Administrators, counselors and/or teachers will attend PD to stay current on best practices associated with supporting At Risk students.

Strategy's Expected Result/Impact: Improvement in behavior.

Reduce recidivism.

Coping strategies.

Behavior Strategies.

Improve student social-emotional learning, character, and positive habits.

Staff Responsible for Monitoring: Teachers, Counselors, Assistant Principals and Principal

Problem Statements: Student Learning 1, 3

Funding Sources: Social, emotional learning strategies/materials. - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - \$700, Professional Development for Counselors of At Risk Students - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - \$9,000, Social, emotional learning strategies/materials. Supplies for supplemental support sessions. - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - \$500, Professional Development for Counselors of At Risk Students - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - \$4,000

Strategy 4 Details

Strategy 4: Gateway will provide students with opportunities to celebrate and be recognized for positive behavior and academic achievement.

Strategy's Expected Result/Impact: Improvement in behavior.

Reduce recidivism.

Improved academic achievement in core courses.

Improve campus culture.

Increase the number of students being recognized throughout the year.

Staff Responsible for Monitoring: Teachers, counselors, assistant principals and principal.

Problem Statements: Demographics 3 - Student Learning 3

Funding Sources: Awards for students achievements. - 166 - SCE Gateway MS - 166.xx.xxxx.xx.009.xx.xxx - \$300, Awards for students achievements. - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - \$2,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Gateway's student attendance rate is typically lower than the district's. **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.

Student Learning

Problem Statement 3: Student behavior often serves as a distraction from learning. **Root Cause:** Students have missed a few years of socialization and learning how to act in public/school.

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 2: Provide a safe, welcoming and secure learning and working environment for students and staff.

Evaluation Data Sources: Discipline data, attendance data, HERO system.

Strategy 1 Details
<p>Strategy 1: Gateway will conduct weekly exterior door checks and monthly safety drills to ensure all students and staff are knowledgeable of emergency operation procedures.</p> <p>Strategy's Expected Result/Impact: Successful drills, safety documents (stored in campus safety binder)</p> <p>Staff Responsible for Monitoring: Administrative and Counselor Staff, Safety committees.</p> <p>Problem Statements: Student Learning 3</p>
Strategy 2 Details
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Improve self-awareness. Improve self-care. Improve behavior. Improve academic performances.</p> <p>Staff Responsible for Monitoring: Nurse, counselor, teachers, assistant principals, community in schools and principal.</p> <p>Problem Statements: Demographics 3 - Student Learning 3</p> <p>Funding Sources: Academic, hygiene and clinic supplies. - 166 - SCE Gateway HS - 166.xx.xxxx.xx.004.xx.xxx - \$2,700, Academic, hygiene and clinic supplies. - 166 - SCE Gateway MS - 166.xx.xxxx.xx.004.xx.xxx - \$1,200</p>
Strategy 3 Details
<p>Strategy 3: Staff will be trained in Trauma Informed Care practices in order to increase awareness of how students are affected by Trauma.</p> <p>Strategy's Expected Result/Impact: Improve staff and students relationships. Increase student achievement due to increased positive relationships.</p> <p>Staff Responsible for Monitoring: Gateway Counselors</p> <p>Problem Statements: Demographics 3 - Student Learning 3</p>

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Gateway's student attendance rate is typically lower than the district's. **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 behavior often serves as a distraction from learning. **Root Cause:** Students have missed a few years of socialization and learning how to act in public/school.

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: Gateway will be fiscally responsible for all budgetary accounts.

Evaluation Data Sources: Financial Documents and Accounts

Strategy 1 Details
<p>Strategy 1: The administrative/leadership team(s) and SBDM will review the CIP funding summary monthly.</p> <p>Strategy's Expected Result/Impact: Fidelity implementation of the CIP</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: The principal and financial secretary/principal's secretary will meet weekly to review campus budget/funds.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, agendas</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Approximately 13 new staff members needed to be hired for the 2023 - 2024 school year. Root Cause: Campus administration will improve hiring strategies to improve teacher/staff retention of individuals that buy into the mission and purpose of Gateway and retain those individuals that do.</p>
Perceptions
<p>Problem Statement 2: There is a need for Gateway to consistently communicate the positive things that are happening on campus to parents and stakeholders and to provide feedback to staff in a timely manner. Root Cause: Gateway has not consistently communicated with families, stakeholders and staff.</p>

2023-2024 SBDM (HS)

Committee Role	Name	Position
Administrator/Chair	Sharita Herrera	Principal
Classroom Teacher	Christine Willis	English/ELAR
Classroom Teacher	Samual Martin	Math
Classroom Teacher	Blake Harrup	Social Studies
Classroom Teacher	Kristina Ramirez Irizarry	Science
Classroom Teacher	Brettney Walker	SPED Teacher
Business Representative	Trina Thompson	Business Representative
Community Representative	James Shackelford	Community Member
District-level Professional	Gary Brown	District-Level Professional
Parent	Eric Hernandez	Parent
Community Representative	Riakos Adam	Community Representative
Classroom Teacher	John Talley	Elective (PE)
Classroom Teacher	Johany Davis	Elective (Spanish)
Classroom Teacher	Kristen Self	Science
Classroom Teacher	Vanetia Palmer	Social Studies
Classroom Teacher	Christy Spiller	SPED Teacher
Classroom Teacher	Patricia Sutton	SPED Teacher
Classroom Teacher	Michelle Roberson	Science