

GATEWAY EL

Campus Improvement Plan

2015/2016

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

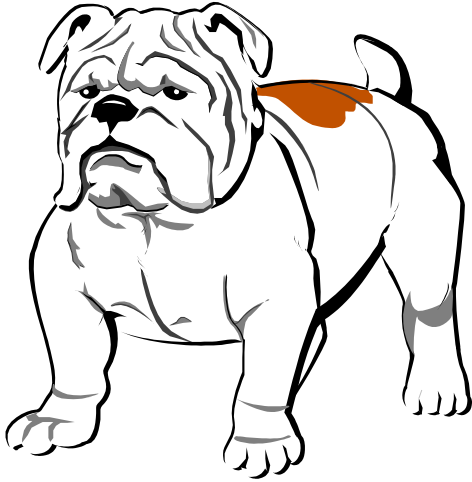
The mission of Gateway Elementary School is to promote learning in a stimulating environment where teachers, students, and parents work together to develop responsible, goal-oriented citizens.

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 |
| Escobar, Josette | Parent |
| Farmer, Mendy | Teacher |
| Fite, Melissa | Teacher |
| Jenkins, Alan | Community/Business |
| Laurence, Emily | Assistant Principal |
| Mccarthy, Tony | District Level Professional |
| Mcdonald, Tanya | Teacher |
| Steger, Alina | Teacher |
| Tindall, Mindy | Teacher |



Comprehensive Needs Assessment

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

Teresa Bodey, Principal

June 2015

Comprehensive Needs Assessment Summary
School Year 2015-2016 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 | | | |
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| 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 • RTI process | <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 • Investigate phonics instruction and the need for a systematic, vertically and horizontally aligned research-based curriculum • Continue Fundamental Five classroom implementation • Significant | <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 • Invest in a research-based phonics program that will be vertically and horizontally aligned • Continue PD to support ELL instruction with rigor, sheltered instruction, Dual Language One Way • “Back to Basics” campus professional |

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| | | <p>achievement gap between ELL student population and other demographics</p> <ul style="list-style-type: none">• Gap in Special Education identified populations• Progress towards closing achievement gap between all sub pops• Seek out high quality professional development opportunities, including, but not limited to differentiated instruction, phonemic awareness, RTI, inclusion• Increase student engagement in classrooms• Spanish I-Station | <p>development to provide needed emphasis and guidance on Kilgo, Fundamental Five, DOK, Planning</p> <ul style="list-style-type: none">• Strive to improve the process of writing/posting lesson frames in room• Expand the variety of instructional strategies used for differentiated learning to support all sub pops• 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. |
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| | | | <ul style="list-style-type: none"> • Bilingual Instructional Assistant to support Bilingual students in their classroom settings • Coordinate with technology to gain access to Spanish I-Station for Bilingual classes |
| <p>Student Achievement</p> | <ul style="list-style-type: none"> • 74% of 1st graders reading at our grade level goal of J and 76% of second graders reading at our grade level of M. 81% of 1st graders are reading on grade level of I or higher. 84% of 2nd graders are reading on grade level of L or above. • Increased common formative assessment rigor • Addition of part-time Reading Recovery Teacher position • CFAs each six weeks | <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 • Solidify the implementation of Reading Recovery with full-time personnel, as well as implementing PLC literacy groups • Continuation of | <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, |

during first semester;
three week CFAs
during second semester

- Supplemental positions to support student achievement are in place and utilized, including, but not limited to Target Lab and Instructional Assistants
- RTI Process for documentation, identification, meeting needs of students
- Hands-on math manipulatives

summer school for
qualifying students

- Provide RTI Target Lab assistance for identified struggling students
- Research-based campus-wide universal screener for math and reading for RTI
- Continue 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
- Improve attendance rate of students to help improve student achievement
- Promote higher staff

guidelines, and
paperwork

- RTI inclusion available with Instructional Assistant support
- Data collection portfolios
- Revisit STAAR 1 implementation to create rigorous common formative assessments that assess to the depth and complexity of the TEKS
- 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

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| | | <p>attendance rate to help improve student achievement</p> <ul style="list-style-type: none"> • PD and support for the use of math manipulatives | <ul style="list-style-type: none"> • PD to support math manipulative continued implementation |
| <p>School Culture and Climate</p> | <ul style="list-style-type: none"> • Parent surveys indicate positive learning environment • Collaboration among educators was rated relatively high (Sense of family community) • Parents indicated strong learning environment, depth of programs offered meeting student needs and warm/welcoming campus environment as campus assets • Implementation of campus-wide GO book for communication • Popcorn jars for classrooms compliments build sense of responsibility | <ul style="list-style-type: none"> • Implementation of character building lessons with counselor • Campus SRO to monitor student/employee safety • Shared counselor for guidance lessons • School wide discipline management plan • Improved communication sources between parents and students • Improved communication between principal and staff | <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 • Streamline the chart and process of documentation in GO Books • GO Books for all students to promote student achievement and communication between parents and teachers • PLC implementation with fidelity • Continue to improve |

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| | <p>and community for classes</p> <ul style="list-style-type: none"> • Implementation of Schoolway App for added communication and notification • Teacher newsletters in GO books | <ul style="list-style-type: none"> • Positive Behavior Interventions needed • Continue use of Schoolway for parent and staff communications • Celebrate/recognize staff achievements and successes • Continue teacher newsletters • Six week campus calendar sent home from office • Campus committee for special events | <p>communication process on campus with weekly memos, staff meeting, PLCs, ect</p> <ul style="list-style-type: none"> • Compliment awards for classes school wide initiative • Form a campus-wide Positive Behavior Intervention committee to plan and implement more positive behavior interventions on campus • Implement use of campus calendar for parents to promote involvement and notification of events • Principal ticket system for positive behavior to be implemented with more fidelity |
| <p>Staff Quality/Professional Development</p> | <ul style="list-style-type: none"> • All teachers received sustained, ongoing professional development in literacy components. • Inclusion training | <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 | <ul style="list-style-type: none"> • Continued PD on How to Plan Instruction and Curriculum with Rigor • Instructional Coaching and Conferencing |

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
- Struggling teacher instructional coaching supports
- Grade level teacher iPads

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 Fundamental Five implementation is necessary to ensure implementation with fidelity.
- Singapore math strategy implementation and continued support for teachers and Instructional Assistants
- Continued support for vertical alignment for

- Sheltered Instructional 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 and the implementation of Dual language One Way
- Technology programs professional development (ISTATION, etc)
- Autism training to support student needs and teacher efficacy

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| | | <p>writing</p> <ul style="list-style-type: none"> • Provide technological assistance and PD to support the use and implementation of teacher iPads in the classrooms • Support teachers need iPads including, but not limited to music teacher, reading recovery teachers, etc • Seek out PD opportunities for continued support in math and literacy | <ul style="list-style-type: none"> • Behavioral/classroom management PD for all teachers with at-risk students • 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"> • Instructional coaching/peer coaching • Continued improvement of alignment between written, taught, tested | <ul style="list-style-type: none"> • Revisit use of STAAR 1 implementation to build rigorous common formative assessments • Continue peer/instructional coaching to support | <ul style="list-style-type: none"> • Revisit STAAR 1 utilization • Instructional coaching sustainability • Planning days for |

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| | <p>curriculum</p> <ul style="list-style-type: none"> • 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 • Alignment of Handwriting with PBE • Use of DMAC to help organize and disaggregate data | <p>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 • Support new implementation of adopted Science and Math resources • Handwriting Without Tears implementation in second grade | <p>subject/content area</p> <ul style="list-style-type: none"> • 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 • Regain a focus on PLC process • Peer training on HWT for second grade teachers |
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| | | <ul style="list-style-type: none"> Continued support for writing vertical alignment, including but not limited to Empowering Writers and Writer’s Workshop Continue use of DMAC | |
| 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 Implementation of Watch D.O.G.S. program Relieved the overcrowding in foyer after school for pick up Computer added in reception area for Raptor | <ul style="list-style-type: none"> Shared counselor to support student needs Continue Raptor use Safety of school drop-off and pick-up system Continue to monitor duty schedules for needed coverage Continue implementation of Watch DOGS program | <ul style="list-style-type: none"> Utilize Raptor system Train more personnel on the Raptor system Continued implementation of SRO patrol in parking lot before and after school Continue to implement and promote Watch D.O.G.S. program to help promote safety and parental involvement |
| Technology | <ul style="list-style-type: none"> Gains in student achievement evidenced | <ul style="list-style-type: none"> Computers for the classroom to replace | <ul style="list-style-type: none"> Technology upgrades to current equipment and |

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| | <p>through use of technology programs to support student learning, including, but not limited to I-Station and Education City</p> <ul style="list-style-type: none"> • iPad labs • Classroom teacher iPads added for Fundamental Five implementation • All classrooms have Smartboards • Provide iPads for use in Science Lab to support learning | <p>older/obsolete computers</p> <ul style="list-style-type: none"> • Purchase/renewal of instructional/student assessment technology programs • Continue to support added iPad apps for student labs and teachers and science lab • Continued training on use of technology, including, but not limited to Smartboards, iPads, document cameras | <p>programs</p> <ul style="list-style-type: none"> • Computers for the classroom to replace older/obsolete computers • 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 • High attendance rate at school sponsored | <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 | <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 |

events/programs

- Community project Relay for Life
- High parent/community member volunteerism
- Parent volunteerism is very high
- Promotion of perfect attendance each six weeks with Rotary Club bike drawings
- Implementation of Watch D.O.G.S. program
- Rotary club and Wal-Mart sponsorship of Perfect Attendance bicycle assemblies

- Continue PTO and encourage parent participation membership, active involvement
- Continue parent communication (written/verbal) in applicable language
- Continue implementation of Watch D.O.G.S. program
- Parent surveys indicated more communication needed between parents and school due to some answering “I don’t know” on questions
- Promote the use of Parent Portal early in year and often
- Continue to build strong relations with parents and community members

focus/activity

- Continue PTO and encourage parent participation membership, active involvement
- Continue parent communication (written/verbal) in applicable language
- 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

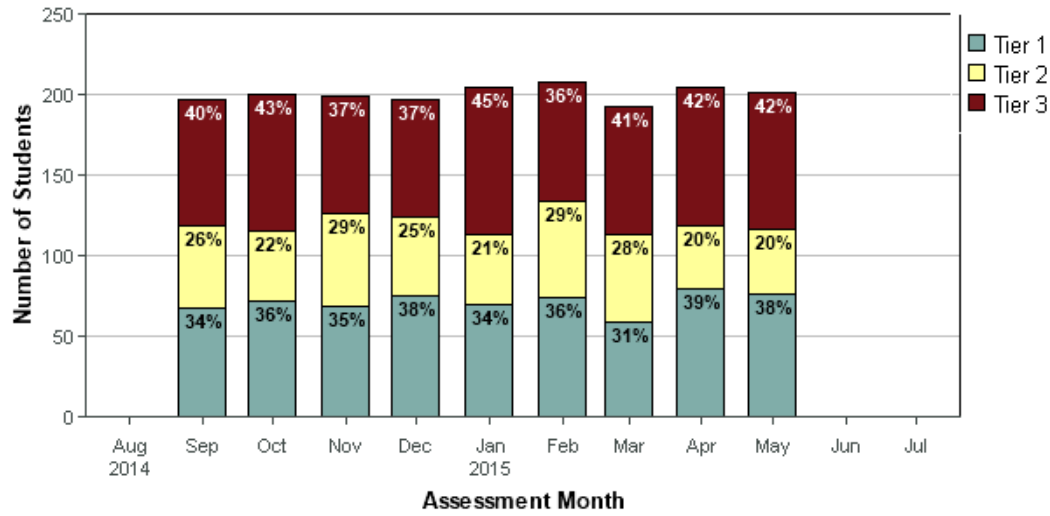
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| | | <ul style="list-style-type: none">• Continue partnership with Rotary Club and Wal-Mart for six weeks perfect attendance awards• Recognize end of the year students with perfect attendance | <p>rewards</p> <ul style="list-style-type: none">• Perfect attendance award for the end of the year to promote higher attendance rates |
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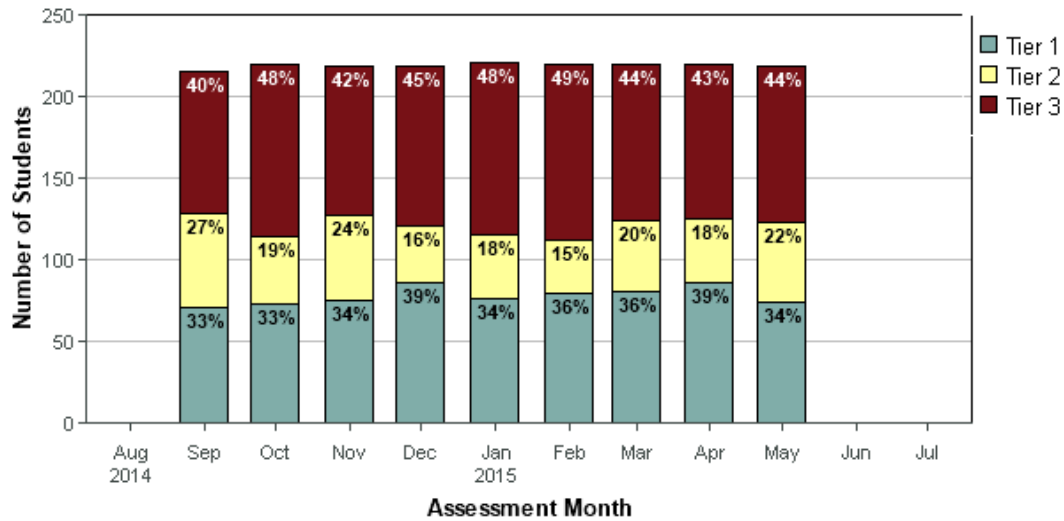
Tier Movement

ISIP™ Early Reading results

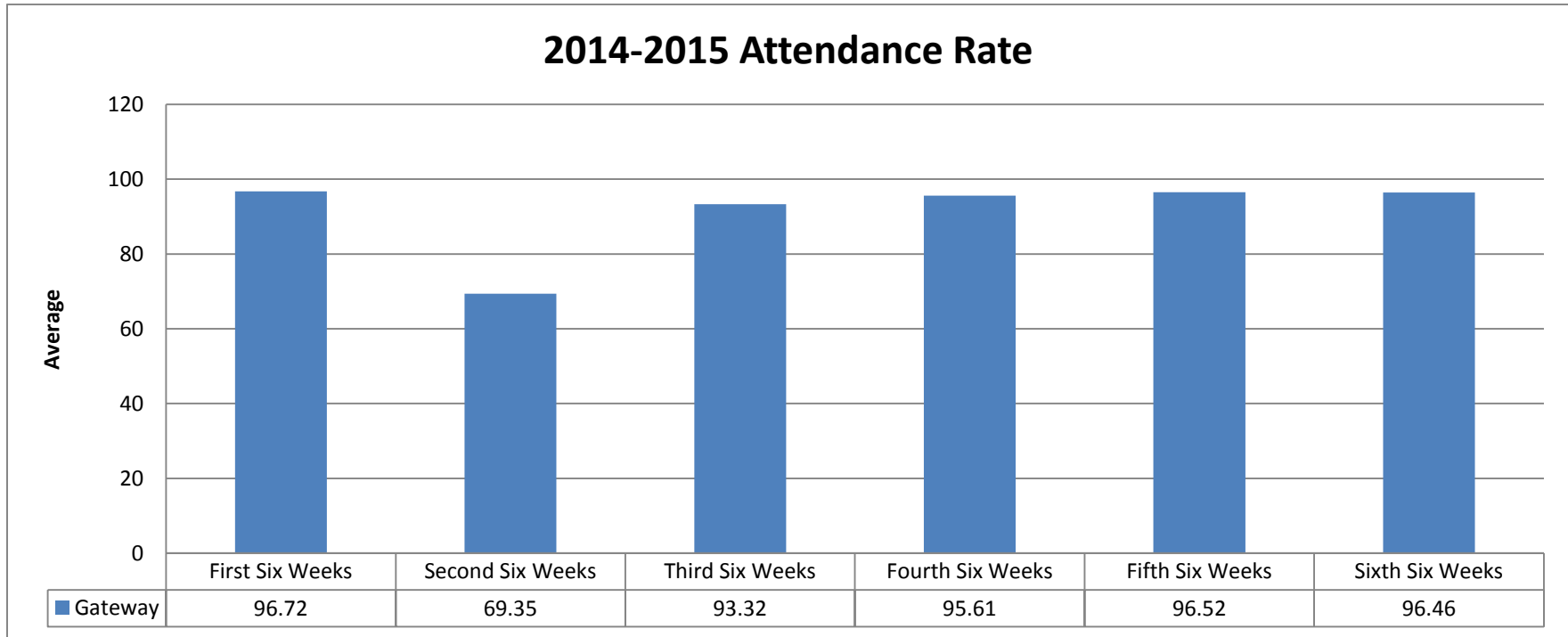
1st Grade - Overall Reading



2nd Grade - Overall Reading



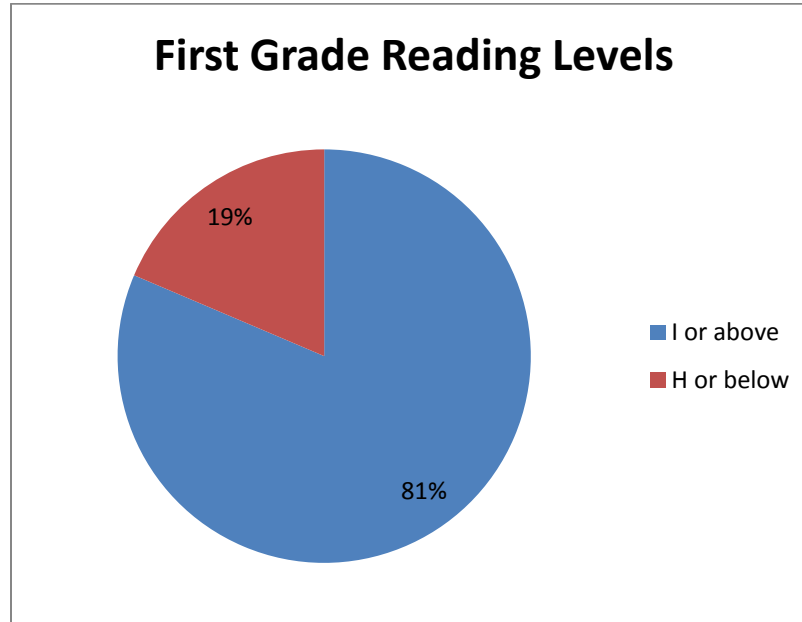
2014-2015 Attendance Rate



Special Population Groups 2013-2014

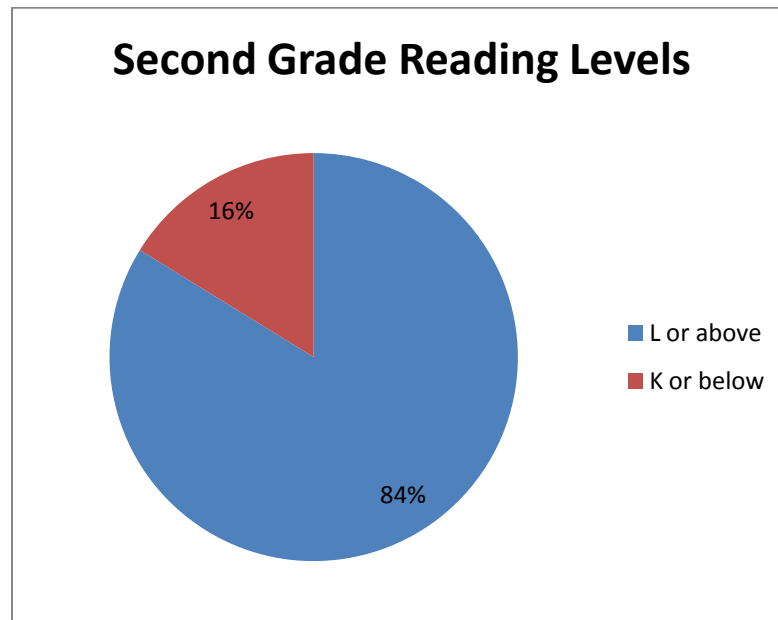
| Student Group | First Grade | Second Grade | Total Populations |
|----------------------------|-------------|--------------|-------------------|
| Bilingual | 17 | 12 | 29 |
| ESL | 4 | 9 | 13 |
| Special Education | 20 | 16 | 36 |
| Migrant | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 |
| At Risk | 81 | 117 | 198 |
| Economically Disadvantaged | 133 | 144 | 277 |
| Gifted and Talented | 3 | 5 | 8 |

End of the Year Benchmark Data



| First Grade | Number of Students | Percent |
|--------------------------------|--------------------|---------|
| Grade Level (level I) or above | 162 | 81.4 |
| Below Grade Level (H or below) | 37 | 18.6 |

End of the Year Benchmark Data



| Second Grade | Number of Students | Percent |
|--------------------------------|---------------------------|----------------|
| Grade Level (level L) or above | 186 | 83.8 |
| Below Grade Level (K or below) | 36 | 16.2 |

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 incentive programs 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 & staff data to increase a positive school and parent involvement.
 - Objective 4.** Gateway will promote safety and security on campus at all times.
 - Objective 5.** Gateway Elementary will implement positive behavior interventions and supports to increase the positive social, emotional, and academic behaviors of all students.

- 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 2015-May 2016 | (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. 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 2015-May 2016 | (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 2015-May 2016 | (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 Fundamental Five 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 2015-May 2016 | (L)Local Taxes and State Per Capita Allotments | Summative - Summative-Formative lesson plan audit |
| 5. Gateway administrators will conduct walk throughs to monitor alignment, engagement, and implementation of effective teaching strategies to ensure high levels of student achievement. (Target Group: All) (NCLB: 1) | Assistant Principal(s), Director of Curriculum and Instruction, Principal, Superintendent(s) | Aug 15-May16 | (L)Local Taxes and State Per Capita Allotments | Summative - PowerWalks data |

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 2015-May 2016 | (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 2015-May 2016 | (L)Local Taxes and State Per Capita Allotments | Summative - Increased student performance scores as evidenced by local assessments, 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 2015-May 2016 | (O)No Associated Cost, (O)Teacher pedagogy | Summative - Increased student achievement as evidenced by performance on local assessments |
| 4. Increase teacher knowledge of technology based apps and software programs that can be used on Treasure Hunt Days as teachers work to promote student engagement and retention of concepts through professional development opportunities for teachers. (Target Group: All) | Communications Coordinator | Aug 15-May 16 | (L)Local Taxes and State Per Capita Allotments | Summative - Professional development surveys and increased student achievement 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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Teacher pedagogy | Summative - Increased level of student achievement as evidenced by student performance on local assessments and grade level benchmarks. |
| 4. Expand the amount of Spanish resources available in the elementary library. (Target Group: H, ESL, LEP, 1st, 2nd) (NCLB: 2) | Designee(s), Principal | Aug 15-May16 | (L)Local Taxes and State Per Capita Allotments, (O)Materials | Summative - Increased levels of 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 2015-May 2016 | (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 phonemic awareness, graphophonemic knowledge, word reading, fluency, accuracy, and comprehension. |
| 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 2015-May 2016 | (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. |
| 3. Reestablish the implementation of TPRI to identify students who are at risk of reading difficulties. (Target Group: All) (NCLB: 1) | Principal, Teacher(s) | Aug 15-May 16 | (O)No Associated Cost, (O)Personnel, (O)Staff Time | Summative - Student summaries from TPRI BOY, MOY, EOY. |

GATEWAY EL

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------------|--|---|
| 1. Gateway Elementary will maintain an Rtl committee that will include the administrators, a reading specialist, grade level teachers and a committee chairperson. SYSTEM SAFEGUARD: PBMAS (Target Group: All, AtRisk) (NCLB: 1) | Designee(s), Principal, Teacher(s) | August 2015-May 2016 | (L)Local Taxes and State Per Capita Allotments | Summative - Minutes and Agendas, RTI documentation |
| 2. The Rtl 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 2015-May 2016 | (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, TPRI results) (Target Group: All, AtRisk) (NCLB: 1) | Designee(s), Principal, Teacher(s) | August 2015-May 2016 | (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 Rtl through district and Region XVI resources. (Target Group: All, AtRisk) (NCLB: 1) | Designee(s), Principal, Teacher(s) | August 2015-May 2016 | (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 2015-May 2016 | (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) | Aug 15-May16 | (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 |
| 7. Gateway will provide individual and small group reinforcement through the use of the Target Lab. (Target Group: All) (NCLB: 1) | Designee(s), Principal | Aug 15-May 16 | (O)No Associated Cost, (O)Personnel, (O)Staff Time | Summative - Target Lab student performance documentation |

GATEWAY EL

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

Objective 1. Gateway Elementary will implement incentive programs 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 in their homeroom class. (Target Group: All) | Designee(s), Principal, Teacher(s) | August 2015-May 2016 | (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 2015-May 2016 | (S)Local Funds | Summative - Attendance records |
| 3. Gateway administrators will participate in a positive morning presentation during morning arrival when average weekly attendance for the campus is at least 99%. (Target Group: All) | Designee(s), Principal | Aug 15-May 16 | (O)No Associated Cost | Summative - Weekly 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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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. Continue implementation of a campus-wide Compliment monitoring system. (Title I SW: 1) (Target Group: All) (NCLB: 4) | Assistant Principal(s), Designee(s), Principal, Teacher(s) | August 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 & staff data to increase a positive school and parent involvement.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------------|---|--|
| <p>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)</p> | <p>Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)</p> | <p>August 2015-May 2016</p> | <p>(L)Local Taxes and State Per Capita Allotments</p> | <p>Summative - Meeting schedules/agendas/notes retained and evaluated</p> |
| <p>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)</p> | <p>Designee(s), Principal, Teacher(s)</p> | <p>August 2015-May 2016</p> | <p>(O)Staff Time, (S)Local Funds</p> | <p>Summative - Campus survey will evaluate staff opinions concerning morale, unity, etc.</p> |

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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (F)Professional Development, (O)No Associated Cost, (O)Personnel, (O)Staff Time | Summative - Certification of completion |
| 4. Gateway will maintain the new front door security system. (Target Group: All) (NCLB: 4) | Designee(s) | Aug 2015-May 2016 | (L)Local Projects | Summative - End of the year surveys |

GATEWAY EL

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

Objective 5. Gateway Elementary will implement positive behavior interventions and supports to increase the positive social, emotional, and academic behaviors of all students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|---------------|---|---|
| 1. Administrators will recognize positive behavior, as well as, improved behavior in the student population via a ticket reward system. Tickets will be drawn daily for immediate tangible reward. (Target Group: All) (NCLB: 4) | Assistant Principal(s), Principal | Aug 15-May16 | (O)Materials, (O)Personnel | Summative - Reduced number of discipline referrals |
| 2. Student names from the daily drawings will be added to the campus positive behavior game board for opportunity to be chosen for a cumulative six weeks reward. (Target Group: All) (NCLB: 4) | Assistant Principal(s), Designee(s), Principal | Aug 15-May 16 | (L)Agency Funds (ie: Student Activity Funds), (O)Materials, (O)Personnel, (O)Staff Time | Summative - Reduction of discipline referrals and positive school climate |

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, Spanish Parent Information Night, 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 2015-May 2016 | (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 2015-May 2016 | (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 2016 | (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 2015-May 2016 | (L)Local Taxes and State Per Capita Allotments | Summative - Sign-in sheets Copies of Parent Newsletters |
| 5. Gateway students will visit the Borger Nursing Center to perform songs for the residents to enhance community relations. (Target Group: All) | Designee(s) | August 2015-May 2016 | (O)No Associated Cost | Summative - Student participation forms |

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, as well as TPRI training. (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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 2015-May 2016 | (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, Fundamental Five, differentiated 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 2015-May 2016</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 2015-May 2016</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 2015/2016 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 |
|---|---------|
| Professional Development | Federal |
| Title III Bilingual / ESL | Federal |
| Agency Funds (ie: Student Activity Funds) | Local |
| Local Taxes and State Per Capita Allotments | Local |
| Materials | Other |
| No Associated Cost | Other |
| Personnel | Other |
| Staff Time | Other |
| Local Funds | State |