

Gateway School/Crossroads Middle School

School Improvement Plan 2024 – 2025



Carroll County Public Schools
Building the Future

School Vision and Mission

Vision Statement

Gateway/Crossroads School provides the opportunity to help students grow socially, emotionally, and intellectually while inspiring them to achieve behavioral and academic success.

Mission Statement

The Gateway/Crossroads Staff is dedicated to providing a program of study that encourages students to transition back to a comprehensive school environment and/or be college and career ready.

Carroll County Public Schools Strategic Plan 2013-2026: Building the Future

Strategic Pillars

- Provide multiple pathway opportunities for student success
- Strengthen productive family and community partnerships
- Develop and support a successful workforce
- Establish safe, secure, healthy, and modern learning environments

Strategic Actions and Goals

- Students who attend Gateway / Crossroads will have a plan in place to prepare them for a future in the workforce or for college.
- Gateway and Crossroads staff will facilitate and maintain relationships with parents, students, and community members to improve the school's perception.
- Gateway / Crossroads will provide relevant professional development for staff that fits the needs of the alternative school setting.
- Gateway / Crossroads staff will facilitate safe and healthy lifestyles and promote strategies that provide access to technology-related sources.

Needs Assessment

The School Improvement Team works closely with the administration of Gateway/Crossroads and instructional leaders (ILT) regularly throughout the school year to obtain data—both factual and anecdotal—to determine the needs of a population of students that is in constant flux. The data collected is mainly from formal surveys (mid-year and end-of-year), attendance data, weekly Teaming notes and discussions, and information gathered at GAPS meetings that occur weekly.

Obtaining meaningful data continues to be exceedingly difficult at our school. The ever-changing population of our student body and the lack of attendance of many of the students make it challenging to obtain reliable data on math and language arts progress. In addition to that, many of the students who choose (or are transferred) to our program have gaps in education and suffer from personal issues outside of school, again, makes it exceedingly difficult for students to focus on meeting graduation requirements, let alone passing standardized tests that are still based on participation.



As a result of these obstacles, the primary focus for Gateway/Crossroads is to help fill the gaps in knowledge by putting measures in place to increase attendance and accountability of students obtaining passing grades in most of their classes.

School Improvement Goals to Target from Needs Assessment

- Provide varied opportunities for students to become college or career ready.
- Partner with local businesses and entities to obtain support and cultivate relationships that students would not normally be exposed to.
- Provide opportunities for all students to gain access to basic health and hygiene.
- Increase literacy skills as measured by content-specific summative assessments in Performance Matters (informational writing and literary reading)—English 10
- Increase mathematical skills as measured by content-specific summative assessment in Performance Matters (common Unit assessments)—Alg. I
- Increase the percentage of students earning 4 credits by the end of the school year (our “wildly important goal”)
- Increase the achievement of students identified as IEP, 504 plan, EL, and FaRMS as represented by an increase of students on track for graduation. (credit count and service-learning hours)

(High) School Improvement Goal #1

Increase literacy skills as measured by content-specific summative assessments in Performance Matters (informational writing and literary reading)—English 10

Strategic Actions 2024-2025	Timeline	Measures of Success/ Desired Performance Level
-English teachers will identify students who need additional support and will utilize FLEX time to provide support. -Opportunities for second chance learning will be provided -Teachers will utilize the "No Red Ink" program to help students improve their reading and writing skills	Throughout the semester	-Compare English SIWA forms A and B and SLRA forms A and B to show growth in student scores from form A to form B

(High) School Improvement Goal #2

Increase mathematical skills as measured by content-specific summative assessments in Performance Matters (common Unit Assessments)—Alg. I

Strategic Actions 2024-2025	Timeline	Measures of Success/ Desired Performance Level
-Math teachers will identify students who need additional support and will utilize FLEX time to provide support.	Throughout the semester	-Analyze Algebra I unit assessment data to show students achieving at least 60% on each unit test.



<p>-Opportunities for second chance learning will be provided -Students will complete additional practice on IXL.</p>		
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(High) School Improvement Goal #3		
<i>Increase likelihood of identified students graduating with their original graduation year.</i>		
Strategic Actions 2024-2025	Timeline	Measures of Success/ Desired Performance Level
<p>-Encourage 29 identified students to earnestly attempt to complete assignments, attend school regularly, and participate in service-learning activities throughout the school.</p>	<p>Throughout the year</p>	<p>Track service-learning hours of these students to ensure input and participation. -Identify when students are on D/F list to be FLEXED and utilize support room to complete assignments. -Attendance rewards encourage coming to school. -Provide food services to students who need it.</p>

(High) School Improvement Goal (WIG)		
<i>Increase the percentage of students earning 4 credits by the end of the school year</i> WIG: <i>Increase the overall number of students who earn 4 credits (i.e., pass 4 out of 5 of their scheduled classes) to 80% by the end of the school year 2025.</i>		
Strategic Actions 2023 - 2024	Timeline	Measures of Success/ Desired Performance Level
<p>-All teachers will identify students who are below 60% on a daily basis to request those students for Flex</p>	<p>Ongoing</p>	<p>-Flex data to be displayed in Teaming document weekly</p>
<p>-All teachers will identify students who are not meeting academic goals (below 60%) and recommend those students see the in-house support/FLEX teacher or utilize 4th/5th mod learning lab</p>	<p>Ongoing</p>	<p>-Track attendance at In-house assistance/support classrooms/FLEX time utilized for 2024-25 school year</p>



Crossroads Middle School Academic Goals for 2024-2025 #1 (ELA)

Show growth from the first ELA Informational Constructed Response common assessment to the second assessment.

Strategic Actions 2024 - 2025	Timeline	Measures of Success/Desired Performance Level
Breaking down the constructed responses into chunks: claim, selecting text evidence, and explanation/commentary Utilization of ORMS Response Matrix to facilitate response planning Utilization of ELA Formative Assessment Scoring Tool to communicate scoring breakdowns	First assessment: by end of Q1 Second assessment: by end of Q2	Utilize the first informational constructed writing assessment as a baseline score. Target re-teaching efforts after the first assessment to areas that did not score proficiently, according to the ELA Formative Assessment Tool Scoring breakdown: 15/19pts or higher = proficient; 14/19pts or lower = not proficient

Crossroads Middle School Academic Goal #2 (ELA)

Show growth from the first ELA Literary Constructed Response common assessment to the second assessment.

Strategic Actions 2024 - 2025	Timeline	Measures of Success/Desired Performance Level
Breaking down the constructed responses into chunks: claim, selecting text evidence, and explanation/commentary Utilization of ORMS Response Matrix to facilitate response planning Utilization of ELA Formative Assessment Scoring Tool to communicate scoring breakdowns	First assessment: by end of Q3 Second assessment: by end of Q4	Utilize the first informational constructed writing assessment as a baseline score. Target re-teaching efforts after the first assessment to areas that did not score proficiently, according to the ELA Formative Assessment Tool Scoring breakdown: 15/19pts or higher = proficient; 14/19pts or lower = not proficient



Crossroads Middle School WIG Goal

75% of Crossroads students will achieve a **proficient score** (15pts or higher/19pts) on the second of two constructed response assessments tied to chapter 4 and 7 of The Boy in the Striped Pajamas, respectively.

Strategic Actions 2024 - 2025	Timeline	Measures of Success/Desired Performance Level
<p>Breaking down the constructed responses into chunks: <u>claim</u>, <u>selecting text evidence</u>, and <u>explanation/commentary</u></p> <p>Utilization of ORMS Response Matrix to facilitate response planning</p> <p>Utilization of ELA Formative Assessment Scoring Tool to communicate scoring breakdowns</p>	<p>First constructed response assessment (tied to Chapter 4): by end of Q1</p> <p>Second constructed response assessment (tied to Chapter 7): by end of Q2</p>	<p>Utilize the first constructed writing assessment (tied to Chapter 4) as a baseline score.</p> <p>Target re-teaching efforts after the first assessment to areas that did not score proficiently, according to the ELA Formative Assessment Tool Scoring breakdown: 15/19pts or higher = proficient ; 14/19pts or lower = not proficient</p>