Burkburnett Independent School District

Gateway Alternative Education Center

2019-2020

Mission Statement

The mission 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.

Vision

The vision of the Gateway Alternative Education Center, Burkburnett ISD's school of choice, is to assist students with an alternative educational program. This program allows 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 Alternative Education Center a school of choice and designated drop out recovery school for high school students who have been identified as At-Risk of not graduating on time with their peers.

Our student population broken down by Race/Ethnicity is comprised of 81% White, 14.3% Hispanic, and 4.8% Two or More Races. Of the students enrolled, 71.4% are Economically Disadvantaged with a mobility rate of 85.7%.

Demographics Strengths

Our campus enrollment has increased in the last year. Our campus is now comprised of students from grades 9-12.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to increase the number of students pursuing an endorsement, rather than only the Foundation graduation plan.

Problem Statement 2: We need to increase the number of students who graduate with at least one indicator of college, career, or military readiness.

Student Achievement

Student Achievement Summary

Because Gateway is an alternative campus, student achievement is calculated using EOC STAAR scores, College, Career, and Military Readiness indicators, as well as the graduation rate. Our campus was rated as "Met Standard" for the previous school year.

Student Achievement Strengths

Approximately 85 percent of students enrolled last year graduated by the end of the year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The dropout rate for Gateway is 4.3%. This number is expected to increase.

School Culture and Climate

School Culture and Climate Summary

In our most recent parent survey, parents report that they are satisfied with their child's successes at Gateway. We have increased the amount of collaboration between students, particularly during Project Based Learning activities.

School Culture and Climate Strengths

Staff are able to meet with students on demand to discuss their academic progress or behavioral needs. This has created a positive, trusting environment for students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff on site include three full time teachers for the Gateway program, as well as three additional teachers for DAEP. Four of the teachers have over fifteen years classroom experience each, and two teachers are in their first year of teaching.

Staff Quality, Recruitment, and Retention Strengths

Gateway benefits from having staff that have been at this same campus for multiple years as they have effective systems in place for monitoring and assisting students through the program.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Gateway utilzes an accredited online program called Apex, which stands for Advanced Placement Excellence.

Gateway staff also has begun utilizing Project Based Learning in helping students to develop interpersonal skills.

Curriculum, Instruction, and Assessment Strengths

Students at Gateway benefit from self-paced, self-guided instruction with teachers as facilitators for support and reteaching. This allows students to access and master curriculum standards at their own pace. This is especially beneficial for students who have fallen behind in the regular school setting, allowing them to catch up to grade level.

The Apex program has multiple reports that can be generated in order to assess student progress. Additionally, teachers track and monitor student work and progress on a daily basis.

Parent and Community Engagement

Parent and Community Engagement Summary

Gateway has limited parent and community engagement for our school has a whole. We do not have a Parent-Teacher Organization like a typcial campus, nor do we have volunteers from either parents or community members.

Parent and Community Engagement Strengths

We invite parents to attend our Open House each August, Student-Led Conferences in October, and a community Family Night in the Park each Spring. Parents are able to engage with their child's progress through the Apex program. Parents are assigned as "coach" in their child's profile so that parents/guardians can actively monitor their child's progress.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a common misconception that Gateway is a disciplinary school, rather than an alternative school. **Root Cause**: The DAEP for the district is located on the same premises.

School Context and Organization

School Context and Organization Summary

Gateway staff are able to communicate with one another face to face at any point during the day regarding any concerns.

School Context and Organization Strengths

We have modified our schedule to include an early release day to allow all teachers a common collaborative team meeting time.

Technology

Technology Summary

Our Apex program is a web-based program.

Technology Strengths

Each student either works on a desktop computer or a Chromebook. Additionally, staff communicates with parents and students through Skyward and Google Classroom.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Pregnancy and related services 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

Employee 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: November 19, 2019

Goal 1: As a staff, we will become a collaborative team that focuses on student's academic and behavioral progress and success.

Performance Objective 1: Staff will meet at a minimum of once per week in professional learning communities with a focus on student progress and success.

    Evaluation Data Source(s) 1: Documentation kept of each meeting

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Staff will meet on Wednesdays after early release of students for PLC (Collaborative Team Meetings).	2.4, 2.5, 2.6	Principal: Anna Black Teachers: Larry Carter, Laurie Hollingsworth, Anita Lockwood, Markelle Martin, Ryan Lynn, Judy Wall	Staff will be able to identify and respond to academic and behavioral needs of At-Risk students.	75%	100%	100%	
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 2: As a campus, we will increase the number of students who are college, career, or military ready.

Performance Objective 1: Staff will help to increase the number of students who participate in TSI, ACT, and SAT testing.

Evaluation Data Source(s) 1: Documentation and records of students who pass at least one portion of the TSI; documentation and records of student score reports of administration of ACT and SAT.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Register students to take the TSI, ACT, and/or SAT assessment.	2.4, 2.5, 2.6, 3.2	Principal: Anna Black Teachers: Larry Carter, Laurie Hollingsworth, Anita Lockwood, Markelle Martin, Ryan Lynn, Judy Wall	The number of students who are college, career, and/or military ready will increase.	50%	100%	100%	
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Goal 3: As a campus, we will employ different strategies to decrease the number of students who drop out of school.

Performance Objective 1: Employ strategies that decrease the number of students who drop out.

Evaluation Data Source(s) 1: Campus documentation; Skyward report(s); yearly TAPR report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Providing flexible scheduling for students who have surpassed their original date of graduation.	2.4, 2.5, 2.6	Principal: Anna Black	Students who would have normally been counted as a drop out, will be able to continue to pursue their high school diploma.	45%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 4: As a campus, we will utilize Communities in Schools resources to support student needs.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Anna Black	Principal
Classroom Teacher	Ryan Lynn	Teacher
Non-classroom Professional	Sharon Skaggs	Secretary
Classroom Teacher	Judy Wall	Teacher