Bastrop Independent School District

Gateway D.A.E.P.

2018-2019 Campus Improvement Plan

Mission Statement

Mission Statement

The Gateway DAEP campus mission is to provide a structured and safe environment in which students have access to ongoing opportunities that promote the development of student's practicing appropriate behavior, decision-making, setting academic goals, social-emotional learning, use of self-advocacy skills, and personal improvement.

Vision

Our campus team is committed and inspired to:

· Build positive communication and relationships with the student, parent and home campus teachers/administrators.

· Ensure that all students are performing at grade level in English language arts, mathematics, science, history, and self-disciplines; by providing quality instruction, setting high academic standards, expectations and goals.

· Provide all students the opportunity to have access to school technology, home campus teachers, counselors/social workers, on campus staff support, and access to various 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 the skills 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 291 students in 2015-2016, for placements usually ranging from 15-60 days. Below data taken from TEA - TPRS-Texas Performance Reporting System (Except Enrollment).

- **Students Population**

Year	Student Enrollment
2014-15	247
2015-16	291
2016-17	247
2017-18	291

Student Demographics

Race/Ethnicity	2014-15	2015-16	2016-17	2017-18
Hispanic/Latino	68.5%	61.1%	67.86%	
American Indian/Alaskan Native	0%	0%	0%	
Asian	0%	0%	0%	
Black/African American	16.7%	21.3%	10.71%	
Native Hawaiian/Pacific Islander	0%	0%	0%	
White	13.0%	18%	14.29%	

Student Program Information

Program	2014-15	2015-16	2016-17	2017-18
Special Education	24.1%	21.3%	21%	
ELL	9.3%	12.8%	28.57%	
At-Risk	100%	100%	100%	
Eco Disadvantaged	85.2%	78.7%	75%%	

Peims Identified Suspensions:
2009-2010 9 (3.8 %)
2010-2011 6 (2.5 %)
2011-2012 0 (0.0 %)
2012-2013 2 (0.7 %)
2013-2014 1 (0.39 %)
2014-2015 54 (22.2 %)
2015-2016 98 (33.67 %)

2016-2017 (27.4%)

2017-18

Recidivism Rates According to PEIMS Reports:
2009-2010 45 (19%)
2010-2011 33 (14%)
2011-2012 35 (17%)
2012-2013 17 (7%)
2013-2014 30 (11.9 %)
2014-2015 55 (22.6%)

2015-2016 54 (18.5%)

2016-2017 29 (11.69%)

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. 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 at-risk counselor presently offering parent support (Parent Academy), connecting the family to community resources, and providing suicide and drug information in small group settings. Our teacher to student ratio is usually lower than 1:15. We also have a teacher 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, campus-specific support from the service center and home campus staff, and the Monday Mentor program, our community and campus support remains high.

- We have a full-time at-risk counselor presently offering parent support (Parent Academy), connecting the family to community resources, and providing suicide and drug information in small group settings.
- Our teacher to student ratio is usually lower than 1:15. We also have a teacher 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, campus-specific support from the service center and home campus staff, and the Monday Mentor program, our community and campus support remains high.
- We are becoming a Computer Aided Instructional based campus school year 2017-18.
- Teachers are certified in multiple content areas.
- Consistently practice restorative discipline.

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 discipline issues. **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 2016-17 revealed 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 trainings 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, incentatives, 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 in one class impacts students learning. **Root Cause**: Teacher difficulty in teaching two or more than 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, Bootcamp, 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: Master schedule does not lend itself to best service student instruction. **Root Cause**: Teachers have limited certifications in needed content areas.

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 LiveBinder/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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Critical Success Factor(s) data
- Federal Report Card 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
- STAAR EL Progress Measure data
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data

- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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 develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: Through pro-active communication with stakeholders, we will increase positive student behaviors and reduce the number of discipline referrals and related incidents, including reducing the recidivism rate by 5%.

Evaluation Data Source(s) 1: Records of PBIS initiatives (Restorative Circles, Homeroom activities, student assemblies).

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)	Leader: PBIS team leader Others: Administration	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
3) Campus-wide Implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and common areas. (1D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				

4) Develop discipline strategies to emphasize school-wide systems of support that include proactive strategies for defining, teaching, supporting appropriate student behaviors to create positive and safe school environments. (1B)	Leader: Administration	1. Implementation measured by creation of articulated plan for intervention. 2. Impact measured by total number of discipline referrals including suspensions and expulsions, and # of students with return placements in a calendar year.				
	Problem Statements: Demographics 3					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 6 5) Provide time for homeroom intervention/extension, and for students to learn and recite daily the Student Affirmation and pledge. (1B)	Leader: Homeroom teachers Others: Administration	1. Implementation will be measured by homeroom lesson plans 2. Impact will be measured by total number of discipline referrals including suspensions and expulsions.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Targeted Support Strategy **Critical Success Factors** CSF 5 CSF 6 6) Conduct monthly student award assemblies, highlighting achievement in academics, behavior and attendance. (1B)	Leader: At-risk counselor Others: Teachers	1. Implementation measured by record assemblies and student awards. 2. Impact measured by decrease in discipline referrals, and increased student attendance				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 5 CSF 6 7) Create a monthly newsletter to highlight student achievement, campus initiatives, and to promote positive campus culture through a variety of media, including campus website, print media, and during face-toe-face parent conferences. (1B, 3A, 3C)	Leader: At-risk counselor Others: Lead teacher, Administration	1. Implementation measured by distribution of monthly newsletter, checking for accuracy on campus website. 2. Impact will be measured by increase in positive behavior referrals and parent attendance in information sessions/conferences.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 1 CSF 3 CSF 6 8) Develop plans for assisting students with the transition back to their home campus.	Leader: At-risk counselor Others: Administration	1. Implementation measured by adherence to student transition plan. 2. Impact will be measured by discipline and grading reports of students after return to their home campus.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
9) Promote safety by conducting monthly emergency drills. (1A)	Leader: Administration Others: Safety Committee	1. Implementation measured by having a schedule of emergency drill for the year 2. Impact will be measured by monthly documentation kept in the emergency drill binder.				
✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

Demographics

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

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: Implement Social Emotional Learning (SEL) by means of the district's Social Emotional Learning Curriculum.

Evaluation Data Source(s) 2: Student work and participation, student/ parent documented conferences, parent and student activity sign in sheets and or online Skyward reports of parent conferences related to SEL.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) We will improve instruction by implementing SEL (Social Emotional Learning) platform for students enrolling in Gateway. (1D)	Principal Ap Teachers	Implementation of Home Room (Power-Up) for the purpose of building relationships with students. Each teacher will be assigned 10 or less students to support.				
	Problem Statements: Demographics 3 - Technology 1					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
2) All Staff will receive training in implementing SEL with fidelity. (1D)	Principal Ap Teachers Para Professionals	Implementation of tSEL Curriculum Program at Gateway DAEP will improve student academic progress				
	Problem Statements: Technology 1					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
3) We will implement SEL by implementing a parent component. (1D, 3A, 3C)	Principal Ap Teachers Para Professionals	Providing parents and students information to build school and family relationships as well as encourage communication.				
	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - Technology 1					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
4) We will provide avenues to increase all student 's ability to advocate for academic and social support. (2D)	Principal Ap Teachers Para Professional	Students will have skill sets to access resources that will allow personal academic and social-emotional success.				
	Problem Statements: Demographics 3 - Technology 1					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Increase in discipline issues. **Root Cause 3**: Students struggle with utilizing positive proactive tools when decision-making

School Culture and Climate
Problem Statement 1: Staff survey 2016-17 revealed 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.

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

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

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: Provide students, parents and teachers with training on prevention of bullying and teen dating violence.

    Evaluation Data Source(s) 3: Monthly awareness/education trainings.

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Collaborate with Family Crisis Center to provide on campus training to students. (3B)	Leader: At-risk counselor Others: Administration	1. Implementation measured by record of students served and anti-bullying pledges. 2. Impact will be measured by parent feedback and student surveys.				
	Problem Statements: Technology 1					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 5 CSF 6 CSF 7 2) District and ongoing campus training pertaining to education, awareness and prevention approaches to reduce risk factors related to violence. (3A, 3B, 3C)	Leader: At-risk counselor Others: Administration	1. Implementation measured by record of students served and anti-bullying pledges. 2. Impact will be measured by parent feedback and student surveys.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 5 CSF 6 3) Continue to ensure consistency of district and campus implementation of the social education program (including bullying/harassment, Too Good For Drugs, alcohol abuse, etc.). (1D)	Leader: At-risk counselor Others: Administration	1. Implementation measured by record of students served and anti-bullying pledges. 2. Impact will be measured by parent feedback and student surveys.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
4) Gateway DAEP will partner with Bluebonnet Trails to provide a drug out-patient facility on sit. (3B)	Leader: At-Risk Counselor	1. Implentation measured by record of students served. 2. Impact will be measured by percentage of student recovery and testimonials.				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 3 Problem Statements:

Technology

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

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: Improve the quality of academic instruction by increasing the level of student reading achievement for all sub-populations of students placed at Gateway using a reading screener.

Evaluation Data Source(s) 4: Teacher training logs, lesson plans, student assessment data.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Screen all new arrivals at DAEP for current reading levels to identify literacy proficiency.	Principal, AP, MS/HS ELA	Student reading levels will increase upon exit date.				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 7 2) Provide professional development opportunities for EL teachers to improve the instruction and assessment of EL students and enhance the ability of teachers to understand and use curriculum, assessment measures, and instructional strategies for EL students. Continue to provide courses that are rigorous at all grade levels to prepare all students for post-secondary success. Support student growth in TELPAS ratings by supporting home campuses with the obtaining of writing samples, and by working with students to improve proficiency in the 4 domains of language. (2C)	1. Leader: Principal Others involved: Teachers, Para Professionals 2.Leader: lead teacher Others: admin, teachers 3.Leader: Principal 4. Leader: TELPAS coordinator Others: teachers, instructional staff	1. A. Implementation measured by Sheltered Instruction trainings attended and documented strategies in teacher lesson plans. B.Impact will be measured by improvement in campus-based assessments and TELPAS ratings. 2. A. Implementation will be measured by target list of students served and lesson plans B. Impact will be measured by District Assessments and STAAR/EOC data 3. A. Implementation will be measured by providing students with on-going, campus-based assessments in domains of language B. Impact will be measured by TELPAS ratings 4. A. Implementation will be measured through written notifications of student placement to teachers, lesson plans and walkthroughs, and IEP evaluation B. Impact will be measured by targeted student performance on district assessments and STAAR exams				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					

Critical Success Factors CSF 1 CSF 2 CSF 7 3) Ensure all students, including: 504, Special Education, Gifted and Talented and dyslexia students continue to receive services to include modifications and accommodations through various researched-based instructional strategies. (2D)	Leader: Special Education teacher, GT/dyslexia teacher, 504 coord. Others: teachers	1. Implementation will be measured through written notifications of student placement to teachers, lesson plans and walkthroughs, and IEP evaluation 2. Impact will be measured by targeted student performance on district assessments and STAAR exams				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 4 CSF 6 4) Provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order by using a point system that tracks student progress. (2C, 2D)	Leader: Administration Others: Teachers	1. Implementation measured by trainings/lessons offered, as well as conducting monthly safety drills (fire, lockdown, severe weather, reverse, etc.) 2. Impact will be measured by reduction in number of office referrals for unsafe behavior, and reduction in time out of class for students				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 1 CSF 3 CSF 7 5) Ensure all staff receive training/refresher training in district promoted instructional tools (Thinking Maps), and on utilization of technology to maximize student learning. (2A)	Leader: Lead teacher Others: Administration	1. Implementation measured by trainings offered, monthly team meetings to review campus technology (and increase in instructional technology usage). 2. Impact measured by measuring increase of observed/planned instructional tools (observed during walkthroughs and through lesson plan analysis.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 1 CSF 6 CSF 7 6) Create incentives to improve student and staff attendance.	Leader: Principal	1. Implementation measured by incentives offered. 2. Impact measured by increase in student/staff attendance on attendance reports.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue

Performance Objective 4 Problem Statements:

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

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 5: We will improve campus Instruction by implementing a Computer Aided Instructional Platform.

Evaluation Data Source(s) 5: Provide ongoing monitoring of completion of Edgenuity modules.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide two staff (Proctors) to monitor all students utilizing Edgenuity software.	Teachers AP	Students will work effectively and efficiently while online. Students will apply the principles to learned upon return to home campus. Students will have an appreciation for the need to be lifelong learners due to academic success online. Students will effectively communicate their personal needs when in need of academic support.				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					

✔ = Accomplished → = Continue/Modify ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue

Performance Objective 5 Problem Statements:

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

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Provide students who exhibit substance abuse behaviors with support, information, and counseling.

Evaluation Data Source(s) 1: All students/parents will be provided with information regarding the availability of community and school resources prior to returning to home campus.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Utilize district Licensed Chemical Dependency Counselor to conduct small group and individual counseling sessions, and to educate staff about substance abuse. (3B)	Leader: At-risk counselor Others: Administration	1. Implementation measured by # of students served and record of trainings provided. 2. Impact will be measured by teacher referral system, and recidivism rate for chemical related placements.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
2) Collaborate with the Family Crisis Center, Community Action, Inc. of Central Texas, and Bluebonnet MHMR to provide students with trainings and information. (3B)	Leader: At-risk counselor Others: Administration	1. Implementation measured by # of students served and record of trainings provided. 2. Impact will be measured by recidivism rate for students served.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
✔ = Accomplished ➡ = Continue/Modify 🔶 = Considerable 🔶 = Some Progress ⬤ = No Progress ❌ = Discontinue						

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 2: Increase Parent involvement by 5%.

Evaluation Data Source(s) 2: Parent Academy participation, parent conferences with documented sign in sheets verifying the attendance of Gateway DAEP Parents.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) We will provide during the day and after hours opportunities for parents of Gateway students. (3A, 3C)	Counselor AP Teachers	Increased Parent involvement and communication.				
	Problem Statements: Student Achievement 2 - Parent and Community Engagement 1					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					

✔ = Accomplished   ➡ = Continue/Modify   ◕ = Considerable   ◔ = Some Progress   ⚪ = No Progress   ✖ = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Recidivism occurs among specific subgroups **Root Cause 2**: Inconsistent use of response to intervention
Parent and Community Engagement
Problem Statement 1: Parent participation activities are limited at Gateway. **Root Cause 1**: Sustaining activities of interest to parents and students can be challenging when attempting to establish consistent parent involvement at an alternative school.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 3: Provide parents with information regarding school related matters regarding student social and emotional success.

Evaluation Data Source(s) 3: Phone contacts, newsletter and information on campus website.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Jan	Mar	June
1) We will increase community and parent Involvement on the Gateway Campus be implementing parent and student centered activities. (3A, 3C)	All Staff	Create a strong, sustainable relationship with parents, community and other stakeholders.				
		Problem Statements: Parent and Community Engagement 1				
		Funding Sources: 199-024 - State Compensatory Education - 0.00				
✓ = Accomplished ➡ = Continue/Modify 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✗ = Discontinue						

Performance Objective 3 Problem Statements:

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

Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 1: Create a campus culture where teachers feel known, valued, and inspired

    Evaluation Data Source(s) 1: Teacher turn-over rate

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 CSF 7 1) Recognize outstanding faculty contributions/successes at faculty meetings	Leader: Administration	1. Implementation measured by calendar of faculty meetings that highlights at least one teacher recognition ceremony per month. 2. Impact will be measured by staff retention rate.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 6 CSF 7 2) Support and promote district programs designed to increase teacher retention and effectiveness, ensuring teacher participation in Writing and ESL cohorts, and Stay in BISD.	Leader: Administration	1. Implementation measured by teacher participation in each program. 2. Impact will be measured by staff retention rate.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 6 CSF 7 3) Seek incentives/stipends for DAEP instructional staff.	Leader: Principal	1. Implementation measured by justification of need to service center 2. Impact will be measured by teacher turnover rates before and after implementation of incentives/stipends.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
4) Continue following district procedures for recruiting, developing and retaining highly qualified and certified personnel.	Leader: Principal	1. Implementation will be measured by compliance with district procedures/policies. 2. Impact will be measured by teacher turnover rates, Highly Qualified rates and documentation.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 1 CSF 7 5) Provide ongoing mentor support for beginning/novice teachers, allowing opportunities to attend relevant workshops and trainings, and time for weekly collaboration with other teachers to ensure understanding of content/curricula/expectations.	Leader: Mentor teacher	1. Implementation will be measured by mentor plan/agendas. 2. Impact will be measured by inclusion of new training material as documented in lesson plans.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
✔ = Accomplished ➜ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 2: The administration will reduce staff turnover by providing essential instructional tools and organizing their daily activities to ensure visibility and provide support.

    Evaluation Data Source(s) 2: Improved Staff Climate results.

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Jan	Mar	June
1) Provide recognition activities for teacher and allow all staff to be more involved in the decision making process.	Principal	Greater employee satisfaction and enjoyment of work - more time spent focusing on the job and less time complaining. Direct performance feedback for individuals and teams is provided. Higher loyalty and satisfaction scores on survey. Enhanced Teamwork between employees. Retention of quality employees and lower employee turnover. Lower negative effects such as complaints, absenteeism and stress.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					

✔ = Accomplished   ➡ = Continue/Modify   ◕ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✖ = Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: There is a high turnover in teacher retention. **Root Cause 1**: Need to improve climate, incentatives, staff recognition and opportunities within the campus.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: Create partnerships with school/community organizations that will improve campus culture, and positively impact student performance.

> **Evaluation Data Source(s) 1:** List of partnerships established, student/family/teacher surveys on effectiveness and impact of partnerships.

> **Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Promote and hold community involvement and engagement activities. (3A, 3C)	Leader: At-risk counselor Others: Principal	1. Implementation measured by minutes from meetings (one per semester) 2. Impact will be measured by an increase in community partners				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 6 2) Work with local educational partners to provide services to meet student need, such as prevent days with Bastrop Co. Juvenile Justice, and career/college fairs. (3B)	Leader: Administration Others: At-risk counselor	1. Implementation measured by student participation in events. 2. Impact will be measured by increase in positive behavior referrals.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
Critical Success Factors CSF 5 CSF 6 3) Continue to have 100% parent participation in student orientation meetings, and increase parent participation in Parent Academy after-school program. (3A, 3C)	Leader: Orientation leader, At-risk counselor Others: Administration	1. Implementation measured by parent participation rates. 2. Impact will be measured by parent surveys and decrease in student non-compliance with procedures covered in orientation.				
	Funding Sources: 199-024 - State Compensatory Education - 0.00					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	4	2	Provide professional development opportunities for EL teachers to improve the instruction and assessment of EL students and enhance the ability of teachers to understand and use curriculum, assessment measures, and instructional strategies for EL students. Continue to provide courses that are rigorous at all grade levels to prepare all students for post-secondary success. Support student growth in TELPAS ratings by supporting home campuses with the obtaining of writing samples, and by working with students to improve proficiency in the 4 domains of language. (2C)

State Compensatory

Budget for Gateway D.A.E.P.:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$46,420.00
	6100 Subtotal:	**$46,420.00**

Personnel for Gateway D.A.E.P.:

Name	Position	Program	FTE
Gateway		Alternative Program Instruction	1.1

Plan Notes

State Compensatory Education

State Compensatory Education (SCE) budgets, FTEs, and strategy connections will be finalized in October 2016.

LASERS

LASERS is an acronym for the components of the State's literacy plan.

L - Leadership

A - Assessment

S - Standards-Based Instruction

E - Effective Instructional Framework

R - Reporting and Accountability

S - Sustainability

As we move toward sustainability in implementing strategies and programs from BISD's involvement in the Texas Literacy Initiative grant, specific connections to the LASERS are shown in this plan's literacy strategies to show alignment with the State's literacy plan. The numbers listed with the letter from LASERS corresponds to a specific action step within that component.

Campus Funding Summary

199-024 - State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Chapter 37 TEC; BISD Code of Conduct; PBIS Committee		$0.00
1	1	4	BISD Code of Conduct; Gateway Student/Parent handbook		$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	2	1	Develop handout to define objectives, student incentives and rewards, access to a SEL curriculum and access to technology		$0.00
1	2	2	Student schedules, transcripts and support in effectively using A +		$0.00
1	2	3	Parent involvement activities, developing systems to communicate with family such as newsletters, parent meetings, etc.		$0.00
1	2	4	Student schedules, transcripts and support in effectively using A +		$0.00
1	3	1	Parental Involvement		$0.00
1	3	2	District bullying prevention curriculum		$0.00
1	3	3			$0.00
1	4	2	Substitute teachers for Professional Development days, Teks planning time, Support from Dir. Of Bilingual/ESL, training in effective instruction in domains of language		$0.00
1	4	3	ARD Facilitator, Behavior Specialist, Special Education Dept., Skyward/Eduphoria access and training.		$0.00
1	4	4			$0.00
1	4	5	Time, in-district training opportunities, faculty meetings, subs		$0.00
1	4	6			$0.00
1	5	1	Adequate teacher staffing		$0.00
2	1	1			$0.00

2	1	2			$0.00
2	2	1			$0.00
2	3	1	Conference Supplies, door prizes and other items to encourage parent involvement.		$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	2	1	Funds to provide various appreciation awards, opportunities for outside training and other teacher supports.		$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00