

GATEWAY EL

Campus Improvement Plan

2017/2018

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.

Teresa Bodey, Principal
401 Tristram Street
(806) 273-1044
www.borgerisd.net

GATEWAY EL

Mission

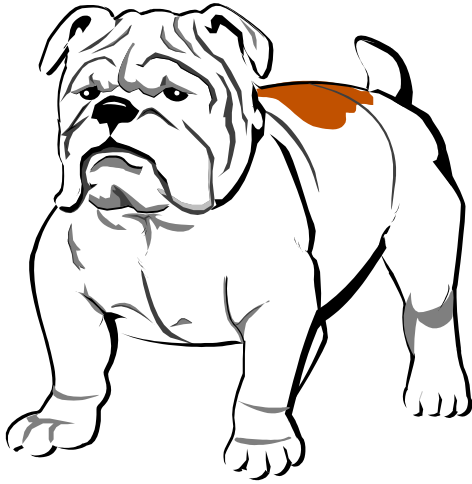
The mission of Gateway Elementary School is to promote learning in a stimulating environment where teachers, students, and parents work together to develop responsible, goal-oriented citizens.

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
Bodey, Teresa	Campus Administrator
Cole, Lisa	Teacher
Diaz, Meliza	Parent Representative
Espino, Christy	Teacher
Fleming, Caryn	Teacher
Henslee, Rhianna	Teacher
Jenkins, Alan	Community/Business
Malone, Meagan	Teacher
Mccarthy, Tony	District Level Professional
Nail, Kassi	Teacher



Comprehensive Needs Assessment

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

Teresa Bodey, Principal

June 2017

Comprehensive Needs Assessment Summary
School Year 2017-2018 Gateway Elementary

Data Sources Reviewed: Literacy Benchmark Data Raptor Data Istation Data PEIMS Data AESOP Data Parent, Staff, and Student Surveys DMAC Data Snack Pak 4 Kids Data TPRI 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"> • Improved process of identifying and serving students with dyslexia through quality MTA program. • Increased demographic sub pops including, but not limited to autism, ELLs, and special needs and meeting their needs • RTI committee and process of meeting student needs and identifying struggling learners who are in need of further interventions and/or further academic or cognitive testing 	<ul style="list-style-type: none"> • Continue identification and MTA services for dyslexia students • Continue RTI process to identify struggling learners and help to meet their needs • Continue RGR phonics instruction and • Continue Fundamental Five classroom implementation and McRel Instructional practices training • Significant achievement gap between ELL student population and other demographics 	<ul style="list-style-type: none"> • Continue identification and services for dyslexia students • Continue RGR phonics instruction and resou • Continue PD to support ELL instruction with rigor, sheltered instruction, Dual Language One Way • Continue to implement writing/posting lesson frames, seed questions, and critical writes in the classroom

	<ul style="list-style-type: none"> • Support services for LEP students, including but not limited to Bilingual Instructional Assistant • iPads provided for Bilingual instruction in the classroom • Purchase, training, and implementation of Really Great Reading Phonics program (HD Word and Blast Foundations) for a systematic, vertically and horizontally aligned research-based curriculum • End of the year purchase of Units of Study curriculum for reading and writing, which will help meet needs of all demographic sub groups in 17-18 	<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 • Continue support services available to Bilingual students • Identify LEP students in need of interventions and provide support as needed 	<ul style="list-style-type: none"> • 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, PASS special ed room, and pull-outs within the school. • Bilingual Instructional Assistant to support Bilingual students in their classroom settings
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		<ul style="list-style-type: none"> Continued Instructional Assistant availability for LEP students 	<ul style="list-style-type: none"> Identify and provide needed services to LEP students who are at-risk through in-class support, Target Lab, literacy groups, and tutorials
Student Achievement	<ul style="list-style-type: none"> First grade level goals at the end of the year are Independent I and Level 3 readers are Independent J. 81% of first graders are reading at or above an independent level of I. 71% of 1st graders are reading at or above independent grade level of J or higher (Level 3 readers). 81% of second graders are reading at or above an independent level of L. 68% of 2nd graders are reading on or above an independent grade level of M or higher (Level 3 readers). 	<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 summer school for qualifying students Provide RTI Target Lab assistance for identified struggling students 	<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 documentation

	<ul style="list-style-type: none"> • Increased rigor on common formative assessments in ELA and Math to align more closely to STAAR like practices and high instructional rigor of lessons. • Guided Math training with Reagan Tunstall • 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 • Teacher use of Guided Math for targeted math instruction and lesson delivery 	<ul style="list-style-type: none"> • 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 with an emphasis on concrete learning CPA-CRA • 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 attendance rate to help improve student achievement 	<ul style="list-style-type: none"> • RTI inclusion available with Instructional Assistant support • Target Lab for RTI support • Data collection portfolios • Revisit TX Bank One and TAG implementation to create rigorous common formative assessments that assess to the depth and complexity of the TEKS with an emphasis on CPA/CRA • Supplemental positions to support student achievement • GO Books for all students to promote student achievement and communication between parents and teachers
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	<ul style="list-style-type: none"> • Grade level designated iPad carts • Maker Mondays through Library • District Literacy Coordinator highly visible on campus working with students and teachers for continued professional development and to promote student success • Continued monitoring of teacher effectiveness to ensure high quality instructional strategies and lesson delivery for optimum student success 	<ul style="list-style-type: none"> • Continue to monitor availability of math manipulatives and supply materials as needed • Guided Math implementation training and support • Continue to support and expand STEM activities in Library and Science Lab • Units of Study for Writing and Reading-implementation, continued PD, instructional support • District level Math Coordinator 	<ul style="list-style-type: none"> • More student and staff perfect attendance recognition and/or rewards • PD to support math manipulative continued implementation • Continue to support and expand STEM activities in Library and Science Lab • Utilize District Math Coordinator for coaching, professional development, alignment
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> • Parent surveys indicate positive learning environment • Collaboration among educators was rated high (Sense of family community) 	<ul style="list-style-type: none"> • Implementation of character building lessons with counselor • Shared 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

	<ul style="list-style-type: none"> • Most staff surveys indicated positive school climate • 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 and community for classes • Continued implementation of Schoolway App for added communication and notification, as well as parent phone calls and emails 	<ul style="list-style-type: none"> • Shared counselor for guidance lessons • School wide discipline management plan • Improved communication sources between parents and students • Continue on campus communication efforts • Positive Behavior Interventions needed • Implement and promote use of Schoolway app for parent and staff communications • Celebrate/recognize staff achievements and successes • Continue teacher newsletters in the GO Books 	<ul style="list-style-type: none"> • Counselor will be shared on two campuses • GO Books for all students to promote student achievement and communication between parents and teachers • PLC implementation with fidelity • Continue to improve communication process on campus with weekly memos, staff meeting, PLCs, etc • Continue administrator red/blue/super ticket system for positive behavior implementation • Caught Being Good student behavior recognition and reward system • Grade Level Liaisons • Six Weeks reward lunch on stage
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	<ul style="list-style-type: none"> • Teacher newsletters in GO books • Students and parents indicated on surveys that Gateway has a safe learning environment 	<ul style="list-style-type: none"> • Campus committee for special events • Grade Level Liaisons 	<ul style="list-style-type: none"> • Couch coupons on Fridays for 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 • New teacher instructional coaching supports along with mentors on campus • Struggling teacher instructional coaching supports 	<ul style="list-style-type: none"> • Grade level/content are collaborative planning • Continue use of district literacy coordinator to support literacy PD and promote student achievement • Instructional coaching and conferencing is needed to support new or struggling teachers/staff • Utilize District level Math and Literacy Coordinators 	<ul style="list-style-type: none"> • Continued PD on How to Plan Instruction and Curriculum with Rigor • Instructional Coaching and Conferencing • New teacher PLCs with Mrs. Blansett • Bilingual PLCs with Mrs. Blansett • Sheltered Instructional continued support • Balanced Literacy Implementation and Reading Instruction with District Literacy Coordinator

	<ul style="list-style-type: none"> • Grade level teacher iPads • PLC Implementation and Literacy Support personnel • Guided Math professional development with Reagan Tunstall • Instructional assistants attended a training on working with special needs students 	<ul style="list-style-type: none"> • LEP student populations are underperforming compared to other demographic groups. Continued professional development is needed to support LEP populations and decrease the achievement gap. • Sustained coaching and conferencing on Fundamental Five implementation is necessary to ensure implementation with fidelity and posting of seed questions, frames, and critical writes • Singapore math strategy implementation and continued support for teachers and Instructional Assistants 	<ul style="list-style-type: none"> • 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 • Utilize District Math Coordinator for math support and professional development • Technology programs professional development (Compass, NWEA, etc) • Autism training to support student needs and teacher effectiveness • Behavioral/classroom management PD for teachers
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		<ul style="list-style-type: none">• Provide technology 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• Continued support for writing and reading vertical alignment with Units of Study Writing Reading and Writing• Guided Math implementation and training• Grade Level Liaisons for support	<ul style="list-style-type: none">• 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• Training and support for implementation of guided math• Continue PD for Units of Study Reading and Writing• Grade Level Liaisons for support
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<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> • Instructional coaching/peer coaching • Continued improvement of alignment between written, taught, tested curriculum • Planning days provided to teachers by grade level and content area • Ongoing PLC implementation • Utilization of Literacy Benchmark tracking program –used to monitor student achievement • Assessment reviews with teachers/campus administrators/districts administrators • Use of DMAC to help organize and disaggregate data 	<ul style="list-style-type: none"> • Continue peer/instructional coaching to support new or struggling staff members • Continue with planning days for vertical and horizontal alignment • Continue PLC training and implementation • Continue utilization of Literacy Benchmark tracking program –used to monitor student achievement/reassess windows and needs of campus • Continue assessment reviews with teachers/campus administrators/districts administrators to review individual student progress and by demographic groups 	<ul style="list-style-type: none"> • Instructional coaching sustainability • Planning days for subject/content area • Region 16 Instruction and Title II contacts to support teacher PD, instruction, and teacher pedagogy • Continue PD for Units of Study Reading and Writing • Focus on PLC process • Continue use of DMAC • Continue use of Grade Level Liaisons • Continue to support Guided Math in all math classrooms with emphasis on CPA/CRA
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	<ul style="list-style-type: none">• Utilize DMAC TAG and STAAR One question bank for three week tests, 6 week tests, and end of year assessments• Utilization of TPRI• Guided Math in all math classrooms	<ul style="list-style-type: none">• Continued support for writing and reading vertical alignment with Units of Study Writing Reading and Writing• Continue use of DMAC for local assessment data collection and analysis, including, but not limited to TPRI and six week and chunk tests• Continue use of Grade Level Liaisons• Continue implementing Guided Math with fidelity• Beginning of the year math screener for first grade students• More concrete instruction needed for longer periods of time to imbed the concepts being taught at both grade levels	<ul style="list-style-type: none">• Develop and implement a beginning of the year first grade math screener for first and second grades• Build assessments that are based on concrete learning of concepts and train teachers on testing with fidelity with the new testing modes such as concrete assessments
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		<ul style="list-style-type: none"> • Reevaluate the format of our campus assessments 	
<p>School Context and Organization</p>	<ul style="list-style-type: none"> • Parent and student surveys indicated school is seen as a safe place for students • Parents feel welcome at Gateway • Implementation of Watch D.O.G.S. program • Consistency of Raptor system for campus visitors • Staff reports positive school climate is on the rise • Campus assistant principal designated on campus four days a week to support school management, instruction, and other areas of support 	<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 • Continue leadership and communication utilizing grade level liaisons • Continue utilization of buzz-in security doors at front entrance 	<ul style="list-style-type: none"> • Continue to utilize Raptor system • Train more personnel on the Raptor system • Continued implementation of SRO patrol in parking lot before and after school when SRO is available • Continue to implement and promote Watch D.O.G.S. program to help promote safety and parental involvement • Continue leadership and communication utilizing grade level liaisons as part of the administrative team • Assistant Principal will only be on campus part time as of the 17-18 school year

		<ul style="list-style-type: none"> Assistant Principal will only be on campus part time as of the 17-18 school year 	
<p>Technology</p>	<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, Reasoning Mind, and Blueprint Math New student computers were purchased and installed in classrooms and computer lab iPad labs for both grade levels, mini-iPad lab for Science Lab Classroom teacher iPads added for instruction with apps to connect iPad to Smartboard available 	<ul style="list-style-type: none"> Purchase/renewal of instructional/student assessment technology programs Alignment between all elementary campuses needed with technology programs Continue to support added iPad apps for student labs and teachers Continued training on use of technology, including, but not limited to Smartboards, iPads, document cameras Smartboard installation in Target Lab 	<ul style="list-style-type: none"> Technology upgrades to current equipment and programs Purchase/renewal of instructional technology programs and apps, including but not limited to Compass Math and Reading for first and second grade and NWEA for second grade Training to support new technology Provide training opportunities through technology department, Region 16 ESC, and other outside sources Add Smartboard in Target Lab for instruction with targeted students

	<ul style="list-style-type: none"> • All grade level classrooms have Smartboards, as well as the Science Lab and Music room 		
<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 events/programs • Community project Rainbow Room Christmas Project • High parent/community member volunteerism • Promotion of perfect attendance each six weeks with grade level Rotary Club bike drawings sponsored by Rotary Clun and Wal-Mart and classroom prizes for each student 	<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 • Continue implementation of Watch D.O.G.S. program 	<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

	<ul style="list-style-type: none"> • Implementation of Watch D.O.G.S. program • Campus provided classroom and staff attendance prizes. • Go Books for communication between school and home • SP4K program • Participation in district wide canned food drive project • Family Literacy Night with Steve Hartman and Hutchinson County Library 	<ul style="list-style-type: none"> • 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 more 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 • Recognize end of the year students with perfect attendance trophy • Continue GO Book implementation • SP4K program 	<ul style="list-style-type: none"> • Continue implementation of Watch D.O.G.S. program to help promote safety and parental involvement • Parent Portal notification for parents • Promote parents completing background checks to be able to volunteer at school early in the school year • Promote higher attendance rates for students and staff with recognition and/or rewards • Perfect attendance award for the end of the year to promote higher attendance rates • Continue GO Book implementation • Communication logs
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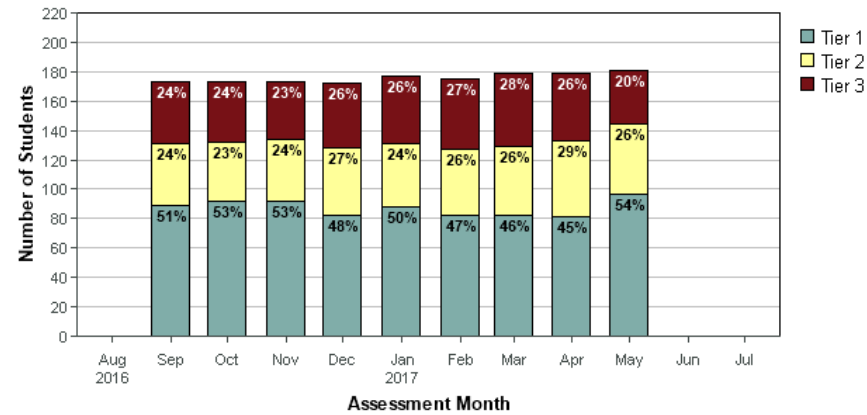
		<ul style="list-style-type: none">• Continue canned food drive Project• Continue to seek out specific community projects to participate in as a school community	<ul style="list-style-type: none">• SP4K Program• Continue canned food drive project
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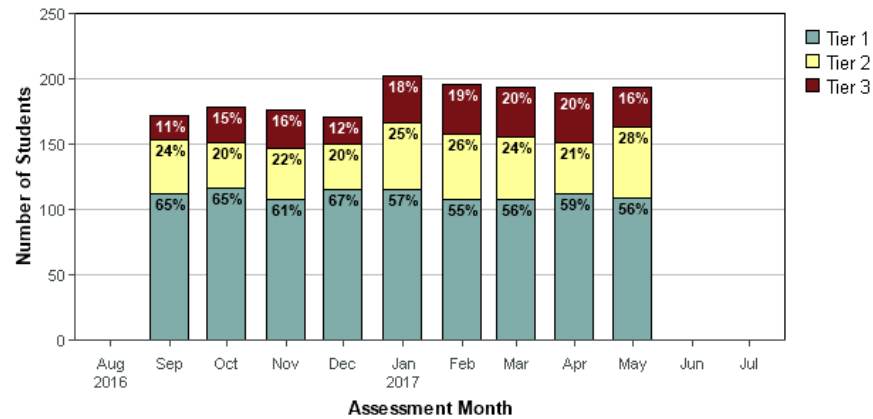
Tier Movement

ISIP™ Early Reading results

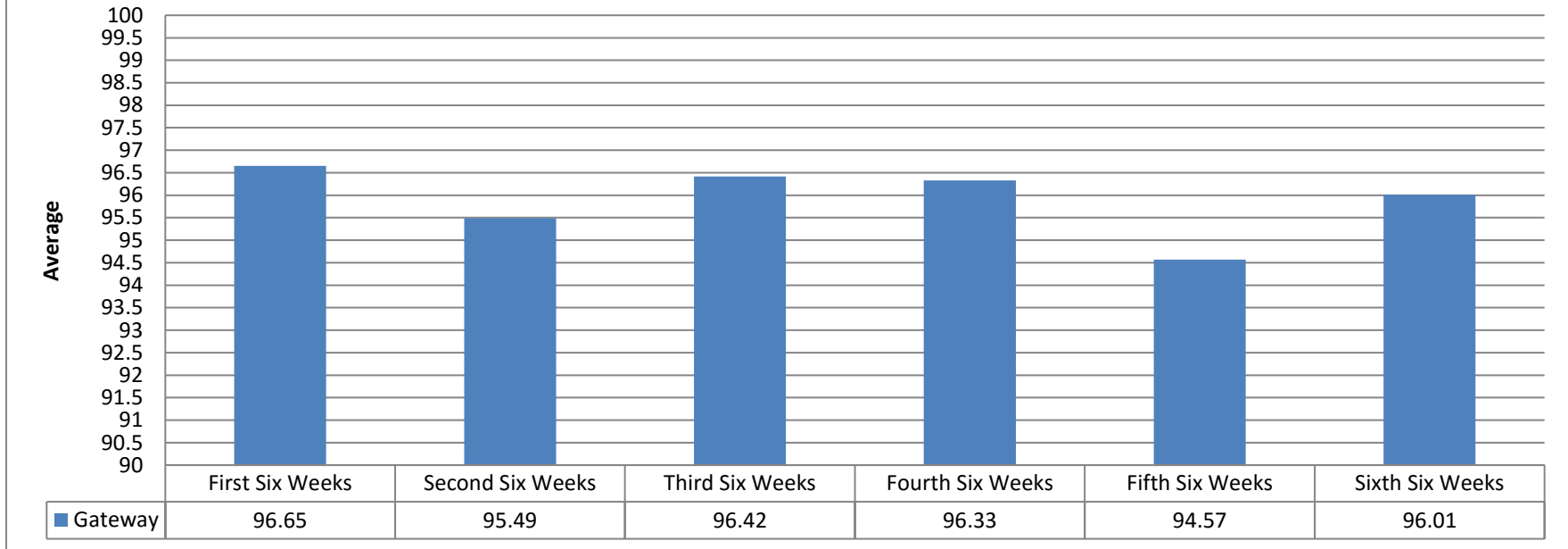
1st Grade - Overall Reading



2nd Grade - Overall Reading



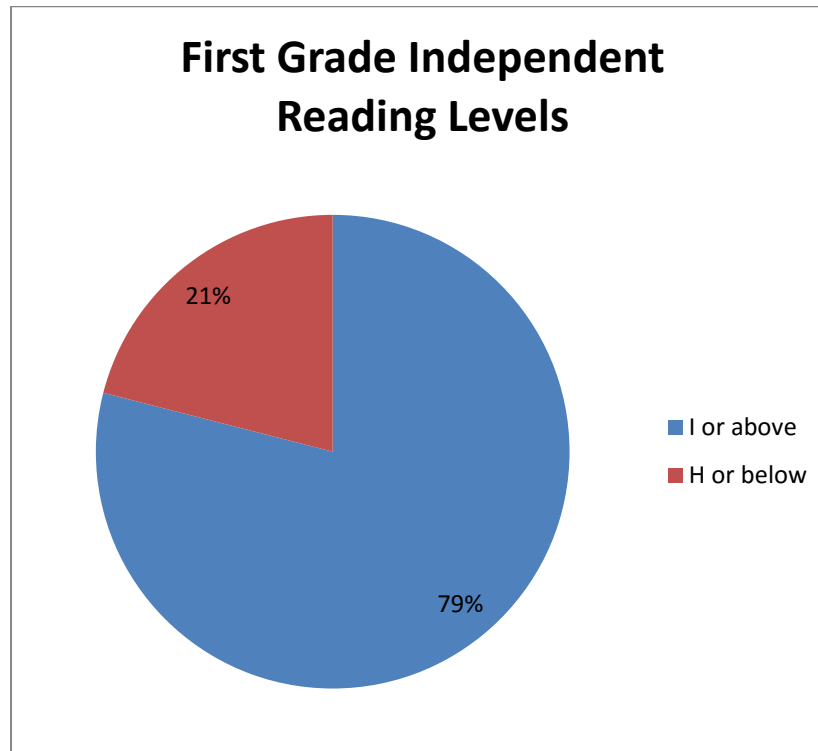
2016-2017 Attendance Rate



Special Population Groups 2016-2017

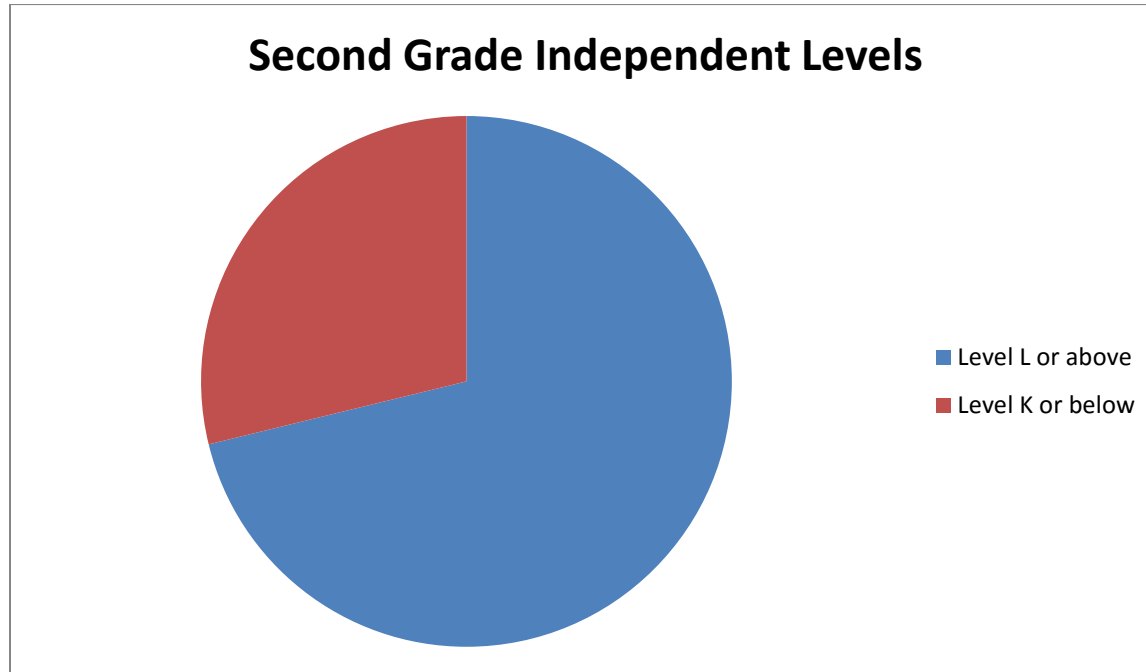
Student Group	First Grade	Second Grade	Total Populations
Bilingual	15	19	34
ESL	10	8	18
Special Education	18	26	55
Migrant	0	1	1
Homeless	0	2	2
At Risk	47	76	123
Economically Disadvantaged	135	128	263
Gifted and Talented	6	3	9

End of the Year Benchmark Data 2016-2017



First Grade	Number of Students	Percent
Grade Level (level I) or above	162	81
Below Grade Level (H or below)	37	19

End of the Year Benchmark Data 2016-2017



Second Grade	Number of Students	Percent
Grade Level (level L) or above	158	81
Below Grade Level (K or below)	41	19

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 and Math 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.
 - Objective 6.** Borger ISD will meet the needs of foster 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: 1,3,9,10) (Title I TA: 2,4,5,6) (Target Group: All, H, ECD, ESL, LEP, GT, AtRisk) (Strategic Priorities: 1,2,4) (CSFs: 1,4)	Director of Federal Programs and Instruction, Personnel Director, Principal	August 17-May 18	(F)Professional Development, (F)Title 1 Part A Funds, (O)Personnel, (O)Staff Time	Summative - TTESS 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, with an emphasis on concrete learning. (Title I SW: 1,2,3,4,8) (Title I TA: 1,2,3,5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,7)	Principal, Teacher(s)	August 17-May 18	(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 for each six weeks. Alignment of written, taught, and assessed curriculum will be the focus of the Treasure Hunt days. Three days will be provided in August, one in January, and two in the Spring. (Title I SW: 1,2,3,4,8,9,10) (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,6,7)	Assistant Principal(s), Instructional Liaison, Principal, Superintendent(s), Teacher(s)	August 2017-May 2018	(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, with a focus on concrete learning and Units of Study implementation. SYSTEM SAFEGUARD: PBMAS (Title I SW: 1,2,3,4,8,10) (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,4,7)	Designee(s), Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	August 2017-May 2018	(L)Local Taxes and State Per Capita Allotments	Summative - Summative-Formative lesson plan audit and walk throughs

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
5. Gateway administrators will conduct walk throughs to monitor alignment, engagement, and implementation of effective teaching strategies to ensure high levels of student achievement. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,7)	Assistant Principal(s), Director of Curriculum and Instruction, Principal, Superintendent(s)	August 2017-May 2018	(L)Local Taxes and State Per Capita Allotments	Summative - PowerWalks data
6. Teachers will attend professional development academies during the summer for first graded Math and second grade Reading, and other professional development opportunities throughout the year, including but not limited to utilization of district math and reading coordinators. (Title I SW: 3) (Title I TA: 1,4,5,6) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,7)	Core Subject Teachers, Instructional Liaison, Professional Educational Consultants	June 2017-May 2018	(F)Professional Development, (F)Title 1 SIP Effective Strategies, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)No Associated Cost, (O)Staff Time, (S)Local Funds, (S)State Grants	Summative - Summative-administrator walk-throughs, lesson plans, student assessment data
7. Gateway Elementary will utilize Instructional Liaisons to facilitate planning, curriculum/assessment alignment, and instructional strategies coaching with core content teachers. (Title I SW: 1,3) (Title I TA: 2,4,5,6) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,3,7)	Instructional Liaison, Principal, Superintendent(s)	August 2017-2018	(F)Professional Development, (F)Title I, (O)Personnel, (O)Staff Time	Summative - Instructional coaching documentation, agendas and sign in sheets, increased alignment of curriculum, increased teacher pedagogy as evidenced by TTESS

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. Compass and NWEA software programs will be utilized to help identify struggling readers and math students. SYSTEM SAFEGUARD: PBMAS (Title I SW: 1,9,10) (Title I TA: 1,3,8) (Target Group: All, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2)	Campus Instructional Technologist, Designee(s), Principal, Teacher(s)	October 2017-May 2018	(L)Local Taxes and State Per Capita Allotments	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 Ipads, smartboards, computers, etc. to support instructional programs. (Title I SW: 1) (Title I TA: 1,2,4) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Campus Instructional Technologist, Director of Technology, Principal	August 2017-May 2018	(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: 1,4) (Title I TA: 1,3,4) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Designee(s), Principal, Teacher(s)	August 2017-May 2018	(L)Local Taxes and State Per Capita Allotments, (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. (Title I TA: 1,6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,7)	Communications Coordinator	August 2017-May 2018	(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 and Literacy Groups for 1st and 2nd grade students 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, 1st, 2nd) (Strategic Priorities: 2,4) (CSFs: 1,4)	Executive Director of Special Programs, Literacy Coordinator, Reading Recovery Teachers	August 2017-May 2018	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - Student performance will be monitored to address areas of growth and concern.
2. Science Lab--Students will go to the Science Lab 1 day a week with an increase in time to reinforce classroom instruction along with Science Weekly Curriculum. (Title I SW: 10) (Title I TA: 2,5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)	Designee(s), Principal, Teacher(s)	August 2017-May 2018	(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Teacher pedagogy	Summative - Increased level of student achievement.
3. Continue to expand the amount of Spanish resources available in the elementary library and literacy closet. (Title I SW: 1) (Target Group: H, ESL, LEP, 1st, 2nd) (Strategic Priorities: 2,4) (CSFs: 1)	Designee(s), Literacy Coordinator, Principal	August 2017-May 2018	(L)Agency Funds (ie: Student Activity Funds), (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.
4. Gateway Elementary will continue to fully implement Really Great Reading in first and second grade to build a strong phonics foundation for our students. (Title I SW: 1) (Title I TA: 1,3,4) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4,7)	Assistant Superintendent(s), Core Subject Teachers, Teacher(s)	August 2017-May 2018	(F)Title I	Summative - Student benchmark summaries, TPRI summaries
5. Gifted and Talented/PEAK teacher will work along with classroom teachers to provide enrichment for qualified students. (Title I SW: 10) (Target Group: GT) (Strategic Priorities: 4) (CSFs: 1,4)	G/T Lead Teacher	August 2017-May 2018	(L)Local Taxes and State Per Capita Allotments, (O)Educator Lesson Plans, (O)Materials, (O)Personnel	Summative - Overall achievement of GT students in general education classes including academic and social well-being.

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 and Math Assessment Results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local assessments for math and reading will focus on concrete learning strategies. Reading benchmarks and TPRI assessments will be administered by the classroom teacher 2-3 times a year. (Title I SW: 1) (Title I TA: 3) (Target Group: All)	Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	August 2017-May 2018	(L)Local Taxes and State Per Capita Allotments, (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 Texas Bank One, DMAC TAG, and rapid math assessments in first grade and other resources to develop common formative assessments and benchmarks reflective of grade appropriate rigor. (Title I SW: 1,10) (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	August 2016-May 2017	(F)Title I, (O)Personnel, (O)Staff Time	Summative - Student performance will be monitored as a means to provide high instruction to all students.
3. Continue the implementation of TPRI to identify students who are at risk of reading difficulties. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Principal, Teacher(s)	August 2017-May 2018	(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
<p>1. Gateway Elementary will maintain an Rtl committee that will include the administrators, a reading specialist, grade level teachers, a special education representative, and a committee chairperson that will meet throughout the year as needed to work through the problem-solving process to meet the needs of students. SYSTEM SAFEGUARD: PBMAS (Title I SW: 1,10) (Target Group: All, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>August 2017-May 2018</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Minutes and Agendas, Rtl documentation</p>
<p>2. Grade level teachers will place students in appropriate interventions based on universal screenings (grade level assessments, Compass and NWEA results, Reading Recovery testing, TPRI results) (Title I SW: 1,10) (Target Group: All, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Designee(s), Principal, Teacher(s)</p>	<p>August 2017-May 2018</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Student performance documentation Minutes and Agendas</p>
<p>3. Guided Reading and Math will be utilized to enhance reading fluency and comprehension, and basic foundational math skills using concrete instructional strategies and will provide instruction at individual students' level. SYSTEM SAFEGUARD: PBMAS (Title I SW: 3,9) (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,7)</p>	<p>Literacy Coordinator, Math Coordinator, Principal, Teacher(s)</p>	<p>August 2017-May 2018</p>	<p>(L)Agency Funds (ie: Student Activity Funds), (L)Local Taxes and State Per Capita Allotments, (O)Access to Student Performance Data, (O)Campus Based Professional Development</p>	<p>Summative - Teacher Lesson Plans Running Record Documentation Student Portfolios</p>
<p>4. The Rtl 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, AtRisk, Dys) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Assistant Principal(s), Designee(s), Dyslexia specialist, Principal, Teacher(s)</p>	<p>August 2017-May 2018</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time</p>	<p>Summative - Rtl Referral Process and Documentation Anecdotal teacher notes and progress monitoring</p>

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
5. Gateway will provide individual and small group reinforcement through the use of the Target Lab. (Title I SW: 1) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Designee(s), Principal	August 2017-May 2018	(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 2017-May 2018	(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 2017-May 2018	(S)Local Funds	Summative - Attendance records
3. Gateway will monitor weekly attendance rates for classrooms. The classroom with the highest attendance rate for the six weeks per grade level will receive an extra recess. Staff members with perfect attendance for the six weeks will have their name in a drawing for a prize as well. (Target Group: All)	Assistant Principal(s), Designee(s), Principal	August 2017-May 2018	(O)No Associated Cost, (O)Staff Time, (S)Local Funds	Summative - Weekly attendance records, AESOP 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 and send attendance letters no less than twice a month to families whose children are experiencing excessive absences. (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Designee(s)	August 2017-May 2018	(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) (Strategic Priorities: 4) (CSFs: 1)	Designee(s), Principal, Teacher(s)	August 2017-May 2018	(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) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August 2017-May 2018	(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 continue to utilize and promote campus-wide rules and consequences. (Title I SW: 1) (Target Group: All)	Designee(s), Principal, Teacher(s)	August 2017-May 2018	(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)	Designee(s), Principal, Teacher(s)	August 2017-May 2018	(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)	Designee(s), Principal, Teacher(s)	August 2017-May 2018	(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)	Counselor(s), Designee(s), Principal, Teacher(s)	August 2017-May 2018	(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)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August 2017-May 2018	(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)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2017-May 2018	(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)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2017-May 2018	(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)	Assistant Principal(s), Principal, School Nurse, Teacher(s)	August 2017-May 2018	(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 once a year. (Target Group: All)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2017-May 2018	(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)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2017-May 2018	(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)	Designee(s), Principal, Teacher(s)	August 2017-May 2018	(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
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)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2017-May 2018	(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)	Designee(s), Principal, Teacher(s)	August 2017-May 2018	(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)	Principal, SRO Officer	August 2016-May 2018	(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)	Assistant Superintendent(s), Designee(s), Principal, Teacher(s)	August 2017-May 2018	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Data record management
3. Identified members of Gateway staff will be certified in Handle With Care to ensure the safety, security, and welfare of all students. (Target Group: All)	Assistant Principal(s), Designee(s), Principal, Special Education Teachers, SRO Officer, Teacher(s)	August 2017-May 2018	(F)Professional Development, (O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Certification of completion
4. Gateway will maintain the front door security system. (Target Group: All)	Designee(s)	August 2017-May 2018	(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)	Assistant Principal(s), Principal	August 2017-May 2018	(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 weekly and six weeks reward. (Target Group: All)	Assistant Principal(s), Designee(s), Principal	August 2017-May 2018	(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 3. Gateway Elementary will provide a positive, safe and orderly learning environment to promote higher levels of achievement.

Objective 6. Borger ISD will meet the needs of foster students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded. (Title I SW: 10) (Target Group: All)	Instructional Services Coordinator, Superintendent(s)	August 2017- May 2018	(F)Title I, (S)Local Funds	Summative -

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 liaisons, 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, 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)	Assistant Principal(s), Designee(s), Parent Involvement Coordinators, Principal, Teacher(s)	August 2017-May 2018	(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 liaisons to increase parent participation and communication. (Title I SW: 6) (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Designee(s), Parent Involvement Coordinators, Principal, Teacher(s)	August 2017-May 2018	(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 2018	(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)	Designee(s), Executive Director of Special Programs, Parent Involvement Coordinators	August 2017-May 2018	(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 2017-May 2018	(O)No Associated Cost	Summative - Student participation forms
6. Gateway staff and students will participate in a community project. (Target Group: All) (CSFs: 5)	Designee(s)	August 2017-May 2018	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Report from community project leader
7. Gateway Elementary school information will be provided in both Spanish and English to the extent possible, including parent conferences and ARD meetings. (Title I SW: 6) (Title I TA: 7) (Target Group: All, H, ESL, LEP, AtRisk)	ARD Committee, Assistant Principal(s), Designee(s), Parent Involvement Coordinators, Principal, Teacher(s)	August 2017-May 2018	(O)Materials, (O)No Associated Cost, (O)Personnel	Summative - Sign in sheets, parent surveys at the end of school year.

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
8. Gateway Elementary School will use the automated phone system, School Way/School Messenger App, website, and the local newspaper to keep parents and community up to date and informed on current school information. (Title I SW: 6) (Target Group: All)	Communications Coordinator, Designee(s), Principal	August 2017-May 2018	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time	Summative - Parent surveys at the end of school year.

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>1. Supplemental professional development, materials, and programs to support components and strategies in reading: such as Compass, NWEA, Region 16 Educational Service Center and Literacy and Math Training for teachers, as well as instructional coaching. (Title I SW: 1,3,4,10) (Title I TA: 1,6) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,7)</p>	<p>Designee(s), Executive Director of Special Programs, Literacy Coordinator, Math Coordinator, Principal, Teacher(s)</p>	<p>August 2017-May 2018</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Staff Time</p>	<p>Summative - Sign in sheets, Professional Development Records, increased student achievement as evidenced by increased by performance on common formative assessments and benchmarks</p>
<p>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) (Strategic Priorities: 1,2,4) (CSFs: 1,7)</p>	<p>Director of Curriculum and Instruction, Principal, Teacher(s)</p>	<p>August 2017-May 2018</p>	<p>(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Sign In Sheets, Professional Development Records, increased student achievement as evidenced by increased CFA, benchmarks</p>
<p>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) (Strategic Priorities: 2,4) (CSFs: 1)</p>	<p>Designee(s), Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August 2017-May 2018</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time</p>	<p>Summative - Classroom observations/PDAS Lesson plan audits Professional Development Requests Sign in sheets</p>
<p>4. Annual professional trainings including: Blood borne pathogens, new faculty training, staff handbooks, LPAC training, sexual harassment training, confidentiality training and TTESS yearly update. (Title I SW: 1) (Title I TA: 6) (Target Group: All)</p>	<p>Designee(s), Principal, School Nurse, Teacher(s)</p>	<p>August 2017-May 2018</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Staff Time</p>	<p>Summative - Required district training Sign In sheets Agendas</p>

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
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: 4,10) (Title I TA: 1,2,3,6,7) (Target Group: All, ECD, Migrant, LEP, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,7)	Designee(s), Executive Director of Special Programs, Principal, Teacher(s)	August 2017-May 2018	(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	Summative - Sign-in sheets, Professional development records

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 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
Federal Grants	Federal
IDEA Special Education	Federal
Professional Development	Federal
Title 1 Part A Funds	Federal
Title 1 SIP Effective Strategies	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Agency Funds (ie: Student Activity Funds)	Local
Local Taxes and State Per Capita Allotments	Local
Access to Student Performance Data	Other
Campus Based Professional Development	Other
District Aligned Professional Development	Other
Educator Lesson Plans	Other
FTE	Other
Materials	Other
Personnel	Other
Staff Time	Other
Teacher pedagogy	Other
Local Funds	State