

GATEWAY EL

Campus Improvement Plan

2014/2015

The mission of Gateway Elementary is to promote learning in a stimulating environment where teachers, students, and parents work together to develop responsible, goal oriented citizens.

GATEWAY EL

Mission

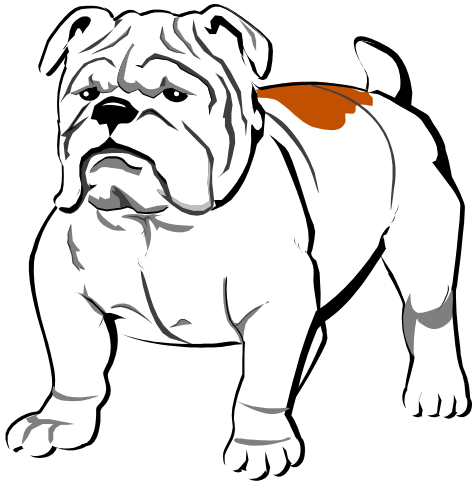
The mission of Gateway Elementary School is to promote learning in a stimulating environment where teachers, students, and parents work together to develop responsible, goal-oriented citizens.

Nondiscrimination Notice

GATEWAY 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.

GATEWAY EL Site Base

Name	Position
Brewer, Sarah	Teacher
Calder, Rebecca	Assistant Principal
Davis, Kasandra	Teacher
Escobar, Josette	Parent
Farmer, Mendy	Teacher
Fite, Melissa	Teacher
Jenkins, Alan	Community/Business
Mccarthy, Tony	District Level Professional
Mcdonald, Tanya	Teacher
Tindall, Mindy	Teacher



Comprehensive Needs Assessment

**Gateway Elementary School
401 Tristram St.
Borger, TX 79007**

Teresa Bodey, Principal

May 2014

Comprehensive Needs Assessment Summary
School Year 2014-2015 Gateway Elementary

Data Sources Reviewed: Literacy Benchmark Data Raptor Data Istation Data PEIMS Data AESOP Data Parent and Staff Surveys DMAC Data Snack Pak 4 Kids Data			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Demographics	<ul style="list-style-type: none"> • Increased number of Migrant identified students in the district/quality of migrant services being provided. • Increased number of students with dyslexia identification being identified and served through quality MTA program. • Increased demographic sub pops including, but not limited to autism, ELLs, and special needs 	<ul style="list-style-type: none"> • Continued services through Region 16 SSA to provide migrant services to migrant identified students. • Continue identification and services for dyslexia students • Significant achievement gap between ELL student population and other demographics • Significant gap in Special Education identified populations. • Progress towards closing achievement gap between all sub pops 	<ul style="list-style-type: none"> • Continued services through Region 16 SSA to provide migrant services to migrant identified students. • Continue identification and services for dyslexia students • Continue PD to support ELL instruction with rigor, sheltered instruction, Dual Language One Way • Strive to improve the process of writing/posting learning objectives in room • Expand the variety of instructional strategies

		<ul style="list-style-type: none">• Large number of identified special needs students entering first grade and need for Instructional Assistant support	<p>used for differentiated learning to support all sub pops</p> <ul style="list-style-type: none">• Inclusion training to support rigorous instruction by teacher and inclusion implementation with Instructional Assistants• Scheduling to ensure support is available as needed in general education classrooms, pull-out resource classroom, self-contained special ed classroom, and pull-outs within the school.• Placement and training, along with materials and resources for a Bilingual certified Reading Recovery teacher• Special Ed Resource teacher training using MTA to meet the further meet the needs of special ed students
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<p>Student Achievement</p>	<ul style="list-style-type: none"> • 70% of 1st graders reading at or above grade level and 75% of second graders reading at or above grade level. • Significant academic improvement of students attending afterschool tutorials and summer school. • Increased common formative assessment rigor utilizing STAAR 1 • Supplemental positions to support student achievement are in place and utilized, including, but not limited to Learning Lab and Instructional Assistants 	<ul style="list-style-type: none"> • Continuation of Balance Literacy Continuum components for new and returning teachers with District Literacy Coordinator • Continuation of Reading Recovery program to provide supports for qualifying students • Continuation of afterschool tutorial program and summer school. • Provide RTI for struggling students • Continue STAAR 1 implementation to create rigorous common formative assessments that assess to the depth and complexity of the TEKS • Continue supplemental support positions to enhance student achievement • Communication of student achievement 	<p>with reading difficulties</p> <ul style="list-style-type: none"> • Professional development in Balanced Literacy Components, supplies materials to add rigor to curriculum and instruction in the areas of all content areas. • Continuation of Reading Recovery program to provide supports for qualifying students • PD on RTI implementation with fidelity and PD on RTI resources • RTI Elementary Alignment with common procedures, guidelines, and paperwork • RTI inclusion available with Instructional Assistant support • Data collection portfolios • Continue STAAR 1 implementation to create rigorous common formative assessments that assess
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		<ul style="list-style-type: none"> • Improve attendance rate of students to help improve student achievement • Promote higher staff attendance rate to help improve student achievement 	<p>to the depth and complexity of the TEKS</p> <ul style="list-style-type: none"> • Continuation of afterschool tutorials with a focus throughout the school year, not just in late spring and summer school program to promote student achievement. • Supplemental positions to support student achievement • GO Books for all students to promote student achievement and communication between parents and teachers • More student and staff perfect attendance recognition and/or rewards
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> • Parent and staff surveys indicated positive learning environment, work environment • Collaboration among educators was rated high (Sense of family community) 	<ul style="list-style-type: none"> • Implementation of character building • Campus SRO to monitor student/employee safety • Shared counselor for guidance lessons • School wide discipline 	<ul style="list-style-type: none"> • Implementation of character building program • Campus SRO to monitor student/employee safety • Counselor will be shared on two campuses

	<ul style="list-style-type: none"> • Parents indicated strong learning environment, depth of programs offered meeting student needs and warm/welcoming campus environment as campus assets 	<p>management plan</p> <ul style="list-style-type: none"> • Improved communication sources between parents and students • Positive Behavior Interventions needed 	<ul style="list-style-type: none"> • GO Books for all students to promote student achievement and communication between parents and teachers • Compliment awards for classes school wide initiative • Principal ticket system for positive behavior
<p>Staff Quality/Professional Development</p>	<ul style="list-style-type: none"> • All teachers received sustained, ongoing professional development in literacy components. • Inclusion training attended by select/team members and inclusion plan developed and in implementation phase, including but not limited to Instructional Assistants, classroom teachers, and special education teachers • New teacher instructional coaching supports along with mentors on campus 	<ul style="list-style-type: none"> • Grade level/content area teachers are given 1 day per six weeks for planning. • Instructional coaching and conferencing is needed to support new or struggling teachers/staff. • ELL student populations are underperforming compared to other demographic groups. Continued professional development is needed to shelter ELL populations and decrease the achievement gap. • Sustained coaching and conferencing on 	<ul style="list-style-type: none"> • Continued PD on How to Plan Instruction and Curriculum with Rigor • Instructional Coaching and Conferencing • Sheltered Instruction continued support • Sheltered Instruction Coaching and Conferencing • Balanced Literacy Implementation and Reading Instruction • Inclusion Training to support and enhance implementation • Professional development for teachers of ELL populations to support instruction with rigor

	<ul style="list-style-type: none"> • Struggling teacher instructional coaching supports • Writing vertical alignment committee 	<p>Sheltered Instruction implementation is necessary to ensure implementation with fidelity.</p> <ul style="list-style-type: none"> • Singapore math strategy implementation and continued support for teachers and Instructional Assistants • Continued support for vertical alignment for writing 	<p>and the implementation of Dual language One Way</p> <ul style="list-style-type: none"> • Technology programs professional development (ISTATION, etc) • Autism training to support student needs and teacher efficacy • PD for Reading Recovery teachers to build pedagogy and continue to build program • PD to increase teacher/staff pedagogy in core content areas and areas identified by campus • Ongoing Singapore math strategy support and PD opportunities • Empowering Writers and writer’s workshop continued support for implementation
<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> • Utilization of STAAR 1 program to add rigor to assessments • Instructional 	<ul style="list-style-type: none"> • Continue STAAR 1 implementation to build rigorous common formative assessments • Continue 	<ul style="list-style-type: none"> • STAAR 1 utilization • Instructional coaching sustainability • Planning days for subject/content area

	<p>coaching/peer coaching</p> <ul style="list-style-type: none"> • Continued improvement of alignment between written, taught, tested curriculum • Planning days provided to teachers by grade level and content area • PLC implementation ongoing • Utilization of Literacy Benchmark tracking program –used to monitor student achievement • Assessment reviews with teachers/campus administrators/districts administrators • Utilization of Fountas & Pinnell Phonics • Alignment of Handwriting with PBE 	<p>peer/instructional coaching to support new or struggling staff members</p> <ul style="list-style-type: none"> • Continue with planning days with PD provided on planning with rigor • Continue PLC training and implementation • Continue utilization of Literacy Benchmark tracking program –used to monitor student achievement • Continue assessment reviews with teachers/campus administrators/districts administrators to review individual student progress and by demographic groups • Utilization of Fountas & Pinnell Phonics • Support new implementation of adopted Science and Math resources • Support PLCs • Handwriting Without Tears for first grade • Continued support for 	<ul style="list-style-type: none"> • Utilization, sustainability plan creation, resources for Fountas & Pinnell Phonics • Region 16 Instruction and Title II contacts to support teacher PD, instruction, and teacher pedagogy • PD opportunity for first grade teachers for roll out of Handwriting Without Tears • Empowering Writers and writer’s workshop continued support for implementation
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	<ul style="list-style-type: none"> Vertical Alignment Committee for Writing 	writing vertical alignment, including but not limited to Empowering Writers and Writer's Workshop	
School Context and Organization	<ul style="list-style-type: none"> Parent surveys indicated school is seen as a safe place for students Parents feel welcome at Gateway 	<ul style="list-style-type: none"> Shared counselor to support student needs Raptor use needs to be consistent Safety of school drop-off and pick-up system Implementation of Watch D.O.G.S. program Changes needed in cafeteria duty and coverage 	<ul style="list-style-type: none"> Utilize Raptor system with consistency Train more personnel on the Raptor system Relieve overcrowding in foyer after school for pick up Continued implementation of SRO patrol in parking lot before and after school Purchase and implement Watch D.O.G.S. program to help promote safety and parental involvement Needed schedule changes to duty coverage
Technology	<ul style="list-style-type: none"> Gains in student achievement evidenced through use of technology programs to support student learning, including, but not limited to I-Station 	<ul style="list-style-type: none"> Computers for the classroom to replace older/obsolete computers Purchase/renewal of instructional/student assessment technology 	<ul style="list-style-type: none"> Technology upgrades to current equipment and programs Computers for the classroom to replace older/obsolete computers

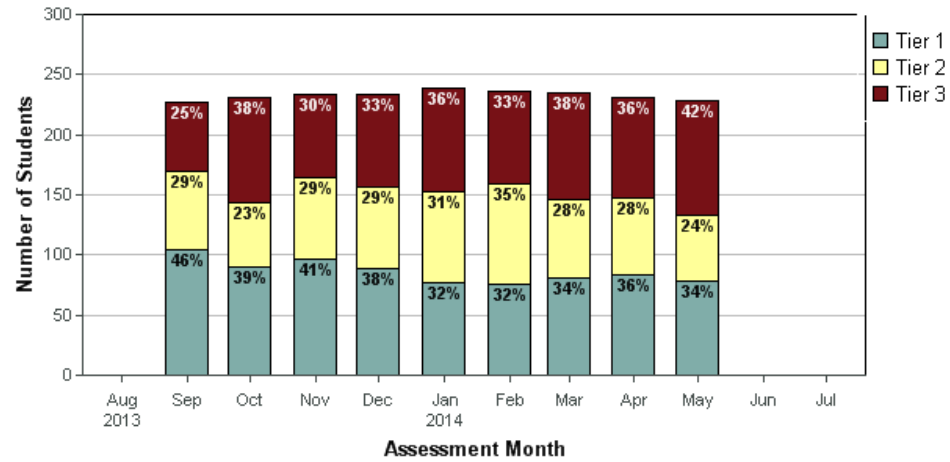
	<p>and Education City</p> <ul style="list-style-type: none"> • iPad labs added • All classrooms have Smartboards 	<p>programs</p> <ul style="list-style-type: none"> • Continue to support added iPad apps for student labs • Provide iPads for use in Science Lab to support learning • Continued training on use of technology, including, but not limited to Smartboards, iPads, document cameras 	<ul style="list-style-type: none"> • Purchase/renewal of instructional technology programs and apps • Smartboards for classrooms to support instruction and student achievement • Provide training opportunities through technology department, Region 16 ESC, and other outside sources
<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> • Gateway parents utilizing Borger ISD Parent Involvement Center for ESL/GED classes • PTO membership strong • High attendance rate at school sponsored events/programs • Community project Hutchinson County Cares • High parent/community 	<ul style="list-style-type: none"> • Continue to offer parent training via Borger ISD Parent Involvement Center and through campus training opportunities • Continue with community project focus/activity • Continue PTO and encourage parent participation membership, active involvement • Continue parent communication (written/verbal) in applicable language • Implementation of 	<ul style="list-style-type: none"> • Continue to offer parent training via Borger ISD Parent Involvement Center and through campus training opportunities (literacy, numeracy) • Continue with community project focus/activity • Continue PTO and encourage parent participation membership, active involvement • Continue parent communication (written/verbal) in applicable language

	<p>member volunteerism</p> <ul style="list-style-type: none"> • Parent volunteerism is very high • Promotion of perfect attendance each six weeks with Rotary Club bike drawings 	<p>Watch D.O.G.S. program</p> <ul style="list-style-type: none"> • Parent surveys indicated more communication needed between parents and school • Promote the use of Parent Portal early in year and often • Continue to build strong relations with parents and community members • Continue partnership with Rotary Club and Wal-Mart for six weeks perfect attendance awards 	<ul style="list-style-type: none"> • Purchase and implement Watch D.O.G.S. program to help promote safety and parental involvement • Parent Portal notification and training for parents • Promote parents completing background checks to be able to volunteer at school early on in the school year • Promote higher attendance rates for students and staff with more recognition and/or rewards
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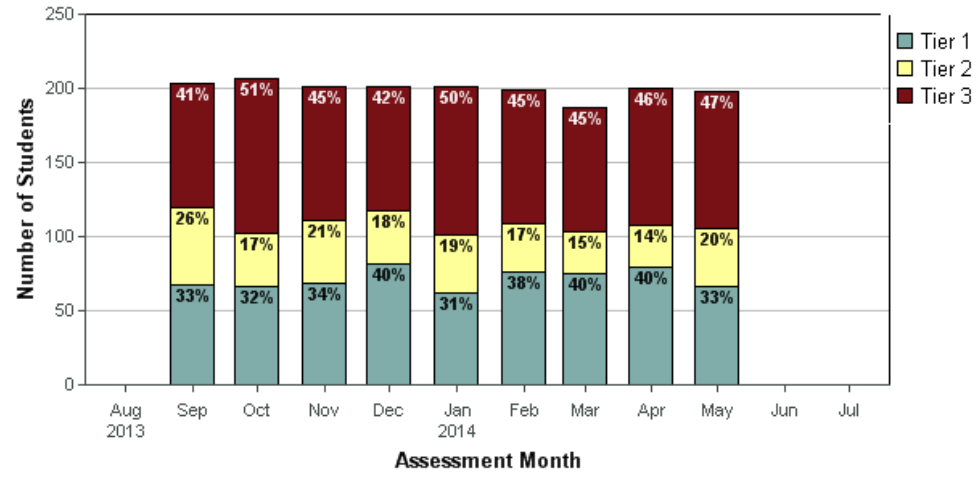
Tier Movement

ISIP™ Early Reading results

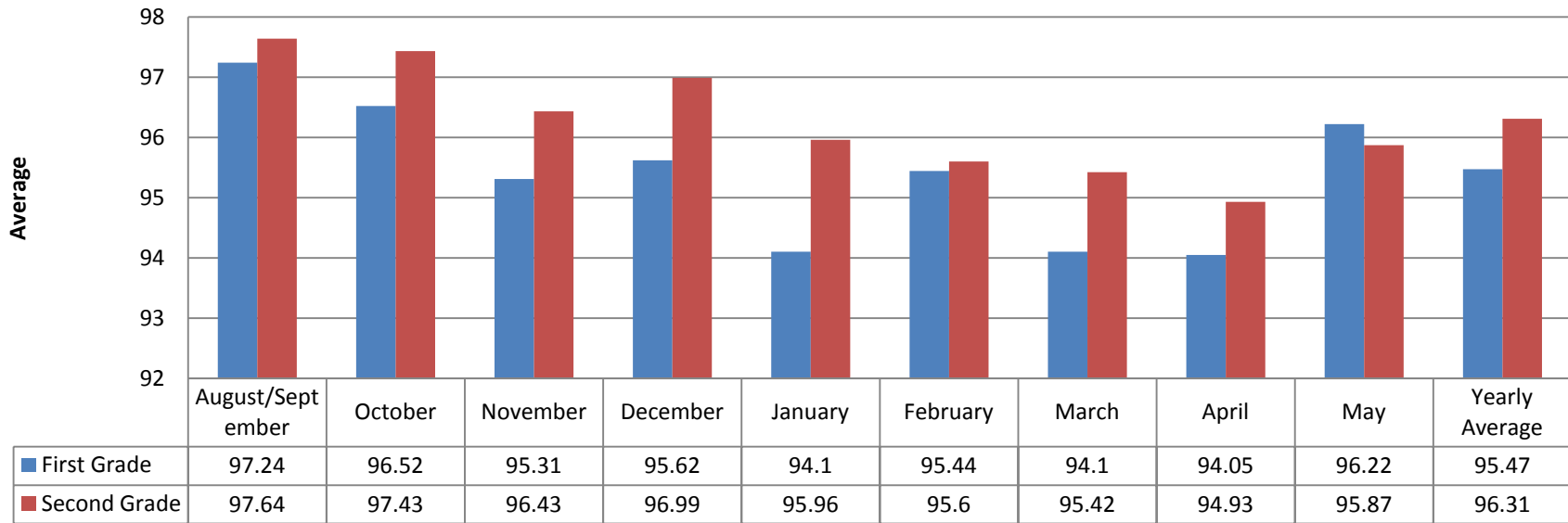
1st Grade - Overall Reading



2nd Grade - Overall Reading



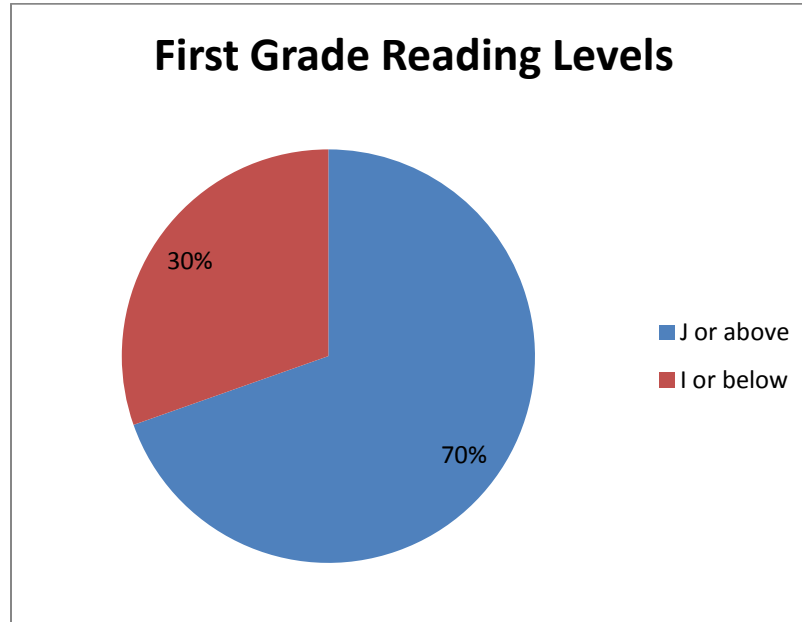
2013-2014 Attendance Rate



Special Population Groups 2013-2014

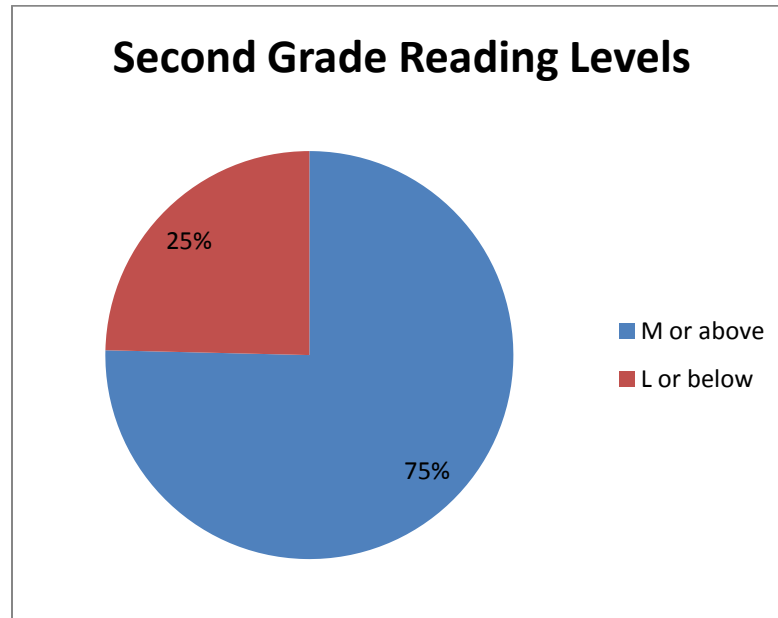
Student Group	First Grade	Second Grade	Total Populations
Bilingual	13	21	34
ESL	9	16	25
Special Education	13	17	30
Migrant	0	1	1
Homeless	0	3	3
At Risk	60	112	172
Economically Disadvantaged	132	148	310
Gifted and Talented	4	11	15

End of the Year Benchmark Data



First Grade	Number of Students	Percent
At or above grade level (J or above)	158	69.6
Below Grade Level (I or below)	69	30.4

End of the Year Benchmark Data



Second Grade	Number of Students	Percent
At or above grade level (M or above)	149	75.25
Below Grade Level (L or below)	49	24.74

GATEWAY EL

- Goal 1.** Gateway Elementary will scaffold learning and provide a strong foundation to prepare students for future state assessments.
 - Objective 1.** Gateway Elementary will provide students with developmentally appropriate rigorous instruction to the depth and complexity of the taught and tested curriculum.
 - Objective 2.** Gateway Elementary will implement technology in the classroom to engage students and promote critical thinking skills.
 - Objective 3.** Campus Academic Programs will offer support and assistance and reinforce classroom instruction.
 - Objective 4.** Improvement of Reading Assessment Results
 - Objective 5.** Rtl will be utilized to provide necessary help for struggling students

- Goal 2.** Gateway Elementary will seek to maintain an average daily attendance of at least 96%.
 - Objective 1.** Gateway Elementary will implement an incentive program to help students learn the importance of consistent school attendance.
 - Objective 2.** Gateway Elementary will monitor student attendance.

- Goal 3.** Gateway Elementary will provide a positive, safe and orderly learning environment to promote higher levels of achievement.
 - Objective 1.** Decrease office referrals developing and implementing a school-wide behavior management plan.
 - Objective 2.** Gateway Elementary will conduct 100% of the the district required safety drills/ training to increase student safety.
 - Objective 3.** Gateway Elementary will conduct perceptual surveys each year to gather parent & teacher data to increase a positive school and parent involvement.
 - Objective 4.** Gateway will promote safety and security on campus at all times.

- Goal 4.** Gateway Elementary will work to strengthen relationships and communication with parents and community members, and strive to provide a welcoming atmosphere within the school.
 - Objective 1.** Gateway will work with parents, staff, parent involvement liasions, and the community to increase student achievement and success in schools.

- Goal 5.** Gateway Elementary will participate in professional development activities that addresses campus needs and Campus/District initiatives.
 - Objective 1.** 100% of staff will participate in required professional development that addresses campus needs and district initiatives

GATEWAY EL

Goal 1. Gateway Elementary will scaffold learning and provide a strong foundation to prepare students for future state assessments.

Objective 1. Gateway Elementary will provide students with developmentally appropriate rigorous instruction to the depth and complexity of the taught and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gateway will utilize supplemental teachers and staff to promote student achievement. (Title I SW: 9) (Title I TA: 2,4,5,6) (Target Group: All, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Personnel Director, Principal	August 2014-May 2015	(F)Professional Development, (F)Title 1 Part A Funds, (O)Personnel, (O)Staff Time	Summative - PDAS Evaluations Walk Through Data Student Achievement Data
2. Using the Kilgo Scope and Sequence an analysis of the verb will guide the development of higher cognitive levels of learning by raising the lesson's level of rigor and DOK. Gateway will utilize the Kilgo Scope and Sequence, assessment data, and data disaggregation to guide instruction. SIOP lessons, the traditional lesson cycle and the Fundamental Five will be used to carry out differentiated instruction, language development and engaging hands-on activities. (Title I SW: 1,2,3,4,8) (Title I TA: 1,2,3,5) (Target Group: All) (NCLB: 1,2,3,5)	Principal, Teacher(s)	August 2014-May 2015	(O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time, (S)Local Funds	Summative - Summative-Formative implementation of increased rigor observed through administrator walk throughs. Lesson plan audits, success on benchmarks
3. Collaborative planning time will be provided for teachers to plan across grade level content areas each six weeks. Alignment of written, taught, and assessed curriculum will be the focus of the Treasure Hunt days. (Title I SW: 1,2,3,4,8,9,10) (Title I TA: 1,2,3) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time	Summative - Increase student achievement as evidenced by Walk Through Data, Assessment Data, and Lesson Plans.
4. Sustained professional development through instructional coaching for sheltered instruction implementation. SYSTEM SAFEGUARD: PBMAS (Title I SW: 1,2,3,8,10) (Title I TA: 1,2) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Summative-Formative lesson plan audit

GATEWAY EL

Goal 1. Gateway Elementary will scaffold learning and provide a strong foundation to prepare students for future state assessments.

Objective 2. Gateway Elementary will implement technology in the classroom to engage students and promote critical thinking skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. I-station software program will be utilized to help identify struggling readers. SYSTEM SAFEGUARD: PBMAS (Title I SW: 1,9) (Title I TA: 1,3,8) (Target Group: All, AtRisk) (NCLB: 1)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(F)Title 1 Part A Funds	Summative - Increased student achievement as evidenced by local assessments and grade level benchmarks.
2. Technology upgrades including software and hardware that includes but is not limited to lpads, smartboards, computers, etc. to support instructional programs. (Title I SW: 1) (Title I TA: 1,2,4) (Target Group: All) (NCLB: 1)	Campus Intstructional Technologist, Director of Technology, Principal	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Increased student performance scores as evidenced by local sessments, administrator walk through data to support integration of instructional technologies
3. Utilization of technology programs to enhance student learning and prepare students for the rigor of state assessments. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Increased student achievement as evidenced by performance on local assessments

GATEWAY EL

Goal 1. Gateway Elementary will scaffold learning and provide a strong foundation to prepare students for future state assessments.

Objective 3. Campus Academic Programs will offer support and assistance and reinforce classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery will be available for students in 1st grade who are in need of assistance in early acquisition of reading and writing skills. (Title I SW: 3) (Title I TA: 1,3,4,5,8) (Target Group: AtRisk) (NCLB: 1,3)	Designee(s), Executive Director of Special Programs, Literacy Coordinator, Principal, Reading Recovery Teachers, Teacher(s)	August 2014-May 2015	(F)Title 1 Part A Funds	Summative - Student performance will be monitored to address areas of growth and concern.
2. Literacy groups will be offered to support 1st and 2nd grade students. SYSTEM SAFEGUARD: PBMAS (Title I SW: 10) (Title I TA: 1,3,5) (Target Group: All, AtRisk) (NCLB: 1)	Designee(s), Principal, Reading Recovery Teachers, Teacher(s)	August 2014-May 2015	(F)Title 1 Part A Funds	Summative - Student performance will be monitored for student growth and concern.
3. Science Lab--Students will go to the Science Lab 1 day a week to reinforce the classroom instruction. (Title I TA: 2,5) (Target Group: All)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Teacher pedagogy	Summative - Increased level oo student achievement as evidenced by student performance on local assessments and grade level benchmarks.

GATEWAY EL

Goal 1. Gateway Elementary will scaffold learning and provide a strong foundation to prepare students for future state assessments.

Objective 4. Improvement of Reading Assessment Results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading benchmarks will be administered by the classroom teacher 2-3 times a year. (Title I TA: 3) (Target Group: All) (NCLB: 1)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Personnel, (O)Teacher pedagogy	Summative - Student performance will be monitored to provide assistance for struggling students in the areas of student concerns.
2. Use STAAR One and other resources to develop common formative assessments and benchmarks reflective of grade appropriate rigor. (Title I TA: 1,2) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Student performance will be monitored as a means to provide high instruction to all students.

GATEWAY EL

Goal 1. Gateway Elementary will scaffold learning and provide a strong foundation to prepare students for future state assessments.

Objective 5. RtI will be utilized to provide necessary help for struggling students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gateway Elementary will maintain an RtI committee that will include the administrators, Special Education teacher, grade level teachers and a committee chairperson. SYSTEM SAFEGUARD: PBMAS (Target Group: All, AtRisk) (NCLB: 1)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Minutes and Agendas, RTI documentation
2. The RtI committee will meet throughout the year as needed to work through the problem-solving process to meet the needs of all students. (Title I TA: 3,4,5) (Target Group: All, AtRisk) (NCLB: 1)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Minutes and agendas Input from teachers Documentation of RTI committee
3. Grade level teachers will place students in appropriate interventions based on universal screenings (grade level assessments, I-station results, Reading Recovery testing) (Target Group: All, AtRisk) (NCLB: 1)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Student performance documentation Minutes and Agendas
4. The staff of Gateway Elementary will seek professional development opportunities in RtI through district and Region XVI resources. (Target Group: All, AtRisk) (NCLB: 1)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Certificates of completion from professional development training, minutes and agendas
5. Guided Reading will be utilized to enhance reading fluency and comprehension and provide instruction at individual students' level. SYSTEM SAFEGUARD: PBMAS (Title I SW: 3,9) (Title I TA: 1,3,5) (Target Group: All) (NCLB: 1,3)	Literacy Coordinator, Principal, Teacher(s)	August 2014-May 2015	(F)Title 1 Part A Funds, (O)Access to Preparation Class, (O)Access to Student Performance Data, (O)Campus Based Professional Development	Summative - Teacher Lesson Plans Running Record Documentation Student Portfolios
6. The RTI committee will work alongside the Gateway teachers to help identify struggling students who may exhibit characteristics of dyslexia and follow the dyslexia referral process to determine possible interventions. (Title I SW: 1) (Title I TA: 1,3,4) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Designee(s), Dyslexia specialist, Principal, Teacher(s)		(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - RTI Referral Process and Documentation Anecdotal teacher notes and progress monitoring

GATEWAY EL

Goal 2. Gateway Elementary will seek to maintain an average daily attendance of at least 96%.

Objective 1. Gateway Elementary will implement an incentive program to help students learn the importance of consistent school attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Borger Rotary Club Walmart will partner with Gateway to award a student from each grade level each six weeks a new bicycle through a random drawing to recognize perfect attendance. Each six weeks, students with perfect attendance will also be awarded with a Perfect Attendance Certificate. (Target Group: All)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)No Associated Cost	Summative - Student attendance will be monitored for improvements in total campus attendance.
2. Every student with Perfect Attendance will receive a small token to recognize their attendance achievement at Gateway. (Target Group: All)	Parent Involvement Coordinators, Teacher(s)	August 2014-May 2015	(S)Local Funds	Summative - Attendance records

GATEWAY EL

Goal 2. Gateway Elementary will seek to maintain an average daily attendance of at least 96%.

Objective 2. Gateway Elementary will monitor student attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gateway Elementary will make daily phone calls to determine reasons for student absences. (Target Group: All)	Designee(s)	August 2014-May 2015	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Attendance Audit
2. The attendance officer will be utilized to check on students who are experiencing low attendance rates. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,4)	Designee(s), Teacher(s)	August 2014-May 2015	(O)Personnel, (O)Staff Time	Summative - Truancy procedures will reflect need and use of truancy officer for intervention.
3. Attendance committee will meet and discuss need of further truancy interventions such meetings, letters, phone calls, and possible utilization of filing in truancy court. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Documentation reviewed and monitored.

GATEWAY EL

Goal 3. Gateway Elementary will provide a positive, safe and orderly learning environment to promote higher levels of achievement.

Objective 1. Decrease office referrals developing and implementing a school-wide behavior management plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus committee will develop and promote campus-wide rules and consequences. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Staff discussions will be held to gather input on campus needs
2. Regular staff meetings will be called to keep faculty aware of current developments in discipline management. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Personnel	Summative - Staff discussions will be held to discuss campus needs and concerns.
3. Teach and review classroom expectations (Title I SW: 1) (Target Group: All) (NCLB: 4)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Staff Time, (O)Teacher pedagogy	Summative - Staff discussions will be held to address classroom expectations. Continuous reinforcement and modeling of expectations.
4. Character Counts Program will be implemented on campus. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s), Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Staff Time	Summative - Staff discussions will be held to address program needs and effectiveness. Classroom discussions to promote and facilitate a well rounded understanding of good character traits.
5. Implement a campus-wide Compliment monitoring system. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Staff Time	Summative - Students will earn compliments and fill classroom jars to earn classroom prize.

GATEWAY EL

Goal 3. Gateway Elementary will provide a positive, safe and orderly learning environment to promote higher levels of achievement.

Objective 2. Gateway Elementary will conduct 100% of the the district required safety drills/ training to increase student safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff training on Crisis Plan procedures (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2014-May 2015	(O)Campus Based Professional Development, (O)No Associated Cost, (O)Personnel	Summative - Staff discussions will be held to address needs/effectiveness of procedures.
2. Train students on emergency procedures (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Staff Time	Summative - Staff discussions will be held to discuss needs/effectiveness of procedures. Evaluation of outcomes of safety drills.
3. Fire Drills conducted Monthly (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, School Nurse, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Staff Time	Summative - Staff discussions will be held to discuss needs/effectiveness of procedures.
4. Tornado Drills will be conducted in the Spring (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Staff Time	Summative - Staff discussions will be held to address needs/effectiveness following drills
5. Lock Down drills will be conducted on campus. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2014-May 2015	(O)No Associated Cost, (O)Staff Time	Summative - Staff discussions will be held to address needs/effectiveness of procedures following drills
6. Distribute Student Code of Conduct and Student Handbook or provide on-line access on the district internet web site. (Target Group: All) (NCLB: 4)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Discussions will be held with parents to address concerns/effectiveness of student handbook.

GATEWAY EL

Goal 3. Gateway Elementary will provide a positive, safe and orderly learning environment to promote higher levels of achievement.

Objective 3. Gateway Elementary will conduct perceptual surveys each year to gather parent & teacher data to increase a positive school and parent involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Committees will meet as needed and appropriate to address campus needs and strengthen unity with groups and programs. These include but are not limited to Site Based Decision Making Committee, Attendance Committee, Rtl Committee, Social Committee, Behavior Management Team, Emergency operations Committee (Title I SW: 1) (Title I TA: 2,4) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Meeting schedules/agendas/notes retained and evaluated
2. Instructional team with the cooperation of teachers will create opportunities to recognize, encourage and support staff morale throughout the year. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)Staff Time, (S)Local Funds	Summative - Campus survey will evaluate staff opinions concerning morale, unity, etc.

GATEWAY EL

Goal 3. Gateway Elementary will provide a positive, safe and orderly learning environment to promote higher levels of achievement.

Objective 4. Gateway will promote safety and security on campus at all times.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gateway will utilize the use of the elementary SRO to promote a safe environment. (Title I TA: 8) (Target Group: All) (NCLB: 4)	Principal, SRO Officer	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Meeting and debriefing with SRO on safety related topics.
2. Gateway will continue implementation of the RAPTOR visitor check-in system. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Designee(s), Principal, Teacher(s)	August 2014-May 2015	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Data record management
3. Identified members of Gateway staff will be certified in CPI to ensure the safety, security, and welfare of all students. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal, Special Education Teachers, SRO Officer, Teacher(s)	August 2014-May 2015	(F)Professional Development, (O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Certification of completion

GATEWAY EL

Goal 4. Gateway Elementary will work to strengthen relationships and communication with parents and community members, and strive to provide a welcoming atmosphere within the school.

Objective 1. Gateway will work with parents, staff, parent involvement liasions, and the community to increase student achievement and success in schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gateway Elementary will inform parents of the numerous opportunities to interact with faculty, staff and students. These opportunities include but are not limited to: New Years Party, Parent Teacher Conference Day, School Book Fairs, Monthly PTO Meetings, Music and Physical Education Programs, Watch DOGS, and Parent Volunteer Opportunities. (Title I SW: 1,4) (Title I TA: 7) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Designee(s), Parent Involvement Coordinators, Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Sign in Sheets Copies of Parent Newsletters GO Book Communication logs
2. Gateway will participate in professional development, utilize materials, resources, and parent involvement liasions to increase parent participation and communication. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Designee(s), Parent Involvement Coordinators, Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Event sign-in sheets Copies of Parent newsletters Parent Involvement Compact
3. Gateway Elementary will host the kindergarten students of Paul Belton in an effort to ease the transition to 1st grade. (Title I SW: 7) (Target Group: K)	Designee(s), Principal, Teacher(s)	May 2015	(O)No Associated Cost, (O)Staff Time	Summative - Staff discussions will be held to address needs/effectiveness following campus visit.
4. Parent Involvement Liaisons will provide parent training opportunities (ESL, GED) through parent involvement center. (Title I SW: 6) (Title I TA: 7) (Target Group: H, ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 2,5)	Designee(s), Executive Director of Special Programs, Parent Involvement Coordinators	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Sign-in sheets Copies of Parent Newsletters

GATEWAY EL

Goal 5. Gateway Elementary will participate in professional development activities that addresses campus needs and Campus/District initiatives.

Objective 1. 100% of staff will participate in required professional development that addresses campus needs and district initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Supplemental professional development, materials, and programs to support components and strategies in reading: such as Istation, Region 16 Educational Service Center and Literacy Training for teachers. (Title I SW: 1) (Title I TA: 1,6) (Target Group: All) (NCLB: 1)	Designee(s), Executive Director of Special Programs, Literacy Coordinator, Principal, Teacher(s)	August 2014-May 2015	(F)Title 1 Part A Funds, (O)Materials, (O)Staff Time	Summative - Sign in sheets, Professional Development Records, increased student achievement as evidenced by increased by performance on common formative assessments and benchmarks
2. Professional development will be provided to teachers and staff to increase pedagogy in content area and support curriculum and instruction (Region 16 Curriculum/Instruction Contract, Region 16 applicable trainings, etc.) SYSTEM SAFEGUARD: PBMAS (Title I SW: 4) (Title I TA: 1,2,7) (Target Group: All) (NCLB: 1,5)	Director of Curriculum and Instruction, Principal, Teacher(s)	August 2014-May 2015	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Summative - Sign In Sheets, Professional Development Records, increased student achievement as evidenced by increased CFA, benchmarks
3. Instructional staff will participate in ESL/ELL targeted trainings as needed and appropriate to improve teaching strategies, strengthen rigor of curriculum, and implement ELPS in the classroom for English Language Learners. SYSTEM SAFEGUARD: PBMAS (Title I SW: 1,2,3,4,5) (Title I TA: 1,3,6) (Target Group: H, ECD, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Designee(s), Director of Federal Programs and Instruction, Principal, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Classroom observations/PDAS Lesson plan audits Professional Development Requests Sign in sheets
4. Annual professional trainings including: Blood borne pathogens, new faculty training, staff handbooks, LPAC training, sexual harassment training, confidentiality training and PDAS yearly update. (Title I SW: 1) (Title I TA: 6) (Target Group: All)	Designee(s), Principal, School Nurse, Teacher(s)	August 2014-May 2015	(L)Local Taxes and State Per Capita Allotments, (O)Staff Time	Summative - Required district training Sign In sheets Agendas

GATEWAY EL

Goal 5. Gateway Elementary will participate in professional development activities that addresses campus needs and Campus/District initiatives.

Objective 1. 100% of staff will participate in required professional development that addresses campus needs and district initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Professional development as needed on various topics that are identified as district or campus needs. Topics include but are not limited to inclusion, coaching, Dual language, Sheltered Instruction, ELL language strategies. SYSTEM SAFEGUARD: PBMAS (Title I SW: 4) (Title I TA: 1,2,3,6,7) (Target Group: All, ECD, Migrant, LEP, AtRisk) (NCLB: 1,2,5)</p>	<p>Designee(s), Executive Director of Special Programs, Principal, Teacher(s)</p>	<p>August 2014-May 2015</p>	<p>(F)Professional Development, (F)Title 1 Part A Funds, (F)Title 1 SIP Effective Strategies, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Materials, (O)Personnel, (O)Staff Time, (O)Teacher pedagogy, (S)Local Funds, (S)State Compensatory, (S)State Grants</p>	<p>Summative - Sign-in sheets, Professional development records</p>
<p>6. Teachers will attend sustained literacy training in the district and reading recovery teachers will have the opportunity to attend the annual Literacy Conference (Title I SW: 1) (Title I TA: 1,3,6,8) (Target Group: All) (NCLB: 1,5)</p>	<p>Designee(s), Executive Director of Special Programs, Literacy Coordinator, Principal, Reading Recovery Teachers, Teacher(s)</p>	<p>August 2014-May 2015</p>	<p>(F)Title I, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds</p>	<p>Summative - Sign-in sheets, Professional development records, student benchmark data</p>

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2014/2015 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.

Resources

Resource	Source
IDEA Special Education	Federal
KILGO Training and Resources	Federal
Professional Development	Federal
Title 1 Part A Funds	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Agency Funds (ie: Student Activity Funds)	Local
Local Projects	Local
Local SSA (Shared Services Arrangement)	Local
Local Taxes and State Per Capita Allotments	Local
Access to Student Performance Data	Other
Materials	Other
No Associated Cost	Other
Personnel	Other
Resource Calibration Instrument	Other
Staff Time	Other
Teacher pedagogy	Other
Local Funds	State