Bastrop Independent School District

Gateway D.A.E.P.

2019-2020

Accountability Rating: Not Rated

Mission Statement

The Gateway DAEP campus mission is to provide a structured and safe environment in which students can improve academically, socially and behaviorally so that they may return to their home campus with skill sets to assist them in continually developing, practicing and making good decisions. Our passion and inspiration comes from our top three goals:

Vision

Our campus team is committed and inspired to:

- To promote Social Emotional learning by building positive communication and relationships with the student, parent/guardian, home campus teachers/administrators and community.

- To ensure academic readiness in English Language Arts, Mathematics, Science, History, electives and self-discipline by providing quality instruction and setting high academic standards, expectations and goals.

- To provide all students the opportunity to have access to school technology, home campus teachers, counselors/social workers, on-campus staff support and other resources that will ensure a successful placement while at Gateway DAEP and a positive transition back to their home campus.

Value Statement

We will equip all students with social emotional learning; academic support and strategies necessary to learn self-advocacy in personal improvement, social skills, and academics needs.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

- Student and staff survey/feedback

- District goals

- Family and Community input

- Student academic needs based on assessments (TELPAS, STAAR/EOC, etc.)

Demographics

Demographics Summary

1. The Texas legislature established a policy in 1995 requiring school districts to have an "alternative educational setting for behavioral management." Students can be removed from their school and sent to the alternative program if they: Engage in conduct punishable as a felony. Commit a series of specified serious offenses while on school property or attending a school-sponsored activity. Commit other violations specified in student "codes of conduct" developed by individual school districts. Our objective is to foster students' development of their own discipline and their own self-control and for students to understand that disruptive behavior will not be tolerated.
2. Gateway DAEP served ???? students in 2018-18, for placements usually ranging from 15-60 plus days. Below data taken from TEA - TPRS-Texas Performance Reporting System (Except Enrollment).

   - **Students Population**

Year	Student Enrollment
2016-17	247
2017-18	291
2018-19	

     Student Demographics

Race/Ethnicity	2016-17	2017-18	2018-19
Hispanic/Latino	67.86%		
American Indian/Alaskan Native	0%		
Asian	0%		
Black/African American	10.71%		
Native Hawaiian/Pacific Islander	0%		
White	14.29%		

     Student Program Information

Program	2016-17	2017-18	2018-19
Special Education	21%	21%	
ELL	28.57%		

Program	2016-17	2017-18	2018-19
At-Risk	100%	100%	100%
Eco Disadvantaged	75%		

Piems Identified Suspensions:

2016-2017 (27.4%)

2017-18 ( )

2018-19 ( )

Recidivism Rates According to PEIMS Reports:

2016-2017 29 (11.69%)

2017-18

2018-19

Demographics Strengths

The Gateway Disciplinary Alternative Education Program (DAEP) provides an educational placement for students whose disruptive behavior in the regular classroom impedes the educational process and or committs an offense. The ultimate goal of our DAEP is to have each student successfully transition to his or her home campus prepared to make good decisions, set goals, and achieve academically. We have a full-time Social Worker offering parent support (Parent Academy), connecting the family to community resources, address trauma issues, and providing suicide and drug information in small group settings as well as other needed services. Our teacher to student ratio is usually 1:15. We also have 4 paraprofessionals assigned to provide academic and behavioral support, supporting teachers in the area of classroom management, and supporting the instructional needs of students receiving special services. With district programs like "We Believe in BISD" and the "Bastrop Educational Foundation", to include campus-specific support from the Service Center. the student's home campus staff, Monday Mentor program, our community and Gateway, campus support remains high.

- We are a Computer Aided Instructional based campus since 2017-18.
- Several staff are certified in multiple content areas.
- Consistently practice restorative discipline.
- 25% of our staff speaks Spanish.
- Certified Special Education Teacher assigned to the campus.
- Increase in parent involvement.

- $2000 stipend for teachers.
- Decrease in discipline due to the utlization of Restorative Practices, Social Emotional Learning, PBIS strategies and student assigned homerooms.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Drop in attendance. Attendance was 88.23% in 2015-16, 86.46% in 2016-17, and 88% in 2017-18 **Root Cause**: Inconsistency in making daily parent and student contacts as well as referrals to ensure campus staff provides educational awareness of state laws to parents and students.

Problem Statement 2: High Staff turnovers. **Root Cause**: The administrative staff must ensure that teachers hired have skill sets and experience in working with at risk students assigned to the DAEP.

Problem Statement 3: Increase in substance abuse **Root Cause**: Students struggle with utilizing positive proactive tools when decision-making

Student Achievement

Student Achievement Summary

State Accountability Ratings-Not rated

Adequate Yearly Progress (AYP) Standards -Not rated

Student Achievement Strengths

Not Rated 2016-17

DAEP Placements went down due to district's implementation of Placement Process, Recidivism down as well and In School and Out of School Suspensions down at Gateway due to purposeful strategies and goals set in 2016-17 being implemented with fidelity.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Improve Campus Instruction **Root Cause**: Upon initial DAEP placement, many of the students arrive with failing grades and or poor attendance .

Problem Statement 2: Recidivism occurs among specific subgroups **Root Cause**: Inconsistent use of response to intervention

School Culture and Climate

School Culture and Climate Summary

Research reveals that a safe and caring school climate produces a positive impact on student achievement, staff commitment, and community engagement. Bastrop ISD strives to create and maintain a positive culture for all stakeholders both at the district and campus level. Believing that student learning is enhanced by positive steps to manage student behavior and increase inclusiveness, our district has worked to implement structures including restorative practices, student advisory committees, and a strong relationship with law enforcement. In addition, Gateway students and staff members also complete surveys to measure campus climate, program effectiveness, and to give input on campus initiatives.

School Culture and Climate Strengths

- Structured, supportive environment with high expectations for student behavior, and high-quality, direct instruction from dedicated instructional staff.

- Multi-tiered approach to student behavior that involves tracking traditional discipline data, and offering restorative and community building practices.

- District-implemented Discipline Matrix has helped create equity in student discipline management.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff survey 2018-19 revealed growth however there is a need for improvement in school climate. **Root Cause**: Ensuring opportunities for students and staff to have both visibility and accessibility to administrative staff at all times.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bastrop ISD is conveniently located 25 miles west of Austin, TX. The district is within distance of various regional universities and colleges as well as to a flagship university to recruit well-trained teachers. TEA (2014) recorded years of experience for the professional teaching staff in Bastrop ISD.

Years	District Percentage	Gateway Percentage (2015)	State (Percentage)
Beginning	7.8%	20%	8.5
1-5	28.3%	40%	26.1
6-10	20%	10%	22.6
11-20	25.8%	20%	26.9
20 +	18.1%	10%	16.0

Staff Quality, Recruitment, and Retention Strengths

BISD has made concerted efforts to provide relevant and on-going professional development for staff members across grade levels and content areas to support high quality teaching. Some of the most notable training offered in summer training include The Heart of Texas Writing Institute, ESL Academy, Sheltered Instruction, Technology Integration, Writing Across the Curriculum, and Capturing Kids Hearts.

The district has opted to participate in the new evaluation system for teaching staff, Texas Teacher Evaluation and Support System (T-TESS) for the 2016-2017 academic year. This new evaluation system requires both teachers and evaluators strive for higher standards in student achievement as well as professional development.

Gateway DAEP has seven staff members with multiple teaching certifications, including 3 with Special Education and 3 with ESL endorsements.

Three current staff members have received grants from the Bastrop Education Foundation for innovative teaching.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a high turnover in teacher retention. **Root Cause**: Need to improve climate, incentives, staff recognition and opportunities

within the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Gateway DAEP has implemented Professional Learning Communities, in which teachers plan lessons primarily using the TEKS Resource System, and NMSI resources. Teachers adapt plans which include key concepts, state standards, key assessment areas, and key vocabulary, determining the best approach to accomplish robust lesson plans. Teachers and administration disaggregate data using various methods of progress monitoring, using the results to determine intervention needs in TIER 1 and TIER 2 instruction. Edgenuity software will be the main curriculum at Gateway DAEP.

BISD focuses on the use of best practices, identified areas of weakness, and identification of root causes in poor achievement to develop and refine the written curriculum, taught curriculum and assessed curriculum. All decisions are data driven from campus walkthroughs, local assessment and state assessments. As much as possible, BISD embeds professional development to provide the basis for monitoring progress on student achievement at the district and campus level.

All decisions regarding professional development, programs and practices are based upon the identified needs, goals, objectives, and strategies identified in this plan.

Curriculum, Instruction, and Assessment Strengths

- Weekly Professional Learning Communities

- Robust summer professional development offerings

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Multi-instruction level instruction in one class impacts students learning. **Root Cause**: Teacher difficulty in teaching two or more subjects during a class period to include RTI Strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and community involvement is an integral part of success for students at Gateway. We have extended our day to include after school groups for students and their parents, and have informational sessions provided 4 times a year on Saturdays. Our at-risk counselor also provides group sessions for students in the areas of drug/alcohol awareness, dating violence, healthy choices, attendance, bullying, and suicide prevention. We have established solid relationships with community businesses, and continue to look for ways to expand our partnerships.

Parent and Community Engagement Strengths

- 100% parent participation in student orientation meetings (mandatory)

- Increase parent participation in Parent Academy

- Business partnerships established with Whataburger, Chik-fil-a, Legal Shield, Texas Tractor Country, HOG Christian Ministries, and Merino Construction.

- Students assigned to various organizations to complete personal Community Service hours projects.

- Assist parents with accessing Skyward

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent participation activities are limited at Gateway. **Root Cause**: Sustaining activities of interest to parents and students can be challenging when attempting to establish consistent parent involvement at an alternative school.

School Context and Organization

School Context and Organization Summary

Students are placed at Gateway DAEP in accordance with the BISD Student Code of Conduct. While in attendance, students receive instruction from certified teachers, as well as counseling and guidance in strategies to support social emotional, behavior and post graduate improvement. Gateway sets high expectations for student behavior through a well-structured daily routine and individualized personal goal setting.

School Context and Organization Strengths

- At-risk counselor to provide training/awareness

- Mentor teacher to provide mentoring/training to new/novice teachers

- Positive communication with Service Center and in district home campuses

- Positive communication with community programs such as Juvenile Probation, Boot camp, Giddings School (TYC), Bluebonnet Trails and Lone Star Circle of Care

-Teacher access to administration

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Edgenuity curriculum does not lend itself to best service student instruction **Root Cause**: Edgenuity curriculum is not aligned in all subject areas to the district lag

Technology

Technology Summary

Our campus has increased/refreshed technology and learning devices through the use of campus/district funds and through grants (BEF) for innovation in instruction. With an increasing population of digital learners, we continue to focus on digital learning and preparing our students for post-graduate activities, ensuring college and career readiness. Staff attends both in and out of district training related to incorporating technology into the classroom.

Gateway DAEP Campus is digital driven campus for online courses starting on the 2018-19 academic school year.

Technology Strengths

- 4 desktop computers per classroom

- 2 Mobile carts with 24 student laptops

- Increased number of document cameras for classroom use

- Campus online/Google Docs being utilized more and decreasing paper needs

- Staff assigned as our Campus Technology Integration Guide (TIG)

- Access to Digital textbooks

- Access to in district technology training

- Staff tested to proficient to advanced in technology; knowledgeable in Skyward and Eduphoria programs

Problem Statements Identifying Technology Needs

Problem Statement 1: Students struggle with recouping credits. **Root Cause**: Students arrive with two or more failing grades and struggle with regaining credit through traditional instruction.

Priority Problem Statements

Problem Statement 1: Staff survey 2018-19 revealed growth however there is a need for improvement in school climate.

Root Cause 1: Ensuring opportunities for students and staff to have both visibility and accessibility to administrative staff at all times.

Problem Statement 1 Areas: District Culture and Climate

Problem Statement 2: Increase in substance abuse

Root Cause 2: Students struggle with utilizing positive proactive tools when decision-making

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a high turnover in teacher retention.

Root Cause 3: Need to improve climate, incentives, staff recognition and opportunities within the campus.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Multi-instruction level instruction in one class impacts students learning.

Root Cause 4: Teacher difficulty in teaching two or more subjects during a class period to include RTI Strategies.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Students struggle with recouping credits.

Root Cause 5: Students arrive with two or more failing grades and struggle with regaining credit through traditional instruction.

Problem Statement 5 Areas: Technology

Problem Statement 6: Parent participation activities are limited at Gateway.

Root Cause 6: Sustaining activities of interest to parents and students can be challenging when attempting to establish consistent parent involvement at an alternative school.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Recidivism occurs among specific subgroups

Root Cause 7: Inconsistent use of response to intervention

Problem Statement 7 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 1: By June 2020, BISD will increase safety training opportunities within the district by 5%.

Evaluation Data Source(s) 1: BISD Police Dept. documentation, Safe Schools Audits

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Gateway will implement and a comprehensive safety plan that includes participation in all drills, safety training for all staff, and after action reviews.	District & Campus Safety Teams	1.) Increased staff emergency preparation and students feeling more safe in the learning environment.	50%	90%	90%	
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 2: By June 2020, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

Evaluation Data Source(s) 2: PEIMS discipline data (current & longitudinal)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) 1. Gateway will work with the campus and district behavior teams to build campus and classroom expectations. 2. Gateway teachers will implement and promote effective classroom management. 3. Gateway Counselor will develop systems by providing a social emotional learning curriculum. 4. The counselor will provide groups that support students in using the appropriate language and strategies to address bullying, conflict in classrooms, and campus safety. 5. Gateway will implement campus wide behavior and classroom management practices including consistent expectations for common areas and classrooms. 6. Gateway staff will utilize the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports.	Campus Administration Campus Staff PBIS Commitee Counselor RTI Committee Others: District Behavior Specialist, and the Director of Student Services.	1.) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2.) Implementation can be measured by discipline data and the SEL surveys. 3.) Impact can be measured by improved behavior and academic performance. 4) Implementation can be measured by group attendance data. 5) Impact can be measured by discipline data digs. 6) Implementation can be measured utilizing Discipline, PBIS and RTI data digs.	5%	90%	90%	
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 3: By June 2020, 100% of staff will be trained in trauma, sexual abuse, human trafficking, and other maltreatment of children.

    Evaluation Data Source(s) 3: Trauma Training agendas, sign-ins (August & Monthly Faculty Mtgs) & Safe Schools Audits

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Gateway will ensure that all staff members are appropriately trained on how to recognize and support students who have experienced trauma through the means grief, sexual abuse, human trafficking, and other maltreatment of children.	District & Campus Safety Teams Campus Administration Parent support Laison District Behavior specialist	1.) Increased awareness on recognizing victims of trauma. 2.) Increase awareness on how grief and trauma affects student learning and behavior.	30%	90%	90%	
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 4: By June 2020, 100% of campuses will have conducted threat assessments with ongoing training and implementation of emergency operations plans.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Gateway will conduct threat assessments in the appropriate circumstances to provide guidance on recognizing harmful, threatening or violent behavior that may pose a threat. Gateway will conduct campus investigations that promote and support a safe and orderly learning environment. 2.) Gateway campus will implement a campus-wide behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems and expectations.	District & Campus Safety Teams Campus Administration Campus Staff Others: District Behavior Specialist, Director of Student Services.	1.) Increased staff emergency preparation and students feeling more safe in the learning environment. 2.) Implementation can be measured by discipline data and the SEL Surveys	5%	95%	95%	
		100% = Accomplished		0% = No Progress		✗ = Discontinue
		→ = Continue/Modify				

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 5: By June 2020, BISD will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

ISS from 6,752 to 6,414
OSS from 1,196 to 1,136
DAEP from 438 to 416

Evaluation Data Source(s) 5: PEIMS discipline data (current & longitudinal)

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	**Jan**	**Mar**	**June**
1) Gateway staff will establish common campus expectations through an active PBIS committee that will provide ongoing SEL lessons and supports for all students assigned to Gateway D.A.E.P.. 2.) Gateway will review referral data with campus staff and other district personnel to provide the appropriate student interventions to address bullying, classroom management and safety.	CCampus Administration Campus Staff PBIS Commitee Counselor RTI Committee Others: District Behavior Specialist, Director of Student Services.	1.) Impact can be measured by reviewing discipline data and recidivism rates. 2.) Impact can be measured by improved behavior and academic performance	5%	35%	35%	
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)
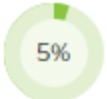
Performance Objective 1: By June 2020, 85% of 6th-8th grade students will make one years growth in their reading level.

By June 2020, STAAR EOC ELA will increase student performance at Meets by 5%.

- English I (36% to 41%)
- English II (41% to 46%)

Evaluation Data Source(s) 1: Benchmark Assessment System (BAS), Istation & 2020 STAAR EOC Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) By September 30, 2019 Gateway DAEP certified teachers will develop and maintain a system of Instruction which addresses student's individual needs. 1.) Gateway Data will be collected from google document titled "small group and 1:1 services". 2.) Administrators will will review data on a monthly basis to ensure all students are receiving services. 3.) Data dig meetings will be held with all staff every 6 weeks. 4.) Teachers will conduct student check in conferences to receive student feedback. 5.) Teacher will conduct student and parent conferences.	Principal and Assistant Principal Others campus staff involved: a.) Teachers b.) Paras	1.)Implement google document and provide access to all teachers for viewing. 2.)Review various data during data dig meeting. 3.)Impact will be measured by student performance on Edgenuity.	5%	30%	30%	

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

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 2: By June 2020, BISD will increase :

Special Education Meets Student Performance :
-Reading (11% to 15 %) & Math (15% to 20%)

English Learner Meets Student Performance:
-Reading (20% to 25%) & Math (32% to 40%)

Overall Student Progress Performance:
-Reading (62% to 70%) & Math (62% to 75%)

> **Evaluation Data Source(s) 2:** 2020 STAAR results

> **Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) By August 31, 2019 Gateway DAEP Teachers will attend Professional development to be trained in implementing the Co-Teach model. 1.) All staff will attend the District's Big 8 Training in August 2019. 2.) All staff will build relationships and have conversations that address servicing all populations of students. 3.) All teachers will review student's IEP's and data related to students academic need. 4.) Teachers will view general education students information and data. 5.) Create individual students plans and identify services to be rendered to Sped, Ell and general student populations.	Principal and Assistant Principal	1.)Staff will be trained in best practices for co-teaching. 2.) Increase in training staff how to service ELL student. 3.) Increase in sped and Ell student academic performance.	55%	80%	80%	

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

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 3: By June 2020, BISD will increase the overall Student Performance at Meets by 9% (37% to 46%) & Masters by 5% (15% to 20%).

Math - Meets (39% to 46%) Masters (18% to 23%)

Reading - Meets (34% to 44%) Masters (12% to 17%)

Writing - Meets (22% to 31%) Masters (5% to 10%)

Science - Meets (44% to 51%) Masters (17% to 22%)

Social Studies - Meets (44% to 50%) Masters (25% to 30%)

> **Evaluation Data Source(s) 3:** 2020 STAAR Results

> **Summative Evaluation 3:**

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 4: By June 2020, 100% of BISD administrators, instructional coaches & teacher leaders will be trained in collaborative PLC work.

> **Evaluation Data Source(s) 4:**

> **Summative Evaluation 4:**

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 5: By June 2020, BISD will increase the percent of graduates meeting College, Career & Military Readiness by 5% (58% to 63%)

> **Evaluation Data Source(s) 5:**

> **Summative Evaluation 5:**

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 1: By June 2020, we will increase communication with internal and external users by at least 25% through promoting student and staff success, building trust, and strengthening the district's brand and message.

    Evaluation Data Source(s) 1: Campus/District parent engagement activity sign-ins, agendas.

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) 1. Gateway will conduct parent and student orientation for all students enrolling. 2. Principal and AP will communicate with home campuses regarding all Gateway placements and exits. 3. Staff and administrators will schedule parent conferences to discuss students needs, strengths and areas to grow. 4. Gateway will continue to promote Monday mentor to all community and agencies to come in and share with students. 5. Gateway counselor will conduct Parent Academy	Administrators Counselors Staff	1.) Teacher and admin monthly reports regarding parent contacts. 2 .Review of Gateway Placement Data. 3. Use counselor data to help us identify student needs. 4. Review data of speakers visiting Gateway. 5. Ongoing parent training.	20%	55%	55%	
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 2: By June 2020, BISD will expand the number of community and business partnerships with BISD by 20%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college Improve low-performing schools 1) 1.) Gateway will continue to use present community local businesses such as Texas Tractor Country, Whataburger, HOG Ministry and Physicians Premier. 2.) We will recruit local businesses. 3.) Invite business owners to come in and conduct presentations and to become partners in education. 4.) Establish a community service partnership where students can learn skill sets.	Administrators Staff	1. Post a recruitment ad on Gateway Website. 2. Review data of campus visitors. 3. Review number of hours students conduct volunteer work for local businesses.	55%	55%	55%	
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 3: By June 2020, BISD will increase the number of needs-driven district-based family & parent engagement activities by 5% to grow and strengthen our partnership with parent stakeholders.

Evaluation Data Source(s) 3: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 1.) Provide orientation and translation when necessary for parents. 2.) Provide community resources for families in need, such as parent training, drug awareness, counseling, etc. 3.)Continue Parent Academies. 4.) Recruit parents to be a part of our CIP 5.) Parent registration. 6. Student Safe Summer Program	Administrators Counselor Staff	1.) Staff paid a stipend and will document services. 2. Build partnerships with community agencies. 3. Conduct 2 parent academies a semester. 4. Assist other campuses with registration. Organize and plan Gateway Summer Program.	15%	20%	20%	

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