

## Gatesville Primary Campus Plan

This campus plan was prepared by using the beliefs and goals as outlined by the Gatesville ISD Board of Education and District Plan. Since 1996 districts and campuses have been required to update their campus plan to meet the needs of the campus. The Site Based Decision Making Committee, which consists of faculty and community members, discussed and reviewed the plan to determine which goals had been met and which goals needed to be continued. Site-based faculty members took input from teachers throughout the building.

### Primary Campus Needs Assessment

1. Improve reading skills as evidenced by iStation and benchmark assessments.
2. Monitor absences by telephone calls from the teachers, office, or School Messenger to maintain attendance rate of 95% or greater.
3. Improve campus Response to Intervention program maintaining three tiers of interventions through assessments, reading labs and targeted tutoring by documenting students' progress using the district's web-based data management and accountability software to align data disaggregation primary through high school.
4. Improve student performance in critical areas as evidenced by STAAR and EOC results by implementing writing in our grade level reading/writing labs. Writing portfolios begin at Primary and are added to in subsequent grade levels.
5. Improve student performance in critical subject areas such as Math and Science by maintaining a grade level Science Lab and aligning a Math Lab with Elementary.
6. Create an effective inclusion model for students who qualify for Special Education.
7. Primary and Elementary teachers will attend trainings together and align effective strategies according to the Third Grade STAAR results disaggregation data. For example, implementing problem solving activities for grade levels Kindergarten through Third Grade.
8. Encourage the home-school connection by enlisting volunteers to mentor or tutor students. Increase volunteer opportunities with our adopt-a-school unit and soldier volunteers from Fort Hood.
9. Research the effects of an all-day PK program with open enrollment and the advantages of changing Kindergarten to a nine-week grading period.

# GATESVILLE INDEPENDENT SCHOOL DISTRICT

## District Goals for 2016-2017

### ***Goal I: Curriculum Alignment***

Gatesville ISD will provide high-quality instructional programs that ensure alignment from Pre-Kindergarten through 12th grade. Moreover, academic performance and achievement will reflect excellence in learning through attainment of both high expectations and high standards.

- By June 1, 2016, the faculty and administration will have worked collaboratively to design Year-At-A Glance documents for all four core subject areas in grades pre-kindergarten through 12th grade, which will provide a roadmap for curriculum and instruction that is coherently aligned with the TEKS.
- By August 22, 2016, students will be held to higher academic expectations and more rigorous standards through the implementation of the balanced literacy model in grades kindergarten through sixth grade, expanded dual credit course offerings, and a more coherent sequence of career and technical education (CTE) courses.

### ***Goal II: Instructional Leadership Development***

Gatesville ISD will provide essential professional learning to school leadership members to secure positive, effective, support to lead campus and district growth.

- By May 30, 2017, all campus and district administration will identify specific professional growth opportunities through the development of a capacity matrix. Once identified, a personalized growth plan will be developed for every administrator in order to ensure collective growth as a district.

### ***Goal III: Targeted Professional Learning for Teachers***

Gatesville ISD will provide high-quality professional learning opportunities that meet the individual needs of all teachers through embedded training throughout the year.

- By June 30, 2016, the faculty and staff will have engaged in quality, strategic professional development in topics such as response to intervention (RTI), literacy work stations, professional learning communities (PLCs), reader's workshop, student assessment analysis, expository writing, elementary and secondary math TEKS support, and student effort and motivation, which will improve classroom instruction as well as student learning outcomes

- By May 30, 2017, the faculty and staff will have received embedded professional development and participated in a learning expo on topics such as district and campus culture, vertical curriculum alignment, critical strategies for secondary reading, classroom management and organizational tips for new teachers, student engagement, and effective questioning strategies, which will result in high-quality learning for both veteran and less-experienced teachers.

***Goal IV: Remaining Focused on a Campus Action Plan***

Through the development of Campus Action Plans, Gatesville ISD will provide high-quality instructional programs that are focused on campus-specific needs assessment. Campus Action Plans will remain updated and focused on the most vital of campus initiatives.

- By September 1, 2016, all campuses will develop and/or refine their campus action plan. The campus action plan will yield one to three specific, measurable goals, that will impact student success at the campus level. Moreover, the campus action plan will be presented to board members three times a year. Lastly, campus administrators will utilize the campus action plan to guide conversations during established leadership and faculty meetings.

***Goal V: Promoting a Service Culture of Compassion and Safety***

Gatesville ISD will implement a culture of service across the school district and the community to create a friendly, cooperative, nurturing teaching and learning environment that is safe, attractive, and drug-free.

- By the end of September 2016, GISD employees will participate in training that reduces the number of workplace accidents and/or insures students' safety (suicide prevention/dating violence, sexual harassment).
- Students at all GISD campuses will participate in classes/assemblies that address drinking/drug abuse and bullying appropriate for their age group by the end of the 16-17 school year.

**Additional Goals for Superintendent**

***Goal VI: Financial and Operations Management:***

The District will exercise fiscal responsibility to maintain financial strength while providing the resources for educational programs.

- Establish a needs assessment applicable to the 2016-2017 school year by June 1 that quantifies the funding needed to support the District's initiatives. This will be achieved by soliciting funding requests from all

district departments that have been linked to specific campus goals.

- Present to the School Board by August 10 a balanced budget for the District's General Fund for the 2016-2017 school year that both meets our obligations and provides sufficient funding in support of all of our educational programs, while allocating money towards fund balance of the previous year. At no point during the 2016-2017 school year, will GISD drop below eight months operating fund balance.

***Goal VII: Facility Maintenance***

Gatesville ISD will continue to upgrade and maintain attractive, safe and accessible facilities that promote sustainability through the utilization of the Huckabee Facilities Audit, performed in 2014.

- By the end of September 2016, a committee of interested stakeholders will review the District Capital Outlay document and the Huckabee Facilities Study and prioritize projects that will be completed during the 16-17 school year and the allocated 16-17 fiscal budget.
- By the end of May 2017, the District will utilize the Huckabee Facilities study to provide the framework for a Long Term Facilities Study with input from key stakeholders.

**Gatesville ISD will:**

- 1. strive to achieve Level II passing standards and exceed Region 12 and State averages on EOC and STAAR assessments**
- 2. continue investigating new teaching methods and learning styles**
- 3. evaluate all programs including but not limited to GT, ESL, Dyslexia, Life Skills, CATE, Special Education**
- 4. promote a drop-out recovery program**
- 5. maintain the safety of students through school safety audits and updating emergency operating procedures**
- 6. develop a pro-active discipline plan**
- 7. improve two-way communication with parents, community, first responders, and media**
- 8. increase parental involvement**

**BELIEFS**

1. Children come first
2. Every child should have quality education
3. A positive school environment is necessary for success
4. A healthy self-esteem is important
5. School must be inviting for students, parents, and the community
6. Parents must be involved
7. Schools must hire and retain top quality teachers
8. Education is a cooperative effort between school and community
9. Our schools must allow for diversity in our community
10. Our school is accountable to the community

**Gatesville Primary School Campus Plan  
School Year 2016-2017  
District Goal I: Curriculum Alignment**

Gatesville Primary School campus is a Title I, Part A School-wide Program with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on a school-wide campus.

Long-Range Goal: Achieve Level II passing standards and exceed Region 12 and state averages on EOC and STAAR Assessments. Enhance participation in diverse programs, activities and organizations.					
Performance Objective: Evidence student performance on a skills based (TEKS) report card and increase parental participation in planned school activities & their student’s learning environment					
Needs Addressed: Conduct weekly Professional Learning Community (PLC) grade level meetings to ensure the learning of every student and facilitate parental participation in their student’s learning environment					
<b>Strategies/Initiatives/ Activities</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Measurement: Formative/ Summative Evaluation</b>	<b>Special Population</b>
1. Poll teachers to decide types of State/alternative assessments (B2) [NCLB6]	Administrator; SBDM; grade level meetings	On-going	Local	Agenda item; Survey; List of assessments; iStation; Pearson; BAS; screening results	School-wide
2. Conduct annual evaluations, including surveys of families, students, program staff, and other district staff (B10)	G/T Staff	April-June	Local	Survey; Summary report of survey; nominations for GT testing	GT

<b>3. Coordinate federal, state, and local services and programs and integration with the school wide program (B10)</b>	Administrator; SBDM; ESC	Fall	Title I, Part A; ESL; Dyslexia; Title II, Part A; Title II, Part D; Title III; Title IV; Title V; Title I, Part C; G/T;SCE; Local; Special Education	Agenda, minutes of meetings; ESL; Math Lab; Reading Interventions; Special Education Resource inclusion / instruction	School-wide
<b>a. Cafeteria (B1,4)</b>	District Support Services partnered with Sodexo	August-June	Local; offer vs. serve	Kid friendly menus; increase in number of students/families served through school and summer school for breakfast and lunch	School-wide; Summer School
<b>b. Teachers eating lunch with students (B3)</b>	Faculty & staff	August-May	Manners; Nutritional guidelines	Students will be reminded about nutrition; table manners and good eating habits	School-wide
<b>c. Incorporate life skills: including but not limited to character education, anti-bullying (B4)</b>	Counselor; Teachers	August-May	Character Counts; Second Step; social stories; manners	Students will think about behavior before acting; Reduction of disciplinary referrals	School-wide
<b>d. Student of the Week (B3,4)</b>	Teachers	August-May	Certificates	Introduced via intercom; Citizen awareness; Increase in community responsibility	School-wide
<b>e. End of nine-weeks awards; end of year assembly (B3,4)</b>	Counselor; Faculty; Principal;	August-May	Certificates; Pencils	Certificates in student 9 weeks report cards; End of year assembly for all students	School-wide
<b>f. At least 135 minutes of physical activity per week (B4)</b>	Faculty & staff	August-May	Track; Recess; PE classes; gym; playground; motor lab	Increase student performance	School-wide
<b>4. Provide opportunities for programs to work together as a group, work with other students, and work independently during the school day as well as the entire school year (B2,9)</b>	Program Staff; Teacher; Counselor	August-May	Local, Special Education funds	Lesson plans; Schedules; Rotations	GT; LEP/ESL; Special Education
<b>5. Ensure reform strategies that address areas of weaknesses as</b>	Teachers; Principal; Counselor	August-May	Universal screenings; RtI; Eduphoria, iStation;	Report cards; iStation results; screenings; RtI progress monitoring; mClass Circle	School-wide

identified in the comprehensive needs assessment. (B1,2)			on-going assessments in tutoring and classrooms		
<b>a. Kindergarten Reading and LLI Lab (B2)</b>	Teachers; Interventionists Martin \$27,715 McCracken \$40,072.50	August-May	Kindergarten TEKS; iStation; phonemic awareness curricula; 1 <sup>st</sup> grade readiness	Report cards; iStation progress monitoring; screenings	Kindergarten; ESL; Special Education
<b>b. STEM focused Math/science rotations aligned with Elementary (B2)</b>	Teachers; program staff, Dreyer \$39,400	On-going	Math manipulatives; Aligned assessments with Go Math; problem solving STAAR focus Title I, Part A; MEP; ESL; Title III; Local; SCE; Title II, Part A; Title II, Part D; Title IV; Title V	Improve concrete level of development; Report cards; Math Lab assessments; screenings	School-wide; Tier Two; Tier Three
<b>6. Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas (B1,2)</b>	Teachers; Program Staff; Counselor; Principal; Homeless/Migrant Education Liaison	Each 9-weeks; monitoring tutoring & small group instruction daily/weekly	Lesson plans; supplemental curricula	RtI groups; Progress monitoring; Running record; Report cards; other campus assessments; screenings; DMAC	School-wide
<b>a. Daily spiraling curriculum (B2)</b>	Teachers; Program Staff	August-May	SCE funds; software; Reading A-Z; writing folders	Report cards; progression on iStation; Eduphoria	School-wide; At-Risk students
<b>b. Small group instruction; Inclusion; Target Tutoring; Phonemic Awareness/Grapho-phonemic Knowledge; Labs(B2)</b>	Teachers; Program Staff; Principal; Interventionists	August-May	Local; SCE funds; math probes	Improve reading skills; improve iStation progress; Report cards	School-wide
<b>c. Math Lab/Target Tutoring (B2)</b>	Math Interventionists	August-May	Local	Improve math skills; Report cards	School-wide; At-Risk

<b>d.</b> Outside/inside the school day tutorials targeting student deficiencies as demonstrated on iStation; campus assessments; report cards (B2)	Teachers; Interventionists	August-May	Local	Improve targeted skills; Report cards; iStation progress; assessment	School-wide
<b>e.</b> Students use computers; interactive projectors; Smart Board software to reinforce classroom curriculum(B2)	Teachers; Interventionists	August-May	Local; Media Lab	Improve academic skills; improve iStation progress; Report cards	School-wide
<b>f.</b> Students demonstrate appropriate care of computer components (B2)	Teachers	August-May	Local	Student products; Improved technology skills and test scores; Istation	School-wide
<b>g.</b> Students locate, communicate, and present information (B2)	Teachers	August-May	Media lab; software; Learning.com	Student performance; Learning.com reports Student performance printed documents	School-wide
<b>h.</b> Students demonstrate ability to use drawing tools, arrange texts, save documents (B2)	Teachers	August-May	Interactive projectors; Media Lab; Smart Board software	Project/assignment grades; Learning.com reports	School-wide
<b>i.</b> Students work collaboratively to improve technology skills (B2)	Teachers	August-May	Media Lab; Software; Smart Boards; internet sources	Student performance; Printed documents; Project/assignment grades; report cards	School-wide
<b>j.</b> Students move from basic use of technology to discovery of its potential for productivity (B2)	Teachers	August-May	Local	Student performance/ products; Assignment grades; report cards	School-Wide
<b>k.</b> Create 9-weeks reporting period for Kindergarten & PK (B1)	Principal; Curricula Team; SBDM	On-going	Local	Provide students with longer academic period in between report cards	School-wide
<b>7.</b> Continue to monitor student progress and participation through AYP (B10)	Administrators, Counselors, Teachers	August-May	Local	AYP annual report disaggregation /results	School-wide; At-Risk

<b>a.</b> Implement District focus of literacy/writing, Math, Science, ELL students, Special Ed students (B10)	Teachers; Principal Counselor; Lead Teachers	August-June	Local	AYP annual report disaggregation /results; attendance report	School-wide; At-Risk
<b>b.</b> On-going student assessment (B2)	Teachers; Counselor	August-June	Report cards; iStation; teacher recommendation	AYP report; Report cards; iStation & RtI progress monitoring	At-Risk
<b>c.</b> Jumpstart Summer school – remediated reading instruction (B1,10)	Summer school Teachers; Principal	Current school year	Local; 9-weeks assessments; RtI progress monitoring	Students will advance due to summer school remediation; Reduce the number of retainees	School-wide
<b>d.</b> iStation; Report cards; RtI progress monitoring; Intervention Lab assessment; screenings (B10)	Teachers; Interventionists	August-May	SCE funds	Improvement of skills; iStation results; Report cards	School-wide
<b>e.</b> Truant Officer (B4,10)	Charles Alderson	August-May	Local; Special Education funds, .11 FTE	Monitor ADA <95%	School-wide
<b>8.</b> Address PBMAS performance and compliance (B1,2)	Regina Pruitt, Administrator; Special Ed CO-OP	August-May	Local; Special Education funds, .03 FTE	PBMAS report; PEIMS data	Special Education
<b>a.</b> Monitor Special education referrals and ensure RtI (B2)	Administrator; Special Ed CO-OP	August-May	Local; Special Education funds	Eduphoria; Progress monitoring; PBMAS report; PEIMS data	Special Education School-wide
<b>b.</b> Screen Speech only referrals and ensure RtI (B3)	Administrator; Special Ed CO-OP	August-May	Local; Special Education Child Find referrals	Speech screenings; Reading Lab; RtI	Special Education
<b>9.</b> Coordinate and integrate Title I, Part A services with other educational services such as Head Start, other preschool programs, LEP programs, special education programs, migratory children, foster youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce	Administration; SBDM	On-going	Title I, Part A; BE/ ESL; Title III; MEP; Special Education; Enrollment numbers verified in PEIMS	Improvement on: reading, writing, math skills; BAS testing; Report cards; Transition meeting and campus tours including vision and hearing screenings for community PK	ESL; Special Education; Migrant; At-Risk

fragmentation of the instructional program (B9)					
<b>10.</b> Name a district contact person to coordinate the identification and recruitment of migrant student(B9)	Administration; ESC	Ongoing	Local	Combined service agreement with ESC 12	Migrant
<b>11.</b> Survey all new enrollees (B5)	MEP Coordinator	Ongoing	Local	Interview; Eligibility determination	Migrant
<b>12.</b> Complete surveys for ESC (B10)	MEP Coordinator	As needed	Local	Completed surveys; ESC data bank	Migrant
<b>13.</b> Update migrant student PEIMS and other district personnel (B10)	MEP Coordinator	As needed	Local	Student List	Migrant
<b>14.</b> Refer migrant families and students for educational support and support agencies (B3,4)	MEP Coordinator	As needed	Local	Log entries; Referrals	Migrant
<b>15.</b> Maintain a log of activities (B10)	MEP Coordinator	Daily	Local	Log entries	Migrant
<b>16.</b> Provide a Pre-K curriculum reflecting a balance of all areas of learning & encourage children to be active and experience a variety of activities and materials (B2)	Pre-K Teachers; Instructional aides Barnard and Mueller 1 FTE, Johnson .5 FTE	On-going	Local; Title I, Part A;	Observation; Lesson plans; 9-week Report cards; Circle Engage results	PK
<b>a.</b> Research full-day PK Inclusion program to offset attendance of At-Risk students (B9)	Administration; Special Education CO-OP; PEIMS	On-going	Local	Qualifying students creates a class 100% At-Risk. Open Enrollment for a full day PK will offset poor attendance and a less restrictive learning environment.	PK
<b>b.</b> Research facility use for open enrollment, inclusion PK/Early Childhood, PPCD program (B9)	Administration; Special Education CO-OP	On-going	Local	Impact of open enrollment on community daycares and Boys and Girls club	PK; Early Childhood

<b>17.</b> Identify students with dyslexia or related disorders & provide appropriate academic services (B2)	Administration; Dyslexia Staff	August-May	Local; SCE; Title I	Staff training; List of students eligible for services	Dyslexia
<b>18.</b> Provide a program for early identification/intervention/support for students at risk for dyslexia or other reading difficulties (B2,4)	Dyslexia Staff; Teachers	August-May	Local; Title I	Language/Reading/Writing Labs; Screenings; Differentiated instruction; RTI; Students identified; Targeted Tutoring	Dyslexia; At-Risk
<b>19.</b> Annually align SBOE approved procedures and district/campus procedures (B10)	Dyslexia Staff; ESC	On-going	Local; SCE	Dyslexia Handbook	Dyslexia
<b>20.</b> Provide services for students who may be eligible under Section 504 (B2,4)	Administrators; Counselor; Nurse, 504 Committee	August-May	Local; Title I	List of students identified/served; RtI process; medication log	School-wide; Dyslexia; At-Risk
<b>21.</b> Provide, when possible, services to students at his/her campus (B2)	Administration; Teachers	August-May	Local; Title I	Class schedules; List of students receiving services	Dyslexia
<b>22.</b> Monitor student progress (B2)	Administrator; Interventionist	August-May	Local; Title I; Intervention Labs	Report cards; iStation progress monitoring; Differentiated instruction; RtI	School-wide; At-Risk
<b>23.</b> Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses (B1,10)	Program Staff; Teacher; Principal	On-going	Comprehensive needs assessment	List of students identified; Disaggregated data	At-Risk
<b>24.</b> Provide services for students according to their needs (B1,2)	Program Staff; Teachers; Interventionists	August-June	Local; iStation; other campus assessments; progress monitoring	Report Cards; Increase in performance; Eduphoria	School-wide; At-Risk
<b>a.</b> Employ test administrators for consistent, timely assessments (B1)	Administration; Qualified Teachers	August-May	Local	Increase in testing requests; Testing schedule	GT

<b>25.</b> Update written policies that include provisions regarding reassessment, exiting of students from program services, transfer student, 504 regulations (B2)	Dyslexia Teacher; Counselor	August-May	Local	Agendas; Minutes; Sign-in sheets; Written policies; Handbooks	Dyslexia
<b>26.</b> Continue an annual student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements(B9)	Teachers; Administration; G/T Selection Committee	Fall, Spring	Local, G/T funds, ESC	Training of staff on G/T characteristics; List and records of student nominations	GT
<b>27.</b> Provide an advanced and challenging curriculum to all G/T students in all grades (B2)	Teacher; Principal;	August-May	Local	Lesson Plans	GT
<b>28.</b> Ensure equity of opportunity for all students for identification/ selection/ placement of students that includes the use of native language and non-verbal assessment (B2, 3)	Teachers; G/T Staff/selection committee	August-May	Local; ESC	List of students to be tested; List of tests for students with language other than English/Non-verbal tests	GT
<b>29.</b> Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields (B2)	G/T Staff; G/T Selection Committee	Spring/ Summer	Local	Planning meetings scheduled; Three criteria in place	GT
<b>30.</b> Revise and update G/T curriculum framework showing depth and complexity including the four core academic areas (B2)	G/T Selection Committee; G/T Staff	Spring/ Summer	Local	Notes; minutes from meetings; G/T Curriculum revisions	GT
<b>31.</b> Identify students eligible for program according to district policies/procedures through an	Administrator; Special Education CO-OP	August-May	OEY; SCE; Title I, Part A; Local	Report cards; List of eligible students; IEP	Optional Extended

extended day, week, or year program (B2)					Year; Special Education
<b>32.</b> Conduct pre/post-assessments of students to identify student strengths and weaknesses and evaluate overall program (B2,10)	Resource Teachers; Special Education CO-OP	August-May	OEY; Local	Pre-assessment test; Post assessment test; IEP	Optional Extended Year
<b>33.</b> Ensure that all students with disabilities have access to the general curriculum (B2,9)	Principal; Special Education Director; Teachers; Counselor	August-May	Special education funds	ARD/IEP; Student schedules	Special Education
<b>a.</b> Inclusion aides (B2,3)	Samantha Galindo, Sherry Stephens	May-August	Special education funds	Increase mastery in the regular classroom while completing IEP goals and improve social skills	Special Education
<b>b.</b> PPCD (B2,4)	Mann; Bearden; Ingraham, Williams	August-May	Special education funds	Work with 3-7 year olds to increase skills and master IEP goals	Special Education
<b>c.</b> Employ qualified personnel as PPCD enrollment dictates (B7)	Administration	On-going	Local; Special Education	Child Find; PEIMS enrollment; Head Start	Special Education
<b>34.</b> Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses (B2,10)	Special Education Director & Staff;	August-May	iStation; IEP's; other assessments	Disaggregated data; Written strategies developed; IEP; DMAC; Report Cards	Special Education
<b>a.</b> Implement Pre-Referral Process/RtI (B2,3)	Teachers; Principal; CO-OP therapists	August-May	Assessments; Parental approval; Screenings; Pre-referral conferences	Reduce percentage of students that do not qualify when referred; Reduce the number of qualifying students via response to intervention	Special Education
<b>b.</b> Resource/Inclusion/Content Mastery (B4)	Kay McCracken \$40, 072.50	August-May	iStation; IEP's; other assessments	Progress toward IEP goals for identified students	Special Education

<b>35.</b> Identify and provide all LEP Students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of English (B2,9)	ESL certified teachers; Julia Martin \$26,715 and .37 FTE, Kim Nichols 1 FTE	August-May	ESL funds; Title I; Local; Title III; SCE (ESL/ESC Coop)	Home Language Survey; List of ESL students; Assessment Scores; Inclusion labs; targeted tutoring	LEP/ESL
<b>36.</b> Conduct a comprehensive needs assessment of LEP students to determine strengths/weaknesses (B2)	Administrator; ESL teachers; Julia Martin	August-May	LPAC Records; Eduphoria; Spanish assessments; Report Cards; iStation	Disaggregated scores of students; Written annual evaluation of BE/ESL program	LEP/ESL
<b>37.</b> Address PBMAS Performance and Compliance Reports (B2)	Administrators; Special Programs director	August-May	Local	PMAS Report; Written strategies developed in conjunction with Elementary	LEP/ESL
<b>38.</b> Increase the number of LEP students learning English (B2,3)	Teachers/ Paraprofessionals	August-June	Title III, Part A; Title I, Part A; Local; State	Benchmark Tests; AMAOs; PBMAS; LPAC records; PEIMS; iStation	LEP/ESL
<b>39.</b> Limit OEY class size to 16:1 (B3)	Administration; Teachers	LPAC meetings	Optional Extended Year	Number of students attending OEY program; Class rosters	OEY program
<b>40.</b> 2-Year re-evaluation/review required LPAC activities: amount of time student enrolled in BE/ESL; Grades; iStation; Disciplinary actions (B2,10)	LPAC Committee; Administrators; Julia Martin, Kim Nichols	On-going	ESL funds; Local	Student Schedules; Grades; iStation results; Disciplinary reports; Number of students who meet two-year exit criteria	LEP/ESL

**Gatesville Primary School Campus Plan  
School Year 2015-2016**

**District Goal II, III, and IV:**

**Instructional Leadership Development, Targeted Professional Development for Teachers, and Remaining Focused on a Campus Action Plan**

Gatesville Primary School campus is a Title I, Part A School-wide Program with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on a school-wide campus.

Long-Range Goal: Continue to be competitive with salaries and benefits with districts that are similar in comparison. Promote staff communication and input at the district and campus levels that foster a supportive work environment.					
Performance Objective: 100% Highly Qualified staff as reported for No Child Left Behind					
Needs Addressed: Maintain an efficient and effective staff through training and benefits and staff morale					
<b>Strategies/Initiatives/ Activities</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Measurement: Formative/ Summative Evaluation</b>	<b>Special Population</b>
<b>1.</b> Promote positive school environment (B3)	Administration; Staff	Current school year	GISD budget	Enrollment lists; Participation documents	School-wide
<b>a.</b> Insurance (B7)	Superintendent	Current school year	GISD budget	GISD employees are offered insurance plans	School-wide
<b>b.</b> Local insurance benefits (B7)	Superintendent	Current school year	GISD budget	District contribution; life insurance policy	School-wide
<b>c.</b> Comp days (B7)	Assistant Superintendent	Current school year	TEA waiver	Teachers can comp some contract days	School-wide
<b>d.</b> Staff Development (B7)	Teachers; Principal; Superintendent	Current school year	GISD budget	Teachers will be able to attend at least one workshop during school; Attendance certificates	School-wide
<b>e.</b> Staff Travel (B3)	Principal; Transportation	Current school year	Local	Staff can use school transportation for school business	School-wide
<b>f.</b> Campus action plans	Administration	Current school year	Campus initiatives, action plan	High quality programs focused on campus specific needs	School-wide

2. Ensure instruction of all students by highly qualified staff/complete highly qualified forms for each teacher (B10)	Administrators	Current school year	Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title IV; SCE; Title V; MEP	List of all teachers providing instruction; Teacher Certificates/ College transcripts/ State exams	School-wide
a. District will pay for additional certifications (B7)	Administration; Teachers	On-going	Local; Grants	Teachers took Special Education/ESL certification exams	School-wide
3. Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers to high needs schools (B7)	Principal; Central Office	On-going	Title I, Part A Title II, Part A; Local	Course/Grade Level vacancy list; The hiring of highly qualified staff	School-wide
4. Provide research based staff development for professionals and paraprofessionals (B7)	Faculty & Staff	August-May	Local	Workshops; training; conferences; Attendance certificates; Completion hours and Certificates	School-wide
a. Demonstrate technology competencies striving for Target Tech on STaR Chart	Administrators; Teachers; Technology Dept.	Fall/Spring	Technology teams; STaR Chart; On-line lesson plans	Staff development calendars; Attendance Certificates	School-wide
b. Teachers participate in professional development to learn specified technology skills for curriculum (B11)	Administrators; with Smart Board training	On-going	Title I, Part A Title II, Part A; Local	Increase in technology usage/ implementation/purchasing; Eduphoria; GAFE accounts	School-wide
c. Teacher uses presentation equipment /software to present information to students (B11)	Teachers; Librarian	August-May	District LAN/ software/equipment	Equipment check out logs in the library;	School-wide
d. Teacher directs students to use software and programs on the GISD network (B2,11)	Teachers; Librarian	August-May	District LAN/ software/equipment	Student product/ performance; Media Lab rotations	School-wide

e. Teacher proficiency of SBEC Technology Applications Standards (B7,11)	Teachers; Principal; Central Office	On-going	Desktop/laptops; digital projectors; digital camera	Campus, District, and self-assessments; Reports from Central Office; Certificates and principal reports; STaR Chart	School-wide
f. Staff work formally/ informally with each other to improve technology skills (B11)	Teachers; Technology team; Principal	On-going	Desktops/laptops; Training; Learning .com	Teacher performance; Daily bus list; classroom data bases; electronic report cards	School-wide
g. Teachers use District software to maintain student records (B11)	Teachers; Principal	On-going	Desktops/laptops; Training; Software	Teacher performance; Electronic attendance; bus list; electronic report card; District GAFE account	School-wide
5. Ensure that all teachers/ paraprofessionals have the proper certification and/or endorsements (B7)	Administration; Central Office	August	Local	Interview process; Teacher Certificates; SBEC data base	School-wide
6. Provide research based staff development for professional/ paraprofessional staff with input from staff (B8)	Administrator; ESC	Fall, Spring, Summer	Local; Title I, Part A; Title II, Part A	Survey; Staff development calendar; Attendance Certificates	PK
7. Provide research based staff development for teachers of dyslexia students that uses individualized, intensive, multi-sensor, and phonetic methods to teach reading with input from staff (B2)	Administrator	Summer	Local; Title I, Part A; Title II, Part A	Training scheduled; Attendance certificates	Dyslexia
8. Ensure teachers of dyslexic students have proper certification/endorsements (B7)	Administrator	Spring, Summer	Local	List of teachers providing services; Teaching certificates	Dyslexia
9. Continue to provide opportunities for all	Administration	Fall, Spring, Summer	Local; Title I, Part A; Title II, Part A; ESC Training	Staff development calendar; Attendance Certificates	GT

professional staff to obtain 30 hours of G/T training (B7)	Administrator	Spring	Local; Title V; G/T Funds	Survey; Summary of survey	School-wide
<b>10.</b> Survey staff to determine staff development needs (B8)	Administrator	April – August	Local; G/T Funds	Interviews; Teacher Certificates; Attendance certificates	GT
<b>11.</b> Ensure all teachers who teach in the G/T program have the proper certification and/or endorsements (B7)					
<b>12.</b> OEYP teacher attended staff development (B7)	Administration; Special Education Director	Fall, spring, summer	Local; Title; OEYP	Workshop registrations; Teacher attendance certificates	Optional Extended Year Special Education
<b>13.</b> Ensure all teachers/teacher assistants have the proper certification/endorsements/certificates of training required to teach in this special program (B2,7)	Administration, Special Education Director, Teachers, Teacher assistants	August	Local	Staff development calendar; Staff development attendance certificates Review of personnel files; Teacher/Teacher assistants certificates on file	Special Education
<b>14.</b> Provide research based staff development, with input from staff (B8)	Special Education Director, ESC	Fall, Spring, Summer	Local	Staff development calendar; Attendance Certificates	Special Education
<b>15.</b> Provide training to teachers regarding modifying the curriculum for students with disabilities (B1,2)	Administrators; Special Education teachers; ARDs	August	Local	Agenda; Sign-in sheets	Special Education
<b>16.</b> Continue to recruit/retain highly qualified BE/ESL staff including minorities (B9)	Administration	Spring-Summer	Local; ESL funds	Positions posted; Fully certified staff hired	LEP/ESL

**Gatesville Primary School Campus Plan**  
**School Year 2015-2016**  
**Superintendent Goal VII: Facility Maintenance**

Gatesville Primary School campus is a Title I, Part A School-wide Program with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on the School-wide Campus.

Long-Range Goal: Continue to improve and prioritize district facility needs to encourage student success, community usage and pride					
Performance Objective: Improve the campus safety audits from security inspections to reduce the number of unsafe incidents/accidents and utilize campus facilities to meet the needs of the students enrolled at Primary					
Needs Addressed: Practice safe school procedures to ensure campus security					
<b>Strategies/Initiatives/Activities</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Measurement: Formative/Summative Evaluation</b>	<b>Special Population</b>
<b>A.</b> Ensure reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment maintain enough classroom space to maximize learning. (B1,2)	Administration; Maintenance	On-going	Local; Grants; Special Education	Classrooms; Intervention Labs; Therapy rooms	School-wide
<b>B.</b> Research expansion to accommodate increased enrollment/earliest interventions (B8, 9)	Administration	On-going	Local	Enrollment numbers; Number of students that qualify, not qualify for PK; participation in summer meals program	PK; Early Childhood
<b>C.</b> Research full-day PK Inclusion program to offset attendance of At-Risk students (B9)	Administration; Special Education CO-OP; PEIMS	On-going	Local	Qualifying students creates a class 100% At-Risk. Open Enrollment for a full day PK will offset poor attendance and a less restrictive learning environment.	PK
<b>D.</b> Update playground to accommodate K-PK campus (B5)	Administration; SBDM; Central Office	On-going	Activity fund	Improved implements for gross motor development; upgraded equipment for better engagement	School-wide
<b>E.</b> Research facility use for open enrollment, inclusion PK/Early Childhood, PPCD program (B9)	Administration; Special Education CO-OP	On-going	Local	Impact of open enrollment on community daycares and Boys and Girls club	PK; Early Childhood

**Gatesville Primary School Campus Plan  
School Year 2015-2016**

**District Goal IV: Promoting a Service Culture of Compassion and Safety**

Gatesville Primary School campus is a Title I, Part A School-wide Program with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on the School-wide Campus.

Long-Range Goal: Continue to encourage parent and community involvement opportunities at the campus level by organizing activities and meetings, and by using technology and media tools to build school-community-parent partnerships that foster student success					
Performance Objective: Increase community presence in the school and increase student participation in the community					
Needs Addressed: Increase and utilize available resources to enrich the education process					
<b>Strategies/Initiatives/ Activities</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Measurement: Formative/ Summative Evaluation</b>	<b>Special Population</b>
<b>1.</b> Conduct a registration round-up to assist parents and children in the transition from early childhood programs to Primary school (B5)	Sandra Brown; Nurse; Counselor; Principal	Spring	Title I, Part A; Local	Information handouts; Head Start campus visits; Registration Round-Up forms; track enrollment numbers for class size	School-wide; K-PK
<b>2.</b> Provide training to Special Education parents (B6)	Special Education Director, ESC	Fall	ESC; Special Education Funds	Parent meeting K-6 sign-in sheets	Special Education
<b>3.</b> Develop partnerships in the education process (B9)	District staff; Community	On-going	Local; Activity fund	Increase in participation in school-wide activities; Increase participation with Military adopt a school unit	School-wide
<b>a.</b> Utilize high school resources/ Community Service class (B8,9)	High School students/teachers; campus principals	August-May	High school students/ volunteers/programs	Primary students will enjoy the time spent with high school students; Increase role models; better behavior from our students	School-wide
<b>b.</b> Local business support (B8)	Principal; Faculty; Staff	Fall; On-going	HEB; Wal-Mart; Dollar General; Education Foundation	Programs; Chamber of Commerce; Classroom grants; reduced prices; donations	School-wide

<b>c.</b> Box Tops/Campbell's labels for education programs (B8)	Claudia DeLaTorre, Sandra Brown, M. Dreyer	August-May	Consumer collected labels	Increase in collections and money received via program for purchases.	School-wide
<b>d.</b> VIP support (B1,8)	Teachers; volunteers	August-May	Volunteers; Parents	Increase in participation/attendance of volunteers	School-wide
<b>e.</b> Hand out fliers for non-profit organizations (B1,8)	Office; Teachers	August-May	City of Gatesville; Youth Organizations	City sports; Scout units; Boys & Girls Club; charitable organization; organizations approved by Central Office	School-wide
<b>f..</b> Support the local VFD (B8)	Office; Counselor	August-May	Fire Dept. resources; Teachers; Parents; background checks	Fire safety week; Poster contest; Fire drills; Increase participation; firefighter programs; picture day; outside programs; book fair; clinics	School-wide
<b>g.</b> Community Helpers' Fair: volunteers from various jobs in our community (B8)	K- Teachers	Fall	Parents/friend of kindergarten – professionals	Students will learn about professionals in our community; Variety of presenters	Kindergarten
<b>h.</b> Volunteer reading program; Friends of the Library volunteers (B1,9)	Principal; Teachers; Parent representative	August-May	Retirees; Parents; Students; Community members; Soldiers	Increase in participation; Increase sales at Book Fair; Improvement of reading scores; Improved safety layers	School-wide
<b>i.</b> Refer migrant families and students for educational support and support agencies (B4,9)	MEP Coordinator; ESC combined services	As needed	Local	Log entries; Referrals made	Migrant
<b>j.</b> Volunteer reading day combining military and parent volunteers	Principal; parent volunteer; Military liaison	Fall-Spring	Military units; VIP parents; Delta Kappa Gamma, retired teachers	Increase in number of volunteers and titles read to students	School-wide
<b>4.</b> Identify four-year-old students through communication in both English and Spanish to the population in the district with children who are eligible for PK (B6)	Administration	May – July	Local	Newspapers; Letters; Notices posted; via community members; etc.; Copies of notices	PK; LEP/ESL

<p><b>5.</b> Provide parent involvement activities planned with parents in order to increase parent involvement (B5,6)</p>	<p>Administrators; Teachers; Parent representatives; SBDM; VIP</p>	<p>August-May</p>	<p>Title I, Part A; MEP; Local</p>	<p>Activities scheduled on school calendar i.e. Meet the teacher; Grandparents Day; Open House; Costume Parade; Field Trips; etc.; Sign-in sheets; participation; surveys</p>	<p>School-wide</p>
<p><b>a.</b> Recruit parental help for school-wide events (B5,6)</p>	<p>Faculty; VIP; Homeroom parents Office; Classroom teachers</p>	<p>August-May</p>	<p>VIP; School survey; background checks</p>	<p>Increase communication with parents; Increase in parent participation in school wide events to help events run smoothly</p>	<p>School-wide</p>
<p><b>b.</b> Weekly communication and conduct parent conferences for every student to inform parents of progress on BAS/report cards (B3,6)</p>	<p>Teacher; Parents</p>	<p>August-May</p>	<p>Weekly folders; text; emails; telephone calls; face-to-face meetings</p>	<p>Open communication between home/school; student success should improve with parent help</p>	<p>School-wide</p>
<p><b>c.</b> Allow parents to bring approved treats with prior approval of teacher (B5,6)</p>	<p>Teachers; Parents</p>	<p>August-May</p>	<p>State FMNV guidelines; School Web site</p>	<p>Home/School connection such as with birthdays and classroom snacks/treats</p>	<p>School-wide</p>
<p><b>6.</b> Review, evaluate, distribute parent involvement policies/ activities and include parents in the process (B6,10)</p>	<p>Principals; SBDM; VIP</p>	<p>August-May</p>	<p>Meeting agenda; surveys; suggestions</p>	<p>Meeting notifications, agendas, minutes, sign-in sheets</p>	<p>School-wide</p>
<p><b>7.</b> Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved (B10)</p>	<p>Administration</p>	<p>Fall; Meet the Teacher</p>	<p>Time; power point presentation</p>	<p>Scheduled meeting; Adjustments made to program; sign-in sheets; Agenda</p>	<p>School-wide</p>
<p><b>8.</b> Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives</p>	<p>Administrator</p>	<p>Current school year</p>	<p>Time; information provided by parents</p>	<p>Sign-in sheets; Agenda; Staff development calendar</p>	<p>School-wide</p>

for staff development that will build ties between parents and school (B5,8)					
<b>9.</b> Revise annually the School-Parent Compact and provide in English and Spanish (B6,10)	Administrator; SBDM	Spring	Time	Agenda; minutes; draft of compact; Written compact in Student Handbook	School-wide
<b>10.</b> Provide information/communications in a format and in a language that parents can understand (B3,6)	Teachers	August-May	Title I, Part A; MEP; ESL	Provide interpreters /translators; Copies of information/communications	School-wide
<b>11.</b> Inform parents in a timely notice that the parent’s child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified (B6,10)	Administrator	Four weeks	Title I, Part A	List of students and teachers not certified; Copy of notice sent to parents when applicable	School-wide
<b>12.</b> Provide opportunities for parents of dyslexic students to participate in school-sponsored activities (B5)	Administrator; Dyslexia Teacher; Teachers	Fall/Spring	Local	School calendar of parent involvement activities; Parent Sign-In sheets; 504 meetings	Dyslexia
<b>13.</b> Encourage parental involvement and provide opportunities for parents of GT students to participate in school-sponsored activities. (B5)	Administrator; G/T Staff; Faculty	August-May	Local	School calendar; Sign-in sheets; Surveys	GT
<b>14.</b> Involve parents in the planning and during the program (B6)	Administration; Teachers; ARD committee	Fall, spring or summer	Time	OEY Program guidelines; Documentation of parental involvement	Special Education
<b>15.</b> Provide parental involvement and provide opportunities for parents of	Administrator; Special Education Director; Teachers	Fall, Spring, Summer	Local; Special Education; Title I, Part A	School calendar; Classroom activities	Special Education

students with disabilities to participate in school-sponsored activities (B5,6)					
<b>16.</b> Reduce the number of parent denials for BE/ESL program (B6)	Administrators; ESL teacher; LPAC	As needed	Interviews	Conference with parents; List of students with denials	LEP/ESL
<b>17.</b> Ensure that information to parents is provided in the home language (B3,6)	Administrators; LPAC BE/ESL; Teachers	Ongoing	ESL funds; Title I; Title III; Local; MEP funds	Use of capable translators; Copies of notices sent to parents	LEP/ESL
<b>18.</b> Provide opportunities for parents of BE/ESL students to participate in school-sponsored activities (B5)	Administrators; LPAC; Teachers; SBDM	Fall/Spring	Local; ESL funds; MEP funds; Title I; Special Education funds	School calendar of parent involvement activities; Parent Sign-In sheets	LEP/ESL
<b>a.</b> Parents serve on LPAC (B6)	Julia Martin; Parent volunteer	August-May	Home room parent list	LPAC protocols; Increase parental input	LEP/ESL

**Gatesville Primary School Campus Plan  
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**District Goal Five: School Safety & Student Health**

Gatesville Primary School campus is a Title I, Part A School-wide Program with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on the School-wide campus.

Long-Range Goal: Provide a safe and healthy learning environment. Continue to provide quality programs that encourage student well-being and positive life choices.					
Performance Objective: Increase scores on state and local assessments because of a healthier staff and student body					
Needs Addressed: Increase healthy choices and modeling healthy activities					
<b>Strategies/Initiatives/ Activities</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Measurement: Formative/ Summative Evaluation</b>	<b>Special Population</b>
<b>1.</b> Coordinate federal, state, and local services and programs and integration with the school wide program for nutritional food (B10)	Administrator; Teachers; Food Services	August-May	Food Nutrition Program	Increase in students served; increase in visitors eating with students;	School-wide

<b>a. Cafeteria (B1,4)</b>	District Support Services partnered with Sodexo	August-June	Local	Kid friendly menus; increase in number of students/families served through school and summer school; expanded menu options.	School-wide; Summer School
<b>b. Expand Breakfast/Lunch menu items</b>	Food Services partnered with Sodexo	Current School year	Local	Three week rotation in menu; Variety of options on selected days	School-wide
<b>c. Teachers eating lunch with students (B3)</b>	Faculty & staff	August-May	Manners; Nutritional guidelines	Students will be reminded about nutrition; table manners and good eating habits	School-wide
<b>d. Pledge/Creed (B3,4)</b>	Teachers; principal	August-May	Intercom	Students recite the pledges daily; Increase community awareness, citizenship	School-wide
<b>e. Student of the Week (B3,4)</b>	Teachers	August-May	Certificates; Awards	Introduced via intercom; Citizen awareness; Increase in community responsibility	School-wide
<b>f. At least 135 minutes of physical activity per week (B4)</b>	Faculty & staff	August-May	Track; Recess; gym; PE; playground; motor lab	Increase student performance; improve physical ability	School-wide
<b>g. Increase PE classes opportunity for Pre K and K</b>	PE Teacher	August-May	Local; PE classes	PE scheduled more than once a week	School-wide
<b>2. Coordinate federal, state, and local services and programs and integration with the school wide program (B10)</b>	Administrator; SBDM; ESC	Fall	Title I, Part A; ESL; Dyslexia; Title II, Part A; Title II, Part D; Title III; Title IV; Title V; Title I, Part C; G/T;SCE; Local; Special Ed	Agenda, minutes of meetings; ESL; Math Lab; Reading Interventions; Special Education Resource inclusion / instruction	School-wide
<b>a. Incorporate life skills including but not limited to</b>	Counselor; Teachers	August-May	Character Counts; Second Step; social stories; manners	Students will think about behavior before acting; Reduction of disciplinary referrals	School-wide

character education, anti-bullying (B4)	Counselor; Faculty; Principal;	August-May	Certificates	Certificates in student 9 weeks report cards; End of year assembly for all students	School-wide
<b>b.</b> End of nine weeks awards; End of year assembly (B3,4)					
<b>3.</b> Visitor sign in/out (B1,8)	Office; Faculty; Staff	August-May	Visitor tags; sign-in logs; Raptor computer sign-in	Monitored/recorded access; More secure campus; sign-in/out logs	School-wide
<b>a.</b> Employee photo ID; Substitute photo ID (B10)	Central Office; Campus Office	August-May	GISD budget	ID tags provided before every school year	School-wide
<b>b.</b> Lock interior doors (B1,4)	Faculty; Principal; Staff; Custodians	Current School Year	Keys	Daily checks by staff; Daily reports by night watchman	School-wide
<b>c.</b> Use security cameras (B4)	Principal; Transportation; Maintenance; Superintendent	On-going	Cameras; computer; software	Can record up to 14 days; More secure campus; less incidences of property damage and bus referrals	School-wide
<b>d.</b> Emergency evacuation plan and drills (B4,10)	Faculty; Staff	On-going	District/Campus plans; drill schedules	Drill performance; Increase preparedness	School-wide
<b>e.</b> De-centralized gathering place a.m. & p.m. to reduce the times when whole campus is scheduled together (B4)	Principal; Duty personnel; Teachers	On-going	Cafeteria; bus rooms; porches; Library	Before 7:45 split breakfast eaters and non-eaters; serve breakfast as soon as students arrive beginning at 7:20	School-wide
<b>f.</b> Two way radio communication with buses/campuses, duty stations (B3,8)	Transportation Dept; Office; staff	August-May	Radios provided by District/Campus	More secure environment; Improved communications; Less incidences of losing a child/leaving unattended	School-wide
<b>g.</b> Parent sign-out procedures when walking up to the porch (B10)	Duty Personnel; Office	August-May	Duty Personnel; Office	Reduction of pedestrian traffic; Improved monitoring of students; Less incidences of losing a child/traffic accidents	School-wide
<b>h.</b> Load & unload students into/out of cars (B1)	Duty personnel; Office	August-May	Duty personnel; Office	Reduction of pedestrian traffic; Improved monitoring of students; Less	School-wide

<b>i.</b> Help charitable organization; Food for Families (B1,3)	Grade levels; Office; Staff	August-May	Care Center; MDA; Lions Club	incidences of losing a child/traffic accidents Donation collection site; Completion of fund raiser; Help students receive glasses	School-wide
<b>j.</b> District memberships to Fitness Center (B3,7)	District representative; Staff	Yearly	Corporate rates at Fitness Center	Increase membership; healthier/happier staff to model for our students	School-wide
<b>k.</b> School Health Advisory Committee (B4)	Parents; Campus representatives	August-May	Local	Increase community participation in health-aimed activities	School-wide
<b>l.</b> Organ Wise Health grant	Faculty; Ag Agent	August-May	Local, Ag grant	Lesson logs; Lesson plans; resources	School-wide
<b>m.</b> Emergency kits with supplies (B1,3)	Principal	On-going	Activity fund; ACE Hardware	Increase preparedness	School-wide

**Gatesville Primary School Campus Plan  
School Year 2015-2016**

**District Goal VI: Financial and Operations Management**

Gatesville Primary School campus is a Title I, Part A School-wide Program with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on the School-wide Campus.

<b>Long-Range Goal:</b> Manage the district's financial resources in a responsible manner that supports the mission of the district.					
<b>Performance Objective:</b> Increase passing percentage from beginning, middle, and end of year on state and local assessments					
<b>Needs Addressed:</b> Advance readiness skills for all students while addressing the needs of At-Risk students					
<b>Strategies/Initiatives/Activities</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Measurement: Formative/Summative Evaluation</b>	<b>Special Population</b>
<b>1.</b> Conduct a comprehensive needs assessment of the entire school which may include but is not limited to iStation, Eduphoria, AYP	Administrators; Counselor; SBDM	On-going	Title I, Part A; DMAC	Disaggregated data; Areas of strengths and weaknesses identified	School-wide

<p>indicators, staff development, PBMAS report; etc. (B2,10)</p> <p><b>2.</b> Ensure reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment are fully equipped/staffed. (B1,2)</p> <p><b>3.</b> Coordinate and integrate Title I, Part A services with other educational services such as Head Start, other preschool programs, LEP programs, special education programs, migratory children, foster youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program (B9)</p>	<p>Principal; Faculty &amp; Staff; Program Staff</p> <p>Administration; SBDM</p>	<p>On-going</p> <p>On-going</p>	<p>Local, Federal; Grants; Special Education funds; Stimulus</p> <p>Title I, Part A; BE/ESL; Title III; MEP; Special Education; Enrollment numbers verified in PEIMS</p>	<p>Report cards; iStation results; screenings; Math Lab; intervention labs</p> <p>Improvement on: STAR results; reading, writing, math skills; iStation progress monitoring; Report cards; Transition meeting and camps tours; Meal preparations for Head Start</p>	<p>School-wide</p> <p>ESL; Special Education; Migrant; At-Risk</p>
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**APPENDIX**  
**Primary School Action Plan 2016-2017**

**Specific goal #1:**

To implement a balanced literacy program through work stations, guided reading, LLI, phonics, academic vocabulary, and writing to meet the bar of Fountas and Pinnell level *Instructional D* by year's end.

**How will the goal be measured:**

Beginning of year baseline screener, running records, Benchmark assessment system (BAS) tests at beginning, middle, and end of year.

**Evidence:**

Students' ongoing progression as evidenced by development in phonics, phonemic awareness, reading and listening comprehension, language acquisition, and simple sentence structure.

Assessment forms will show student growth through BAS and quarterly report card assessments.

**Action Required:**

Teachers will implement guided reading, small group instruction, and workstations. Inclusion support from the reading interventionists, grade level collaboration, establish a system with layers/tiers (Response to Intervention/RTI) of support for students that are at risk of not progressing, LLI for students below level.

**Time-line for each action:**

- Introduce guided reading program through print concepts during the first four to six weeks of school, implement fully after six weeks
- Implementation of workstations during the first three weeks of school while slowly increasing small group instruction
- Inclusion support from the reading interventionists – emphasis on the first six weeks of school
- Grade level collaboration – ongoing through the school year
- Establish a system with layers/tiers of support for students that are at risk of not progressing – after BOY BAS testing data is evaluated and then ongoing throughout the remainder of the school year
- LLI for students below level – begin after the BOY BAS testing data is evaluated and then ongoing throughout the remainder of the school year

**Resources Required:**

Fountas and Pinnell phonics and guided reading, literacy library, LLI kit, Lucy Calkins Writer’s Workshop resources, Debbie Diller literacy workstation ideas and teacher created workstations, academic vocabulary, anchor charts, interactive word walls, planning opportunities, professional development opportunities

**Specific goal #2:**

To implement an effective reading intervention program (Leveled Literacy Intervention) for students below level to master the set bar for each nine weeks (*Instructional* Goals: 1<sup>st</sup> nine weeks-level A, 2<sup>nd</sup> nine weeks-level B, 3<sup>rd</sup> nine weeks-level C, 4<sup>th</sup> nine weeks-level D).

**How will the goal be measured:**

BOY/MOY/EOY BAS assessment, maintenance will be held through running records

**Evidence:**

Student attendance in LLI, documentation obtained from the LLI kit to show literacy growth

**Action Required:**

Intense instruction by the interventionists, use of lessons in the LLI kit and on-going running records, use of layers/tiers of support for students not progressing in the first tier of intervention (RTI)

**Time-line for each action:**

Intense instruction by the interventionists – 14 to 20 weeks to attain on-level status,  
On-going use of layers/tiers of support for students not progressing in the first tier of intervention

**Resources Required:**

LLI kit, students’ schedules, guaranteed and viable curriculum taught by LLI teachers

<b>Federal Grants Salaries</b>					
<b>Last Name</b>	<b>First Name</b>	<b>Fund/Program</b>	<b>Campus</b>	<b>Percentage</b>	<b>Salary w/benefits</b>
<b>Dreyer</b>	Amanda	Title I Part A	PR	100.0%	\$39,400.00
<b>Martin</b>	Julia	Title I Part A	PR	50.0%	\$26,715.00
<b>McCracken</b>	Marilyn	Title I Part A	PR	75.0%	\$40,072.50
<b>Compensatory Ed FTE Counts by Campus</b>					
<b>Last Name</b>	<b>First Name</b>	<b>Program</b>	<b>Campus</b>	<b>Percentage</b>	<b>FTE</b>
Alderson 50%	Charles	SCE	PR	11.25%	0.11
<b>Berry</b>	Vicki	SCE	PR	50.00%	0.50
<b>Johnson</b>	Marci	SCE	PR	50.00%	0.50
<b>Martin</b>	Julia	SCE	PR	37.50%	0.37
<b>Mueller</b>	Deanna	SCE	PR	100.00%	1.00
<b>Pruitt</b>	Regina	SCE	PR	3.00%	0.03
<b>Barnard</b>	Lisa	SCE	PR	100.00%	1.00
<b>Nichols</b>	Kimberly	SCE	PR	100.00%	1.00
					4.51