

GILMER EL

Campus Improvement Plan

2020/2021

Gilmer Elementary is a Title 1 Schoolwide 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 EL

Mission

Gilmer ISD:

*Prepares every student for the workforce, military, or post-secondary training
Recognizes and educates each child as a unique individual
Nurtures academics, social and cultural differences
Develops reliant citizens who contribute to the community's success and strength*

Vision

We believe:

*Everyone can learn.
Every child and family should feel welcome, loved, and safe.
A solid educational foundation prepares students to fulfill their life's ambitions and dreams.
Extracurricular and co-curricular activities enhance academic achievement.
Every staff member is vital to the educational experience.
Students, educators, parents, and community members share in the responsibility
for the safety, security, encouragement, and success of students.*

Nondiscrimination Notice

GILMER EL 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.

GILMER EL Site Base

Name	Position
Kemp, Kimberly	Principal
Godsy, Wes	Assistant Principal
Nance, Nathan	Campus Non-teaching
Wall, Delinda	District Non-teaching
Cates, Nicole	teacher
McGuffin, Kathy	Community Representative
Barnes, Adra	Dean of Special Services
Kitchell, Bryant	parent
Williams, Jessica	teacher
Nolan, L P	Community Representative
Hoffpauir, Jessica	Assistant Principal
Finch, Chearl	Parent
Huddleston, Jessy	Parent
Trevino, Yazmin	Business Representative
Tennison, Jamie	Business Representative
Le Grand, Bayley	teacher
Lange, Amanda	Parent

Resources

Resource	Source
No rows defined.	

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2020/2021 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.

GILMER EL

Goal 1. Each student will be on track to be post-secondary and/or career ready by graduation.

Objective 1. Measure, monitor, and sustain annual individual student growth and the elimination of the achievement gaps in the core content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue identifying students with possible learning difficulties and provide strategies to assist in overcoming academic difficulty through the RtI process. (to address system safeguards) (Title I SW: 1,9) (Title I TA: 1,3,4) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.4)	Assistant Principal(s), Diagnosticians, GES Principal, Interventionist, Teacher(s)	August-May	(O)RTI Process, (S)Exact Path	Data submitted each nine weeks; Improvement show through progress monitoring; IStation ISIP, MAPs, Improved STAAR scores and improved student performance on local assessments. 10/06/20 - Significant Progress
2. Ensure that all LEP students become proficient in English. (to address System Safeguards) (Title I TA: 1,3,5,7,8) (Target Group: LEP) (Strategic Priorities: 2,4) (ESF: 3,3.3,5,5.3)	Assistant Principal(s), GES Principal, Interventionist, Teacher(s)	August-May	(F)Rosetta Stone, (F)Title III, LEP - \$4,100, (O)DMAC, (O)Time, (S)Local Funds	Improve student performance on state assessments (STAAR and TELPAS) 10/06/20 - Significant Progress
3. Integrating technology applications will support classroom goals. (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.4)	Instructional Coaches, Teacher(s)	August-May	(O)Time, (S)Exact Path, (S)Local Funds	Documented with walkthroughs 10/06/20 - Significant Progress
4. Students will participate in physical education to develop gross/fine motor skills showing correlation to academic learning strategies. (Title I TA: 4,8) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3)	Teacher(s)	August-May	(O)Time	Walkthroughs document progress 10/06/20 - On Track
5. Provide G/T services to those students identified as G/T based on the review and analysis of assessment and cumulative reports. (Title I TA: 5,8) (Target Group: GT) (Strategic Priorities: 3) (ESF: 5,5.3)	Counselor(s), Teacher(s)	August-May	(F)Defined STEM, (S)Gifted & Talented, (S)Local Funds	Documentation of teacher and parent referrals as well as assessment results 10/06/20 - On Track
6. Implement full inclusion for special education students when appropriate (to address System Safeguards) (Title I TA: 1,2,4,5,8) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 3,3.3,5,5.3)	Assistant Principal(s), Diagnosticians, GES Principal, Teacher(s)	August-May	(O)Time, (S)IDEA Special Education	Inclusion teachers submit daily schedule of inclusion support minutes ARD schedule pages 10/06/20 - On Track
7. Music, Art, Maker Space and Technology	Instructional Coaches,	August-May	(L)Lesson Plans, (O)Time	Monitored through walkthroughs

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
lessons will support math, reading, and writing goals. (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.3)	Teacher(s)			10/06/20 - On Track
8. Use math and literacy stations to enhance learning and meet individual needs of students.(to address System Safeguards) (Title I SW: 1,3,9) (Title I TA: 1,2,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2,2.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), GES Principal, Instructional Coaches, Teacher(s)	August-May	(F)Learning A - Z, (L)Fountas and Pinnell Benchmark System, (O)DMAC, (O)Time, (S)Exact Path	Documented on lesson plans and monitored through walkthroughs as well as usage reports from IStation, STMath, etc. 10/06/20 - On Track
9. Provide homebound services to eligible students. (Title I SW: 1,3,10) (Title I TA: 1,5,8) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3,3.3)	Assistant Principal(s), GES Principal, Homebound Teacher, Teacher(s)	As needed August-May	(L)Leveled Readers, (O)Time, (S)Exact Path	Formative - Student data will show continued growth 10/06/20 - Completed
10. Provide PreK and Headstart education services for students who qualify. (Title I SW: 7) (Title I TA: 1,5,8) (Target Group: PRE K) (Strategic Priorities: 2,4) (ESF: 3,3.3,4,4.1,5,5.2,5.3)	Assistant Principal(s), GES Principal, Teacher(s)	August-May	(O)Region 7, (S)CLI Engage Assessment, (S)FTE - 6, (S)State Compensatory - \$197,899	PEIMS report for qualification Classroom rosters 10/06/20 - On Track
11. Recognize student academic, behavioral and attendance effort through use of incentives. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	Assistant Principal(s), Counselor(s), GES Principal, Teacher(s)	weekly/quarterly	(O)Time, (S)Local Funds	Student recognition for behavior monthly, shout outs daily on morning announcements for academic and behavior, academic and attendance recognition at nine week periods 10/06/20 - On Track
12. Employ instructional assistants to support classroom instruction. (Title I SW: 1,3,10) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.3)	GES Principal, Paraprofessionals	August-May	(F)Title I, Part A - \$37,300, (O)Time, (S)FTE - 4.5, (S)Local Funds, (S)State Compensatory - \$133,509	Classrooms with needed assistance have a paraprofessional provided 10/06/20 - Completed
13. Provide LLI Fontas and Pinnell reading intervention kits (Title I SW: 1,3,10) (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.3,5,5.3,5.4)	Director of Literacy, Interventionist	August-May	(S)Local Funds	LLI Fountas and Pinnell Kits have been purchased for daily reading intervention use

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Objective 1. Measure, monitor, and sustain annual individual student growth and the elimination of the achievement gaps in the core content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Lesson plans and Campus schedule provide documented proof 10/06/20 - Completed
14. Additional 45 minute planning period to plan instruction for planning horizontal and cross-curricular. (to address System Safeguards) (Title I SW: 1,3,4,10) (Title I TA: 2,3,6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3)	GES Principal, Instructional Coaches, Teacher(s)	daily	(L)Lesson Plans, (L)Team Planning Meetings, (O)Time, (S)Local Funds	Lesson plans monitored by administration PLC Meetings attended by teachers, instructional coaches, district personnel with agenda with appropriate 10/06/20 - On Track
15. Monitor student growth and achievement using the SMART goals process. MAPs and TEKSscore assessment data will support the SMART goals process. (to address System Safeguards) (Title I SW: 1,8,10) (Title I TA: 1) (Target Group: All,H,W,AA,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2,3,4) (ESF: 3,3.1,4,4.1,5,5.1,5.3)	Assistant Principal(s), GES Principal, Instructional Coaches, Teacher(s)	August-May	(L)TARGET, (O)DMAC, (O)State Assessment Data, (O)Time	Hallway visuals Student Data Cards Quarterly PLC Data Meetings 10/06/20 - Significant Progress
16. Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. (Title I TA: 4) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1)	GES Principal, Teacher(s)	all year	(L)Class Rosters/Schedules, (O)Time	Teachers provide career readiness lessons during the social studies curriculum 10/06/20 - Some Progress
17. Utilize MAPs Testing at the beginning, middle, and end of the year to measure student growth. (to address System Safeguards) (Title I TA: 3,4) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1)	Assistant Principal(s), Campus Staff, GES Principal	Beginning, Middle, and End of Year	(S)Local Funds	Criteria: Summative: Students growth will occur between BOY to MOY to EOY on MAPs assessment in all areas. 10/06/20 - On Track

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Goal 1. Each student will be on track to be post-secondary and/or career ready by graduation.

Objective 2. Increase rigor and relevance in course work to prepare students to be post-secondary and/or career ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Procedures and routines will be established the first day of school and followed throughout the year. (Title I SW: 2) (Title I TA: 3) (Target Group: All) (ESF: 3,3.1,3.2)	Assistant Principal(s), GES Principal, Teacher(s)	Aug-May	(O)Professional Development, (O)Time	Discipline referrals, observations, and improved student performance on report cards and progress reports 10/06/20 - On Track
2. Efficiently identify students with learning difficulties and provide support to overcome those difficulties. (to address System Safeguards) (Title I SW: 1,2,9,10) (Title I TA: 1,4,8) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,5,5.4)	Asst. Supt. Curriculum/Instruction, Coordinator of Fed/Special Programs, Counselor(s), Director of Special Education, GES Principal, Interventionist	daily	(F)CNA Documents, (L)GISD Policy Manual, (O)DMAC, (O)RTI Process, (O)Time	Assessment results, state assessments, report cards, progress reports, Rtl meetings 10/06/20 - On Track
3. Ensure that all LEP students become proficient in English. (to address System Safeguards) (Title I SW: 9,10) (Title I TA: 5,8) (Target Group: ESL,LEP) (Strategic Priorities: 2,4) (ESF: 1,1.2,5,5.3)	Assistant Principal(s), GES Principal, Teacher(s)	daily	(F)Rosetta Stone, (F)Title III, LEP - \$1,100, (O)DMAC, (O)State Assessment Data, (O)Time	Improve student performance on state assessments (STAAR and TELPAS) 10/06/20 - On Track
4. Provide accelerated instruction through classroom instruction, small group intervention, and tutorials to students not meeting the standards on state assessments. (to address System Safeguards) (Title I SW: 1,3,10) (Title I TA: 1,2,3,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.3,5.4)	Assistant Principal(s), GES Principal, Instructional Coaches, Teacher(s)	daily	(F)CNA Documents, (L)Consultant, (L)District Curriculum Documents, (O)DMAC, (O)State Assessment Data, (O)Time, (S)Local Funds	Formative - local assessment results, state assessments, report cards, IStation reports, STMath reports 10/06/20 - On Track (S)
5. Instructional Coaches will mentor, assist, and guide teachers in curriculum planning, instruction, and assessment. (Title I SW: 1,3,4,8,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,2,2.2,4,4.1,5,5.1,5.3)	Assistant Principal(s), GES Principal, Instructional Coaches	daily	(F)Title I, Part A - \$190,440, (L)District Curriculum Documents, (S)FTE - 7, (S)State Compensatory - \$204,037	Formative - State assessment results, MAPs assessment results 10/06/20 - On Track (S)
6. Provide all identified GT students the opportunity to participate in an enriched curriculum with a focus on creative and productive thinking, problem solving, and critical thinking skills. (Title I SW: 1,3,10) (Title I TA: 1,5,8) (Target Group: GT) (Strategic	Director of Student Services, GES Principal, Teacher(s)	daily	(F)Defined STEM, (S)Local Funds	Formative - GT enrollment numbers, number of students opting out of GT program 10/06/20 - On Track (S)

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Objective 2. Increase rigor and relevance in course work to prepare students to be post-secondary and/or career ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 3) (ESF: 1,1.2)				
7. Students in the special education program are placed in the least restrictive environment for exposure to grade appropriate instruction and peers. Some students are in co-teach classrooms. (to address System Safeguards) (Title I SW: 1,3,10) (Title I TA: 1,3,4,5,6,8) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 1,1.2,2,2.2)	Assistant Principal(s), Director of Special Education, GES Principal, Teacher(s)	daily	(L)Class Rosters/Schedules, (O)Time, (S)IDEA Special Education	Formative - Assessments, progress reports, and IEP progress reports 10/06/20 - On Track (S)
8. Utilize TEKS Resource System to align grade-level curriculum (Scope & Sequence, IFDs, Unit Assessments) (Title I TA: 2,3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Director of Literacy, GES Principal, Instructional Coaches, Principal, Teacher(s)	Daily	(F)Title I, Part A, (O)Region 7	Criteria: Formative: Submitted Lesson Plans 10/06/20 - On Track

GILMER EL

Goal 1. Each student will be on track to be post-secondary and/or career ready by graduation.

Objective 3. Monitor the goals and objectives of the coordinated health plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement strategies recommended by the local school health advisory council (SHAQ) as documented in the district Health curriculum. (Title I TA: 4,8) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Director of Student Services, GES Principal, School Nurse	all year	(O)Time	Strategies communicated and implemented 10/06/20 - On Track
2. Utilize the student fitness assessment data, and school health index assessment and planning tool. (Title I TA: 4) (Target Group: All) (ESF: 3,3.3)	GES Principal, Teacher(s)	all year	(L)Class Rosters/Schedules, (S)FITNESSGRAM	Formative - Improve participation rates in moderate to vigorous physical activity. 10/06/20 - On Track (S)

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Goal 2. Gilmer ISD learning communities will provide students with a safe and nurturing environment.

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) (ESF: 3,3.1,3.2)	Assistant Principal(s), GES Principal, SRO Officer, Teacher(s)	daily	(O)Time, (S)Local Funds	discipline reports 10/06/20 - On Track
2. Provide opportunities for student recognition through incentives and awards. (Title I SW: 6,10) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.4)	Assistant Principal(s), Counselor(s), GES Principal, Teacher(s)	Aug-May	(O)Time, (S)Local Funds	Effective schools research shows that student who work in a safe climate show increased academic achievement. Record sheets of awards and recipients. 10/06/20 - On Track
3. Implement a character education program. (Title I TA: 3,4) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.3)	Counselor(s), Teacher(s)	Aug-May	(O)Time, (S)FTE - 60000, (S)Local Funds	Formative - Reduced office referrals 10/06/20 - On Track (S)
4. Ensure that required training is provided to increase staff awareness regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs. (Title I TA: 6) (Target Group: All) (ESF: 3,3.3)	Assistant Principal(s), Counselor(s), GES Principal, Teacher(s)	Beginning of year	(O)Region 7, (O)Time	Formative - Training certificates 10/06/20 - Completed (S)
5. Lessons will be provided by our Counselors in all grade levels and posters in hallways to help identify and how to report bullying to adults and by using the STOPit Bullying App. (Title I TA: 8) (Target Group: All) (ESF: 3,3.1,3.3)	Assistant Principal(s), Counselor(s)	yearly	(L)Class Rosters/Schedules, (O)Time	Formative - Schedule of guided lessons, posters around school facilities 10/06/20 - Completed (S)

GILMER EL

Goal 2. Gilmer ISD learning communities will provide students with a safe and nurturing environment.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Crisis plan will be evaluated by local law enforcement. (Title I TA: 8) (Target Group: All) (ESF: 3,3.1)	Assistant Principal(s), GES Principal, SRO Officer	October	(O)Time	Formative - Local law enforcement will give the campus feedback after reviewing the campus plan and conducting drills. 10/06/20 - On Track (S)
2. Implement CHAMPS program campus-wide and in classrooms. (Title I TA: 3) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3)	Campus Staff, Teacher(s)	Aug-May	(O)PEIMS 425 Record Report, (O)Time	Formative - Decreased office referrals; Improved STAAR scores and improved student performance on local assessments. 10/06/20 - On Track (S)

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Goal 3. Gilmer ISD will attract, develop and retain world-class educators committed to serving each student.

Objective 1. Ensure staff development is aligned with the district goals and identified needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. An administrator or Curriculum coach will provide regular staff development of best teaching practices and research based instructional strategies. Administrators and Curriculum coaches will meet with teams for planning. (Title I SW: 4) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2,2.1,5.2)	Assistant Principal(s), GES Principal, Instructional Coaches	weekly	(L)Lesson Plans, (O)Instructional Survey, (O)Time	Formative - Team meeting sign in sheets. Lesson plans on share drive 10/06/20 - On Track (S)
2. Implement vertical alignment documents to assist teachers with student expectations prior to the grade level they teach and after grade level they teach. (Title I SW: 1,3,4,10) (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, GES Principal, GLF, Instructional Coaches, Superintendent(s), Teacher(s)	August-May	(O)Region 7, (O)Time	Formative - Teacher groups will use these documents in their weekly planning meetings and for determining student interventions. Use the IFD document from TEKs Resources. 10/06/20 - On Track (S)
3. Provide annual update training to ensure common procedures for identifying, supporting, and monitoring the following students: Dyslexia, LEP, SPED, G/T, EcoDis and At-Risk. (to address System Safeguards) (Title I TA: 4,6,8) (Target Group: ECD,ESL,LEP,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2) (ESF: 3,3.3,5,5.4)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Campus Staff, Coordinator of Fed/Special Programs, Counselor(s), Diagnosticians, Director of Special Education, Dyslexia Therapist, GES Principal, Region 7	August-May	(F)Title I, Part A - \$750, (O)Region 7, (S)Dyslexia	Formative - Training sign in sheet 10/06/20 - Significant Progress (S)
4. Provide continued staff development in areas of district focus-Fundamental 5, SMART Goals, MTV, Writing Academy, F&P Classroom, Guided Reading and small group instruction, etc. (Title I SW: 4) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,3,3.1,3.2,5,5.2,5.3)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, GES Principal, Instructional Coaches	August-May	(L)Consultant, (O)Region 7, (O)Time	Formative - Training sign in sheets 10/06/20 - Significant Progress (S)

GILMER EL

Goal 3. Gilmer ISD will attract, develop and retain world-class educators committed to serving each student.

Objective 2. Implement recruitment and retention strategies to ensure instruction by highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide quality staff development to ensure retention and recruitment of highly qualified staff. (Title I SW: 3,4,5) (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Asst. Supt. Curriculum/Instruction, GES Principal, Instructional Coaches	June-August	(O)Region 7, (S)Local Funds	Formative - Increased teacher retention rate and 100% of teachers and paraprofessionals will be highly qualified. 10/08/20 - Completed (S)
2. Provide mentor teacher for each beginning teacher. (Title I SW: 5) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	GES Principal, Teacher(s)	August-May	(O)Time	Formative - Meetings with mentors and mentees held periodically to increase teacher retention. Sign-in sheets from meetings. 10/08/20 - On Track (S)
3. Provide professional growth activities for teachers and administrators. (Title I TA: 3,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1)	Asst. Supt. Curriculum/Instruction, Coordinator of Fed/Special Programs, GES Principal	August-July	(O)Region 7, (S)Local Funds	Formative - Sign in sheets, training certificates 10/08/20 - On Track (S)

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Goal 4. Gilmer ISD will develop and promote positive internal and external relations through effective communications and stakeholder involvement.

Objective 1. Increase the effectiveness of parent and community engagement through communication, participation, activities and projects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use Parent Nights to explain academic expectations, display art projects, hold musical performances and share samples of home activities, as well as attendance information through virtual events. (Title I SW: 6,10) (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Assistant Principal(s), Campus Staff, Counselor(s), GES Principal, Teacher(s)	3-4 per school year	(O)Family Night, (S)Exact Path, (S)State Compensatory - \$900	Formative - Parent sign in sheets Parent Info Nights were held 10/08/20 - On Track (S)
2. Parental involvement activities for PreK (Title I SW: 1,3,5,7,10) (Title I TA: 4,7,8) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 3,3.3,3.4)	GES Principal, Region 7, Teacher(s)	October, February & May	(O)Time, (S)CLI Engage Assessment	Formative - CLI assessment data, sign-in sheets PreK Parent Info Night held in early September 10/08/20 - On Track (S)
3. Family/school nights will be used to offer strategies for parents to improve the academic success of students. (Title I SW: 6) (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.3,3.4)	Assistant Principal(s), Counselor(s), GES Principal, Teacher(s)	3-4 times a year	(F)Title I, Part A - \$2,503, (F)Title III, LEP - \$2,800, (O)Time	Formative - Sign in sheets 10/08/20 - On Track (S)
4. Academic progress and reports of behavior will be shared with parents every four-five weeks (Title I SW: 6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.2,3.4)	Assistant Principal(s), GES Principal, Teacher(s)	twice a nine weeks	(O)Time	Formative - Academic and behavior progress reports sent home 1st nine weeks progress reports have been completed 10/08/20 - On Track (S)

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Goal 5. To improve student performance in the area of Reading.

Objective 1. To improve in the area of reading with the focus on African American, Hispanic, special education and low SES scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will analyze unit assessment data and MAPs assessment data to identify and remediate areas of concern using the SMART Goals process during PLC Data Meetings. (Title I SW: 1,2,8,9) (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.3)</p>	<p>GES Principal, Instructional Coaches, Teacher(s)</p>	<p>August - May</p>	<p>(L)TARGET, (O)DMAC</p>	<p>Formative - Data days worksheets used on scheduled data days; Student goal setting using MAPs assessments; Improve STAAR scores and improved student performance on local assessments. 10/08/20 - On Track (S)</p>
<p>2. Teachers conduct running records using Fountas and Pinnell Benchmarking kit. (Title I SW: 3,4,8,9) (Title I TA: 1,3,5,6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,5,5.3,5.4)</p>	<p>Assistant Principal(s), GES Principal, Teacher(s)</p>	<p>on-going</p>	<p>(L)Fountas and Pinnell Benchmark System, (O)Professional Development</p>	<p>Formative - Running record summary sheets submitted to campus administrators; sign-in sheets from PD 10/08/20 - On Track (S)</p>
<p>3. Formative assessments will be used to allow teachers to focus on student needs, using TEKS banks and historical perspectives. (Title I SW: 2,8,9) (Title I TA: 2,3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1)</p>	<p>Assistant Principal(s), GES Principal, Instructional Coaches, Teacher(s)</p>	<p>on-going</p>	<p>(F)Title I, Part A - \$750, (S)Local Funds, (S)TPRI</p>	<p>Formative - TARGET data 10/08/20 - On Track (S)</p>
<p>4. Tutoring/enrichment will be provided during the school day to address student needs and ensure student success. (to address System Safeguards) (Title I SW: 1,2,3,8,9) (Title I TA: 1,5) (Target Group: All,H,AA,ECD,ESL) (Strategic Priorities: 2,4) (ESF: 1,1.2,2,2.2,5,5.3,5.4)</p>	<p>Teacher(s)</p>	<p>Sept-May</p>	<p>(O)Time</p>	<p>Formative - Roster for tutoring sessions; Improved STAAR scores and improved student performance on local assessments 10/08/20 - Significant Progress (S)</p>
<p>5. An administrator or instructional specialist, including outside Fountas and Pinnell consultant, will provide regular staff development on the best teaching practices and research based instructional strategies. (to address System Safeguards) (Title I SW: 2,4,9) (Title I TA: 3,6) (Target Group: All) (Strategic Priorities: 2,4) (ESF:</p>	<p>Assistant Principal(s), GES Principal, Instructional Coaches, Teacher(s)</p>	<p>quarterly team meetings</p>	<p>(F)Title II, A Principal and Teacher Improvement - \$1,000, (L)Consultant, (O)Time, (S)State Compensatory - \$5,412</p>	<p>Formative - Team meeting agendas 10/08/20 - On Track (S)</p>

GILMER EL

Goal 5. To improve student performance in the area of Reading.

Objective 1. To improve in the area of reading with the focus on African American, Hispanic, special education and low SES scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1,1.2,2.2.1,3,3.1,5,5.2)				
6. Teachers will provide small group instruction daily using guided reading strategies. (Title I SW: 1,2,3,9) (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,5,5.1,5.3)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, GES Principal, Interventionist, Teacher(s)	daily	(O)Time, (S)Exact Path, (S)IMA Funds, (S)Local Funds	Formative - Documented on weekly lesson plans. 10/08/20 - On Track (S)
7. Improve literacy and reading comprehension using a balanced literacy approach, through experience and use of culturally diverse text, using Fountas and Pinnell Classroom resources, Exact Path, Reading Eggs (PreK-K), Guided Reading, Reading A-Z readers. (to address System Safeguards) (Title I SW: 2,3) (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3)	Asst. Supt. Curriculum/Instruction, GES Principal, Interventionist, Teacher(s)	daily	(F)Title I, Part A - \$16,627, (L)District Curriculum Documents, (L)Leveled Readers, (O)LLI, (S)Exact Path, (S)Fountas and Pinnell Classroom, (S)Reading Eggs	Formative - Improved STAAR scores and improved student performance on local assessments. 10/08/20 - On Track (S)
8. The library will focus on programs to support the improvement of reading by offering lessons directly related to classroom instruction such as Fountas and Pinnell mini-lessons. (Title I SW: 1,3,6) (Title I TA: 1,4,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,5,5.2)	GES Principal, Librarian, Teacher(s)	Aug-May	(O)Book Fair, (O)Family Night	Formative - Circulation records; Calendar of scheduled mini-lessons 10/08/20 - On Track (S)
9. Improve literacy development in English for second language learners. (to address System Safeguards) (Title I TA: 1,2,4,8) (Target Group: ESL,LEP) (Strategic Priorities: 2,4) (ESF: 1,1.2,2.2.2,3,3.3,5,5.1,5.3)	GES Principal, Teacher(s)	daily	(S)Bilingual / ESL, (S)Local Funds	Formative - Results from state assessments (TELPAS & STAAR) Adjusted schedule to meet twice a week - 2 thirty minute sessions (comprehension session and vocabulary session) 10/08/20 - On Track (S)
10. All students will receive accelerated instruction in reading intervention, PRIDE. (Title I SW: 2,9) (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.3,5,5.4)	GES Principal, Interventionist, Teacher(s)	5 times a week	(L)Fountas and Pinnell Benchmark System, (O)LLI	Formative - Interventionists will analyze student progress reports weekly; Improve STAAR scores, improve MAPs scores, and improved student performance on

GILMER EL

Goal 5. To improve student performance in the area of Reading.

Objective 1. To improve in the area of reading with the focus on African American, Hispanic, special education and low SES scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				local assessments. 10/08/20 - Significant Progress (S)
11. Implement team teaching strategies and co-teaching for grades PK, 1st, and 2nd grade. (Title I SW: 1,2,3,10) (Title I TA: 1,2,3,4,5,8) (Target Group: All,SPED) (Strategic Priorities: 2,4) (ESF: 1,1.2,2.2,2.3,3.1,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), GES Principal, Teacher(s)	Aug-May	(L)Class Rosters/Schedules, (L)Team Planning Meetings, (S)IDEA Special Education	Formative - Monitored through administrative walkthroughs and team planning meetings. 10/08/20 - On Track (S)
12. Provide after-school tutorials/enrichment for ESL students in grades 3 and 4. (Title I TA: 1,5,8) (Target Group: ESL,LEP) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,5,5.3)	Assistant Principal(s), Teacher(s)	March-May	(F)Title III, LEP	Formative - TELPAS, STAAR 10/01/19 - Pending (S)

GILMER EL

Goal 6. To improve student performance in the area of Mathematics.

Objective 1. To improve in the area of math with a focus on African American, Hispanic, Special Education and low SES scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will analyze MAPs assessment data by using the SMART Goal process and remediate areas of concern. (Title I SW: 1,2,8) (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,5,5.3,5.4)	Assistant Principal(s), GES Principal, Instructional Coaches, Teacher(s)	3 times a year	(O)DMAC	Formative - PLC Data Meetings using Student data cards scheduled throughout the year; Improved STAAR scores and improved student performance on local assessments, and MAPs. 10/08/20 - On Track (S)
2. Teachers will provide interventions during the school day to address student needs and ensure student success. (Title I SW: 1,2,3,8,9) (Title I TA: 1,2,3,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,2.2,2.3,3.1,3.3,5,5.3,5.4)	GES Principal, Instructional Coaches, Teacher(s)	Sept-May	(O)Time	Formative - Tutorial Google Doc with students, dates, specific skills; All lessons posted in shared drive; Improved STAAR scores and improved student performance on local assessments. 10/08/20 - On Track (S)
3. An administrator or instructional coaches will provide regular staff development on the best practices and research based instructional strategies. (to address System Safeguards) (Title I SW: 1,2,4) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,4,4.1,5,5.2,5.3,5.4)	Assistant Principal(s), GES Principal, Instructional Coaches	monthly	(O)Time	Formative - Team meeting sign in sheets. Lesson plans on shared drive. 10/08/20 - On Track (S)
4. Formative assessments will be used to allow teachers to focus on student needs. (Title I SW: 1,8) (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), GES Principal, Instructional Coaches, Teacher(s)	each unit of study	(O)DMAC, (O)State Assessment Data, (O)Time	TARGET 10/08/20 - On Track
5. Math instruction utilizing the philosophy of best practices including 90 minutes of math instruction, small groups, manipulatives, and student centered activities. (to address System Safeguards) (Title I SW: 2,9) (Title I TA: 2,3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.2,5.3)	Assistant Principal(s), GES Principal, Teacher(s)	daily	(F)Title I, Part A, (O)Time, (S)Exact Path	Formative - Teachers submit a daily schedule to admin at the beginning of the school year; Instruction monitored through walkthroughs; Improved STAAR scores and improved student performance on local

GILMER EL

Goal 6. To improve student performance in the area of Mathematics.

Objective 1. To improve in the area of math with a focus on African American, Hispanic, Special Education and low SES scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				assessments. 10/08/20 - On Track (S)
6. Increase enrichment activities by designing lessons at higher levels of Blooms Taxonomy. (Title I SW: 1,3) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1,1.2,3,3.1,5,5.2)	Teacher(s)	weekly	(O)Time, (S)Local Funds	Documented on lesson plans; Improved STAAR scores and improved student performance on local assessments. 10/08/20 - On Track
7. Implement team teaching strategies and co-teaching for grades PK, 1st, and 2nd grade. (Title I SW: 2,3,9,10) (Title I TA: 3,4,5,8) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,2,2.2,3,3.1,5,5.2,5.3)	Assistant Principal(s), GES Principal, Teacher(s)	Aug-May	(L)Team Planning Meetings	Monitored through administrative walkthroughs and team planning meetings. 10/08/20 - On Track
8. Teachers will use Exact Path as a resource to support math foundations and understanding for all Students. (Title I TA: 1,3,8) (Target Group: All,H,W,AA,ECD,ESL,SPED) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,5,5.3,5.4)	Interventionist, Teacher(s)	All Year	(F)Title III, LEP, (S)Exact Path, (S)Local Funds	Criteria: Summative: Increase in MAPs data scores from Fall to Spring 10/08/20 - Significant Progress

GILMER EL

Goal 7. To improve student performance in the area of Writing.

Objective 1. To improve in the area of writing with the focus on African American, Hispanic, Special Education and low SES scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Formative Assessments/Unit assessments will be used to allow teacher to focus on students needs. (Title I SW: 1,8) (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2)	Assistant Principal(s), GES Principal, Instructional Coaches, Teacher(s)	after each unit	(L)Rubrics, (O)DMAC	Assessment rubrics and TARGET 10/08/20 - Significant Progress
2. Students will be provided with daily writing experiences in the writer's workshop processes, such as Writing Academy curriculum. (to address System Safeguards) (Title I TA: 2,5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,2,2.2,4,4.1,5,5.2)	GES Principal, Teacher(s)	daily	(L)Journals, (L)Portfolios, (O)Time	Formative - Documented in lesson plans and monitored through walkthroughs; Improved STAAR scores and improved student performance on local assessments. 10/08/20 - On Track (S)
3. An administrator, instructional coach, or a Writing Academy consultant will provide regular staff development on best practices and research based instructional strategies. (Title I SW: 1,2,4) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,2,2.1,5,5.2)	GES Principal, Instructional Coaches	each 9 weeks or as needed	(L)Consultant, (O)Time	Formative - Team meeting sign in sheets 10/08/20 - On Track (S)
4. Student-teacher conferences will take place to provide verbal feedback to students on writing. (Title I TA: 2,5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,2,2.2,5,5.2,5.3)	GES Principal, Teacher(s)	weekly	(L)Journals, (O)Time	Monitored walkthrough, improved STAAR scores, and improved student performance on local assessments. 10/08/20 - On Track
5. Evaluating student writing as a grade level using the Writing Academy writing prompts/samples and the PEG writing tool. (Title I TA: 2,3) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,5,5.3)	Assistant Principal(s), GES Principal, Instructional Coaches, Teacher(s)	each 9 weeks	(O)Time	Formative - Rubrics, developmental stages of writing 10/08/20 - Significant Progress (S)
6. Students will write using text evidence at all grade levels following written district guidelines. (Title I TA: 2,5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,5,5.2)	Teacher(s)	throughout the year	(L)Journals, (O)Time	Formative - District guidelines 10/08/20 - On Track (S)

GILMER EL

Goal 7. To improve student performance in the area of Writing.

Objective 1. To improve in the area of writing with the focus on African American, Hispanic, Special Education and low SES scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Tutoring/enrichment will be provided during the school day to address student needs. (Title I SW: 2,8,9) (Title I TA: 1,2,5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,2,2.2,3,3.3,5,5.2,5.3,5.4)	Teacher(s)	Aug - May	(O)Time	Formative - Tutoring Google Doc includes student name, date, specific skill; Improved STAAR scores and improved student performance on local assessments. 10/08/20 - On Track (S)

Gilmer Elementary School
Gilmer ISD
Gilmer, Texas
Kimberly Kemp, Principal

Campus Needs Assessment
2019-2020

CNA TEAMS

Curriculum & Instruction	Student Achievement	Culture & Climate	Technology	Demographics
Mechelle Graham	Dee Griffin	David Fry	Jill Turner	Karen Shirley
Colby Snyder	Kaylah Hlavaty	Vickie Plasket	Phil Pate	Angela Ross
Holly Allen	April Russ	Tabitha Lair	Anita Nance	Amber Legan
Kimberly Dodd	Erika Lunsford	Emilee Johnson	Grail Currey	Jackie Terry
Devon Bean	Stephanie Mayfield	Victoria Kelley	Su Layne Cox	Carol Smith
Ashley Webb	Kensey Martinez	Sandra Johnson	Ashley McRuiz	Maria Gomez
Amanda Dempsey	Jennette Branum	Kaycie Sims	Sandra Gonzalez	Jenna Gillit
Nicole Cates	Jennifer Aaron	Kelsee McMillon	Carla Harrison	Bethany Newton
Rachel Moore	Jordan Rhodes	Samantha Briley	Modrey Brown	Summer Edge
		Jessica Williams	Belinda Day	Jennifer Marshall
		Drew Harris	Julie Lisa Smith	
			Nicole Parker	
Staff Quality	Family & Community	School Context & Organization	Student Support and Academic Enrichment	
Kimberly Kemp	Angie Hrelja	Amber Watson	Kimberly Kemp	
Adra Barnes	Lorelei Alford	Melissa Troell	Adra Barnes	
Wes Godsy	Diane Broadwell	Morgan Shepard	Wes Godsy	
Jessica Hoffpaur	Haygan Summers	Courtney Gipson	Jessica Hoffpaur	
Vickie Spearman	Amy Beth Kennedy	Bayley LeGrand	Vickie Spearman	
Cecelia Boykins	Christie Dean	Cassy O'Neal	Cecelia Boykins	
Wendi Jordan	Niki Wilson	Karen Decker	Wendi Jordan	
Cindy Mosley	Tamica Hill	Michael Correll	Cindy Mosley	
	Nedra Henson	Georgianna Burch		
	Jamie Clair	Andrea Clark		

Demographics

Summary

Overall, our campus' enrollment rates are significantly higher, as our withdrawal rates have remained steady. For the 2019-2020 school year, GES will be opening 2 new Head Start classrooms which will include 3-year-old students who qualify.

Currently, our campus has the following ethnicity composition: about 58% Caucasian, about 10% African American, about 22% Hispanic, and about 10% multi-ethnicity. Fifty-three percent of our students are male and 47% are female.

Students who are at risk also qualify as limited English speakers, homeless, and dyslexic. Students who have been retained, did not pass their 3rd grade STAAR, and those that are in custody or care of the state are also students who are at risk. The population of our at-risk students sits at 43.78% of our total population. About 87% of our students are economically disadvantaged.

Only 7.39% of our students qualify for our special education program and 11.01% of students are English language learners.

Strengths

The faculty continues to recognize that our students that are at-risk experience immense challenges at home. However, we are committed to meeting their needs to the best degree that we can. Some of the ways we try to provide a positive support system at school are by providing emotional support, creating a safe community within the classroom and the school, maintaining a consistent contact with families (for both positive and negative experiences), as well as being involved within our community i.e. attending student's sports events and after school activities. Teacher retention has risen over 30% in the past 3 school years. Adding the 2 new Head Start classrooms which included 3-year-old students who qualify helped to teach social skills early. GES also added a male teacher to the 3rd grade hallway.

Needs

Gilmer Elementary needs to continue in its efforts to train staff in diversity matters. Additionally, the campus would benefit from an increase in positive male figures. We are happy to continue the WATCH Dog program this year and actively have "dads of great students" walking through our hallways and being a positive male figure. We also kept our male SRO who has been a positive impact on students that struggle behaviorally. Another weakness we see in our campus is the mobility rate – students are consistently withdrawing and enrolling, or re-enrolling. We have a hard time keeping students who are economically disadvantaged within our district limits.

Resources Used:

Data Suite

Curriculum, Instruction, and Assessment

Summary

Gilmer Elementary 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 for the purpose of 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 teachers will be able to measure student growth, as well as reflect on and analyze specific areas of need for planning instruction. Teachers also use this student information for planning instruction, as each student is taken as they come and grown as a learner. Guided reading instruction is provided to each student in K-4th with a goal of improving at least one grade level. 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 target instruction to meet those needs. Differentiated instruction is provided in the classrooms to meet each child's needs.

Strengths

Teachers use the lesson cycle consistently and with reliability. Teachers analyze data through the use of TARGET, IStation, CLI, MAPs, IXL, iWrite Fountas & Pinnell and DMAC systems. Information gathered after analyzing this data helped to form the small groups for tutorials in 3rd and 4th grade for STAAR preparation. Guided reading is offered for each student in K-4th for twenty minutes per day. Student ratio of the guided reading groups is 6:1. STEM classes were formed two years ago (based on last year's STAAR scores and reading levels) in 3rd and 4th grade to provide more opportunities for these students to reach even higher levels. Unit assessments were used to identify students' strengths and weaknesses within a concept. Students use test data to set their SMART goals and measure their growth throughout the year using a Data Card. Reward parties are given to celebrate student growth/success on targeted skills. Instructional coaches attend meetings to help with lessons, tutorials, and aid in both teacher and student success. A schedule was provided this year which allowed all teachers to have a common planning time at the end of the day. Teachers also added a Buckeye Breakout time for 20 minutes a day, 4 days a week, to provide intervention and enrichment for students based on growth.

Needs

A specific learning schedule to focus on analyzing assessment data to better meet individual students' needs. Continue to explore ways of more effectively meeting the needs of at-risk students. More resources, training, and strategies to implement and use more differentiated instruction/activities. Continue to implement data analysis days throughout the school year. Math Intervention time is needed for all grade levels.

Resources Used:

Teacher Lesson Plans and Guided Reading Plans
TARGET data and spreadsheets
MAPs data and spreadsheets
IXL and iStation data

Technology

Summary

Each classroom has 2 to 4 student computers, 4 to 6 kindle tablets, 4 to 6 student laptops, a teacher computer, a document camera, and projector. In addition, our campus has grade level laptop carts for classroom use and a class-sized computer lab. All students K-4 are rotating through technology as a special's class. Some classrooms have devices that enable their whiteboards to be interactive such as SMARTBoards. Some classrooms also have Elmo Pads that allow the students to answer questions from their desks. Core classrooms were also each given 6 kindle fire tablets last year to assist with guided reading, IStation, STMath and/or Reading A-Z. STEM classes in 3rd and 4th also have Ipads available to their hallways; 12 per hallway. Istation is a website we use to support students' development in reading and numeracy. We also use the Reading A to Z program as an instruction resource that differentiates for each student's needs, allowing for growth within vocabulary, and reading level. The program also is a dual language resource that ELL students can use allowing them to hear the books in their native language. We use ST math as a supplementary resource for ESL students. ST math is a visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving to engage, motivate and challenge students toward higher achievement. Moby Max helps struggling learners quickly catch up to level. It also closes learning gaps within your students. Epic is a digital program that gives students the opportunity to have access to books on all reading levels that they may not have access to. The district technology department aids in helping teachers incorporate technology in instruction. One way they have helped is identifying 'The Big Five' technology ideas to help each student's exposure to the technology TEKs for their appropriate skill level.

Teachers have committed to testing each child with MAPs testing to pinpoint the growth and gaps of our students to give each teacher a foundation to assist each child where they are. Teachers also navigate Skyward to communicate with parents and it notes specialized areas for students such as ESL, 504, special ed, custody concerns, nurse notes, etc. In January 2020 all teachers received training on their individual teacher websites to increase transparency of the classroom and curriculum for students and parents. In addition all teachers were invited to study the benefits of an interactive large touch screen tv and write a grant on how they would use it in their classroom. There will be a couple of recipients of the interactive tv next school year.

GES administration utilizes social media to stay in contact with parents and students. They push out video-taped announcements each morning with student's assistance this year, so if one is absent they can view them again. The administration works diligently to update the GES Elementary website so that it is current and easy to navigate for their parents. Administration also celebrates Academic Assemblies with Kindle Fire drawings for perfect attendance for each grade level for each nine weeks.

Our GES Librarian uses Wakelet as a way to bookmark sites for students such as read alouds, virtual tours, live cams, ebooks, author websites, educational websites, and reading resources. Students use Green screen

technology in the library to report on their favorite books and she has some centers the students visit that are tech oriented such as Dash and Dot and Spheros.

The MakerSpace class currently has 13 iPads, 13 laptops, 6 Beebots, 13 Ozobots, 2 Dash and Dots, 12 Ozobots (½ are not working- need to research), 6+ Spheros (several quit working- need to research), 1 Cozmo, and 6 WeDo Lego robot kits. The kindergartners in MakerSpace learn basic code throughout the nine weeks and codes Beebot and Ozobot, first graders drives Sphero through engineered projects and codes Ozobot, second graders uses iPads to research for their service garden, third graders uses iPads for research, learns binary code and circuitry while fourth graders builds three-dimensional keychains through an online software program, Tinkercad, using the laptops. The school purchased Green Screen software this year and the fourth graders use iPads to create collaborative videos with Green Screen technology. Many of these videos are used in the daily announcement.

There are 3 computers in the Art room, but only two work, and that is not enough for classes.

Music has 2 OLD iPads and 1 newer model, but that is not near enough to do group related activities.

Strengths

Some of the classrooms recently received additional laptops for instructional use. Some of the grade levels received 6 Kindle tablets to assist with guided reading. 2nd – 4th grade Math teachers received ELMO tablets to assist with instruction. The ELMO pads are for teacher and student use. Instructional coach Lisa Smith has been providing technology training throughout the year that are optional for teachers to attend. All teachers have increased their use of their individual classroom websites, and online remote teaching and learning through Google Classroom, Zoom, Video conferencing, Clever, Seesaw, eNote, YouTube, and Flipgrid.

Needs

We have some student desktop computers that are not working. We have contacted the district technology department to help with these repairs. We also have issues with all computers and headphones working appropriately in the computer labs. We would like to have more smartboards available for all grade levels. We feel we need training in Google Classroom. The Gifted and Talented classroom needs dedicated computers for their classroom use and the Special Ed instructor is in need of a projector with an Elmo to teach more effectively in her classroom.

The Art room needs access to a class set of computers, 4 mini-pads (for one table), 6 cameras for each table. Technology in the Art room is important for learning too. Technology gives students a new way to create. For an example: Paper 53 would give the student a background they created to be used for a journal or an Artist Statement. Students could keep up with their own digital portfolios to be shared with

parents. They can type the process for creating a project. (Endless possibilities). Technology in the Art room would bring learning to so many levels...

1. Technology can transform teaching strategies
2. Track student progress
3. Promotes Engagement
4. Technology also offers a variety of opportunities to integrate core subjects into the Art project.

Music would love to have access to Quavar Music, a program that utilizes interactive technology in teaching the TEKS of music. There is a great need in the music classroom. I am in need of a cart that I can move around the room that contains a document camera, projector, and laptop. A cart with a document camera would allow me not only the ability to show the words when doing large group activities (i.e. program planning), but would allow me to show an actual piece of music on a wall large enough for the kids to see it and to move it around depending on the group size. I would like to have ACCESS, at least, to possibly 6 laptops to allow the students the ability to compose music, explore apps that are out there, and be able to do research on composers and share more projects.

Resources Used:

STAR chart survey

Teacher input

Culture and Climate

Summary

Students' behavior indicates they feel safe and loved at Gilmer Elementary.

The staff survey showed the vast majority of staff members feel supported, valued, and satisfied working on this campus.

Gilmer Elementary is doing a better job than in previous years with discipline. As always, there are grade levels who feel discipline is a challenge and feel more effective and consistent methods would help bring order to classrooms for optimum learning environments.

Strengths

Staff surveyed felt the administration provides a clear vision for the campus, as well as resources and support to achieve that vision. They feel that their feedback is valued, and morale is high on the campus this year. There is a positive atmosphere in the air from the students and staff alike. The newly added "student jobs" help students take ownership of the campus and promotes a positive culture among the students. The color system, tailored to each individual grade and used with fidelity, boosts school culture for staff and students, making discipline consistent across the board and uniting the campus.

Needs

As noted in the summary: some teachers expressed concern with discipline measures that are not strong enough or effective for the long term. Others appreciate the quick response from administrators when discipline issues arise. Buckeye Breakout was on the fence - many felt it was a definite strength; however, some scheduling changes possibly need to be made to make it more beneficial for students, classroom teachers, and special's teachers. Level Up was not utilized long enough to have solid information/opinions.

Resources Used:

Staff Culture/Climate Survey

School Context and Organization

Summary

Gilmer Elementary consists of six grade levels, pre-kindergarten (3 and 4 yr olds) through fourth grade with 1125 students. Pre-kindergarten and kindergarten classrooms are self-contained except for two sets of kindergarten classes. Pre-kindergarten, kindergarten, second grade, and third grade each have co-teach classrooms. Pre-kindergarten is a full day program with 7 classes. GES added 2 additional Pre-kindergarten 3-year-old Head Start classrooms to the campus in the 2019-2020 school year. The district follows the federal guidelines for qualifications and if classes have room then allows district staff members to pay a fee to have their three or four-year-old children attend. Pre-K and Head Start teachers are trained in CLi or Circle Progress Monitoring. A comprehensive and thorough assessment is administered to students three times a year that assesses areas of Phonological Awareness, Math, Science, Vocabulary, Early Writing, Story Retell and Comprehension, Social Emotional, as well as areas of letter identification, letter sounds, and numbers. This data is used to drive instruction at the Pre-K level and determine small groups and areas that need to be targeted for large group instruction.

In first, second and third grade, the students share two teachers. One teacher instructs reading and writing and the other teacher instructs math, science and social studies. In fourth grade, the students receive instruction from four teachers; reading, writing, math, and science/social studies.

The district purchased a writing resource for K-4th grade last year. The writing resource, The Writing Academy, was implemented in all classrooms K-4th grade. This year the district purchased a reading resource for K-4th grade. The resource, Fountas and Pinnell Classroom, proved to be a valuable resource for teachers as well as provided an aligned curriculum to our Guided Reading Intervention plan.

In third and fourth grade, STEM classes were added during the school year (2017-2018) to meet the needs of our high academic achievers. During class, these students have performance-based projects to complete.

Teachers are provided two 45-minute time periods during the day. One is for their conference and the other is for TEAMING. During TEAMING, teachers collaborate with each other to develop lesson plans, TEKS breakdown and clarification, data disaggregation, developing assessments using Backwards by Design, discuss students, work in partnership with instructional coaches, have ARD/504/LPAC/RTI meetings, staff meetings, and vertical alignment. During the teachers' conferences, students have the opportunity to attend Physical Education, Art, Music, Technology, and Makerspace classes.

Gilmer Elementary offers a variety of ways for student to receive acceleration, intervention or enrichment.

Inclusion, co teach, resource, life-skills or PPCD classrooms, and behavioral support are available for students with identified special needs. Students with dyslexia are able to receive services from two certified dyslexic therapist.

Children who are identified as gifted and talented have time together to collaborate and create projects. Students that are limited English speaking are able to have additional time with a certified ESL teacher for small group

instruction. Third and fourth grade ELL students have the opportunity to receive additional reading and math instruction after school two days a week for one hour for ten weeks in the spring semester.

The library helps support the academics and goals of the campus by opening early and having time slots available for kids to come throughout the day. The librarian has multiple book fairs to provide books for the kids to have in their homes and schedules them around school events.

Fountas and Pinnell Benchmarking System continues this year. PRIDE provides small group reading instruction to 7 or less in each grade level (K-4). The groups are fluid and allow for change.

Student incentives through the use of SMART goals has made a positive impact on students intrinsically striving to reach attainable academic and social goals.

Several years ago, the open-door policy that is in place allows the teacher's voices to be heard. The principal holds optional individual conferences to listen to the teacher's future goals, concerns, wants, etc. When decisions can be made by the staff, the principal asks opinions of staff by using a survey then showing the results. The Grade Level Leaders have regular meetings with the principal to keep informed of upcoming events, express needs of the grade level, or needs of students. The central office administrative staff is visible and easily accessible. Staff members feel as if they can give honest feedback to their questions without retaliation.

Teachers have a voice regarding assessments for their students. The teachers collaborate with instructional coaches, administration, have access to pacing calendars and then work with the end in mind to determine the best approach for assessment.

Our students' perception of Gilmer Elementary is that they enjoy being at school and bond with their teachers. Because of the relationship the children and the teachers share, the parents have a positive outlook on the campus. The community's perception comes from social media, parent info nights, PTA, and family events so the perception may vary from day to day.

Gilmer Elementary wants our students to excel in life so the staffs' expectations are to continue to raise the students' goals and their awareness of what they are capable of.

Strengths

Teachers at GES have a team approach goal to all areas across the board at our campus—collaboration in teaming and conferences. Teachers understand goals are accomplished best by mutual support. Everyone uses their talents and experiences to contribute to the success of our team's objectives. Teachers are encouraged to express their opinions, varying views, and questions.

Our teachers are compassionate and sensitive to students' needs and uniqueness. Teachers strive to know their students well and want them to succeed. Our teachers are committed to helping students achieve their goals. Teachers care about students' happiness, well-being and life beyond the classroom.

Teachers have ongoing and regular opportunities to learn from each other. There is always ongoing professional development to keep teachers up to date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. Over the past couple of years teachers have been offered more training here in our district that is directly linked to our campus goals as well as to our curriculum adoptions that are used in the classroom.

Teachers, students, and school leaders strive to create a positive atmosphere. Staff treats each other with respect. The school is clean and orderly. Our bulletin board displays sending out positive messages. Staff works together to carry out the shared vision.

Weaknesses

Poor testing scores – Several factors can contribute to poor testing scores. A high percentage of our students are from low socioeconomic status backgrounds. Students may have few to no resources available at home. Their families may understand the importance of education but have different priorities. The internal motivation of a student is also big. If they do not understand the implications of doing well on a test, or if they have a general negative attitude toward testing.

A student's state of mind on the day of the test is also important. If they are tired because they did not get enough sleep, they will not do their best. If they are hungry, they also could do poorly.

Grade level interactions – while a campus goal we strive for is collaboration there does not seem to be an abundance of this happening. We do meet the grade level above our or below ours. If this were to happen the teachers who get our students could pass on information on what they see most lacking after they leave us and also what they see from the students that is in great mastery when they do get them. This could work with each grade level meeting with the grade below to give them the same information. By sharing this information, we would need to look for items such as: they are great at writing a complete sentence correctly, we can great mastery from them in math with their number recognition. Or it could be the opposite: we see a lacking in the following areas: counting by 5's and 2's, the students can read the sight words yet they can not use them in writing due to not being able to spell them.

Resources Used

Schedule

Teacher Input

Survey

Boys and Girls Club Feedback

Staff Quality, Recruitment and Retention

Summary:

All staff are highly qualified during the 2019-2020 school year. Staff represented a diversity of experience. Twelve 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.

Strengths:

Each grade level along with the campus administrators 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. Using campus personnel to provide training is beneficial in that the focus of the training is tailored to the instructional needs of the campus.

Needs:

- Teachers need ESL and GT certification.
- Continue to build longevity in staff members.

Resources Used:

Data Suite

PD summer forms

Family & Community

Summary:

Education succeeds best when there is a strong partnership between home, school, and community. A partnership that thrives on communication. Near the end of the 2019-2020 school year, GES gave an opportunity to each parent to complete an anonymous survey about our school. The results were overwhelmingly positive. Out of the approximately 220 parents that responded to the survey, most of our parents gave a “Strongly Agree”, “Agree” or chose “Neutral” on the following questions:

- Parents believe that their children are treated with respect, and children from different backgrounds feel welcome. Parents also appreciate the communication that teachers and staff provide to let them know how their children are progressing. High standards are also enjoyed by families, as they believe that teachers subscribe to these for their children. Parents believe teachers to truly care for their children and their educations and well-beings. Issues are handled quickly and fairly, as well.
- Roughly 195 out of 204 of the parents participating in the survey gave an A/B as a grade for the school.

Survey results less than 90%:

*As a parent, I would like for my child to do some homework every school night (75.57 % of the parents agreed, strongly agreed or were neutral for daily homework)

*I feel that bullying is NOT an issue at my child’s school (39.13% Feels that bullying is an issue at GES)

Parent and Family Engagement: 2018-2019 Gilmer Elementary Events include:

Open House/Meet the Teacher – this occurred from 10:00am-6:00pm during a teacher work day

BooHoo Breakfast (occurred on the third day of school for kinder parents)

Parent Information Night, held 3 nights to better meet parents’ needs

Fall Reading Carnival; students and parents were fed corndogs

Math ROCKS Night; students and parents were fed pizza

Science Exploration Night; students and parents were fed cheese nachos

Nine Weeks Awards Assemblies, parents are invited to attend

Book fairs including family night

Veteran’s Day Parade and Veteran’s Music Program

Thanksgiving Feast

Christmas/Valentine/End of Year parties

Winter Holiday Door Decorating Contest – students and teachers decorated their door with winter holiday themes. Community members voted on their favorite door

GHS students opening car doors, greeting students at the buses and reading to students.

Students sang at the banks and at nursing homes during the holiday season.

Halloween Costume Day, all students and teachers participated

Book character parade
Parent University
Kindergarten Graduation
Field Day at the High School Football Stadium, parents are invited
Site Based Meeting (twice a semester) fall/spring
Watch Dog Program, dads/male family members spend the day at GES
Senior Walk (graduating seniors from GHS walk the halls at GES)
PTA meetings
Lunches open to parents to eat with their children

PTA sponsored events include:

Movie Night
Color Run with community sponsors
Student/Teacher kickball game – Behavior Incentive
Bounce House Celebration – Behavior Incentive
Holiday Store

Communication occurs with parents and community to ensure that information related to the school and parent programs, meetings and other activities:

GES Facebook page
District and campus website
PTA Facebook page
Classroom and campus newsletters
Campus newsletters in English and Spanish
Remind 101
Call Out System- school messenger
Google classroom/SeeSaw
Twitter
Faculty and staff e-mailing parents
Parent phone calls by teachers
Parent/Teacher Conferences
Parent training using skyward
Enrollment Packet Orientation to help make information available to new and returning students
Title I parent meeting
Educate parents on volunteerism with the school (ongoing)
Parent Survey (Culture/Climate)

Community partnerships that have helped support families and students include:

The Backpack Program

The Boys and Girls Club of East Texas

New Beginnings Church and Other local churches, businesses and banks

Additions to the 2019-2020 year:

Improve PTA participation – provided childcare

Breakfast with grandparents

Muffins with moms

Donuts with dads

ETEX (Summer School WiFi support)

Strengths:

Positive Parent Survey: Roughly 195 out of 204 of the parents that participated in the school climate survey gave GES a report card grade of and A/B.

Celebrations! We celebrate student and teacher success. These include 9 weeks awards assemblies, attendance and behavior celebrations, reaching goals in the classroom and PRIDE teacher of the month. Math, Science and Reading Night saw lots of student and parent involvement.

Needs:

PTA parent involvement

Improved spoken and written communication with our Spanish speaking parents.

The survey also shares that 55% of the parents that took the survey would like for their child to do some homework every school night.

And while 59.07% of parents taking the survey did not think there was a bullying issue, 20.64% marked neutral on the subject and 20.28% disagreed or strongly disagreed that there was a bullying issue at GES.

Resources used:

Prior Year's Campus Needs Assessment

School Calendar

GES Parent School Climate Survey

2019-2020 Gilmer Elementary Campus Parent and Family Engagement Policy

Student Achievement

Summary

TARGET, DMAC, and MAPS are the district's main data disaggregation platforms as they allow teachers to sort and view data with respect to various aspects. Teams of teachers examine data with respect to gender, ethnicity, and special populations. Reading levels are determined through the Fountas and Pinnell reading system administered and organized by the campus literacy team, who then organizes the data from that assessment and, in conjunction with campus leaders, present that information to teachers.

Campus administrators and teachers work together to view and use data from IStation. IStation integrates computerized adaptive testing that accurately reflects reading and math ability levels of each student and measures growth over time. National norms are provided enabling teachers to know how their student's scores compare with nationally representative samples of children in their particular grades.

Strengths

- Data meetings with teams and instructional coaches following Unit Assessments
- PLC Data Meetings with administration quarterly
- PRIDE Reading interventions with targeted instruction
- iStation used with integrity
- Buckeye Breakout Time – intervention and enrichment time
- Inclusion classes 1st and 4th grade and Co-taught classes in other grade levels
- School embedded team planning- Professional Learning Community
- Guided reading instruction through centers
- Special education services provided to all students who qualify- ARD
- 504 services for all students who qualify- RtI
- ESL services for all students who qualify- LPAC
- GT services for all students who qualify
- Students create academic goals using Data Cards
- School-wide motivational strategies to increase student achievement with their goals; popsicles on the playground, bounce houses, Roller Skating park, Yamboree Park, Kona Ice, etc.
- Word walls in every room that tie to curriculum
- Math Family Night, Science Family Night, and ELAR/Reading Family Night
- Book Fairs
- A and A/B Honor roll assembly with certificates
- Cross-curricular connections in Art, Music, Technology, Makerspace, library and PE
- Attendance Saturday School
- ESL Tutorials
- GES Met standards on the following
- Student Progress 35% (Target 32%)

- Closing Performance Gaps 29% (Target 28%), Postsecondary Readiness 17% (Target 12%)
- Demographics

Needs

- GES did not receive any distinctions in the following areas: Math, Reading, Writing, Growth
- Additional assessments to measure student achievement- qualitative and quantitative
 - i.e. qualitative- MAPS to pinpoint specific weaknesses
 - i.e. quantitative- Digital Portfolios
- Additional ESL support- increase in student population

Resources Used

STAAR- DMAC data

TEA 2016 Accountability Summary

STAAR Summary Reports

RtI meeting data

Mock STAAR, Benchmarks

Retention rate

A and A/B Honor Roll

TELPAS, ITBS, TPRI

IStation

Fountas and Pinnell

Target

Teacher and Student Attendance

CLI: Children's Learning Institute

MAPS

Writing Academy

Buckeye Breakout

STMath

LLIC

IXL

Student Support and Academic Enrichment

To provide student support and academic enrichment Gilmer Elementary would allocate funds to provide the following learning experiences for our students:

- Collaborate with local high school students to host STEM activities lessons with GES students.
- Provide teachers professional development in utilizing Google Classroom for flipped classroom and distance learning opportunities and student experiences.