

**GATESVILLE
ELEMENTARY
CAMPUS PLAN**

September 2016
Draft

Gatesville Independent School District Mission Statement

Gatesville ISD is devoutly committed to all children in our increasingly diverse community and will demonstrate this commitment by ensuring that all our children receive a quality education in a positive, successful environment with an emphasis on the latest technology; by building a healthy self-esteem and encouraging healthy habits in all our children; by establishing a caring, trusting, and cooperative relationship with our parents and our community; and by hiring and retaining highly qualified educators who eagerly accept the responsibility for producing high academic achievement.

Shared Vision for Gatesville ISD

Vision of Our Students

- **Provide the opportunity for the student to succeed in achieving academic success**
- **Empower students to meet the challenge of a diverse and changing society and develop into productive/moral citizens**
- **Provide a safe and positive environment where students are happy, healthy, and eager to learn**
- **Provide a wide range of support programs that enable learners to reach their full potential**
- **Strong curriculum that allows all students to master the competencies and skills that will enable them to graduate and be prepared for work and life**
- **Students acknowledge education as a privilege and accept personal responsibility in the learning process.**

Vision of the Learning Environment

- **Promote collaboration with businesses, neighboring districts, and other organizations**
- **Will provide innovative instruction and differentiated programs for all learners**
- **Foster students' visions for reaching their goals and dreams**
- **Prepare students to meet the challenges of a rapidly changing and technologically driven world**
- **Recruit and maintain high quality staff**
- **Continuously evaluate programs and services**
- **Maintain safe and efficient facilities to meet the needs of a growing student population**

Vision of the Supporting Environment

- **Invites and continues to support positive involvement with students, parents, and all members of our community**

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- **Committed to an open door policy with our community which results in the shared responsibility for the educational goals that will enrich student success.**

District Goals for 2016-17

GATESVILLE ISD DISTRICT GOALS

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.
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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.

Gatesville Independent School District Beliefs

- **Children come first**
- **Every child should have a quality education**
- **A positive school environment is necessary for success**
- **The health of all students is important, both mentally and physically**
- **Schools must be inviting for students, parents, and the community**
- **Parents must be involved**
- **Schools must hire and retain highly qualified teachers**
- **Education is a cooperative effort between and community**
- **Our school must allow for diversity in our community**
- **Our schools must be accountable**
- **Students and teachers must learn how to utilize the latest technology**

Gatesville Elementary Campus Plan 2016-17

District Goal One: Curriculum Alignment

The Gatesville Elementary campus is a Title I, Part A School-Wide Program with a student poverty rate of 40 percent or more that combines federal funds and State Compensatory Funds (SCE) to upgrade services for at risk students through a campus wide program with \$195,390.

Long Range Goal: Gatesville ISD will provide high quality instructional programs that ensure alignment from Pre-K through 12th grade.

Performance Objective: By June 1, 2016, faculty and administration will have worked collaboratively to design YAAG documents for all four core subject areas in grades Pre-K through 12, providing a road map for curriculum and instruction that is coherently aligned with TEKS. By August 22, 2016, students will be held to higher academic expectation and more rigorous standards through the implementation of the balanced literacy model in grades K-6.

Needs Addressed: Academic performance and achievement that reflect excellence in learning through attainment of both high expectations and high standards.

Strategies/Initiatives	Person Responsible	Time Line	Resources	Measurement	Special Population
1 Put into place state and local Assessments (B2)[NCLBB6]	Administrator, SBDM. Professional Learning Communities	Ongoing	Local	Agendas, BAS, AR and AM, TEKS Resource Common assessments	School Wide

2 Conduct annual evaluations, including surveys of parents, staff, and representatives from other campuses (B10)	G/T Staff and Committee	Jan-June	Local	Surveys and G/T	Gifted/Talented Students
3 Coordinate federal, state, and local services and programs to include integration with the school wide program	Administrator, SBDM, ESC 12	Fall 2015	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	Agendas and meetings ESL inclusion and instruction, Math Lab, Reading Intervention, Math and Reading Targeted Tutorials	School Wide
a Cafeteria	Gail Shelton District Support Staff	August-June	Local	Implementation of nutritional guidelines and community wide summer feeding program	School Wide and Summer Feeding Program
b Incorporate character building and anti-bullying in overall campus climate and curriculum	J. Janek, Counselor Staff	August-May	Character Ed Curriculum, Region 12	Reduction of disciplinary referrals and bullying incidents	School Wide
d End of 9 Weeks awards and End of School Year(B3,4)	Principal Classroom Teachers	August-June	Certificates Certificates	Certificates for each A Honor Roll, Most Improved, Citizenship	School Wide

e 45 minute Physical Education class every other day and a daily 30 minute recess	Becky Byrom Graig Keeton (B4)	August-June	Minimum of 4hrs physical, Activity per week	Improved student performance on the Fitnessgram for 3 rd grade	School Wide
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4 Provide opportunities for programs to work together	Sp. Population Teachers, Classroom	August-June	Local, Title, and Sp. Ed	Inclusion, scheduling	G/T, ESL, Sp. Ed,
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and independently during the school year (B2, 9)

<p>5 Implement strategies that address academic areas of weakness , particularly (B1,2) Safeguard populations of Hispanic and Special Education Students</p>	<p>Principal Teachers Counselor</p>	<p>August-June</p>	<p>TEKS RES, Eduphoria, Targeted Tutoring PLC</p>	<p>Screenings, Benchmarks, School Wide RTI reviews, STAAR Test Results, Campus Improvement Plan, Report Cards</p>	
<p>a STEM Lab as a part of weekly rotation (B2)</p>	<p>STEM J. Talbott</p>	<p>August-June</p>	<p>TEKS Res</p>	<p>Reinforce and improve math concepts, screenings, report cards, STAAR Math</p>	<p>School Wide</p>
<p>b. Reading Intervention classes (B2)</p>	<p>Reading Teachers T. Dean T. Eary S. Lowery S. Meaders M. Smith</p>	<p>August-June</p>	<p>IStation, BAS LLI, Title I, Part A</p>	<p>Reinforce and improve basic reading and writing skills</p>	<p>1,2,3 Grades</p>
<p>c. Reading and Math Interventions (B2)</p>	<p>Instructional Aides I. Kaulfus B. Evans</p>	<p>August-June</p>	<p>BAS, LLI STAAR Test SCE</p>	<p>Reinforce and build reading skills in a small group setting, STAAR</p>	<p>1, 2, 3 Grades</p>
<p>6 Provide effective, timely, and additional assistance to students, including homeless students, who are demonstrating difficulty with grade level mastery of achievement standards for core subject areas (B1,2)</p>	<p>Teachers, Sp. Program Teachers, Counselor, Migrant/Homeless Coordinator, Principal</p>	<p>August-June</p>	<p>Title I, Part A, ESL, Migrant, Title III, Local, SCE, Title II, Part A, Title II, Part D, Title IV, Title V</p>	<p>Math and Reading RTI Instruction in the classroom, progress monitoring through Common assessments, BAS, STAAR Test</p>	<p>School Wide Tier 2 and 3 RTI</p>

a Spiraling Curriculum (B2)	Classroom Teachers Support Teachers	August-June	TEKS Res. Daily Language IStation, Review and Daily Math Review Weekly Writing	Improved performance on BAS, Common	School Wide
b Targeted tutoring for math and reading intervention (B2)	Support teachers Admin and Teachers	August-June	TEKS Res	Improved performance on BAS, Common Assessments, STAAR	School Wide
c Students locate, communicate, and present information (B2)	L. Cole Classroom Teachers S.Erwin	August-June	Computer Lab Classroom Media Carts	Student performance, technology skills, and STaR Chart improvement	School Wide
d Students work collaboratively to improve technology skills (B2)	L. Cole , J. Talbott Classroom Teachers	August-June	Computer Lab Classrooms Media Carts	Student performance, technology skills, and STaR Chart improvement	School Wide
e Students are able to move from basic use of technology to creating products with the use of technology (B2)	L. Cole Classroom Teachers	August-May	Computer Lab Classrooms Media Carts	Student performance, technology skills, and STaR Chart improvement	School Wide
7 Continue to monitor student progress and participation through AYP (B10)	Principal, Counselor, Teachers	August-May	Local	AYP Annual Report	School Wide
a Implement district improvement focus in areas of writing, math, and	Principal, Counselor, Classroom Teachers	August-May	Local	AYP Annual Report, Balanced Literacy, Writing	School Wide

science (B10)

Portfolios, Math Problem Solving
STAAR Tests

b Ongoing student assessment (B2) Principal, Counselor, August-May Local AYP Report, screenings, School Wide

Classroom Teachers

c Summer school remediation in math and reading (B1,10) Principal, Summer Teachers June Local Report Cards, STAAR Test benchmark testing, STAAR Remediation of basic skills in math and reading to reduce number of retainees and to provide accelerated instruction in Math and reading for 3rd graders School Wide

d Truant Officer (B4, 10) C. Alderson August-June SCE 11.25% Improve ADA School Wide

8 Address PBMAS performance and compliance (B1, 2) Administrators Regina Pruitt Kevin Harrington, CO-Op August-June Local and Special Education SCE-3.00% PBMAS Report Special . Education

a Monitor special education referrals Kevin Harrington August-June Local and Sp Ed PBMAS Report, RTI/DMAC Special

documentation (B2)	P. Bone, R. Pruitt		Special Ed. SCE 3.00%		Education
9 Integrate and coordinate Title I, Part A with other educational Services such as programs for LEP, Migrant, Special Education, homeless, and immigrant students (B9)	Principal, SBDM	August-June	Title I, Part A, BE/ESL, Title III, MEP, Sp. Ed.	Improvement of math, reading writing skills	ESL, SpEd, Migrant, At-Risk
10 Name a district representative to serve as contact person to coordinate the identification and recruitment of migrant students (B9)	District/ESC 12	Ongoing	Local	Combined Service Agreement ESC 12	Migrant
11 Survey all new enrollees (B5)	Campus Office MEP Coordinator	Ongoing	Local	Eligibility determination Interview	Migrant
12 Complete surveys for ESC 12 (B10)	Campus Office MEP Coordinator	As needed	Local	Completed Surveys	Migrant
13 Update migrant student PEIMS	MEP Coordinator	As needed	Local	Student List	Migrant

(B10)

14 Refer migrant families and	MEP Coordinator	As needed	Local	Log entries and referrals	Migrant
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students for educational and support services (B10)

15 Identify students with dyslexia and provide services (B2)	S. Lowery/M.Smith Classroom Teachers Counselor	August-June	Title I, Part A Lowery Smith	List of students eligible for Dyslexia intervention	Dyslexia
16 Annually align SBOE approved procedures with district and campus procedures (B10)	M. Smith Principal	Ongoing	Local	Dyslexia Handbook	Dyslexia
17 Provide services for students who may be eligible under Section 504	S. Lowery Counselor M. Smith T. Dean T. Eary S. Meaders	August-June	Local, Title I	Students identified and served Annual 504 meetings held	Dyslexia/Section 504
18 Provide, when possible, Services to students at their campus	Reading Teacher	August-June	Local, Title I	Class Schedules	Dyslexia
19 Provide research based Staff development for teachers of dyslexia students that uses individualized intensive, multi-sensory, and phonemic methods	Administrator	Ongoing	Local	Training Schedule Certificates of completion	Dyslexia
20 Conduct a comprehensive needs assessment to determine areas of weakness and strength in all programs (B1, 10)	Principal SBDM All Staff	April-August	Local	Local Assessment/Agendas	At Risk, ESL Dyslexia, SCE Title I, Sp. Ed, G/T
21 Provide services for students	Program teachers	Ongoing	Local	Improvement in student	School Wide,

according to their needs (B1, 2)

Classroom teachers

performance

SCE, At Risk



a Employ test administrators for assessments (B1)

Administration
Test Administrators

August-June

Local

Timely testing for increasing testing referrals

Dyslexia and G/T

22 Continue an annual student nomination process with particular emphasis on ESL, Economically Disadvantaged, Special Education, Migrant, and minority students (B9)

Marla Tatum
G/T Committee
Classroom Teachers

August-June

Local

Training of staff in identifying characteristics of G/T students, lists and records of students

G/T

23 Provide an advanced and challenging curriculum to G/T students in 1,2, 3rd grades (B2)

Marla Tatum
G/T Certified Teachers

August-June

Local, G/T
Funds

Lesson Plans

G/T

24 Ensure equity of opportunity for all students for identification, selection, placement of students that includes the use of native language other than English (B2, 3)

Marla Tatum

August-June

Local, G/T
Funds

List of students tested, testing to include non verbal tests and testing appropriate for students with native language other than English

G/T

25 Ensure a minimum of three

Marla Tatum

Spring/Summer

Local

Planning and review meetings

G/T

appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields (B2)

G/T Committee

with three criteria in place

26 Revise and update G/T curriculum and framework showing depth and complexity including the four core academic areas (B2)

Marla Tatum
G/T Committee

Spring/Summer Local

Minutes from meetings and revisions in G/T curriculum and framework

G/T

27 Identify students eligible for program according to district policies/procedures through and extended day, week, or year program (B 2)

R. Pruitt
Special Education
CO-OP

August-May

List of eligible students, IEP

Special
Education

28 Conduct pre and post assessments to identify student strengths and weaknesses and to evaluate the overall program (B2, 10)

Resource Teachers
Special Education
CO-OP

August & June Local

DORA/DOMA

Special
Education

29 Ensure that all students with

Principal, Special

August-June Sp. Ed Funds

Student Schedules, ARD, IEP

Special

disabilities have access to the general curriculum (B2,3)	Education staff Classroom teachers				Education
a Inclusion aides in the classroom (B2, 3)	Jane Doyle A. Rucker, Kim Strickland R. Glover C. Barron D. Piller M. Richardson, V. Wendeborn, J. Berry, D. Scott	August-June	Sp. Ed. Funds	Inclusion aide to serve students in classrooms to support IEP goals	Special Education
30 Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses (B2, 10)	Special Education Staff SBDM	April-May	Local	Collection of data from DMAC, IEP, DOMA/DORA	Special Education
a Implement a pre-referral process or RTI (B2, 3)	Classroom Teachers Counselor, Intervention Teachers	August-May	Screenings, Tier I and II Interventions	Reduction in the number of DNQ's when tested and reduction of students who need to be referred due to intervention strategies	Special Education
b Resource/Inclusion/Content Mastery/EPCE (B4)	Janet Featherston Leslie Humes Mitzi Smith	August-June	IEP's, DORA	Progress toward IEP goals for identified students	Special Education



<p>31 Identify and provide all LEP Students with a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of English (B2, 9)</p>	<p>ESL Certified Teachers Tessa Dowdy Alejandrina Adams, aide</p>	<p>August-June</p>	<p>ESL Funds, SCE Home Language Survey, Dowdy List of ESL students, Adams Inclusion classrooms, targeted Title I, Title III tutoring</p>	<p>LEP/ESL</p>
<p>32 Conduct a comprehensive needs assessment of LEP students to determine strengths and weaknesses(B2)</p>	<p>ESL Staff SBDM</p>	<p>April-May</p>	<p>LPAC Records, Written annual evaluation IStation, STAAR,PBMAS Report, Report cards TELPAS</p>	<p>LEP/ESL</p>
<p>33. Address PBM Performance and Compliance reports (B2)</p>	<p>Principal ESL Staff</p>	<p>August-June</p>	<p>Local PMAS Report/Development of written strategies</p>	<p>LEP/ESL</p>
<p>34. Increase the number of LEP Students learning English (B2,3)</p>	<p>Classroom Teachers ESL Staff</p>	<p>August-June</p>	<p>Title III, Part A PBMAS, LPAC Records Title I, Part A, screenings, and benchmarks Local TPRI</p>	<p>LEP/ESL</p>
<p>35 Students' Two Year re-evaluation And follow up required LPAC activities:</p>	<p>LPAC Committee Administrators</p>	<p>On going</p>	<p>ESL Funds Student schedules, Report cards, IStation, STAAR Test results,</p>	<p>LEP/ESL</p>

Amount of time student is enrolled in
BE/ESL, Grades, IStation, STAAR, and
Disciplinary actions (B2, 10)

Disciplinary actions

Gatesville Elementary Campus Plan 2016-17

District Goal II: Instructional Leadership Development

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

Performance Goal: Leadership growth through training and collaboration that leads to a personalized growth plan for each administrator .

Leadership Retreat	Central Office	July 2016	Local	Leadership training	District Wide
Leadership Collaboration	District Meetings	ongoing	Local	Leadership development	Leadership Team
Book Studies	Leadership	ongoing	Local	Leadership development	Leadership Team
Implement Coaching Model	Leadership Team	Sept 2016 -May 2017	Local	Continued growth for Leadership through Peer Coaching	Leadership Team

Gatesville Elementary Campus Plan 2016-17

District Goal Three: Targeted Professional Learning for Teachers

Gatesville Elementary is a Title I, Part A school wide program with a student poverty rate of 40 percent or more that combines federal funds with SCE funds to upgrade services for at-risk students.

Long Range Goal: Gatesville ISD will provide high quality professional learning opportunities that meet the needs of all teachers through embedded training throughout the year.

Performance Objective: By June 30, 2016, the faculty and staff will have engaged in quality, strategic professional development. By May 30, 2017, the faculty and staff will have received embedded professional development and participated in learning expos.

c Comp days (B7)	Assistant Superintendent	School Year	TEA Waiver	Staff is able to comp some specific contract days	School Wide
d Staff Travel (B7)	Staff Administration	School Year	Local	Staff may attend training during school year with certificates of attendance	School Wide
4 Ensure instruction of all students is presented by highly qualified staff and completed highly qualified forms for each staff member (B10)	Administration	School Year	Title I, Part A Title II, Part A Title II, Part D Title III, Title IV, Title V, MEP, ESL, SCE, Local	List of all teachers providing instruction, Teaching Certificates, State Exams, Transcripts	School Wide
a District will fund additional certifications (B7)	Administration	On going	Local/Grants	Teachers taking exams for ESL and Special Education	School Wide
5 Attend job fairs, recruit From teacher certification Programs, advertisements to attract highly qualified teachers for high needs schools (B7)	Administration Staff	On going	Title I, Part A Title II, Part A Local	Course/Grade Level vacancy lists The hiring of highly qualified staff	School Wide
6 Provide research based staff development for professionals and para-professionals (B7)	Administration Staff	School Year	Local	Workshops, online training, certificates	School Wide
a Demonstrate technology	Administration	School Year	Technology	Staff Development	School Wide

competencies aiming to for improvement on STaR Chart (B11)	Teachers, ESC 12	Fall/Spring	Committee, STaR Chart	calendars,	
b Teachers participate in professional development	Administration Teachers	School Year	Title I, Part A Title II, Part A	Increase in use of technology for	School Wide



to learn specific technology skills for curriculum (B11)			Local	classrooms	
c Teachers use presentation equipment and software to present information to students (B11)	Teachers Media Specialist	August-June	District LAN, software, equipment	Media carts checked out through library for use in classrooms	School Wide
d Teachers direct students to use software and programs found on GISD network (B2,11)	Teachers Media Specialist	August-June	District LAN, software, equipment	Student products/ participation in teacher lab	School Wide
e Teacher proficiency of SBEC Technology Applications (B7,11)	Teachers Technology Committee Principal/Tech Team Administration	School Year	Desk top, digital projectors, digital cameras, flip cameras	Campus, district, and self assessments, certificates, STaR Chart	School Wide
f Staff works formally and informally to improve	Teachers Technology Committee	School Year	Desk top, Tech training	Teacher performance, AR, Daily attendance/bus lists,	School Wide

technology skills (B11) Principal, Tech Team Learning.com

g Teachers use district software to maintain student records (B11) Teachers Tech Team, Principal School Year Desk top Teacher performance, attendance, bus lists School Wide

7 Ensure that all teachers and Paraprofessionals have proper Certification/endorsements (B7) Administration August Local Teacher certificates, Training credentials School Wide

8 Provide research based staff development for teachers of dyslexia students that uses individualized, intensive, multi-sensory, and phonetic methods to teach reading (B2) Administration Region 12 June-August Local, Title I, Part A, Title II, Part A Scheduled training Certificates Dyslexia



9 Provide opportunities for All professionals to obtain 30 hours of G/T training (B7) Administration Region 12 June-August Local, Title I Part A, Title II, Part A, ESC 12 Staff development Certificates G/T

10 Survey staff to determine staff development needs (B8) Administration SBDM Spring Local, Title V, Survey of needs School Wide

11 Provide research based staff development, with input from staff (B8)	Special Education Administration SBDM	School Year	Local	Staff development certificates	Special Education
12 Provide training for teachers regarding modifying the grade level curriculum for students with disabilities (B1,12)	Administration Special Education SBDM	August	Local	Staff development certificates	Special Education
13 Continue to recruit and retain Highly qualified BE/ESL staff, including minorities (B9)	Administration	School Year	Local/ESL Funds	Fully certified staff, Posted positions	LEP/ESL

Gatesville Elementary Campus Plan 2016-17

District Goal: Remaining Focused on a Campus Action Plan

Long Range Goal: Improve student performance through Campus Action Plans that are focused on campus specific needs assessments.

Performance Objective: By September 1, 2016, all campuses will develop/refine their campus action plan.

Review and Refine Campus Action Plan	Leadership Team	July 2016	Leadership Team	Campus Wide
Collaborate As a staff the Action Plans established For 2016-17 That continue The instructional Focus on literacy	All Staff	August 2016	Elementary Staff	Campus Wide

Gatesville Elementary Campus Plan 2016-17

District Goal : Maintain and Improve Facilities

Gatesville Elementary is a Title I, Part A School Wide Program with a student poverty rate of 40 percent or more that combines federal funds with SCE funds to upgrade services for at-risk students through a school wide program that includes \$191,069.82.

Long Range Goal: Improve student performance by ensuring a positive, enriching, and safe school environment

Performance Objective: Improve the campus safety rating through security inspections to reduce the number of unsafe incidents and accidents.

Needs Addressed: Practice safe school procedures to ensure campus security

Strategies/Initatives	Person Responsible	Time Line	Resources	Measurement	Special Population
1 Address areas of need as identified in the comprehensive needs	Administration Maintenance SBDM	Ongoing	Local	Maintaining/Upgrading facilities assessment	School Wide
2. Groundbreaking Ceremony for new Elementary building	Administration	Aug 2014	Local	Replacing existing Elementary building	

Gatesville Elementary Campus Plan 2015-16

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

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

Long Range Goal: 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.

Performance Objective: By the end of September 2016, GISD employees will participate in training that reduces number of workplace accidents, ensures student safety including suicide prevention, dating violence, and sexual harassment.

During the 16-17 school year, students will participate in classes/assemblies to address drinking/drug abuse and bullying.

Strategies/Initiatives	Person Responsible	Time Line	Resources	Meaurement	Special Population
1 Provide training to parents of special (B6)	Special Education Coordinator, Pruitt	Fall 2015 education students	Special Ed Funds Kevin Harrington	Parent Sign In Sheet	Special Education
3 Develop partner- school wide activities process (B9)	Staff and Ongoing	Local and	Increased participation in School Wide ships in the education Community	Activity	
a local business support (B8)	Staff	Ongoing	HEB, Walmart,	Programs, Healthy Buddy Donations	School Wide

1 Continue to train and practice emergency procedures, review EOP with staff in August	Principal All Staff	On going	Local	Fire Drills, Intruder Drills, Intruder audits EOP Manual	School Wide
2 Maintain clean campus, grounds, and safe playground equipment (B3, B5, G3)	Principal Maintenance	On going	Local	Repaired equipment Work requests for Maintenance Dept	School Wide
3 Continue to train staff safe practices regarding blood- borne pathogens and safety training	Principal	On going	Local	Training certificates	School Wide
4 Provide multiple CPR/AED and first aid training for staff (G/7)	Admin.	August	Local	Training Certificates	School Wide
5 Provide ID tags for all	Admin	August	Title I, Part A	All staff members with ID	School Wide

Staff members for visible Identification (G7)

6 All campus visitors check in electronically and wear printed badge when moving in the building	Principal Office	Ongoing	Title I, Part A	Badges worn by all visitors, printed reports from School Check In	School Wide
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(B1, G7)

7 Bus lists provided to bus drivers to maintain bus security (G7)	Teachers Office Bus Drivers	Daily	Local	Daily list of bus riders	School Wide
8 Additional safety features Added to building front entrance with security doors (G)	Maintenance	Summer 2013	Local	Safer entry to the building	School Wide
9 Maintain security cameras (G7)	Principal	Ongoing	Local	More secure campus	School Wide
10 Two way radios used to communicate with buses and schools (B3,8)	Transportation Dept and Office	August-May	Local	Improved communication and improved student safety	School Wide
11 Loading and unloading of students at front porch (B10)	Duty Teachers	August-May	Local	Improved student safety and improved flow of traffic	School Wide
12 As a campus, support charitable organizations, Food for Families, American Heart Association(B1,3)	Teachers Students Community	November & February	Local Local	Established donation sights Corporate Rates for Staff	School Wide School Wide
13 District membership	Staff	Annually			

to the Fitness Center(B3,7)

14 School Health Advisory Campus August-May Local Increase community School Wide Committee (B4) Representatives participation in health Issues/decision making

Gatesville Elementary Campus Plan 2016-17

District Goal Six: Finance/Budget

Gatesville Elementary includes a Title I, Part A School Wide Program with a student poverty rate of 40% or more that combines federal funds with SCE funds to upgrade services for at risk students.

Long Range Goal: Improve student performance in all core areas, maintain AYP, and work towards Exemplary rating

Performance Objective: Increase passing percentages on state and local assessments

Needs Addressed: Advance academic skills while addressing the needs of at risk students

Strategies/Initiatives	Person Responsible	Time Line	Resources	Measurement	Special Population
1 Conduct a comprehensive Needs assessment of entire school which may include, but not limited to IStation, DMAC, STAAR objectives, AYP indicators, Staff Development, PBMAS Report, (B2,10)	Administration SBDM	Ongoing	Title I, Part A DMAC	Data, Areas of strength and weakness identified	School Wide
2 Ensure reform strategies that will address areas of weaknesses as identified in needs assessment are fully	Principal Teachers	Ongoing	Local, Sp Ed funds	Report cards, screenings, STAAR Test results, AR	School Wide

equipped/staffed (B1,2)

3 Coordinate Title I,	Administration	Ongoing	Title I, Part A, BE/	Improvement in student	ESL, SpEd
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Part A services with SBDM
other educational
programs such as
LEP, migrant, foster,
Homeless, and immigrant
Students in order to increase
Program effectiveness,
Eliminate duplication, and
Reduce fragmentation of the
Instructional program (B9)

ESL, Title III, MEP,
SpEd,

performance including
STAAR results, TPRI,
report cards, screenings

Migrant,
At Risk

2015 – 2016 Action Plan

Campus: Elementary

PLC: Grades 1, 2, 3

Area (content) of Goal: Response to Intervention

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. **SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)**

Specific Goal: Evaluate and adjust campus wide RTI process to provide students with differentiated instruction that aligns with the instructional needs of learners, as indicated through ongoing data collection.	
How will the goal be measured (Formative and Summative)? *Movement of students from Tier to Tier as they move through the intervention process *Benchmarking levels, I Station Growth, Common Assessments, State Assessments	
Evidence: Increased engagement and effectiveness of instruction Increased student achievement Students making progress and moving from Tier 1, 2, and 3 Decision making that is collaborative and data driven	
Action Required: *Implementation of RTI Teams *Established process and procedures for data collection, documentation, review, and follow up *Examine a variety of data	Time-line for each action: *Established by end of first six weeks-2015-16 *Established by end of first six weeks-2015-16 *Throughout 2015-2016

Resources Required:
Assessment Instruments for Progress Monitoring
Data Collection System
Scheduled time and staff for Tier 2 and Tier 3 Interventions Schedule
and facilitate RTI Team Meetings

2015 – 2016 Action Plan

Campus: Elementary

PLC: Grade 1

Area (content) of Goal: Literacy

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal:

Develop effective practices that lead to improved literacy instruction and increased mastery for all students.

How will the goal be measured (Formative and Summative)?

Reading Lab Benchmarking for Fluency and Comprehension

Weekly Assessment of Sight Words

Running Records

Standards Based Report Card Assessment

I Station Progress Monitoring

Evidence: Increased percentage of students reading at or above grade level.

Increased fluency with a 60 wpm target, accuracy with an 80 % target, and comprehension with an 80% target.

Action Required:
Continued Implementation of literacy best practices in 1st Grade Reading Lab
RTI addressed through grade level targeted tutoring
Initiating guided reading in classrooms

Time-line for each action:
Ongoing through 2015-16

Continuous assessment and intervention provided to fluid groups

Discussions begin first six weeks

Resources Required:

Grade 1 Reading Labs, Reading A-Z, Leveled Readers and Trade Books, Scheduled Grade Level Intervention times, PLC planning, training

2015 – 2016 Action Plan

Campus: Elementary

PLC: Grade 2

Area (content) of Goal: Literacy

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal:

Develop effective practices that lead to improved literacy instruction and increased mastery for all students.

How will the goal be measured (Formative and Summative)

Bi weekly sight word assessments

Running Records each six weeks to measure accuracy and fluency

3 week and 6 week ELAR common assessments measuring comprehension and ability to infer from grade level texts through a variety of literary genre

I Station Progress Monitoring

Evidence

Improved percentages of accuracy and fluency as indicated in running records

Improved recognition of sight words

Mastery level of common assessments

Increased number of students reading at or above grade level

Action Required:

Continued Implementation of literacy best practices in 2nd Grade Reading

RTI addressed through grade level targeted tutoring

Small group reading intervention

Time-line for each action:

Ongoing through 2015-16

Continuous assessment and intervention provided to fluid groups

Established week 2

Resources Required:

Grade 2 Classroom Libraries, Reading Interventionists, Scheduled Grade Level Intervention times, PLC planning, training, Comprehension Tool Kit

2015 – 2016 Action Plan

Campus: Elementary **PLC:** Grade 3

Area (content) of Goal: Literacy

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

<p>Specific Goal: Develop effective practices that lead to improved literacy instruction and increased mastery for all students.</p>	
<p>How will the goal be measured (Formative and Summative) 3 week and 6 week ELAR common assessments measuring comprehension with grade level text through a variety of literary genre I Station Progress Monitoring Documentation of re-teaching and mastery during RTI opportunities</p>	
<p>Evidence Students demonstrating mastery level of common assessments Increased number of students reading at or above grade level</p>	
<p>Action Required: Continued Implementation of literacy best practices in 3rd Grade instruction RTI addressed through grade level targeted tutoring Small group reading intervention reconfigured Establish an effective collection of RTI data and review team</p>	<p>Time-line for each action: Ongoing through 2015-16 Continuous assessment, intervention, and documentation provided to fluid groups Established week 4</p>

Resources Required:

Scheduled Grade Level Intervention times,

PLC planning time, training on balanced literacy and guided reading,

Comprehension Tool Kit, BAS Benchmark Kits, RTI Student Documentation Folders, RTI Teams

Performance Objective: Increase parental participation in communication and school activities

Needs Addressed: Encourage and facilitate participation by including parental input

Strategies/Initiatives	Person Responsible	Time Line	Resources	Measurement	Special
Population 1 Meet parents during Meet the Teacher All staff	Pam Bone		August 23,2015	Sign In sheets for attendance held at night (B3)	School Wide
2 Increase communication between parents and school Marsha Worthington Penrod Learning Logs Logs, Weekly Flyers, School ESC 12 Sign/School Messenger,	Pam Bone Elementary staff Messenger implemented Elementary Funds	Annually School Parental Involvement school and home: Learning Gatesvilleisd website(B3)	Title 1, Part A Keegan Weeb and flyers from general budget	Daily communication Remind parents of methods of communication between	School Wide Eric
3 Promote positive school Insurance (B7) Local insurance benefits (B7)	Administration Superintendent Superintendent	August-June School Year School Year	Local Local	Participation documents Employees offered insurance plan District contribution	School Wide Environment (B3) School Wide School Wide

and life insurance policies

**2016-2017 Campus Action Plans for Gatesville
Elementary**

2016-2017 Action Plan

Campus: Elementary

Area (content) of Goal: Literacy

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: By May 2017, 80% of 1 st -3 rd students will be reading on or above grade level.	
How will the goal be measured (Formative and Summative)? BOY, MOY, EOY BAS Ongoing running records	
Evidence: EOY BAS testing	
Action Required: Quality literacy instruction LLI intervention	Time-line for each action: Daily



BAS	3/year
Resources Required: BAS Literacy Library LLI Phonics Kit, Lucy Caulkins Writing Kit	

2016-2017 Action Plan

Campus: Elementary

Area (content) of Goal: Literacy

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Using the Leveled Literacy Intervention program, identified students will achieve a full year’s growth in reading by May 2017.

How will the goal be measured (Formative and Summative)?

BOY, MOY, EOY BAS
Ongoing running records

Evidence:

EOY BAS testing

Action Required:

Identify students through BAS testing
Daily 45 minutes intervention time
Ongoing running records

Time-line for each action:

BAS testing Beginning, Middle, End of year

Resources Required:

BAS
Trained interventionists
LLI kits
Dedicated Intervention Time

2016-2017 Action Plan

Campus: Elementary

Area (content) of Goal: Literacy

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: By the 2 nd grading period, 100% of students will receive at minimum 2 hours and 20 minutes of literacy instruction that includes reading, writing, and phonics instruction.	
How will the goal be measured (Formative and Summative)? Lesson Plans Formal/Informal Classroom Observations	
Evidence: Guided Reading Groups Literacy Work Stations including reading, writing, phonics, and fluency activities	
Action Required: Grade level and Campus collaboration to share literacy training from summer PD Preparation of classroom and materials to accommodate literacy instruction	Time-line for each action: Prior to school starting, ongoing throughout the year
Resources Required: Have – Literacy Library, BAS kits, Phonics kit, Lucy Caulkins writing, LLI kits Need – Rugs, easels, chart paper (different sizes), magnetic letters, cvc linking cubes, post-its	



2016-2017 Salaries

Last Name	First Name	Program	Campus	Percentage	FTE
Alderson	50% Charles	SCE	EL	11.25%	0.11
Dowdy	Tessa	SCE	EL	25.00%	0.25
Featherston	Janet	SCE	EL	10.00%	0.10
Goodwin	LeighAnn	SCE	EL	10.00%	0.10
Lowery	Stacey	SCE	EL	50.00%	0.50
Mooney	Leslie	SCE	EL	20.00%	0.20
Pruitt	Regina	SCE	EL	3.00%	0.03
Smith	Misty	SCE	EL	50.00%	0.50
Adams	Alejandrina	SCE	EL	25.00%	0.25

Compensatory FTEs per Campus (Should be attached at back of plan and include the number of FTES when addressing SCE)

Evans	Brenda	SCE	EL	100.00%	1.00
Kaulfus	Irene	SCE	EL	100.00%	1.00
4.04					

Last Name	First Name	Fund/Program	Campus	Percentage	Salary w/benefits
Dean	Tilli	Title I Part A	EL	100.0%	\$53,430.00
Eary	Tamela	Title I Part A	EL	100.0%	\$46,060.00
Lowery	Stacey	Title I Part A	EL	50.0%	\$24,420.00
Meaders	Susan	Title I Part A	EL	100.0%	\$48,200.00
Smith	Misty	Title I Part A	EL	50.0%	\$23,280.00

Federal Grants (Input salaries when addressing literacy, remediation, Title I Part A)

