

Gilmer Intermediate School 2005-2006

Gilmer Intermediate's student population is composed of 73.7% White, 17.7% African American, 6.9% Hispanic, and 1.6% other. 53.2% of students are Economically Disadvantaged. Gilmer Intermediate is a Title I campus.

Comprehensive Needs Assessment

The following information sources provided data for the comprehensive needs assessment:

- Longitudinal AEIS data
- Longitudinal academic performance information for non-AEIS student groups
- RPTE, AYP, SDAA/LDAA
- Program Evaluations
- Staffing Needs
- Professional/Paraprofessional training needs
- Benchmark tests, Teacher checklists
- Norm-referenced test data
- Discipline Data
- Promotion/Retention rates
- Stakeholder surveys (including Campus Climate Survey)
- Informal evaluations

An in-depth review and disaggregation of data by the campus site-based committee led to the development of the goal(s), objectives, and strategies included in this Plan of Action.

Findings to be addressed in 2005-2006:

- Mathematics scores.
- At-Risk, Hispanic, and ESL students scores must be improved.
- African American students must be assisted in the areas of Writing and Reading as well as Math and Science
- Continue to work on improvement in reading.
- Improve attendance rate

NCLB Goals:

By 2012 – 2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, math, social studies, and science.

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, math, social studies, and science.

By 2004 – 2005, all students will be taught by highly qualified teachers.

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

All students promoted will be prepared to be successful in high school and to graduate within four years.

Gilmer Independent School District Goals:

Gilmer ISD will achieve a higher percentage than the state average on all AEIS indicators.

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

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

Gilmer ISD will provide a safe and orderly environment that emphasizes character values

Gilmer ISD will obtain and retain quality staff.

Academic Performance Chart

	2002-2003				2003-2004				2004-2005			
	Reading	Math	Writing	Science	Reading	Math	Writing	Science	Reading	Math	Science	Writing
All	78	85	82	68	83	75	82	38	84	76	55	61
Afr Am	65	64	73	51	65	65	50	38	67	51	6	36
Hispanic	69	78	82	60	77	75	86	67	78	68	44	62
White	87	88	85	72	84	89	86	76	88	82	64	65
Eco Dis												
At Risk												
ESL												
GT												
SPED												

	2002 – 2003	2003-2004	2004-2005
Attendance	95.8	95.9	
Drop-Out Rate	0		

State Developed Alternative Assessment (SDAA)

	2002 – 2003			2003 – 2004			2004-2005		
SDAA Results	# Met ARD	# Tested	% Met ARD	# Met ARD	# Tested	% Met ARD	# Met ARD	# Tested	% Met ARD
All	60	117	51.28	62	115	54	44	46	90
Writing	16	17		20	18		11	12	
Reading	23	52		49	23		41	46	
Mathematics	21	48		46	21		38	43	

GILMER INTERMEDIATE: Campus Improvement Plan 2005-2006

Campus Goal:	To improve student performance in the area of Mathematics. To ensure that all 5th grade students pass the Math TAKS required for promotion. TARGET: Improve African American scores by 30%.
Evidence of Need with Supportive Data:	Spring 2005 TAKS results indicate passing rate: third grade 73%, fourth grade 73%, fifth grade 67%. Fourth grade African American results indicate passing rate of 15%.
Performance Objective/Summative Evaluation Data:	The percentage of all students and each subgroup passing mathematics will meet or exceed 90%.

Activity / Strategy	Person(s) Responsible	Resources Needed/ Fund Source	Measurable Evidence of Change	Timeline	Special Populations/Notes
1. Teachers will analyze assessment data by objective to identify and remediate areas of concern.	Principal Instructional facilitator Classroom teachers	Compass GISD Target Local	Identification of objectives with the lowest percentage of mastery.	Teaming every six weeks	
2. Tutoring will be provided during, before, and after school to increase instructional time.	Classroom teachers	Title 1 funds for tutoring (\$18 per hour per teacher per week)	Tutoring logs Tutoring assessment data	Jan-March	At-Risk Special Ed ESL African American
3. An administrator or instructional facilitator will provide weekly staff development on best teaching practices and research based instructional strategies.	Principal Instructional facilitator	Title 1 funds in workshop expenses \$47,000 of Title 1 funds for Instructional facilitator salary	Staff development agenda and teaming schedule	Weekly	
4. Benchmark tests will be used to allow teachers to focus on student needs.	Classroom teachers Instructional facilitator	District developed tests on TEKS objectives Title 1, Local	Test results	Every six weeks	
5. Use of Math Learning Centers minimum of 90 minutes per day.	Principal	Local Workshops Title Region VII	Lesson Plans Classroom Observations	Daily	
6. Math Camp Provide early intervention for	Math Specialists Classroom teachers Principal	ARI, Local	Daily Plans Pre-Post Assessment	Oct Nov 6 weeks	

students who struggle in Math					
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**GILMER INTERMEDIATE: Campus Improvement Plan
2005-2006**

Campus Goal:	To improve student performance in the area of reading. To ensure that all 3rd and 5th grade students pass the Reading TAKS exam required for promotion. TARGET: Improve African American scores by 30%, Improve Hispanic scores by 20%.
Evidence of Need with Supportive Data:	Spring 2005 TAKS results indicate passing rate: third grade 91%, fourth grade 79%, fifth grade 63%. Fourth grade African American results indicate passing rate of 23%. Fifth grade Hispanics results indicate passing rate of 67%.
Performance Objective/Summative Evaluation Data:	The percentage of all students and each subgroup passing reading will meet or exceed 90%.

Activity / Strategy	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations/Notes
1. Teachers will analyze assessment data by objective to identify and remediate areas of concern.	Principal Instructional facilitator Classroom Teachers	Compass GISD Target Local	Identification of objectives with the lowest percentage of mastery.	Weekly during teaming	All
2. Benchmark test will be used to allow teachers to focus on student needs.	Classroom teachers Instructional facilitator Math Specialist	District developed tests on TEKS objectives, Region VII test bank Title Local	Test results	Every six weeks	
3. Tutoring will be provided during, before, and after school to increase instructional time.	Principal Classroom Teachers	\$ of Title 1 funds for tutoring Title, Local	Tutoring logs Tutoring assessment data	Jan-March	At Risk ESL African American Eco. Dis.
4. An administrator or instructional facilitator will provide weekly staff development on best teaching practices and research based	Principal Instructional facilitator	Title 1 funds for workshops expenses, funds for professional books Title 1 & local funds	Staff development agenda, schedules, and teaming	Weekly	

instructional strategies.					
5. Teachers will integrate social studies TEKS into guided reading.	Principal Instructional facilitator Classroom teacher	Title 1 and local funds for leveled readers and library books Book carts Local	Observation Reading Logs	Daily	
6. Teachers will provide small group instruction daily using guided reading strategies	Principal Instructional facilitator Classroom teachers	Local for leveled readers \$8000 staff development (Koesel) (Local, Title 1)	Lesson Plans Reading Logs Student Portfolio Observation DRA	Daily	

GILMER INTERMEDIATE: Campus Improvement Plan 2005-2006

Campus Goal:	To improve student performance in the area of science. TARGET: Improve African American scores by 30%. Improve Hispanic scores by 20%.
Evidence of Need with Supportive Data:	Spring 2004 TAKS results indicate passing rate: fifth grade 54%. Science results indicate 38% of African Americans and 67% Hispanics met the standard.
Performance Objective/Summative Evaluation Data:	The percentage of all students and each subgroup passing science will meet or exceed 90%.

Activity / Strategy	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations/Notes
1. Teachers will analyze assessment data by objective to identify and remediate areas of concern.	Principal Instructional facilitator Classroom teachers	Compass Local, Title 1	Identification of objectives with the lowest percentage of mastery.	Weekly	
2. Benchmark test will be used to allow teachers to focus on student needs.	Classroom Teachers Instructional facilitator	District developed tests on TEKS objectives	Improved test results	Every six weeks	
3. 5 th grade students will be provided with opportunities for outdoor school activities.	Principal Classroom teachers Camp Gilmont Staff	\$14,000 Title 1	Lesson Plans Increased TAKS Scores	Oct, Nov-Dec. March/April/May	
4. An administrator or instructional facilitator will provide weekly staff development on best teaching practices and research based instructional strategies.	Administrators Instructional facilitator	Title 1 funds for workshop expenses	Staff development agenda and teaming schedules	Weekly	
5. All students will be provided with hands-on experiences on a regular basis.	Principal Classroom teachers	Local, Title 1	Lesson Plans Benchmark Assessments	Every six weeks	

6. Align Science Curriculum Define TEKS	Principal Science Specialist Region VII Classroom Teachers	John Crain Local Title 1	Scope & Sequence of Science TEKS	Daily	
7. All students will complete a science activity/experiment in the science lab on a regular basis.	Principal Classroom teachers	Title 1	Lesson Plans Lab Sign-Up Sheet Increased TAKS Scores	Every six weeks	

**GILMER INTERMEDIATE: Campus Improvement Plan
2005-2006**

Campus Goal:	To improve student performance in the area of writing. TARGET: Improve African American scores by 5%.
Evidence of Need with Supportive Data:	Spring 2004 TAKS results indicate passing rate: fourth grade 87%. Writing results indicate 85% of African Americans and Hispanic 92% met the standard.
Performance Objective/Summative Evaluation Data:	The percentage of all students and each subgroup passing science will meet or exceed 90%.

Activity / Strategy	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations/ Notes
1. Teachers will analyze assessment data by objective to identify and remediate areas of concern.	Principal Instructional facilitator Classroom teachers	Compass GISD Target Local	Identification of objectives with the lowest percentage of mastery.	Every six weeks	
2. Benchmark test will be used to allow teachers to focus on student needs.	Classroom teachers Instructional facilitator	District developed tests on TEKS objectives Title 1, Local	Test results	Every six weeks	
3. Students will be provided with daily writing experiences.	Principal Classroom teachers	\$700 – Local	Lesson Plans Student Portfolios Teacher Portfolios	Every six weeks	
4. Teachers will receive training in New Jersey Writing Project. (all 3 rd and 4 th , 5 th LA)	Principal Curriculum Director Classroom teachers	Local Title 1	Student Portfolios Benchmark Assessments	Summer 2005 Summer 2006	
5. An administrator or instructional facilitator will provide weekly staff development on best teaching practices and research based instructional strategies.	Principal Instructional facilitator	Title 1 funds for workshop expenses	Staff development agenda and schedules	August 2005 through May 2005 Weekly	

6. Teachers will compile a portfolio of every student's work.	Classroom teachers Principal	Local	Student portfolio on every student – monitored by principal	Nov-March Dec-May	
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GILMER INTERMEDIATE: Campus Improvement Plan 2005-2006

Campus Goal:	To improve overall student achievement. TARGET: Set high expectations for students and staff.
Evidence of Need with Supportive Data:	Spring 2004 TAKS scores indicate that only 11% of students received Commended Performance on all tests.
Performance Objective/Summative Evaluation Data:	The percent of students receiving Commended Performance will increase by 20% on all tests.

Activity / Strategy	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations/Notes
1. Identify students with possible learning difficulties and provide strategies to assist in overcoming academic difficulty.	Principal Counselor Diagnostician Campus Intervention Team	Implement learning lab S.E. Title 1 Local	Benchmark Assessments Student Portfolios DRA'S		At-Risk ESL
2. Ensure that all LEP students become proficient in English.	ESL teacher Language Arts teacher	Local	RPTE results Benchmark assessments	Daily/each six weeks	
3. Minimize classroom disruptions due to student misbehavior.	Principal Asst. Principal Teachers	None	Discipline Referrals	August 2004 through May 2005	
4. Recognize student efforts through use of incentives.	Principal Teachers	Local	Star Student	Every week	
5. Students will learn technology applications and integrate technology into core curriculum.	Technology teacher Classroom teacher	None	Mastery of TEKS	Weekly	
6. Students will participate in physical education to develop gross/ fine motor skills showing correlation to academic learning strategies.	PE teacher	Local	Improvement of gross/fine motor skills; decrease in obesity.	Weekly	
7. Teachers will assess and examine cumulative	Classroom teachers		Talented and gifted student inventory	Each year	G/T

reports to determine which students qualify as talented and gifted	Counselor G/T Teacher				
8. Implement full inclusion for all Special Education students.	Principal SPED Teacher Classroom teacher	2 FTE-SPED	Schedule SDAA II Assessment	Daily	SPED
9. Students will be provided the opportunity to participate in music.	Music Teacher	Local	Mastery of TEKS	Weekly	
10. Art education will provide students with opportunities for enrichment.	Art Teacher	Local	Increased mastery of TEKS	Every six weeks	

**GILMER INTERMEDIATE: Campus Improvement Plan
2005-2006**

Campus Goal:	To provide professional development that will increase student achievement. TARGET: All teachers and staff will be highly qualified.
Evidence of Need with Supportive Data:	Support Faculty & Staff in order to retain a highly qualified staff
Performance Objective/Summative Evaluation Data:	All staff will be highly qualified as determined by SBEC and NCLB.

Activity / Strategy	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations/ Notes
1. Provide quality staff development to ensure retention and recruitment of highly qualified staff.	Curriculum Director Principal Instructional facilitator Region VII	Local	Certification	June July August	
2. Provide annual update training to ensure common procedures for identifying, supporting, and monitoring the following students: Dyslexia, LEP, SPED, G/T, At-Risk	Principal SPED Director Curriculum Director Region VII	Local	Staff Development Agenda		
4. Provide continued staff development in areas of district focus – Four Block, Math Learning Centers, New Jersey Writing, etc.	Curriculum Director Principal Instructional facilitator	Title Local	Staff Development Agenda, Teaming	Summer, every six weeks	
5. Provide G/T training to all staff to meet certification requirements.	Curriculum Director Region VII	Local Region VII	Certification	June-August	G/T

6. Strengthen the Vertical curriculum alignment with weekly teaming meetings	Principal Instructional facilitator Teachers	Local Title	All teachers will attend weekly grade level meetings	Weekly	
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**GILMER INTERMEDIATE: Campus Improvement Plan
2005-2006**

Campus Goal:	To use student performance data to guide instructional planning
Evidence of Need with Supportive Data:	
Performance Objective/Summative Evaluation Data:	Gilmer Intermediate will use student performance data to guide instructional planning.

Activity / Strategy	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations/Notes
1. Teachers will plan, monitor, and adjust instruction based on their assessment of student performance.	Classroom teachers	Local	Lesson plans, student profile sheets agendas	Daily	
2. District developed benchmark tests will be used to allow teachers to focus on student needs.	Classroom teachers	District developed tests on TEKS objectives, Region IV test bank Local Title 1	Test results	Every six weeks	
3. Units of instruction and lesson plans will be presented to campus administration on a weekly basis	Classroom teachers Principals	None	Lesson plans UBD	Weekly	
4. Teacher portfolios will be presented to campus administration each 6 weeks.	Classroom teachers Principal	None	Teacher portfolio	Each six weeks	
5. Student portfolios will be reviewed regularly.	Classroom teachers Principal	Local	Student portfolio	Nov., Dec., March, May	

GILMER INTERMEDIATE: Campus Improvement Plan 2005-2006

Campus Goal:	To improve campus climate and address campus violence prevention and intervention.
Evidence of Need with Supportive Data:	Effective school research shows that students who work in a safe climate show increased academic achievement.
Performance Objective/Summative Evaluation Data:	Gilmer Intermediate will work to provide a safe, positive, and nurturing school environment.

Activity / Strategy	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations
1. Character education will be taught and modeled at Gilmer Intermediate.	Classroom teachers Administrators Local law enforcement	<i>Skillstreaming</i> training and materials / district funds Local	Discipline referral sheets decreased by 10%	Each six weeks	
2. All staff members will monitor students as they arrive and leave at the end of the day and in transition times.	All Staff	None	Duty schedules Discipline referral sheets	Daily	
3. Train all staff in CHAMPS set up expectations for classrooms, transitions & cafeteria & buses	All Staff	Local	Decrease number of students receiving U on report card by 10%. Decrease number of referrals sent to office		
4. Campus Crisis plan will be evaluated by local law enforcement	Principal Upshur County Sheriff's office	None	Campus Crisis Plan	Yearly	
5. Participate in Red Ribbon Week	Principal Counselor	Title 1	100% of students & family participate in the program		
6. Increase positive	Principal	Local	Increase ADA by 2%		

recognition of students with "STAR Student " and six weeks perfect attendance	Assistant Principal				
7. Bullying Program	Principal Wellness Center Counselor	Title 1	Oct. Feb.	Number of bullying incidents decreases	

**GILMER INTERMEDIATE: Campus Improvement Plan
2005-2006**

Campus Goal:	To increase parental involvement.
Evidence of Need with Supportive Data:	Increased parental involvement results in increased student achievement.
Performance Objective/Summative Evaluation Data:	Gilmer Intermediate will provide on going members to become more knowledgeable of the school programs which will increase student achievement.

Activity / Strategy	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations
1. Regular family/school nights will be used to offer strategies for parenting to improve the academic success of students	Principal	\$3000 of Title 1 funds for materials for parent meetings	Agendas of the parent meetings	.	
2. Academic progress will be shared with parent every three weeks.	Classroom teachers	None	Progress reports Report cards	Every 3 weeks	
4. Written communicate with parents concerning academic and behavioral expectations will occur.	Classroom teachers	None	Student agenda	Daily	
5. Provide two-parent conferences each year to inform parents of the child's progress	Principal Teachers	Title 1 Local	Increase the number of parents attending by 10%. Sign in sheets		
6. Provide opportunities for parents to celebrate student success: *Fall Festival *Christmas Music Program *Awards Ceremony	Principal Staff	Local	100% of Parents invited	Nov. Dec. May	

<p style="text-align: center;">Campus Improvement Team 2005 – 2006</p>
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Donna Stagner, Principal
Wendi Jordan, Assistant Principal
Cecelia Boykins, Special Education Teacher
Delinda Stall, Classroom Teacher
Kim Jackson, Classroom Teacher
Jill Turner, Teacher
Lynnette Fromm, Campus non-teaching professional
Sigrid Yates, District non-teaching professional
Bill Pate, Community Member
Bill Gray, Community Member
Joe Dodd, Business
Terri Ross, Business
Marie Nelson, Parent
Susie Bullock, Parent