

GILMER INTERMEDIATE

Campus Improvement Plan

2019/2020

Gilmer Intermediate is a Title 1 School wide Campus.

This plan is designed to contain elements that address all state and No Child Left Behind improvement plan requirements.



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GILMER INTERMEDIATE

Mission

Prepares every student for the workforce or postsecondary training

Recognize and educates each child as a unique individual

Nurtures academic, social, and cultural differences

Develops responsible citizens who contribute to the community's success and strength

Vision

Everyone can learn.

Every child should feel welcome, loved, and safe.

A solid educational foundation prepares every student to fulfill their ambitions and dreams for life.

Extracurricular and co-curricular activities enhance academic achievement.

Every staff member is vital to the educational experience.

Student, educators, parents, and community members share in the responsibility for the encouragement and success of students.

Learning is a result of thinking and doing.

Nondiscrimination Notice

GILMER INTERMEDIATE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2019/2020 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Site Base Committee

Name	Position
Carrillo, Sandra	Parent '19-'20
Collie, Kate	Parent '18-'20
King, Erick	Community Rep '19-'20
Rucker, Micah	Business Rep '19-'20
Mckelvey, Shanna	Campus Rep '18-'20
Hamilton, Jeff	District Rep '19-'20
Elwell, Poppy	Teacher '19-'20
Puccini, Alana	Teacher
Rucker, Jennifer	Campus Manager
Treadway, Gina	Campus Administrator

Resources

Resource	Source
No rows defined.	

GILMER INTERMEDIATE

Goal 1. To improve student performance in the area of Reading and to ensure that all students pass the Reading state assessment.

Objective 1. Have 100% of our students in each student group pass the state assessment for reading(All, AA, Hispanic, White, Eco Disad, SpEd)in 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will analyze assessment data by student expectation to identify instructional focus and by question to determine intervention needs. (Title I SW: 1,2) (Target Group: All,AtRisk)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug -June (each 9 weeks)	(F)CNA Documents	Formative - common assessment results, benchmark results, state assessments, report cards
2. Tutoring will be provided during and after school to increase instructional time. (Title I SW: 1,2,9) (Target Group: All,AtRisk)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June	(F)CNA Documents, (F)Title I, Part A - \$4,564	Formative - common assessment results, benchmark results, state assessments, report cards
3. Encourage student reading by providing current titles, book talks, reading cafe, reading clubs, periodicals, etc. (Title I SW: 1,10) (Target Group: All)	Assistant Principal(s), GIS Principal, Librarian, Teacher(s)	Aug - June (daily)	(F)CNA Documents, (S)Local Funds	Formative - common assessment results, benchmark results, state assessments, Follett system
4. Improve student use of technology to prepare them for post secondary education. (Title I SW: 1) (Target Group: All,5th,6th)	Assistant Principal(s), Director of Technology, GIS Principal, Librarian, Teacher(s)	Aug - June (daily)	(L)Class Rosters/Schedules, (L)Istations	Formative - amount of time computers are in use, lesson plans, college success
5. Incorporate guided reading into daily instruction using the Fountas and Pinnell model. (Title I SW: 1,2,9) (Target Group: All,AtRisk)	Assistant Principal(s), Interventionist, Paraprofessionals, Principal, Teacher(s)	Aug - June (daily)	(F)CNA Documents, (L)Anecdotal notes, (L)Class Rosters/Schedules, (L)Leveled Readers, (L)TARGET, (O)DMAC, (O)Time, (S)FTE - 2, (S)State Compensatory - \$33,142	Formative - common assessment results, benchmark results, state assessments, report cards, TARGET data, guided reading levels
6. Provide RTI services to at risk readers. (Title I SW: 1,9) (Target Group: All,AtRisk)	Assistant Principal(s), Interventionist, Principal, Teacher(s)	Aug - June (daily)	(F)CNA Documents, (F)Title I, Part A - \$600, (L)Leveled Readers, (L)Team Planning Meetings, (O)RTI Process, (O)State Assessment Data, (O)Time, (S)FTE, (S)Local Funds	Formative - common assessment results, benchmark results, state assessments, report cards, number of students recommended to special education, and Fountas and Pinnell benchmarking results

GILMER INTERMEDIATE

Goal 1. To improve student performance in the area of Reading and to ensure that all students pass the Reading state assessment.

Objective 1. Have 100% of our students in each student group pass the state assessment for reading(All, AA, Hispanic, White, Eco Disad, SpEd)in 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide AA, Hisp, SpEd, and ELL students with small group targeted instruction during the school day to address system safe guards. (Title I SW: 1) (Title I TA: 1,3,4) (Target Group: H,AA,ESL,LEP,SPED)	Assistant Principal(s), Principal, Teacher(s)	Aug - May	(S)Local Funds	Summative - State Assessment data, benchmark data, student growth measures
8. Implement Independent Reading utilizing Renaissance (Accelerated Reading) and myOn. (Title I SW: 1,2,3) (Target Group: 5th,6th) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5,5.2)	GIS Principal, Instructional Coaches, Librarian, Teacher(s)	Each Quarter	(F)Title IV	

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Goal 2. To improve student performance in the area of Math and to ensure that all students pass the Math state assessment.

Objective 1. Have 100% of our students in each student group pass the state assessment for math(All, AA, Hispanic, White, Eco Disad, SpEd)in 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will analyze assessment data by student expectation to identify instructional focus and by question to determine intervention needs. (Title I SW: 1,2) (Target Group: All,AtRisk)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June (each 9 weeks)	(F)CNA Documents	Formative - common assessment results, benchmark results, state assessments, report cards
2. Tutoring will be provided during and after school to increase instructional time. Small group instruction will be used during tutorial sessions. (Title I SW: 1,2,9) (Target Group: All,AtRisk)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June	(F)CNA Documents, (F)Title I, Part A	Formative - common assessment results, benchmark results, state assessments, report cards
3. Improve student use of technology to prepare them for post secondary education. (Title I SW: 1) (Target Group: All,5th,6th)	Assistant Principal(s), Director of Technology, GIS Principal, Librarian, Teacher(s)	Aug - June (daily)	(L)Class Rosters/Schedules	Formative - amount of time computers are in use, lesson plans, college success
4. Incorporate learning stations and small group instruction into weekly routine. (Title I SW: 1,2,9) (Target Group: All,AtRisk)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June	(F)CNA Documents, (L)Class Rosters/Schedules, (L)TARGET, (O)DMAC, (O)Time	Formative - common assessment results, benchmark results, state assessments, report cards, TARGET data
5. Provide AA and SpEd students with targeted small group instruction twice weekly during the school day to address system safe guards. (Title I SW: 1) (Title I TA: 1,2,3,4) (Target Group: AA,SPED)	Assistant Principal(s), Principal, Teacher(s)	Aug. - May	(S)Local Funds	Summative - State Assessment data, benchmark data, student growth measure

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Goal 3. To improve overall student performance in the area of Science and ensure that all 5th grade students pass the Science state assessment.

Objective 1. Have 100% of our 5th grade students in each student group pass the state assessment for science(All, AA, Hispanic, White, Eco Disad, SpEd) in 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will analyze assessment data by student expectation to plan target instruction and by question to determine interventions (Title I SW: 1,3,8,10) (Target Group: All,H,AA,AtRisk)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June (each 9 weeks)	(F)Title I, Part A - \$1,695, (L)District Curriculum Documents, (L)TARGET, (O)DMAC	Formative - common assessment results, benchmark results, state assessments, report cards
2. All students will complete science lab of experiments in the science lab for 40% of classroom instructional time. (Title I SW: 1,3) (Target Group: All,AtRisk)	Assistant Principal(s), Principal, Teacher(s)	Aug - June	(L)District Curriculum Documents	Formative - Weekly Lesson Plans
3. Tutoring will be provided during the school day to increase instructional time. (Title I SW: 1,2) (Target Group: All,AtRisk)	Assistant Principal(s), Principal, Teacher(s)	Sept - June (daily)	(O)Time	Formative - common assessment results, benchmark results, state assessment, report cards
4. Provide AA, Hisp, EcoDis, SpEd, and ELL students with small group targeted instruction weekly during the school day to address system safe guards. (Title I SW: 1) (Title I TA: 1,2,3,4) (Target Group: H,AA,ECD,ESL,LEP,SPED)	Assistant Principal(s), Principal, Teacher(s)	Aug - May	(S)Local Funds	Summative - State Assessment data, benchmark data, student growth measures

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Goal 4. To improve overall student achievement.

Objective 1. Set high expectations for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recognize student efforts through incentives and awards. (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s), Counselor(s), GIS Principal, Teacher(s)	Aug - June (each 9 weeks)	(O)Report Cards/Progress Reports, (O)Time, (S)Local Funds	Formative - common assessment results, benchmark results, state assessments, report cards, honor rolls, teacher awards
2. Provide accelerated instruction to students not meeting the standards on state assessments. (Title I SW: 1,3,10) (Target Group: All,AtRisk)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June (daily)	(F)CNA Documents, (L)Consultant, (L)District Curriculum Documents, (L)Region IV , (L)TARGET, (O)DMAC, (O)State Assessment Data, (O)Time	Formative - common assessment results, benchmark results, state assessments, report cards, Istation Reading reports
3. Instructional Coaches will mentor, assist, and guide teachers in curriculum planning, instruction, and assessment. (Title I SW: 1,3,4,8,9,10) (Target Group: All)	Assistant Principal(s), GIS Principal	Aug - June (daily)	(L)District Curriculum Documents	Formative - state assessment results, AYP data, common assessment results
4. Procedures and routines will be established the first day of school and followed throughout the year. (Title I SW: 2) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - June (daily)	(O)Professional Development, (O)Time	Formative - discipline referrals, observations, walkthroughs
5. Teachers will be provided additional 40 minutes of time daily for horizontal planning and cross curricular planning. (Target Group: All)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June (daily)	(F)CNA Documents, (L)District Curriculum Documents, (L)TARGET, (L)Team Planning Meetings, (O)DMAC, (O)Time, (S)Local Funds	Formative - PLC planning agendas, Unit Planning Guides, Curriculum Documents
6. Teachers will use the lesson cycle to promote consistency and time on task. (Title I SW: 2,9) (Target Group: All,AtRisk)	Assistant Principal(s), Principal, Teacher(s)	Aug - June (daily)	(L)Team Planning Meetings, (O)Professional Development, (O)Time	Formative - weekly lesson plans, walkthroughs, PLC planning agendas
7. Teachers will use the SMART Goal process with students to create specific, measurable, attainable, results-based, and time bound goals. (Title I SW: 2) (Target Group:	Assistant Principal(s), Principal, Teacher(s)	Aug - June (each 9 weeks)	(L)District Curriculum Documents, (L)TARGET, (O)Time	Formative - SMART Goal documents, common assessment results, benchmark results, state assessments

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Goal 4. To improve overall student achievement.

Objective 1. Set high expectations for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,AtRisk)				
8. Units of Instruction, lesson planning, and curriculum notebooks will be kept up to date. (Title I SW: 1,2,8,10) (Target Group: All,AtRisk)	Assistant Principal(s), Principal, Teacher(s)	Aug - June (weekly)	(L)District Curriculum Documents, (L)Team Planning Meetings, (O)Time	Formative - curriculum notebooks, PLC planning agenda, walkthroughs
9. TARGET will be used as a data disaggregation package. (Title I SW: 3,8,9) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - June (each 9 weeks)	(L)TARGET, (L)Team Planning Meetings, (O)Time	Formative - intervention lists, common assessment results, benchmark results, state assessments

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Goal 4. To improve overall student achievement.

Objective 2. Provide additional classroom support to at-risk students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide additional classroom support to at-risk students. (Title I SW: 1,3,10) (Target Group: AtRisk)	Assistant Principal(s), GIS Principal, Paraprofessionals	Aug - June (daily)	(F)CNA Documents, (O)DMAC, (S)FTE - 3.5, (S)State Compensatory - \$156,412	Formative - common assessment tests, benchmarks, state assessments, report cards, tutorial schedule, AYP notebooks
2. Students will be scheduled time in the computer lab to work with I-Station, Raz Kids, or A-Z Reading/Vocabulary. (Title I SW: 1,9) (Target Group: All,AtRisk)	Assistant Principal(s), GIS Principal, Librarian, Paraprofessionals, Teacher(s)	Aug - June (weekly)	(F)CNA Documents, (L)Consultant, (O)Time	Formative - program reports, sign in sheets, state assessment results
3. Inform students about mentor programs such as Big Brothers. (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug - June (daily)	(O)Time	Formative - discipline referrals, mentor program sign up sheets
4. Efficiently identify students with learning difficulties and provide support to overcome those difficulties. (Title I SW: 1,2,9,10) (Target Group: All,AtRisk)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Coordinator of Fed/Special Programs, Director of Special Education, GIS Principal, Interventionist, Teacher(s)	Aug - June (daily)	(F)CNA Documents, (L)GISD Policy Manual, (L)TARGET, (O)DMAC, (O)Time	Formative - common assessment results, benchmark results, state assessments, report cards
5. Ensure that all LEP students become proficient in English. (Title I SW: 9,10) (Target Group: ESL,LEP)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June (daily)	(F)Title III, LEP - \$868, (O)DMAC, (O)State Assessment Data, (O)Time	Formative - common assessment results, benchmark results, state assessments, report cards
6. Provide homebound services to eligible students. (Title I SW: 1,3,10) (Target Group: All,AtRisk)	Assistant Principal(s), Counselor(s), GIS Principal, Homebound Teacher, Teacher(s)	Aug - June (daily)	(L)Attendance Records, (O)Email communication/phone calls, (O)Time	Formative - common assessment results, benchmark results, state assessments, report cards
7. Provide all identified GT students the opportunity to participate in an enriched curriculum with a focus on creative and productive thinking, problem solving, and	Assistant Principal(s), Director of Student Services, GIS Principal, Teacher(s)	Aug - June (daily)	(S)Local Funds	Formative - Model UN results, GT enrollment numbers, number of students opting out of GT program

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Goal 4. To improve overall student achievement.

Objective 2. Provide additional classroom support to at-risk students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
critical thinking skills. (Title I SW: 1) (Title I TA: 1) (Target Group: GT,6th)				

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Goal 4. To improve overall student achievement.

Objective 3. GT students will score at Masters level on all state assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will be able to identify the GT students they teach (Title I SW: 1,10) (Target Group: GT)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June	(O)DMAC, (S)Gifted & Talented	Summative - state assessment data
2. Students will be provided rigorous instruction in an advanced classroom setting. (Title I SW: 1,10) (Target Group: GT)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June	(L)Class Rosters/Schedules, (L)Portfolios	Summative - state assessment data

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Goal 5. All students in Gilmer ISD will graduate from high school and be on track to be post secondary and/or college and career ready by graduation.

Objective 1. By May of 2020, a drop out rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 90%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Report and filed with court on students for truancy and non-attendance. (Title I SW: 1,6) (Target Group: All)	Assistant Principal(s), GIS Principal	Aug - June (monthly)	(L)Attendance Records, (O)Email communication/phone calls, (O)Parent Conferences, (O)Time	Summative - Student dropout rate will not exceed 1%
2. Provide summer tutorial program for at-risk students. (Title I SW: 1) (Target Group: AtRisk)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, GIS Principal, Teacher(s)	June	(L)Attendance Records, (O)Time	Summative - Student records of attendance and progress
3. Provide travel and time for homebound teacher to provide instruction to students placed on General Education homebound and through Pregnancy Related Services (Title I SW: 1,3,10) (Target Group: All,AtRisk)	GIS Principal	Aug - June (weekly)	(L)Class Rosters/Schedules, (O)Time	Summative - Student drop out rate will not exceed 1%

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Goal 5. All students in Gilmer ISD will graduate from high school and be on track to be post secondary and/or college and career ready by graduation.

Objective 2. Increase college awareness to encourage 100% student participation for college and secondary education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide career education to assist students in developing knowledge, skills, and competencies necessary for broad range of career opportunities. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Campus Staff, Counselor(s), Principal	Aug - June (quarterly)	(O)Time, (S)CTE	Summative - increase in career ready certificates earned
2. Students will participate in lessons to gain understanding that school leads to one of the following destinations: college, community college or technical school, workforce, or military. (Title I SW: 1,2) (Target Group: All,AtRisk)	Asst. Supt. Administrative Leadership, Counselor(s), GIS Principal	Spring Semester	(O)Time, (O)Training Documents	Summative - increased number of student meeting college and readiness standards on STAAR

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Goal 5. All students in Gilmer ISD will graduate from high school and be on track to be post secondary and/or college and career ready by graduation.

Objective 3. Reduce the achievement gap as measured by the state assessment in all subgroups by 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ additional teachers to supplement math and reading instruction through send-in support. (Title I SW: 1,2,9) (Target Group: All,LEP,SPED,AtRisk,504)	Assistant Principal(s), Paraprofessionals, Principal, Teacher(s)	Aug - June (daily)	(L)Class Rosters/Schedules, (O)Time	Summative - student achievement will increase to 90% or greater on the state assessment
2. Provide accelerated instruction plans for each student who did not meet the standard on state assessment. (Title I SW: 8,9,10) (Target Group: All,AtRisk)	Assistant Principal(s), Diagnosticians, Principal, Teacher(s)	Aug - June	(O)DMAC, (O)State Assessment Data	Summative - Accelerated Instruction Plans
3. Purchase supplemental resources to support math and reading for students at grades 5-6. (Title I SW: 1,8,9,10) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Principal	Aug - June	(F)Learning A to Z, (L)Istations, (L)Leveled Readers, (S)IMA Funds	Summative - State Assessment Data
4. Equally distribute students of all ethnicities and SES status among all teachers. (Title I SW: 3,5) (Target Group: All,H,AA,ECD,LEP,AtRisk,504)	Principal	Aug - June	(L)Class Rosters/Schedules, (O)Time	Summative - rosters, master schedule

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Goal 5. All students in Gilmer ISD will graduate from high school and be on track to be post secondary and/or college and career ready by graduation.

Objective 4. Gilmer Intermediate will improve student performance in math and reading to meet 50% state and 75% (federal) requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement instructional unit planning guides to assist teachers with student expectations prior to the grade level they teach and after the grade level they teach. (Title I SW: 1,3,4,9) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - June	(L)Team Planning Meetings, (O)Time	Summative - PLC planning agendas, Weekly lesson plans, Intervention plans
2. Reading Teachers will conduct guided reading for all students. (Title I SW: 1,3,9) (Target Group: All)	Assistant Principal(s), Interventionist, Paraprofessionals, Principal, Teacher(s)	Sept - June (daily)	(L)Leveled Readers, (L)Team Planning Meetings, (O)Time	Summative - Reading Levels, report cards, common assessment results

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Goal 5. All students in Gilmer ISD will graduate from high school and be on track to be post secondary and/or college and career ready by graduation.

Objective 5. Implement an extensive assessment and evaluation system that measure student achievement including student fitness, teacher effectiveness, and program success for 100% of teacher and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement instructional support process to identify students needing additional instructional services. (Title I SW: 1,2,8,9) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - June	(L)TARGET, (O)DMAC, (O)RTI Process	Summative - Intervention plans, common assessment data, state assessment data
2. Teachers will develop common assessments to measure progress toward SMART Goals GAN. (Title I SW: 1,8) (Target Group: All,AA,ECD,LEP,SPED)	Assistant Principal(s), Principal, Teacher(s)	Aug - June (each 9 weeks)	(L)District Curriculum Documents, (L)TARGET, (L)Team Planning Meetings	Summative - common assessment results, state assessment results, SMART Goals results graphs
3. Monitor the goals and objectives of the coordinated health program. (Title I SW: 2,10) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Principal	Aug - June	(O)Time, (S)FITNESSGRAM	Summative - health program data
4. Utilize the student fitness assessment data and school health index assessment and planning tool. (Title I SW: 1,10) (Target Group: All)	Assistant Principal(s), Campus Staff, Principal	BOY and EOY	(S)FITNESSGRAM	Summative - fitnessgram performance data
5. Implement strategies recommended by the local school health advisory council as documented in the district health curriculum. (Title I SW: 1,2,8) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Principal, School Nurse, Superintendent(s)	Aug - June (quarterly)	(L)GISD Policy Manual, (O)Time, (O)Training Documents	Summative - SHAC meeting agendas

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Goal 5. All students in Gilmer ISD will graduate from high school and be on track to be post secondary and/or college and career ready by graduation.

Objective 6. Fortify the academic program through guided reading to ensure that 100% of students are reading at grade level by the end of their 6th grade year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to implement guided reading program and level testing using Fountas and Pinnell to ensure students received additional instruction to read on grade level. (Title I SW: 1,2,8,9,10) (Target Group: All)	Assistant Principal(s), Interventionist, Paraprofessionals, Principal, Teacher(s)	Aug - June (daily)	(F) Learning A to Z, (L) Leveled Readers, (O) Time	Summative - common assessment results, guided reading assessment results, state assessment data, guided reading weekly lesson plans

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Goal 5. All students in Gilmer ISD will graduate from high school and be on track to be post secondary and/or college and career ready by graduation.

Objective 7. Differentiate instruction to accommodate learning styles and to meet the needs of 100% of our students in order to maximize their opportunities to excel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use the district curriculum documents for planning and instruction. (Title I SW: 1,2,3,8,9,10) (Target Group: All,AtRisk)	Assistant Principal(s), Principal, Teacher(s)	Aug - June (weekly)	(L)Team Planning Meetings, (O)Time	Summative - PLC planning agendas, weekly lesson plans, unit planning guides
2. Implement math instruction using manipulatives to take learning from the concrete to the pictorial to the abstract. (Title I SW: 1,2,8,9) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - June (weekly)	(L)Journals, (L)Team Planning Meetings, (O)Time	Summative - weekly lesson plans, PLC planning agendas, walkthroughs, observations, unit planning guides
3. Teacher planning period to plan instruction that targets the needs of at risk students by: A) developing lessons that maximize student engagement B) incorporating higher order thinking skills C) disaggregating data to scaffold instruction to meet the needs of at risk students D) developing hands on activities E) Planning instruction strategies to meet the needs of students F) determining appropriate assessments and developing intervention strategies that result from the assessment data G) assisting with student goal setting H) engaging in job-embedded professional development for continuous improvement for working with at risk students (Title I SW: 1,2,8,9,10) (Target Group: All,AtRisk)	Principal, Superintendent(s)	Aug - June (daily)	(L)Team Planning Meetings, (O)Time	Summative - weekly lesson plans, PLC planning agendas, common assessment results, PD sign-in sheets
4. Implement literacy strategies across grade levels. (Title I SW: 1,3) (Target Group: All)	Assistant Principal(s), Librarian, Paraprofessionals, Principal, Teacher(s)	Aug - June (weekly)	(F)Learning A to Z, (O)Book Fair	Summative - weekly lesson plans, walkthroughs, observations, state assessment data
5. Continue to implement Assessment for Learning strategies to identify learning targets	Assistant Principal(s), Principal, Teacher(s)	Aug - June (weekly)	(L)TARGET, (L)Team Planning Meetings, (O)DMAC, (O)Time	Summative - common assessment results, benchmark

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Goal 5. All students in Gilmer ISD will graduate from high school and be on track to be post secondary and/or college and career ready by graduation.

Objective 7. Differentiate instruction to accommodate learning styles and to meet the needs of 100% of our students in order to maximize their opportunities to excel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and to determine formative and summative assessment practices to determine student learning. (Title I SW: 2,3,8) (Target Group: All)				results, state assessment data, weekly lesson plans
6. Provide reading materials and other language tools to supplement the English language program in ESL classrooms, thereby exposing students to a variety of genres and literature. (Title I SW: 1,9,10) (Target Group: ESL,LEP)	Assistant Principal(s), Coordinator of Fed/Special Programs, Principal, Teacher(s)	Aug - June (weekly)	(S)Bilingual / ESL	Summative - common assessment results, state assessment results, TELPAS data
7. Continue to implement instructional plans for library and district-wide instructional expectations. (Title I SW: 1,2,9) (Target Group: All)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Librarian, Principal, Teacher(s)	Aug - June	(L)District Curriculum Documents, (O)Time	Summative - weekly lesson plans, walkthroughs, observations
8. Continue to implement inclusion and co-teach on campus for core content subjects. (Title I SW: 1,2,3,8,9) (Target Group: ESL,SPED,504)	Assistant Principal(s), Paraprofessionals, Principal, Teacher(s)	Aug - June (daily)	(L)Region IV , (O)Professional Development, (O)RTI Process, (O)Time	Summative - common assessment results, walkthroughs, observations, state assessment data
9. Provide opportunities and transportation for students to participate in Model UN. (Title I SW: 1,2,3,10) (Target Group: GT)	Principal, Teacher(s)	Aug - June	(L)Region IV , (O)Bus transportation, (S)Gifted & Talented, (S)Local Funds	Summative - number of GT students identified, results of Model UN
10. Provide dyslexia instruction for identified students with certified language therapist. (Title I SW: 1,2,8,9,10) (Target Group: Dys)	Director of Ancillary Services, Dyslexia Therapist, Paraprofessionals, Principal, Teacher(s)	Aug - June (weekly)	(O)Time, (S)Local Funds	Summative - students complete the dyslexia program, common assessment results, state assessment results
11. Provide staff development regarding the identification of potential GT students. (Title I SW: 1,4,8,10) (Target Group: GT)	Coordinator of Fed/Special Programs, Teacher(s)	November - March	(O)Time, (O)Training Documents, (S)Gifted & Talented	Summative - number of students nominated, number of students identified

GILMER INTERMEDIATE

Goal 5. All students in Gilmer ISD will graduate from high school and be on track to be post secondary and/or college and career ready by graduation.

Objective 7. Differentiate instruction to accommodate learning styles and to meet the needs of 100% of our students in order to maximize their opportunities to excel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Implement ELPS strategies in all classrooms to improve instruction for LEP students as well as all other students. (Title I SW: 1,9,10) (Target Group: ESL,LEP)	Assistant Principal(s), Principal, Teacher(s)	Aug - June (daily)	(F)Title III, LEP - \$550, (O)Region 7, (S)Bilingual / ESL	Summative - weekly lesson plans, walkthroughs, observations, PLC planning agendas

GILMER INTERMEDIATE

Goal 6. Gilmer Intermediate School will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Objective 1. Ensure a positive school culture that is student-centered and staff members are actively engaged with students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be monitored before, during and after instructional times. (Title I SW: 1,9) (Target Group: All,AtRisk)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June (daily)	(O)Time	Summative - discipline report, tobacco report, safe schools report, gun report
2. Provide opportunities for student recognition through incentives and awards. (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s), Counselor(s), GIS Principal, Librarian, School Nurse, Teacher(s)	Aug - June (each 9 weeks)	(O)Time, (S)Local Funds	Summative - celebrations, spreadsheet with students' names who have been recognized
3. Provide education through programs and materials to student regarding dating violence prevention suicide prevention and conflict resolution. (Title I SW: 10) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, School Nurse, Teacher(s)	Aug - June	(O)Time, (S)Local Funds	Summative - 50% decrease in 425 disciplinary offenses, number of referrals to counselor for mental health issues.
4. Implement a character education program at all campuses to include a bullying program. (Title I SW: 1,6,10) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug - June	(O)PEIMS 425 Record Report, (O)Time, (S)Local Funds	Summative - 50% reduction in disciplinary offenses.
5. Ensure that required training is provided to increase staff, student and parent awareness regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs. (Title I SW: 1,6,10) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug - June	(O)Family Night, (O)PEIMS 425 Record Report, (O)Time, (O)Training Documents	Summative - Training certificates
6. Provide programs, strategies, and activities to increase awareness regarding internet safety for youth. (Title I SW: 1,9,10) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug - June	(L)Student Handbook , (O)Training Documents	Summative - incidents of internet abuse

GILMER INTERMEDIATE

Goal 6. Gilmer Intermediate School will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Objective 2. Ensure safety and crisis management plans are developed, update, and appropriately communicated to all staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with scheduled and non scheduled drills--fire, shelter in place due to weather, shelter in place due to intruder. (Title I SW: 9) (Target Group: All)	Assistant Principal(s), Principal, SRO Officer	Aug - June (monthly)	(L)GISD Policy Manual	Summative - calendar of events, notes from each drill
2. Continue providing training on pertinent information regarding safety in schools (Title I SW: 9) (Target Group: All)	Assistant Principal(s), Principal, SRO Officer	Aug - June (monthly)	(O)Training Documents	Summative - dates of trainings, sign-in sheets

GILMER INTERMEDIATE

Goal 6. Gilmer Intermediate School will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Objective 3. By the end of the 2019-2020 school year, the student attendance rate will be at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives to encourage attendance at each campus. (Title I SW: 1,6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug - June	(L)Attendance Records, (S)Local Funds	Summative - Student attendance will equal or exceed 96%
2. Monitor attendance on a weekly basis to meet local, state, and federal goals. (Title I SW: 1,6,9) (Target Group: All)	Assistant Principal(s), PEIMS Coordinator, Principal, Teacher(s)	Aug - June	(L)Attendance Records, (O)Email communication/phone calls	Summative - Student attendance will equal or exceed 96%
3. Represent campuses at Truancy Hearings in Upshur County (Title I SW: 1,2,6) (Target Group: All)	PEIMS Coordinator, Principal	Sept - June	(L)Attendance Records, (O)Email communication/phone calls	Summative - Student attendance will equal or exceed 96%
4. Provide progressive presentations to student and parents on the importance of attendance and attendance related issues. (Title I SW: 2,6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug - June (quarterly)	(L)Student Handbook , (O)Parent Conferences, (O)Training Documents	Summative - student attendance will equal or exceed 96%
5. Review and revise transportation policies to ensure continuity of attendance for academic support for Homeless and Foster Care students. (Title I SW: 2,9) (Target Group: All)	Director of Technology, Principal	Aug - June	(L)Student Handbook , (O)Bus transportation, (O)Time	Summative - student attendance will equal of exceed 96%

GILMER INTERMEDIATE

Goal 7. Gilmer Intermediate School will recruit and retain 100 % Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that student graduate college and are career ready.

Objective 1. Strengthen the Campuses District Professional Development Model to focus on core content for the purpose of 100% collaboration between and among professionals with an emphasis on recruiting, supporting, and retaining new teachers, and continuing to participate in the state/regions minority recruitment efforts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contract with Region VII for Etrain Advantage to provide training for sexual harassment, child sexual abuse, special education, ethics, peer abuse and bullying, and blood borne pathogens. (Title I SW: 4,10) (Target Group: All)	GIS Principal, Superintendent(s)	August 1 - Nov. 18	(O)Region 7	Summative - PD certificates
2. Provide confidentiality training for all professional staff through eTrain online professional development. (Title I SW: 4) (Target Group: All)	GIS Principal	August 1 - November 18	(O)Region 7	Summative - PD certificates

GILMER INTERMEDIATE

Goal 7. Gilmer Intermediate School will recruit and retain 100 % Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that student graduate college and are career ready.

Objective 2. Provide targeted staff development for 100% of faculty and staff delivered in various formats and time frames to train and encourage teachers to use instructional strategies that expand student thinking and that address all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement focused staff development plan. (Title I SW: 3,4) (Target Group: All)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Principal	Aug - June (bi-monthly)	(O)Time, (O)Training Documents	Summative - sign-in sheets, agendas
2. Provide CPI Training for selected staff members. (Title I SW: 1,4) (Target Group: All,SPED)	Assistant Principal(s), Counselor(s), GIS Principal	June - Sept	(O)Time, (O)Training Documents	Summative - PD certificates
3. Teach additional thinking routines to administrative staff to take back to the teachers during campus staff development. (Title I SW: 1,3,4) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Sept - Jan	(O)Time, (O)Training Documents	Summative - sign-in sheets
4. Provide quality staff development to ensure retention and recruitment of highly qualified staff. (Title I SW: 4,5,9) (Target Group: All)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Principal, Region 7, Teacher(s)	Aug - June	(F)CNA Documents, (L)GISD Policy Manual, (O)Time, (S)Local Funds	Summative - teacher support, PD certificates, sign-in sheets
5. Provide annual update training to ensure common procedures for identifying, supporting, and monitoring the following students: Dyslexia, LEP, SpEd, GT and At-Risk. (Title I SW: 3,4) (Target Group: ESL,SPED,GT,AtRisk,Dys)	Asst. Supt. Curriculum/Instruction, Coordinator of Fed/Special Programs, Principal, Region 7	Aug - June (fall, winter, spring)	(L)GISD Policy Manual, (L)Region IV	Summative - PD certificates, sign-in sheets
6. Provide continued staff development in areas of district and campus focus. (Title I SW: 4) (Target Group: All,AtRisk)	Asst. Supt. Curriculum/Instruction, Coordinator of Fed/Special Programs, Principal, Region 7, Teacher(s)	Aug - June (bi-monthly)	(L)GISD Policy Manual, (O)Region 7, (O)Time, (O)Training Documents, (S)Local Funds	Summative - sign-in sheets, walkthroughs, observations, weekly lesson plans
7. Use tools from Leverage Leadership to promote communication between teachers and administrators. (Title I SW: 3,4) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - June	(O)Professional Development, (O)Time	Summative - walkthroughs, observations

GILMER INTERMEDIATE

Goal 7. Gilmer Intermediate School will recruit and retain 100 % Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that student graduate college and are career ready.

Objective 3. Increase percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of the 2019-2020 year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development opportunities to assist teachers in becoming highly qualified. (Title I SW: 3,4,5) (Target Group: All)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, GIS Principal	Aug - June (monthly)	(O)Professional Development, (O)Time, (O)Training Documents	Summative - 100% of teachers and paraprofessionals are highly qualified on each campus.
2. Provide planning sessions for each grade level and/or department 40 minutes daily. (Title I SW: 1,3,4,5) (Target Group: All)	GIS Principal, Superintendent(s)	Aug - June (daily)	(L)Team Planning Meetings, (O)Time	Summative - 100% of teachers are highly qualified on each campus.
3. Implement Leverage Leadership observations and feedback conferences to encourage teachers to reflect on instructional practices to improve instruction and student achievement. (Title I SW: 3,4,9) (Target Group: All)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June (every 3 weeks)	(O)Time, (O)Training Documents	Summative - Logs of observation and feedback conferences.
4. Continue implementation of mentorship program, i.e., stipends for mentors and mentees, training for mentors and mentees, regularly scheduled meetings and training sessions with mentors and mentees. (Title I SW: 3,4,5) (Target Group: All)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, GIS Principal, Parent Involvement Coordinator, Teacher(s)	Aug - June (monthly)	(O)Professional Development, (O)Time, (O)Training Documents	Summative - 100% of new employees are highly qualified.
5. Work with universities and region service centers to develop deficiency plans and alternative certification routes to increase the number of highly qualified teachers. (Title I SW: 3,4,5) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Parent Involvement Coordinator, Principal	Aug - June (monthly)	(O)Region 7	Summative - 100% of new employees are highly qualified

GILMER INTERMEDIATE

Goal 7. Gilmer Intermediate School will recruit and retain 100 % Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that student graduate college and are career ready.

Objective 4. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher in cooperation with the campus principal individual plans to determine specific strategies to meet the highly qualified requirements. (Title I SW: 3,4) (Target Group: All)	GIS Principal, Parent Involvement Coordinator, Teacher(s)	Aug - June	(O)Time	Summative - 100% of professionals are highly qualified.
2. Work with universities and region service centers to develop deficiency plans and alternative certification routes to increase the number of highly qualified teachers. (Title I SW: 3,4,5) (Target Group: All)	Asst. Supt. Curriculum/Instruction, GIS Principal, Parent Involvement Coordinator, Superintendent(s)	Aug - June (monthly)	(O)Region 7	Summative - 100% of staff are highly qualified.
3. Provide mentors to all new teachers in district. (Title I SW: 3,4) (Target Group: All)	GIS Principal, Parent Involvement Coordinator	Aug - June (monthly)	(O)Time	Summative - 100% of professionals are highly qualified on each campus.

GILMER INTERMEDIATE

Goal 7. Gilmer Intermediate School will recruit and retain 100 % Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that student graduate college and are career ready.

Objective 5. Provide a supportive, nurturing climate that promotes risk-taking and innovative thinking.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide orientation training for teachers new to the district. (Title I SW: 4) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Coordinator of Fed/Special Programs, Director of Instruction/Assessment, Director of Technology, GIS Principal	August	(O)Professional Development, (O)Time, (O)Training Documents	Summative - Increase success and retention of new employees.

GILMER INTERMEDIATE

Goal 7. Gilmer Intermediate School will recruit and retain 100 % Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that student graduate college and are career ready.

Objective 6. Ensure that low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Equally distribute students of all ethnicities and SES status among all teachers. (Title I SW: 3,5) (Target Group: H,W,AA,ECD,LEP,SPED,GT,M,F,AtRisk)	Counselor(s), GIS Principal	August to May	(L)Class Rosters/Schedules	Summative - 100% of students are taught by highly qualified teachers.

GILMER INTERMEDIATE

Goal 8. Gilmer ISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication, and by providing regular access to current education information.

Objective 1. Incorporate parental partnerships in student's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide regular opportunities to present strategies and other instructional techniques to parents. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Coordinator of Fed/Special Programs, Counselor(s), GIS Principal, Teacher(s)	Aug - June (quarterly)	(F)Title I, Part A - \$4,003, (F)Title III, LEP - \$100, (O)Family Night	Summative - Sign in sheets, Math Night, Science Night, Reading Night, Open House
2. Provide progress reports each three weeks period, along with feedback from assignments. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), GIS Principal, Teacher(s)	Aug - June (each mid-point)	(L)GISD Policy Manual	Summative - Increased parental involvement results in increased student achievement.
3. Provide opportunities for parents to celebrate student success. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), GIS Principal, Teacher(s)	Aug - June (quarterly)	(O)Family Night, (O)Time	Summative - Increased parental involvement results in increased student achievement.
4. Use social media to advertise parent involvement opportunities. (Title I SW: 6) (Target Group: All)	Principal	Aug - June (weekly)	(O)Time	Summative - posts
5. Implement parent involvement activities during the day and in the evenings to encourage parent participation. (Title I SW: 6) (Target Group: All)	Principal	Aug - June (quarterly)	(O)Family Night, (O)Time	Summative - sign-in sheets
6. Actively engage a greater number of parents in the educational process to support their children's academic achievement. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug - June (quarterly)	(O)Family Night, (O)Time	Summative - sign-in sheets
7. Embrace and acknowledge diversity and increase parental and community involvement to ensure equity of access to challenging academic programs for all students. (Title I SW: 1,6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug - June	(O)Email communication/phone calls, (O)Family Night, (O)Parent Conferences	Summative - parent logs, sign-in sheets
8. Increase parental and community engagement in the educational process for all as well as those represented in each NCLB	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug - June (quarterly)	(O)Family Night, (O)Time	Summative - sign-in sheets

GILMER INTERMEDIATE

Goal 8. Gilmer ISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication, and by providing regular access to current education information.

Objective 1. Incorporate parental partnerships in student's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
subgroup by a minimum of 10% as measured by attendance at academic nights, open houses, district, school committee participation and special school functions. (Title I SW: 6) (Target Group: H,AA,ECD,LEP,SPED,AtRisk)				
9. Continue VSI (Skyward) portal to improve parent communication for student grades and attendance. (Title I SW: 6,9) (Target Group: All)	Director of Technology, Principal, Teacher(s)	Aug - June	(L)Attendance Records, (O)District Website, (O)Email communication/phone calls	Summative - number of log-ins to VSI (skyward) parent portal

Comprehensive Needs Assessment

Demographics

Demographics Strengths

According to the Parent Climate Survey Gilmer Intermediate promotes understanding among students from various cultural backgrounds.

Demographics Needs

The highest at risk indicator is not performing satisfactorily on state assessment. Additional support needed for increase in Special Ed population. The campus could benefit by having an increase in male teachers and a greater diversity of staff members. A certified school counselor and behavior specialist would be an asset to help with the increase in students with mental health issues.

Demographics Summary

Gilmer Intermediate School serves 5th and 6th grade students. We have averaged 380 students during the 2018-2019 school year. This is a slight decrease from the previous year due to a smaller incoming group of 5th graders.

Gilmer Intermediate is 47% female and 53% male and our subpopulations are as follows:

19.3% Hispanic, 10.7% African American, 62.4% White. Although we had a significant increase in our Hispanic enrollment from 2010 (8.5%), it has remained relatively consistent the last 2 years along with the other ethnicities.

Our special programs consist of:

73.1% Low SES, 9.4.% LEP, 5.2% GT, 10.4% Special Ed, and the attendance rate is 96.92% for the year. Our low socio students saw a slight increase from 71% to 73% during this school year along with our Special Ed population increasing from 9% to 10.4%.

51.7% of the students are labeled at risk. This is a increase from 50%.

The student to core teacher ratio averages 22:1. Staff members are 12% African American, 80% white and 2% Hispanic.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Reading Intervention Program
Independent Reading Implementation
Structured PRIDE classes with more of a focus on reading and math
Instructional Coaching aiding teachers in areas of need

Student Achievement Needs

The RtI program needs to continue developing
Provide more opportunities for math intervention
There must be continued attention given to ensuring that demographic subpopulations meet growth expectations.
Continue MAP implementation with more detailed data analysis

Student Achievement Summary

As a result of limited growth in the area of 6th Reading and 5th/6th Math, the campus has implemented a multi-strategic plan of action focused on growth. Data talks, strengthening RtI, and revamping PLC with a focus on learning has led to a more systematic approach to reaching our goal. This is the sixth year the campus has been implementing an intervention program for students in reading resulting in 74% of 5th graders meeting expected or accelerated growth on STAAR reading. However, 6th grade had 62% with limited growth in reading for the 1718 STAAR. Independent reading has been implemented school-wide with the aid of MYon and Accelerated Reader. Some concerns related to student achievement are associated with students who have a significant amount of absences. Other concerns are being investigated through a Response to Intervention program which has improved this year, but still requires additional development. The subpopulation showing the greatest area of need is the African American students; however, the gap between these students and their peers is being closed. These students showed tremendous growth from 2016 to 2017 in all areas. The area that has shown the greatest growth on this campus is fifth grade science in all subpopulations. This growth is accredited to the instructional coaching team working with the fifth grade science team creating a strong curriculum and providing relevant lessons.

School Culture and Climate

School Culture and Climate Strengths

There is acknowledgement of a job well done from the leadership staff. Teachers feel their ideas are valued by the administration. There is a positive atmosphere in the air from students and staff alike. The perception from the community is that the school is a positive place for kids and they enjoy their children being on campus. The implementation of

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

the House system has built a stronger sense of community within the school. The continuation of “You’ve Got Grades” celebration for students has been a great motivator encouraging students to work hard and put forth 110% effort. In addition, encouraging a student-led campus through involvement in GIS News Broadcast team, student council, student leadership teams, and student led assemblies has had a positive impact on students. According to the staff survey, the campus discipline plan has been effective for maintaining positive behavior in students.

School Culture and Climate Needs

Staff survey indicates that although overall communication has improved, there are still areas of concern including communication with itinerant staff and Life Skills staff. Although there has been an improvement in the perception of bullying, the parent survey indicates that this is still an issue needing attention on our campus.

School Culture and Climate Summary

Our campus has continued to improve the culture and climate over the last couple of years with limited staff changes. Currently, there are 21 certified teachers on campus including Life Skills and SpEd inclusion. Of the 21 certified teachers, 17 have been here two or more years. A focus and commitment to 5 core beliefs sets a positive tone for the campus. Staff surveys show that the vast majority of staff members feel supported, valued, and satisfied working on this campus. They also feel the administration provides a clear vision for the campus, and provide the resources and support to achieve that vision. The Parent School Climate Survey indicates that parents believe their students are respected, safe, and held to high standards and overall students look forward to coming to school everyday.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Each department and the campus determines the greatest area of need each year and sets goals around those needs. Teachers continuously moved students through tutorial rotations based on data and specific needs from summative assessments.

Staff Quality, Recruitment and Retention Needs

Comprehensive Needs Assessment

All teachers need ESL and GT certification.
Continue to build longevity in staff members.

Staff Quality, Recruitment and Retention Summary

All staff are highly qualified during the 2018-2019 school year. Staff represented a diversity of experience. Four core staff members are new to the campus this year. Staff attended all required professional development by campus and district staff and Region 7. Additionally, core staff have attended content specific training for guided reading, small group math, and running records, which have been selected based on the campus GAN. Teachers with less than 3 years' experience in the profession completed the district mentor program. Teachers have mentors on the campus. Also, teachers with less than 5 years of experience were provided an instructional coach for additional support. Teachers have a common planning period which allows them to grow through professional learning communities, as well as, lesson plan together. Through the use of collected data, students are scheduled for interventions based on the strengths and weaknesses of the staff.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers analyze data through use of the NWEA, TARGET and DMAC systems. Guided reading is offered to students that score below grade level in reading, 20 minutes every day. Advanced classes are offered (based on STAAR scores and data,) that provide opportunities for students to expand thinking. There are currently two PBL focused classes for 5th and 6th graders that implement creation and design thinking in application to the TEKS. Our 6th grade ELA curriculum is divided into quarters that fall under the guidelines of Figure 19. Fifth grade purposefully imbeds these guidelines in each unit. ELA teachers teach a novel each quarter, integrating nonfiction and poetry, and target connections between the two. Unit assessments are used to identify students' strengths and weaknesses within a concept. Students use test data to set SMART goals and measure their own growth throughout the year. A schedule is provided which allows for teachers to have a common planning period at the end of the day. This year, further supports for student culture have been added, including: a student leadership team, a friendship group, a structured Student Council, and "You've Got Grades" celebrations every nine weeks. The addition of these measures toward student culture have had the effect of creating an even greater sense of community on campus.

Curriculum, Instruction and Assessment Needs

Teachers have expressed the need to have a defined schedule in which to analyze data as teams. This period should happen preferably after unit assessments, and with regularity. Additionally, the Intermediate school continues to explore ways of more effectively meeting the needs of at-risk students.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

Gilmer Intermediate values growth and has high expectations for student success. Teachers plan and deliver instruction based on the district scope and sequence, pacing calendar, unit planning guides, and model lessons to ensure all TEKS are being taught. Vertical alignment documents are utilized understanding student background knowledge as well as knowing the depth of knowledge needed for the next grade level. The campus uses the SMART goal process so that teachers will be able to measure student growth, as well as reflect on and analyze specific areas of need for planning instruction. Teachers also implement this student information for planning instruction, finding baseline data and measuring growth. Data from the unit assessments, formative assessments, and mock tests are analyzed regularly and used to plan instruction, interventions and acceleration. Students are grouped according to identified needs and provided targeted instruction to meet those needs. The addition of MAP testing this year has supported the campus goal of growth. Differentiated instruction is provided in the classroom.

Family and Community Involvement

Family and Community Involvement Strengths

We continue to provide an appropriate number of parent involvement activities in which many parents are in attendance. We added student-led assemblies this year, which received high praise from parents and community.

Monthly newsletters are sent home providing parents with what students are learning and participating in at school.

Family and Community Involvement Needs

More information needs to be provided to parents in Spanish.

Parents should be made aware of more enrichment opportunities outside the school such as plays, ballets, art exhibits, science exhibits, etc.

Take more opportunities to make parents aware of processes like how to sign up for the Big Brother program, etc.

Increase parental participation in site base committee meetings

Increase number of student-led assemblies and events for the 2018-2019 year.

Family and Community Involvement Summary

Parent involvement has remained steady over the past year. Unfortunately, parent involvement in site based meetings is still lacking, but parents have provided input through the Campus Climate Survey. We have involved local businesses in supporting school functions through donations of money and time. Our students have participated in service projects that provide resources to local charities. Several parents come and eat lunch with their children. There was a great turnout for our parent involvement activities scheduled throughout the year. Those events were made known through the phone call out system, notes sent home with students, via email to a parent email list, social media

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

post, and was also posted on the Gilmer Intermediate website. The events included:

August 22nd Meet the Teacher 10:00am-6:00pm
August 29th Parent Information Night 5:30-6:30
September 7th Breakfast with Grandparents
September 27th Site-Base Committee Meeting 7:30 am or 4:00pm
October 30th Fall Academic Night 5:30-7:00pm (student-led)
November 9th Student-Led Veterans Program 10:15am
November 14th Thanksgiving Day Family Feast
Dec. 11th & 12th Band Holiday Recital 6:00pm
Feb. 14th Breakfast with a Gentleman 7:20am
February 15th Black History Program (Student-Led)
March 29th GIS Color Run (community sponsored)
April 25th Site-Base Committee Meeting 7:30am or 4:00pm
May 2nd Field Day at the high school 10:00-2:00pm
May 9th Muffins with a Lady 7:20am
May 19th Choir Spring Concert at Civic Center 7pm

School Context and Organization

School Context and Organization Strengths

Daily planning and teaming time gives teachers ample time to work collaboratively to align curriculum, instruction, and assessment.

Team format allows four core teachers to teach the same group of students making it easier to build relationships and create a greater sense of community.

By the end of the 2018-2019 school year, the Intermediate team will have screened the current 5th graders and 4th graders in order to strategically place students in guided reading groups for the following school year. Since the staff will already know student reading levels, guided reading instruction will begin the 3rd week of the school year.

School Context and Organization Needs

Develop a mechanism to survey students to obtain their feedback similar to the parent and staff survey.

The campus needs to provide more parental training in the importance of school involvement. More parent involvement is needed.

The campus needs a better and more in depth system of RTI.

Comprehensive Needs Assessment

School Context and Organization Summary

The campus has approximately 381 students in grades 5-6. There are Nine fifth grade teachers and Nine sixth grade teachers. Grade-levels consists of two 4 man teams and 2 teachers teach a 5th/6th split. One accelerated math and reading class is offered at both 5th and 6th grade. There is a principal, assistant principal, and one social worker. Elective teachers come from other campuses and only spend a portion of their day on the campus. The campus has an academic focus and has made strides in building an intervention program. There are 3 tutorial periods built into the day for guided reading, math or any extra tutoring students may need. Two of those tutorial periods are during student PE times and only happen two days a week, in order to be in compliance with physical activity hours. Assessments are given based on units of study. The campus strives for intentional purposeful teaching, consistent procedures and routines, and the development of a professional learning community. All students at Gilmer Intermediate participate in guided reading instruction. Students who met or exceeded standard on STAAR were placed in larger guided reading groups that were planned and monitored by the classroom teacher. Students who did not meet minimum standards on STAAR or who were referred by the classroom teacher for small group guided reading instruction were screened using the Fountas and Pinnell Benchmarking system.

Technology

Technology Strengths

Additional laptop carts were added this year
Campus-wide use of google classroom has been effective in administering oral administration for unit assessments
All core classrooms have a desktop computer, projector, and document camera and are fully adept at using them in instruction.
The campus has a technology specialist who quickly and effectively meets our needs.
Teachers have a desire to learn, acquire, and use new technology.
The campus has swivl cameras for teachers to implement in their classroom and training.
Wireless internet hotspots have been placed in every classroom which has provided more reliable internet access.
Updates have continued to be made in both computer labs.
A STEM class has been added as an elective in 5th and 6th grade.
Projectors have been added to band halls and science labs.
Equipment purchased for Broadcast News Team

Technology Needs

More laptop carts to increase the availability
2 carts per team would allow for 1:2 ratio
More classroom computers to allow for station work, flipped classroom models, and projects that require research
Basic technology classes for students
Learn to use PowerPoint and Word

Comprehensive Needs Assessment

Technology Needs (Continued)

Wireless tablet projectors for others not just math
Need for new technology such as iPads and iPods
Staff professional development to show what technology is available to teachers and how to use it

Technology Summary

Instructional technology available to teachers and students include projectors, staff computers, document cameras, two computer labs, wireless tablet projectors (math teachers only), eight laptop carts (25 laptops per cart), a class set of iPods, wireless internet, hot spots, swivel cameras, and DVD/VCR players. Every teacher has a desktop computer, document camera, and projector and are fully adept at using them in instruction. Technology is effectively used with instruction and intervention. Programs such as Google Classroom, SeeSaw, CNN News, IStation, Edmodo, Kahoot, Plickers, and Quizizz are used. Interactive online Science and Social Studies textbooks are used. Data indicates staff are comfortable using technology for instructional purposes but a need for ongoing training is still warranted. The more proficient a teacher is with technology, the more likely they will use it. Increased technology will increase student engagement.

Other

Other Summary

To provide student support and academic enrichment Gilmer Intermediate would allocate funds to provide the following learning experiences for our students:
Collaborate with local college students to host STEM activity lessons with GIS students; for example, this past year students from the University of Alabama with the Society of Women Engineers (SWE) taught our young ladies about architectural designs and degree opportunities for women.
Invite a professional speaker who regularly works with pre-teen students to build an awareness of bullying, including cyber-bullying, and sexting through a memorable interactive presentation.
Provide teachers professional development in utilizing the defined STEM resource to offer more problem-based learning in the regular classroom with the integration of technology.