Burkburnett Independent School District

Gateway Alternative Education Center

2022-2023 Campus Improvement Plan

Mission Statement

Burkburnett ISD, an environment of exploration where students

...Discover the value of learning,

...Increase their passion,

...Maximize their potential.

Vision

Transforming learning to inspire *ALL* students in an ever-changing world.

Campus Mission & Vision

The mission and vision of the Gateway Alternative Education Center, Burkburnett ISD's school of choice, is to assist at-risk students with an alternative educational program. This program will allow students at-risk of not graduating from high school an opportunity to earn a high school diploma or certificate of completion.

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Demographics Summary

Gateway Student Support Center, known locally as Gateway Accelerated Academy, is an alternative high school program for students who have been identified as at-risk of dropping out of high school, as well as a designated Dropout Recovery School for students who are beyond their graduating cohort.

Additionally, the Gateway building also houses the Disciplinary Alternative Education Program, or DAEP, for the district.

The Gateway campus is located in downtown Burkburnett and is separate from the other campuses in Burkburnett ISD. The demographic data below is only for the Gateway Student Support Center.

Staff Demographics

Total Staff	8.2
Secretary	1
Teaching Staff	6
Administration	1
Male	2
Female	4
Teaching Staff Years of Experience	
1-5 Years	16.6%
6-10 Years	16.7%
11-20 Years	23.3%
Over 20 Years	43.4%

Student Demographics

Total Students Enrolled	49
Students Enrolled by Grade	
9th	1 (2%)
10th	2 (4.1%)
11th	9 (18.4%)

Student Demographics

12th	37 (75.5%)

Students Enrolled by Race

African American	2%
Hispanic	18.4%
White	69.4%
American Indian	2%
Two or More Races	8.2%

Students Enrolled by Sex

Female	61.2%
Male	38.8%
Economically Disadvantaged	63.6%
At Risk	75.5%

Demographics Strengths

Staff demographic strengths include a larger percentage of staff who have obtained high school diplomas and teaching certifications through alternative programs, which aligns with our campus mission and vision. Additionally, our district, and therefore our campus, maintains a higher percentage of military connected students and families.

Student Learning

Student Learning Summary

Students enrolled in Gateway Accelerated Academy progress through individualized graduation plans specific to their academic needs by utilizing an online, self-paced learning platform. The majority of students utilize Apex Learning, where some students use Plato. Students are expected to meet at least 70% mastery on overall achievement for each course they complete. Students also participate in End of Course (STAAR) assessments, as well as any applicable TSIA, ASVAB, SAT, or ACT tests.

Gateway Accelerated Academy is rated using alternative education accountability provisions, which include attendance, graduation and drop out rates, CCMR criteria, Texas Success Initiative (TSI) criteria, enlistment in the U.S. Armed Forces, and students who complete CTE Coherent Sequence Coursework Aligned with Industry Based Certifications.

Attendance Rate: 90.2%

Graduated, Continued, TxCHSE: 91.4%

Dropped Out: 6.5%

Met CCMR Criteria: 25.7%

TSI Criteria (1 subject): 48.5%

TSI Criteria (2 subjects): 14.3%

CTE Coherent Sequence: 51.4%

Student Learning Strengths

Students in the Gateway program progress through coursework at a self-paced rate. Therefore, students who enroll at Gateway are more likely to graduate earlier than their peers. For those students who are not graduating on time, many are electing to continue enrollment until completing course requirements rather than enrolling in a GED program. Additionally, we have had an increase in the number of students taking and passing the TSIA, as well as students who are continuing to be enrolled in a CTE Coherent Sequence of courses rather than electing to discontinue their endorsement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus drop out rate is higher than the district average drop out rate. **Root Cause:** Students often begin enrollment at Gateway at a point when they are already too far behind in credits to graduate on time. Once their original graduate date passes, some students are electing to pursue a GED.

Problem Statement 2: Only 14% of Gateway students meet TSI criteria in both mathematics and English Language Arts and Reading. **Root Cause:** Students enrolled at Gateway

are mainly focused on meeting the foundation requirements for graduation, rather than CCMR criteria.

School Processes & Programs

School Processes & Programs Summary

Students identified as at-risk for not graduating are given a program application from their counselor and must have parent and home campus principal approval before attending Gateway. The principal reviews all credit information and student testing history to determine which credits students will need to complete.

Once students begin classes at Gateway Accelerated Academy, they utilize Apex Learning, an online, self-paced program, to work on recovering lost credits and to attain original credit for classes not yet taken in a traditional classroom. Other identified students may also utilize the Plato program. Throughout their enrollment, students are monitored by three certified teachers to track their academic progress.

For the DAEP campus, students are referred by their home campus for serious or persistent behavior(s). Students and parents are required to attend an intake meeting before placement can begin. Once students begin their placement, they are focused on completing assignments sent by their home campus, with certified teachers monitoring and providing instructional support as the student needs. Once students have completed their assigned number of days, staff complete a transition meeting with the parent(s), student, and home campus administration to prepare them to return to their home campus.

School Processes & Programs Strengths

Gateway has used both the Apex Learning platform and Plato for several years. Therefore, staff are well-versed in its functionality and are then able to focus on instructional supports to help students. Both programs are able to provide students access to the four core foundational classes within its program. While attending Gateway, students are provided with individual graduation plans tailored to their specific academic performance. Students and parents report that their student has increased acheivement due to being in a smaller, self-paced work environment.

For DAEP, the program itself as been in place for over twenty years, so processes for entrance, placement, and dismissal are well-organized. DAEP students also have access to three certified teachers at all times, in addition to their regular home campus teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): DAEP students have low engagement and interaction with their home campus teachers. **Root Cause:** Home campus teachers may not be aware of their roles and responsibilities for their students who are in placement.

Perceptions

Perceptions Summary

Within the campus, staff have created an environment in which we believe that all students can and will succeed in meeting graduation requirements. Staff conduct one on one meetings with students in both Gateway and DAEP to review goals, discuss progress, and identify supports that that student will need to be successful.

We believe that parents are an integral partner for student success, therefore, frequent communication to parents/guardians is a key component to our daily operations.

Perceptions Strengths

Gateway has often been described as a modern, one-room school house as all students are located in one main classroom. To our benefit, this allows staff and students to develop positive relationships due to having the same students for the entire school day, rather than having to switch classes throughout the day.

 Additionally, both Gateway and DAEP staff receive students from every campus in the district, which allows staff to fully embrace the Bulldog Way component of putting OUR kids first.

Priority Problem Statements

Problem Statement 1: The campus drop out rate is higher than the district average drop out rate.

Root Cause 1: Students often begin enrollment at Gateway at a point when they are already too far behind in credits to graduate on time. Once their original graduate date passes, some students are electing to pursue a GED.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: DAEP students have low engagement and interaction with their home campus teachers.

Root Cause 2: Home campus teachers may not be aware of their roles and responsibilities for their students who are in placement.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Alternative Education Accountability (AEA) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: August 3, 2022

Goal 1: By the end of the 2022-2023 school year, the success criteria for students meetings both English Language Arts and Reading and Mathematics for the Texas Success Initiative (TSI) will increase to at least 20%.

Performance Objective 1: All students enrolled at Gateway will be registered to attempt at least one subject area TSI assessment during enrollment.

Strategy 1 Details	Reviews			
Strategy 1: Coordinate testing dates and times with the Burkburnett High School College and Career Readiness counselor.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Connect high school to career and college -	5%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: By the end of the 2022-2023 school year, create and monitor systems to increase the academic achievement of DAEP students.

Performance Objective 1: Students placed in DAEP will be placed on tiered levels of points earned in order to increase behavioral and academic achievement.

    Evaluation Data Sources: DAEP student spreadsheets

Strategy 1 Details			Reviews		
Strategy 1: Create a points system for students to track their behavioral and academic goals.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will be able to lessen problematic behaviors and increase their academic achievement.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, DAEP staff **ESF Levers:** Lever 3: Positive School Culture		55%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	