Gateway School and Crossroads Program

School Improvement Plan

2026 – 2027

School Vision and Mission
Vision Statement *Gateway 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 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	Strategic Actions and Goals
• 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	• Students who attend Gateway will have a plan in place to prepare them for a future in the workforce or for college. • Gateway staff will facilitate and maintain relationships with parents, students, and community members to improve the school's perception. • Gateway will provide relevant professional development for staff that fits the needs of the alternative school setting. • Gateway 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 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, making 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 potentially college and career ready who are in 9th or 10th grade, identified as FaRMs and enrolled in Algebra 1 for the current school year.

(High) School Improvement Goal - ELA		
Increase the average English MCAP/MSTAR score from 741 to 744 (3 points) by the end of the '26 - '27 school year. - English 10		
Strategic Actions 2026-2027	Timeline	Measures of Success/ Desired Performance Level
--English teachers will utilize achievement team data to determine students who may need additional skill support and utilize FLEX time to support this. -Opportunities for second chance learning will be provided.	Throughout the semester	-Students will strive to perform their best on the MCAP/MSTAR and increase our school score by 3 points by the end of the school year.

(High) School Improvement Goal - MATH		
Increase mathematical skills as measured by content-specific summative assessments in Performance Matters (common Unit Assessments)—Alg. I		
Strategic Actions 2026-2027	Timeline	Measures of Success/ Desired Performance Level
-Math teachers will utilize achievement team data to determine students who may need additional skill support and utilize FLEX time to support this. -Opportunities for second chance learning will be provided. -Students will complete additional practice on IXL.	Throughout the semester	-Analyze Algebra I unit assessment data to show students achieving at least 60% on each unit test.

(High) School Improvement (College/Career Ready)		
By the end of the school year, 25% of FaRMS students in grades 9 and 10 enrolled in Algebra 1 will demonstrate college and career readiness by scoring a proficient on the MCAP/MSTAR assessment or earning a final course grade of C or higher in Algebra 1.		
Strategic Actions 2026-2027	Timeline	Measures of Success/ Desired Performance Level
-Encourage 22 identified students to earnestly attempt to: Attend school at 90% or better throughout the semester. Complete all Algebra 1 assignments Utilize FLEX time and take advantage of MCAP/MSTAR prep.	Throughout the year	-Score a proficient (3) or higher on Alg. MSTAR at end of semester. -Review Quarter 1 and Quarter 3 grades to identify if Alg. 1 students are in danger of not earning at least a C.

(High) School Improvement Goal (WIG)		
Increase the percentage of students earning 4 credits by the end of the school year **WIG:** *Increase the overall number of students who earn 4 credits (i.e., pass 4 out of 5 of their scheduled classes) to **90%** by the end of the school year 2027.*		
Strategic Actions 2026 - 2027	Timeline	Measures of Success/ Desired Performance Level
-All teachers will identify students who are below 60% on a daily basis to request those students for FLEX.	Ongoing	-Flex data to be displayed in Teaming document weekly
-All teachers will identify students who are not meeting academic goals (below 60%) and recommend those students see the in-house support/FLEX teacher.	Ongoing	-Track attendance at In-house assistance/support classrooms/FLEX time utilized for 2026-27 school year

(Middle) School Improvement Goal (ELA)		
Students will show growth from the Diagnostic ELA Common Writing Assessment (CWA) to CWA 1, then again from CWA 1 to CWA 2, and finally show growth from CWA 2 to CWA 3.		
Strategic Actions 2026 - 2027	Timeline	Measures of Success/Desired Performance Level
• Students will be assessed quarterly. • We will compare the Diagnostic CWA to CWA 1, CWA 1 to CWA 2, and CWA 2 to CWA 3. • Utilize ELA lab (mod 4) for re-teaching and remediation, including students identified as Tier 2.	Diagnostic CWA: by 9/11/26 CWA 1: by 10/30/26 CWA 2: by 1/15/27 CWA 3: by 3/24/27	• Utilize the Diagnostic CWA as a baseline score. • Target re-teaching efforts after the first assessment to areas that did not score proficiently, according to the rubrics. • Utilize the common Written Response organizer to target reteaching and organization efforts.

(Middle) School Improvement Goal (MATH)		
Students will show growth from the first administration of the IXL assessment to the second and from the second to the third.		
Strategic Actions 2026 - 2027	Timeline	Measures of Success/Desired Performance Level
• Students will be assessed quarterly. • We will compare assessment 1 to assessment 2, and 2 to 3.	First assessment: by end of Q1 Second assessment: by end of Q2 Third assessment: by end of Q3	• Math teachers will utilize achievement team data to determine students who may need additional skill support and utilize FLEX time to support this. • Opportunities for second chance learning will be provided. • Students will complete additional practice on IXL.

(Middle) School WIG Goal		
All middle school enrolled students will achieve or exceed 90% attendance throughout each quarter.		
Strategic Actions 2026 - 2027	Timeline	Measures of Success/Desired Performance Level
-Implement new Attendance Tracker sheets, to be completed weekly and goals to be set monthly -Implement new monthly attendance rewards for students who meet or exceed their monthly attendance goals -Consult students on types of rewards they would be most likely to work towards -In weekly team meetings, staff will identify students with less than 90% attendance and determine if additional interventions are needed, using the *Attendance Totals By Marking Period* report in ESP.	Ongoing	Reduce chronic absenteeism by 15% based on 2025-26 attendance data of currently enrolled middle school students. (18 students as of 8/24/2026)