

GATEWAY EL

Campus Improvement Plan

2013/2014

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.

Comprehensive Needs Assessment Summary
School Year 2013-2014 Gateway Elementary

Data Sources Reviewed: Literacy Benchmark Data PEIMS Common Formative Assessment Data			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Demographics	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.	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.	Continued services through Region 16 SSA to provide migrant services to migrant identified students. Continue identification and services for dyslexia students PD to support ELL instruction with rigor, sheltered instruction, Dual Language One Way Inclusion training to support rigorous instruction and inclusion implementation
Student Achievement	79% of 1 st graders reading at or above grade level and 88% of second graders reading at or above grade level. Increased academic achievement of qualifying students participating Reading Recovery Program. Significant academic improvement of students attending afterschool tutorials and summer school. Gateway has researched and purchased RTI supplies and materials to enhance quality of students services Increased common formative assessment rigor utilizing STAAR 1 Supplemental positions to support	Continuation of Balance Literacy Continuum components 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 Continue supplemental support positions to enhance student	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 Continue STAAR 1 implementation to create rigorous common formative assessments Continuation of afterschool tutorials and summer school program to promote student achievement.

	student achievement are in place and utilized	achievement	Supplemental positions to support student achievement
<p>School Culture and Climate</p>	<p>Surveys indicated positive learning environment, work environment</p> <p>Teamwork among educators was rated high (Sense of family community)</p> <p>Parents indicated strong learning environment, depth of programs offered meeting student needs, teacher communicator and warm/welcoming campus environment as campus assets</p>	<ul style="list-style-type: none"> • Implementation of character building/anti-bullying program • Campus SRO to monitor student/employee safety 	<ul style="list-style-type: none"> • Implementation of character building program • Campus SRO to monitor student/employee safety
<p>Staff Quality/Professional Development</p>	<p>100% of teachers received sustained, ongoing professional development in literacy components.</p> <p>Instructional coaching training attended by select teachers/team members and instructional coaching plan developed and in implementation phase</p> <p>Inclusion training attended by select/team members and inclusion plan developed and in implementation phase</p> <p>New teacher instructional coaching supports</p> <p>Struggling teacher instructional coaching supports</p>	<ul style="list-style-type: none"> • Grade level/content area teachers are given 1 day per six weeks for planning. Teacher input reflects that additional training is needed to support the planning process to add rigor to the curriculum and instructional practices • Instructional coaching and conferencing is needed to support new or struggling teachers/staff. • ELL student populations are underperforming compared to other demographic groups. Professional development is needed to shelter ELL populations and decrease the achievement gap. • Sustained coaching and conferencing on Sheltered Instruction implementation is necessary to ensure implementation with fidelity. 	<ul style="list-style-type: none"> • PD on How to Plan Instruction and Curriculum with Rigor • Instructional Coaching and Conferencing • Sheltered Instructional Training • 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 (implementation will begin at Gateway 2014-2015, but training must be completed prior) • Technology programs professional development (ISTATION, etc)

			<ul style="list-style-type: none"> • 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
Curriculum, Instruction, Assessment	<p>Utilization of STAAR 1 program to add rigor to assessments</p> <p>Instructional coaching/peer coaching</p> <p>Better alignment between written, taught, tested curriculum</p> <p>Planning days provided to teachers by grade level and content area</p> <p>PLC training completed and PLC implementation ongoing</p> <p>Utilization of Literacy Benchmark tracking program –used to monitor student achievement</p> <p>Assessment reviews with teachers/campus administrators/districts administrators</p> <p>Utilization of SAXON Math</p> <p>Utilization of Fountas & Pinnell Phonics</p>	<p>Continue STAAR 1 implementation to build rigorous common formative assessments</p> <p>Continue peer/instructional coaching to support new or struggling staff members</p> <p>Continue with planning days with PD provided on planning with rigor</p> <p>Continue PLC training and implementation</p> <p>Continue utilization of Literacy Benchmark tracking program –used to monitor student achievement</p> <p>Continue assessment reviews with teachers/campus administrators/districts administrators to review individual student progress and by demographic groups</p> <p>Continue utilization of SAXON Math</p> <p>Utilization of Fountas & Pinnell Phonics</p>	<ul style="list-style-type: none"> • STAAR 1 utilization • Instructional coaching sustainability • Planning days for subject/content area • Utilization, sustainability plan creation, resources for Fountas & Pinnell Phonics • Continue implementation of Saxon Math • Region 16 Instruction and Title II contacts to support teacher PD, instruction, and teacher pedagogy
School Context and Organization		Shared counselor to support student needs	

<p>Technology</p>	<p>Gains in student achievement evidenced through use of technology programs to support student learning.</p>	<p>Computers for the classroom to replace older/obsolete computers Purchase/renewal of instructional/student assessment technology programs Smartboards for classrooms to support instruction and student achievement</p>	<p>Technology upgrades to current equipment and programs Computers for the classroom to replace older/obsolete computers Purchase/renewal of instructional technology programs Smartboards for classrooms to support instruction and student achievement</p>
<p>Family and Community Involvement</p>	<p>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 (Rainbow Room)</p>	<p>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>	<p>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>

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Gateway Elementary Goals

Goal 1: Gateway Elementary will contribute to higher scores in the areas of Math and Reading in the 3rd Grade

- Kilgo Training
- Guided Reading
- Students will utilize Istation
- Technology upgrades to support curriculum programs
- Reading Recovery
- Literacy Groups
- Science Lab
- C-Scope, Saxon Math and Fountas and Pinnell Phonics will be used to supplement instruction
- Teachers will administer Fountas and Pinnell Reading Benchmark 3 times a year
- Students will take STAAR-like assessment 2 times a year
- RtI 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%

- Borger Rotary Club and Walmart will award a bike to a student whose name is drawn for perfect attendance

Goal 3 Gateway Elementary will provide a positive, safe and orderly learning environment conducive to learning

- Students will gain a better understanding of acceptable behavior
- Students will learn acceptable behavior in time of crisis
- Drug, Alcohol and Tobacco Awareness (Red Ribbon Week)
- Campus will share a SRO with other elementary campuses

Goal 4 Gateway Elementary will work to strengthen relationships with parents and the community

- New Year's Party
- Parent-Teacher Conferences
- Student programs (Music Programs for parents and nursing home, Square Dancing, Elementary Track Meet)

Goal 5 Professional Development

- All teachers will attend Kilgo Scope and Sequence Training
- Teachers will attend Literacy Training provided by District Literacy Coordinator
- Professional development, materials, and programs to support components and strategies in reading
- Professional development to support district initiatives

Gateway Elementary Belief Statements

1. Our Motto: Teaching, Learning, Growing to the MAX!
Mastering, Achieving, Excelling
2. Our Philosophy Statement:
Each child at Gateway Elementary is gifted in his or her own way, is teachable and can become a responsible student.
3. We believe student achievement is dependent upon a dedicated and highly trained staff of educators working in concert with concerned and involved parents.
4. We believe school should be a safe, positive and orderly place for teaching and learning.
5. We believe decision making is to be shared by all and should be focused on what is best for students.
6. We believe an appreciation for different cultures is vital.
7. We believe reading is the cornerstone to all education.
8. We believe involved parents and communities create a successful learning environment.
9. We believe learning is a life long process.

GATEWAY EL Site Base

Name	Position
Arrington, Laura	Business Representative
Belveal, Jennifer	1st Grade Teacher
Cantu, Kristi	Parent
Cheatwood, Amy	1st Grade Teacher
Crittenden, Landy	2nd Grade Teacher
Guest, Lee	1st Grade Teacher
Jenkins, Alan	Community At Large
McCarthy, Tony	District Level Professional
Rosser, Ken	Principal
Stiles, Myron	2nd Grade Teacher
Welch, Leslie	2nd Grade Teacher
Werhan, Lanetta	2nd Grade Teacher
William, Charity	1st Grade Teacher

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 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.

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Resources

Resource	Source
Professional Development	Federal
Title 1 Part A Funds	Federal
Local Taxes and State Per Capita Allotments	Local
Local Funds	State

Resources

Resource	Source
Professional Development	Federal
Title 1 Part A Funds	Federal
Title IIA Principal and Teacher Improvement	Federal
Local Taxes and State Per Capita Allotments	Local
Access to Preparation Class	Other
Access to Student Performance Data	Other
Campus Based Professional Development	Other
District Aligned Professional Development	Other
Educator Lesson Plans	Other
Materials	Other
Personnel	Other
Teacher pedagogy	Other

Gateway Elementary Goals

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

Objective 1. Gateway Elementary will contribute to higher STAAR scores in the areas of Math and Reading in the 3rd Grade.

Objective 2. Instruction and curriculum will be enhanced through technology education using quality programs and software.

Objective 3. Gateway Elementary will utilize campus academic programs to promote student learning and achievement.

Objective 4. Gateway Elementary will provide quality instruction to promote reading and increase student achievement.

Objective 5. Gateway Elementary will utilize the district adopted RtI process to strategically and purposefully identify and address the needs of 100% of students within the RtI three-tier system.

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

Objective 1. The administration and attendance committee will effectively communicate state law and district policy regarding attendance.

Objective 2. The school administrator and attendance committee and teachers will effectively monitor and address individual student attendance measures including local measures and interventions including those in compliance with state attendance laws.

Objective 3. Gateway Elementary will implement an incentive program to help students and parents learn the importance of consistent school attendance.

Goal 3. Gateway Elementary will provide a positive, safe, and orderly learning environment conducive to learning.

Objective 1. Gateway Elementary will implement campus procedures designed to increase campus safety.

Objective 2. Gateway Elementary will conduct the required safety and training drill to increase staff and student awareness for campus safety.

Objective 3. Gateway Elementary will add supplemental personnel in order to provide a safe and orderly learning environment.

Goal 4. Gateway Elementary will work to strengthen relationships with parents and the community.

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

Objective 2. Gateway Elementary will conduct surveys each year to gather parent and teacher data to help provide a positive school and parent involvement.

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

Objective 1. Gateway staff will participate in required professional development that addresses campus needs and district initiatives and to increase teacher/paraprofessional pedagogy.

Gateway Elementary Campus Plan Summary

Goal 3 Objective 3:

Added SRO to enhance campus security

Goal 5 Objective 1

Professional Development: Sheltered Instruction, Instructional Coaching, Dual Language Strategies, Inclusion, Lesson Planning, Strengthening rigor for English Language Learners.