

Gilmer Elementary Campus Improvement Plan 2005-2006

Goal 1: Gilmer Elementary will achieve at Least 15% greater than the state average on all AEIS indicators.

Objective 1.1: 90% of all student groups will meet or exceed the passing rate as set by the TEA in:

- Mathematics

- Reading

- Writing

- Social Studies

- Science

1.1.1 MATHEMATICS

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|---|-------------------------------|---|--------------------------------------|-------------------------|--|
| Full Implementation of Math Learning Centers | Time | Math Specialist Principals | Six Week Assessments Walkthroughs | Aug. 2005- May 2006 | Increased Performance on TAKS Math Readiness |
| Implement Support Math Strategies in P.E. and Music | Local Budget | Principals P.E. Teacher Music Teacher | Music Movement Classes | Aug. 2005- May 2006 | Increased Performance on TAKS Math Readiness |
| Math Learning Center Training for all new teachers and ongoing consultations for K-2 Teachers | AMI Funds Region VII Grant | Principal | Certification/ Surveys | July. 2005- May 2006 | Increased Performance on TAKS Math Readiness |

1.1.1 READING

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|------------|-----------|-----------------------|----------------------|-----------|----------------------|
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|---|--|---|---|--------------------|---|
| Continue Reading Academy Strategies | Region VII | Principal | Fluency Probes Running Records | 1999-2006 | Increased TAKS Scores in 3 rd Grade |
| Four Block Literacy Instruction | Mesquite ISD Best Practices Literature | Curriculum Director Principal | Walk Through surveys TPRI Assessment Results | 2003-2006 | 95% of students reading on grade level |
| Terra Nova Achievement Test Grades 1, 2 | \$5000 | Principal/ Counselor/ Curriculum Director | Achievement Test Results | Spring 2006 | Identification of students performing below grade level |
| Reading Recovery Program Training and Implementation | Comp Ed and ARI Funds \$6000 | Superintendent/ Elementary Principal | Behind the Glass Evaluations | 2002-2006 | 95% of students reading on grade level |
| Reading Recovery Teachers working with Literacy Groups at Grade 2 | Comp Ed \$65,345 ARI \$19,650 Local Budget \$170,000 | Principal | Running Records | August 04-May 2006 | Increased reading fluency and comprehension |
| Integrated curriculum/thematic approach | Time | Principals | UBD units | 2004-2006 | Increased TAKS Scores |

1.1.1 READING

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|------------|-----------|-----------------------|----------------------|-----------|----------------------|
|------------|-----------|-----------------------|----------------------|-----------|----------------------|

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|--|---|---|-----------------------------------|------------------------|--|
| Continue the Accelerated Reader Program for 2 nd grade as an incentive program for ludic reading only | Campus Budgets | Principals | Number of books read | 2004-2006 | Increased Student Achievement in reading |
| Focus the Library on supporting the improvement of Reading | Best practices in the role of school libraries Campus budget | Principals Librarian | Draft of Model | 2004-2006 | Increased student achievement in reading |
| Improve literacy development in English for 2 nd language learners | Compensatory and Title I/ Title III funds | Principals ESL instructors/ translator | LPACs Student Performance Data | Aug. 2005-2006 | Increased student performance of ESL students on TAKS |
| Implement Headsprout for PK-K | Technology Budget Special Education Budget | Principals Campus Technology Facilitator PK-K Teachers Special Education Director Principals CEI lab Facilitator | Headsprout Progress Logs | December 2005-May 2006 | Increased student readiness in Reading |
| Implementation of CEI Learning Lab | | | CEI Lab Progress Logs | August 2005-May 2006 | Increased Reading Performance of Special Population Students |

1.1.1 Writing

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|--|--------------|-----------------------|----------------------|----------------|----------------------|
| New Jersey Writing Project full Implementation | Local Budget | Curriculum | | June 2004-June | Increased |

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|--|--------------------------|---|---|----------------------|--|
| | \$7,850 | Director | Completion of Institute | 2006 | Writing Performance |
| District Writing Facilitator work with Elementary Teachers | Local Budget \$40,640 | Curriculum Director/ Elementary Facilitator | Modeling writing instruction in the classroom and lesson planning | Spring 2004-May 2006 | Increased writing Performance |
| Holistic Writing Training for TAKS | Region VII | Curriculum Director Principals 2 nd Grade Teachers | Writing samples holistically scored | 2005-2006 | Increased writing Performance |
| Writing Across the Curriculum Training | Time | Curriculum Director/ Elementary Facilitator Principals | Lessons Designed | 2005-2006 | 35% increase in classroom writing |
| Integrated curriculum/thematic approach | Time | Principals | Six meetings per year | 2005-2006 | Yearly Evaluation Increased TAKS Scores |

1.1.1 Social Studies

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|---|--|--|------------------------------|------------------|--|
| Team planning and assessments | Time | Principals | Weekly Assessments | 2005-2006 | Increased Readiness on Soc. Studies Concepts |
| Update Current Social Studies Materials | Textbook Adoption/ Kamico Local Budget | Textbook Coordinator/ Curriculum Director | Teacher Selection | 2005-2006 | Board Approval |
| Technology integration to provide hands-on training for at-risk students | Service On Site | Principals Campus Technology Facilitator | Time logged in computer labs | 2005-2006 | Increased TAKS Scores |
| Integrated curriculum/thematic approach in Social Studies and Language Arts | Time | Principals | UBD units | 2005-2007 | Yearly Evaluation Increased TAKS Scores |

1.1.1 Science

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|---|------------------------------------|----------------------------------|--|------------------------|---|
| Team Planning and Assessments | Time | Principals | 6 week and weekly Assessments | 2005-2006 | Increased readiness for improved TAKS Scores |
| K-2 Science Curriculum Work through Science Consortium | Region VII Local Budget | Curriculum Director | 6 week and weekly Assessments | Fall 2005 | Increased readiness for improved TAKS Scores |
| Integrated curriculum/thematic approach | Time | Principals | UBD units | 2005-2006 | Increased readiness for improved TAKS Scores |
| Full Implementation of learning centers that focus on science | Time Best Practices Research | Principals | Student products Walk- Throughs | Aug. 2005- May 2006 | Increased performance in demonstrating knowledge of science concepts |

1.1.2 ELEMENTARY CAMPUS ATTENDANCE STRATEGIES

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|--|-----------------------|---------------------------------------|---|--------------------------|-----------------------------|
| Provide incentives to encourage attendance | Campus Budgets PTO | Principals Counselor | 96% attendance each six weeks | 2005-2006 | 96% yearly attendance |
| Monitor attendance on a weekly basis | Time | Principals Attendance/PE IMS Clerk | Weekly Reports | 2005-2006 | 96% yearly attendance |
| Implement an incremental parent contact system beginning with 10 days absences | Time | Principal Attendance Clerk | Copies of Parent letters noted with contact information | 2005-2006 | Decrease in absences |
| Activate a campus attendance committee including procedural processes | Time | Principal Principal's Designee | Compiled research | August 2005- May 2006 | Decrease in absences |

Goal 1: DROP OUT REDUCTION

Objective 1.3: Gilmer Elementary will support the district's plan to maintain a dropout rate of no more than 1%.

| Drop Out | 2005 – 2006 | | |
|-----------------------------------|--------------------|----------------|------------|
| | Goal | Results | Gap |
| All Students | 1.0 | | |
| Male | | | |
| Female | | | |
| African American | | | |
| Hispanic | | | |
| White | | | |
| Economically Disadvantaged | | | |
| At Risk | | | |
| ESL | | | |
| Gifted and Talented | | | |
| Special Education | | | |

1.1.3 ELEMENTARY CAMPUS STRATEGIES TO SUPPORT DROP-OUT REDUCTION IN THE DISTRICT

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|--|---------------------------------|-----------------------|----------------------------------|-----------|--|
| Continue cooperative effort with local social agencies to enable the development of special skills that build resistance to pressure | ETCADA Local Law Enforcement | Principal Counselor | Decrease number of absences | 2005-2006 | Reduction in the number of students who drop out of school |
| Provide accelerated instruction and individual tutoring | Time | Principal Teachers | Tutorial Records CEI Lab Logs | 2005-2006 | Reduction in number of dropouts |

GOAL 1: GILMER ISD WILL ACHIEVE AT LEAST 15% ABOVE THE STATE AVERAGE ON ALL AEIS INDICATORS.

OBJECTIVE 1. 4: Gilmer Elementary will support the district's goal to reduce by 10% the referrals for serious disciplinary offenses and number of students who commit the offenses.

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|-----------------------|-------------|
| 5A Suspensions | None |
|-----------------------|-------------|

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|------------------------------|-------------|
| 5B Assignments to AEP | None |
|------------------------------|-------------|

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|----------------------|-------------|
| 5C Expulsions | None |
|----------------------|-------------|

1.1.4 ELEMENTARY CAMPUS DISCIPLINE STRATEGIES

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|--|---|--|--|-------------------------|---|
| Texas Behavior Support Initiative Training for all professional and paraprofessional staff | Region VII \$100 Title I \$150 | Director of Special Education Principal | Training | 2004-2006 | 10% reduction in referrals for serious offenses |
| Crisis Prevention Intervention Training for all paraprofessional and professional staff | Title I \$300 | Director of Special Education | Training | Spring 2003 and ongoing | 10% reduction in referrals for serious offenses |
| Implement a campus Time-out space | Local Budget | Principals | Decrease number participating | 2005-2006 | 10% reduction in discipline referrals |
| Refine the process for office referrals | Local Budget Time | Principals | Decreasing number of students referred | 2005-2006 | 10% reduction in discipline referrals |

Goal 2: Gilmer Elementary will implement an aligned curriculum that focuses on every student's achievement to recognize the district mission

Objective 2.1: Build a strong, rigorous curriculum (PK-2) consisting of reading, writing mathematics, history, science, fine arts, foreign language, technology, and wellness.

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|---|-----------------------------------|--|-----------------------------------|--------------------|--|
| Ongoing refinement of work on Understanding by Design | Time | Curriculum Director Elem. Facilitator Principal | Identify gaps in curriculum units | Fall 2002-May 2006 | Correct identified gaps/Refine UBD conceptual units |
| Adopt an Aligned Curriculum that can be implemented immediately | Kilgo Highland Park Aldine ISD | Curriculum Director Elem. Facilitator Principal | Benchmark performances | 2005-2006 | Improved articulation between grades |
| Maintain curriculum units for core content areas | Time | Curriculum Director/ Elem. Facilitator Principals | Update curriculum as needed | 2005-2006 | Distribute changes |
| Do horizontal and vertical planning for all content areas with a focus on science | Time | Curriculum Director Principal Elem. Facilitator Grade Level Leaders | Benchmark Assessments | 2005-2006 | Increased on grade level Performance and TAKS readiness skills |
| Develop Curriculum Guides for Fine Arts and Technology | Substitute Budget Time | Principals Teachers | Pilot Drafts By Spring 2006 | 2003-2006 | Completed Draft |

Goal 2: Gilmer Elementary will implement an aligned curriculum that focuses on every student's achievement to recognize the district mission.

Objective 2.2: Provide curriculum and instructional resources that are accessible to staff in a user-friendly format.

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|---|---------------------|--|---------------------------------|--------------------------|---|
| Utilize curriculum documents on district common drive (UBD) | Time | Superintendent/ Curriculum Director Principals | Monitor use by staff | August 2005- May 2006 | Increased Student Performance and more cohesive instruction |
| Design items for benchmark testing | Time | Superintendent/ Curriculum Director | 6 week benchmarking assessments | Summer 2005 | Increased Student Performance and targeted reteaching |
| Participate in and utilize TAKS team training | Region VII \$200 | Superintendent/ Curriculum Director | Assigned staff | 2005-2006 | Observable use of TAKS team strategies |

Goal 2: Gilmer Elementary will implement an aligned curriculum that focuses on every student's achievement to recognize the district mission.

Objective 2.3: Differentiate instruction to accommodate learning styles and the needs of all students to maximize their opportunities to excel.

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|--|--|--|---|---------------------------|-----------------------------------|
| Instructional Leadership Training for all professional staff | Region VII Local Budget Title II Funds | Superintendent , Curriculum Director, Principal | Principals review instructional strategies in faculty meetings | Spring, 2005- May 2006 | PDAS and Portfolios |
| Gifted and Talented training for all professional staff | Region VII | Curriculum Director and Principals | Completion of 5-day training | 2002-2006 | PDAS and Portfolios |
| Special Education Training for all professional staff | Diagnosticians and Special Education Teachers | Director of Special Education and Principals | Lesson plans for modifications | Fall 2005 | PDAS and Portfolios |
| Confidentiality Training for all professional staff | Inservice Training | Director of Special Education | Campus Principal monitor | Yearly in August | 0% confidentiality breaches |
| Gifted and Talented continuous yearly training | Region VII | Curriculum Director and Principal | Campus Principal monitor | Yearly | PDAS |
| 504 Awareness Training | Inservice Training | Principal & 504 Contact | Eligibility Assessment | Yearly in August | Accommodatio n Plans |

Goal 2: Gilmer ISD will implement an aligned curriculum that focuses on every student's achievement to recognize the district mission.

Objective 2.3: Differentiate instruction to accommodate learning styles and the needs of all students to maximize their opportunities to excel.

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|--|-------------------------|---|---------------------------------------|-----------------------|--------------------------------|
| Instructional Leadership Training for New Teachers | Local Budget \$50 | Curriculum Director/Trainers for ILD/Principals | Monitor classroom instruction | Summer, 2005-May 2006 | PDAS and Portfolios |
| Visit successful schools | \$550 | Curriculum Director/Principal | Observe successful classroom teachers | Spring, 2005-May 2006 | Implement successful practices |
| Training for integrated curriculum/thematic approach | Staff Dev. Plan | Curriculum Director Principal | Design lessons for thematic approach | 2005-2006 | Implement thematic lessons |
| Dyslexia Screening and Training Services | Testing Kits CEI Lab | Reading Specialist Counselor | Screening process | 2005-2006 | Identified students in CEI Lab |
| Dyslexia Awareness Training | Time | Reading Specialist | Campus Principals Monitor | 2005-2006 | PDAS and Portfolios |

Goal 2: Gilmer ISD will implement an aligned curriculum that focuses on every student's achievement to recognize the district mission.

Objective 2.3: Differentiate instruction to accommodate learning styles and the needs of all students to maximize their opportunities to excel

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|--|-----------------------------------|-------------------------------------|---|------------------|-----------------------------|
| Provide staff training in Differentiating Instruction | Time Region VII | Curriculum Director Principal | Scheduled Training Sessions Grade Level Mtgs Walk-Throughs | 2005-2006 | PDAS and Portfolios |
| Improve the Implementation of Learning Centers in the classrooms | District Personnel Internet | Principals Classroom Teachers | Walk-Throughs | 2005-2006 | PDAS and Portfolios |

Goal 2: Gilmer Elementary will implement an aligned curriculum that focuses on every student's achievement to recognize the district mission

Objective 2.4: Implement an extensive assessment and evaluation system that measures student achievement, teacher effectiveness, and Program success

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|---|------------------|---|---|-----------------------|---|
| Implement the Gilmer Assessment Plan for continuous monitoring of student achievement | Time | Superintendent/ Curriculum Director/Principal | Weekly assessments; Six week assessments | 2005-2006 | TAKS Results TPRI Results Reading Levels Benchmark Test Results |
| Administer Terra Nova Achievement Tests in reading, writing, and math to grades 1 and 2 | \$5000 | Principal Counselor | Practice Tests | Yearly March/April | Achievement Test Results |

Goal 2: Gilmer ISD will implement an aligned curriculum that focuses on every student's achievement to recognize the district mission.

Objective 2.5: Create a system to promote parental and community involvement with educators in curricular and instructional issues.

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|--|----------------------------|--|---|------------------|--------------------------------|
| Continue to strengthen Parent/Teacher Conference Training | Region VII Title I | Curriculum Director Principals | Training Evaluation | 2005-2006 | Parent Survey |
| Parent/Community Volunteers | District Budget Title I | District Personnel/ PTO/ Principals | Business/Paren t and Community Participation | 2005-2006 | Parent/ Community Survey |

Goal 3: Gilmer ISD will implement a comprehensive professional development plan focused on district, campus, and individual Instructional and content needs, resulting in improved student performance.

Objective 3.1: Provide quantifiable, targeted staff development in various formats and time frames.

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|---|------------------|--------------------------------------|--|------------------|---|
| Implement an ongoing and comprehensive staff development plan | Time | Principal/ Curriculum Director | Reviewed by Grade Level Leaders and Principal | 2005-2006 | Meet Professional Development Needs |
| Design a comprehensive professional development calendar | Time | Principal/ Curriculum Director | Reviewed by Grade Level Leaders and CIC | 2005-2006 | Evaluation of Staff Development Sessions |
| Implement professional development sessions based on needs assessment derived from student performance data | Title II Funds | Principal/ Curriculum Director | Evaluation of Staff Development Sessions | 2005-2006 | Increased Student Achievement |

Goal 3: Gilmer Elementary will implement a comprehensive professional development plan focused on district, campus, and individual instructional and content needs, resulting in improved student performance.

Objective 3.2: Train and encourage teachers to use instructional strategies that expand student thinking and address all student groups.

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|---|---------------------------|------------------------------|---|------------------|--|
| Frequent Walk-Throughs | Time | Principals | Walk-Through Notebook/PDA records | 2005-2006 | PDAS and Portfolios |
| Visit Successful Campuses | \$2500 | Principals | Observe Successful Classroom Instruction | 2005-2006 | Implement Successful Classroom Practices |
| Continue Centers Training PK-2 and embellish center manipulatives | \$1,000 | Principals | Observe Successful Classroom Instruction in Centers | 2005-2006 | Fully Implemented Centers in Classrooms |
| Improved use of Mini-Lessons | Instructional Consultants | Principals | Observe Successful use of Mini-Lessons in walk-throughs | 2005-2006 | PDAS and Portfolios |

Goal 4: Gilmer ISD will provide a safe and orderly environment that emphasizes character values.

Objective 4.1: Develop partnerships with law enforcement, governmental entities, parents, and community to provide a safe and orderly educational environment.

| Strategies | Resources | Person(s) Responsible | Formative Evaluation | Time Line | Summative Evaluation |
|--|-------------------------|------------------------------|---|------------------|--------------------------------|
| Implement a “Character Trait” of the month program | Chic-Fil-A Title IV | Principal/ Counselor | Morning Announcement s | 2005-2006 | AEIS Data Campus Climate |
| Implement “The Beginnings of a Hero” Program | State Farm Insurance | Principal/ Counselor | Recorded messages during Black History Monty | 2005-2006 | AEIS Data Campus Climate |
| Classroom Guidance Skillstreaming Lessons | Time Title IV | Principal/ Counselor | Monthly Schedules | 2005-2006 | AIES Data Campus Climate |