GATEWAY EL
Campus Improvement Plan
2019/2020

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

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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.

GATEWAY EL Site Base

Name	Position
Barraza, Desy	Parent
Bodey, Teresa	Campus Administrator
Cole, Lisa	Teacher
Dallas, Rhianna	Teacher
Espino, Christy	Teacher
Jenkins, Alan	Community/Business
Malone, Meagan	Teacher
Mccarthy, Tony	District Level Professional
Phillips, Shawna	Teacher
Williams, Charity	Teacher
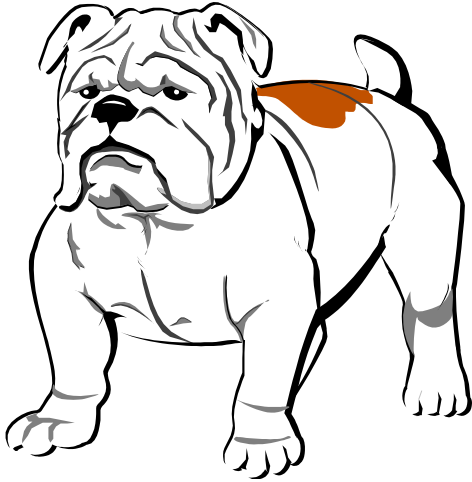
Comprehensive Needs Assessment

Gateway Elementary School

401 Tristram St.

Borger, TX 79007

Teresa Bodey, Principal

June 2019

Comprehensive Needs Assessment Summary
School Year 2019-2020 Gateway Elementary

Data Sources Reviewed:

Literacy Benchmark Data	Raptor Data	NWEA Data
PEIMS Data	AESOP Data	Parent and Staff 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	- Improved process of identifying and serving students with dyslexia - 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	- Continue identification of students in need of dyslexia services - Continue RTI process to identify struggling learners and help to meet their needs - Continue RGR phonics instruction - Continue Fundamental Five classroom implementation and McRel Instructional practices training - Significant achievement gap between ELL student	- Continue identification and services for dyslexia students through MOY/EOY screeners for kindergarten and first grade students and throughout the year as needed - Continue RGR phonics instruction - Continue PD to support ELL instruction with rigor, sheltered instruction, Dual Language One Way - Continue to implement writing/posting lesson frames, seed questions,

	• Support services for LEP students, including but not limited to Bilingual Instructional Assistant • iPads continued to be provided for Bilingual instruction in the classroom, as well as general ed classes • Continued implementation of Really Great Reading Phonics program (HD Word and Blast Foundations) for a systematic, vertically and horizontally aligned research-based curriculum • Continued training and implementation of Units of Study curriculum for reading and writing, which will help meet needs of all demographic sub groups	population and other demographics • 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	and critical writes in the classroom • 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 and provide in-class interventions

	• Campus dyslexia specialist to meet the needs of students identified with dyslexia and intervention for students who were screened at the end of kindergarten and middle of first grade years	• Continued Instructional Assistant availability for LEP students	• Identify and provide needed services to LEP students who are at-risk through in-class support, Target Lab, literacy groups, and tutorials
Student Achievement	• First grade level goals at the end of the year are instructional J and second grade goals are instructional M. • 57% of first graders are reading at or above an **instructional level J or above, with gains of 20% from the beginning of the school year.** • 80% of second graders are reading at or above an **instructional level of M or above, with gains of 11% from last year.**	• Continuation of Balance Literacy Continuum components for new and returning teachers with District Literacy Coordinator • Assistant Principal needed to help promote student achievement • Continuation of Reading Recovery program to provide supports for qualifying students • Continuation of summer school and	• Professional development in Balanced Literacy Components, supplies materials to add rigor to curriculum and instruction in the areas of all content areas. • Assistant Principal needed for continued support of staff to promote student achievement • Continuation of Reading Recovery program to provide supports for qualifying students

	- 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 - Teacher use of Guided Reading for targeted reading instruction and lesson delivery - Grade level designated iPad carts - STEM activities in science lab	- after school tutorials for qualifying students - Provide RTI Target Lab assistance for identified struggling students - Research-based campus-wide universal screener for math and reading at beginning of the year in the form of math assessment and TPRI - Continue to create rigorous common formative assessments that assess to the depth and complexity of the TEKS with an emphasis on concrete learning CPA - Continue supplemental support positions to enhance student achievement - Communication of student achievement	- PD on RTI implementation with fidelity and PD on RTI resources - RTI inclusion available with Instructional Assistant support - Target Lab for RTI support - Data collection portfolios - 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

	• Continued monitoring of teacher effectiveness to ensure high quality instructional strategies and lesson delivery for optimal student success, included but not limited to Get Better Faster model • LLI reading intervention kit purchased. Two IAs were trained and one was able to implement LLI for small group reading intervention instruction in second grade during second semester.	• Improve attendance rate of students to help improve student achievement • Promote higher staff attendance rate to help improve student achievement • Continue to monitor availability of math manipulatives and supply materials as needed for CPA • Continue Guided Math implementation training and support • Continue to support and expand STEM activities in Science Lab • Units of Study for Writing and Reading-continued PD, instructional support and PLC support	• PD to support math manipulative continued implementation • Continue to support and expand STEM activities in Science Lab • Continue to utilize District Math and Literacy coordinators for coaching, professional development, alignment • Continue to implement LLI with fidelity specifically in second grade to help support struggling readers who were served in Reading Recovery or Literacy groups in first grade to fill the gap left after Reading Recovery program reduction in the prior year.

		• Continue to implement LLI with fidelity	
School Culture and Climate	• Parent surveys indicate positive learning environment despite high number of students in classrooms compared to other schools and districts • Collaboration among educators was rated high (Sense of family community) • 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	• Implementation of character building lessons with counselor • Shared campus SRO to monitor student/employee safety • Shared counselor for guidance lessons • Continue school wide discipline management plan • Improved communication sources between parents and staff • Continue on campus communication efforts • Implement more positive Behavior Interventions needed	• Continued implementation of character building program with school counselor and special ed counselor • Campus SRO to monitor student/employee safety • 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

	• 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 • Teacher newsletters in GO books • Students and parents indicated on surveys that Gateway has a safe learning environment	• Implement and promote use of Schoolway app for parent and staff communications, as well as Facebook and Instagram posts • Celebrate/recognize staff achievements and successes • Continue teacher newsletters in the GO Books • Campus committee for special events • Continue Grade Level Liaisons	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 • Caught Being Good Six Weeks reward lunch on stage
Staff Quality/Professional Development	• Teachers received sustained, ongoing professional development in literacy components • Continued Special Ed training attended by select/team members	• Grade level/content area collaborative planning • Continue use of district literacy and math coordinators to support math and literacy PD	• Instructional Coaching and Conferencing • New teacher PLCs • Continue Bilingual PLCs

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 • Grade level teacher iPads • PLC Implementation • Technology online training for NWEA and Comapss • Bilingual PLCs • LLI training for 2 IAs	and promote student achievement • Instructional coaching and conferencing is needed to support new or struggling teachers/staff • 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	• Sheltered Instructional continued support • Continue Balanced Literacy Implementation and Reading Instruction with District Literacy Coordinator • Inclusion Training to support and enhance implementation • Implement instructional coaching model "Get Better Faster…" • 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

		• Special Ed pops are underperforming compared to the gen ed pop • Provide technology assistance and PD to support the use and implementation of teacher iPads in the classrooms • 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	• Utilize District Literacy Coordinator for ELA support and PD • Technology programs professional development (Compass, NWEA, etc) • Behavioral/classroom management PD for teachers • PD to increase teacher/staff pedagogy in core content areas and areas identified by campus • Ongoing Singapore math strategy support and PD opportunities • Continue training and support for implementation of guided math • Continue PD for Units of Study Reading and Writing

			• Grade Level Liaisons for support
Curriculum, Instruction, Assessment	• 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 • Use of DMAC to help organize and disaggregate data	• 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 • Continued support for writing and reading vertical and horizontal alignment with Units of Study Writing Reading and Writing • Continue use of DMAC for local assessment data	• Assistant Principal to help with all coaching, evaluation, and observations • 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 • Revisit assessment reviews with teachers/campus administrators/districts administrators to

	• Utilization of TPRI and TANGO software • Guided Math in all math classrooms	collection and analysis, including, but not limited to TPRI and six weeks tests • Continue use of Grade Level Liaisons • Continue implementing Guided Math with fidelity • Continue concrete instruction needed for longer periods of time to imbed the concepts being taught at both grade levels • BLAST Phonics teacher manuals and student kits needed for additional teacher in first grade • Units of Study Writing Kit needed for additional first grade teacher	review individual student progress and by demographic groups • Continue use of Grade Level Liaisons • Continue to support Guided Math in all math classrooms with emphasis on CPA/CRA • Continue beginning of the year 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
School Context and Organization	• Parent and student surveys indicated school is seen as a safe place for students	• Shared counselor to support student needs	• School needs Assistant Principal

	• 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	• Continue Raptor use • Revisit the need of Assistant Principal on campus • 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	• 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 • Continue Assistant Principal position for the 2018-2019 school year

		• Assistant Principal schedule consistency needed for effective management of school duties and instructional leadership ship support as well as disciplinary needs	
Technology	• Gains in student achievement evidenced through use of technology programs to support student learning, including, but not limited to NWEA and Compass • Additional iPad provided for each classroom • iPad labs for both grade levels, mini-iPad lab for Science Lab • Classroom teacher iPads continued to be used for instruction with apps to connect iPad to Smartboard available	• 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	• Technology upgrades to current equipment and programs • Continued 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 and Raz Kids and Reading A to Z for Bilingual classrooms • Training to support new technology • Provide training opportunities through technology department, Region 16 ESC, and other outside sources

	• All grade level classrooms have Smartboards, as well as the Science Lab and Music room, Target Lab		• Purchase additional iPads for classrooms to use in small group instruction in classrooms
Family and Community Involvement	• 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	• 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	• Continue to offer parent training via Borger ISD Parent Involvement Center and through campus training opportunities (literacy, numeracy) • Assistant Principal to help with involvement • Continue with community project focus/activity • Continue PTO and encourage parent participation membership, active involvement • Continue parent communication (written/verbal) in applicable language

	• Promotion of perfect attendance each six weeks with grade level Rotary Club bike drawings sponsored by Rotary Clun and Wal-Mart and classroom prizes and certificates for each student • Implementation of Watch D.O.G.S. program • Highly successful World Read Aloud day and evening events • 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	• Partnership with community businesses for mentor program • Continue World Read Aloud Event for day and evening • 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	• Continue World Read Aloud day and evening event • Implement mentor program with community businesses • Plan and implement STEM Family Night • 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

	• Back to School Community Event	• Continue canned food drive Project • Continue to seek out specific community projects to participate in as a school community	• Perfect attendance award for the end of the year to promote higher attendance rates • Continue GO Book implementation • Communication logs • SP4K Program • Continue canned food drive project

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2018-2019 Attendance Rate

	First Six Weeks	Second Six Weeks	Third Six Weeks	Fourth Six Weeks	Fifth Six Weeks	Sixth Six Weeks
Gateway	96.61	94.76	95.26	93.93	95.48	95.24
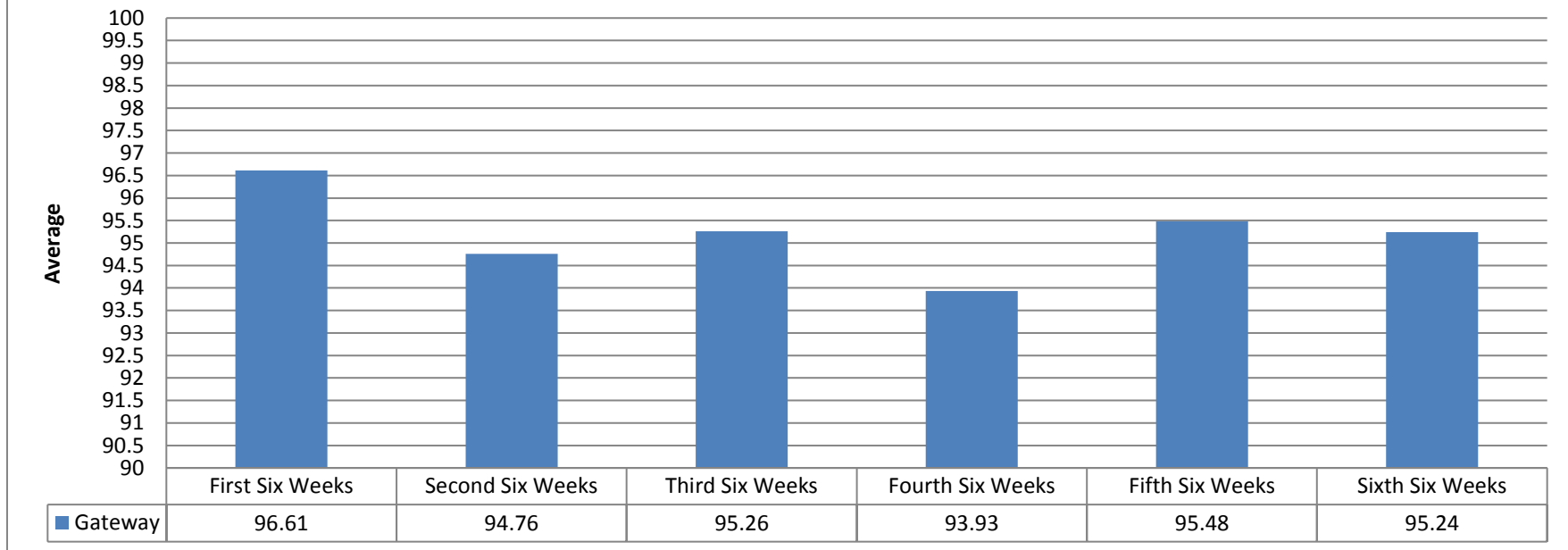
Special Population Groups 2018-2019

Student Group	First Grade	Second Grade	Total Populations
Bilingual	18	19	37
ESL	6	10	16
Special Education	19	23	42
Migrant	0	0	0
Homeless	0	0	0
At Risk	69	130	199
Economically Disadvantaged	135	122	257
Gifted and Talented	7	5	12

End of the Year Benchmark Data
2018-2019

First Grade Instructional Reading Levels

- 43%
- 57%

Legend:
- J or above
- I or below
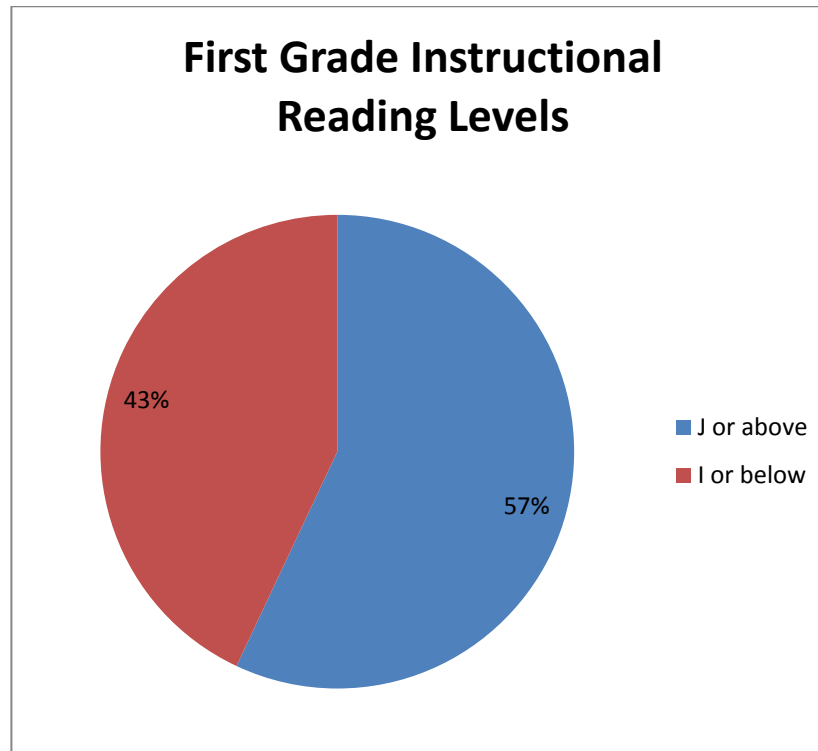
First Grade	Number of Students	Percent
Grade Level J (or above)	110	57%
Below Grade Level (I or below)	82	43%

End of the Year Benchmark Data
2018-2019

Second Grade Instructional Reading Levels

20.00%

80.00%

- Level M or above
- Level L or below
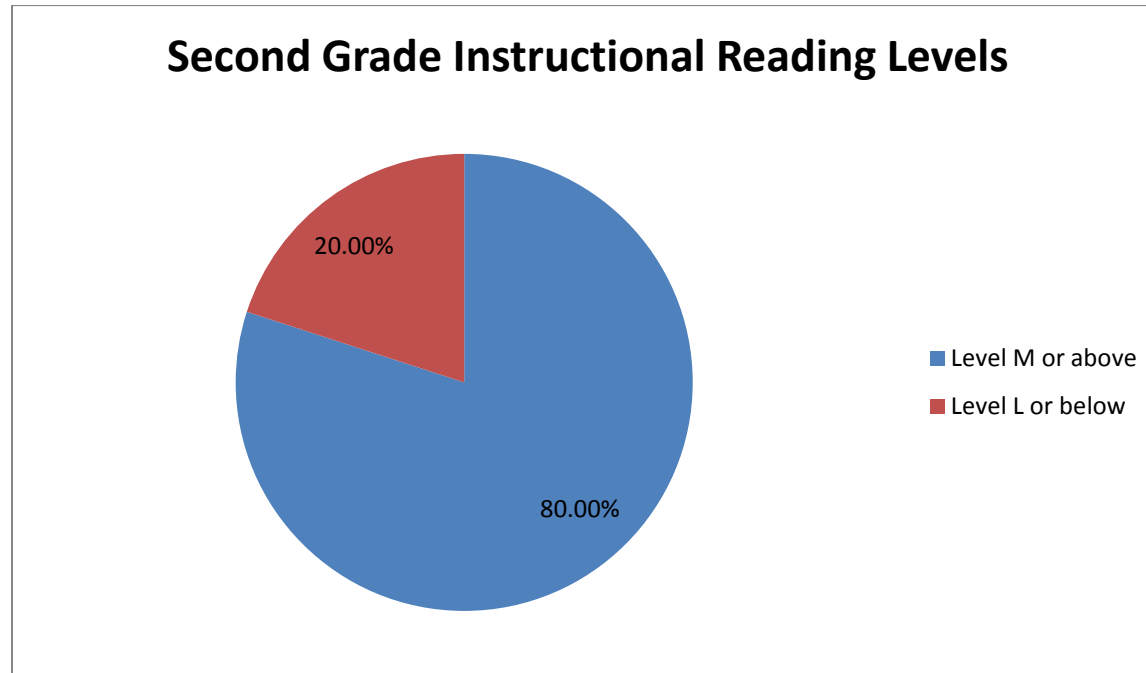
Second Grade	Number of Students	Percent
Grade Level (level L) or above	130	80%
Below Grade Level (K or below)	32	20%

NWEA Data
Second Grade

Mathematics Summary	
Total Students with Valid Growth Test Scores	159
Mean RIT	182.6
Standard Deviation	12.4
Norm Grade Level Mean RIT	192.1
Students At or Above Norm Grade Level Mean RIT	33
Overall Performance (Average-High)	58/36%

Reading Summary	
Total Students with Valid Growth Test Scores	161
Mean RIT	183
Standard Deviation	13.8
Norm Grade Level Mean RIT	188.7
Students At or Above Norm Grade Level Mean RIT	52
Overall Performance (Average-High)	71/44%

GATEWAY EL

Goal 1. Gateway Elementary will scaffold learning and provide a strong foundation to prepare students for the next step in education.

    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. 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%.

    Objective 1. Gateway Elementary will continue to 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 by continued implementation of 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.

GATEWAY EL

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 the next step in education.

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 1-May 20	(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 19-May 20	(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. 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)	Instructional Liaison, Principal, Superintendent(s), Teacher(s)	August 2019-May 2020	(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. Additional Targeted Supports 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 2019-May 2020	(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 the next step in education.

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 2019-May 2020	(L)Local Taxes and State Per Capita Allotments	Summative - PowerWalks data
6. Teachers will attend professional development academies during the summer for Math and 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 2019-May 2020	(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 2019-May 2020	(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 the next step in education.

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. Additional Targeted Supports 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 Intstructional Technologist, Designee(s), Principal, Teacher(s)	August 2019-May 2020	(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 Intstructional Technologist, Director of Technology, Principal	August 2019-May 2020	(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 2019-May 2020	(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, Teacher(s)	August 2019-May 2020	(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 the next step in education.

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 other students who are in need of assistance in early acquisition of reading and writing skills as scheduling allows. LLI support will be utilized for second grade students to extend the support they may have received in first grade the prior year. (Title I SW: 3) (Title I TA: 1,3,4,5,8) (Target Group: AtRisk, 1st, 2nd) (Strategic Priorities: 2,4) (CSFs: 1,4)	Assistant Superintendent(s), Designee(s), Literacy Coordinator, Reading Recovery Teachers	August 2019-May 2020	(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 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 2019-May 2020	(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: 1,10) (Title I TA: 1,8) (Target Group: H, ESL, LEP, 1st, 2nd) (Strategic Priorities: 2,4) (CSFs: 1)	Designee(s), Literacy Coordinator, Principal	August 2019-May 2020	(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, Literacy Coordinator, Teacher(s)	August 2019-May 2020	(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 2019-May 2020	(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 the next step in education.

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 2019-May 2020	(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 DMAC TAG and rapid math assessments 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 2019-May 2020	(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 2019-May 2020	(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 the next step in education.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gateway Elementary will maintain an RtI committee that will include the administrators, 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. Additional Targeted Supports PBMAS (Title I SW: 1,10) (Target Group: All, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1)	Designee(s), Principal, Teacher(s)	August 2019-May 2020	(L)Local Taxes and State Per Capita Allotments	Summative - Minutes and Agendas, RtI documentation
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)	Designee(s), Principal, Teacher(s)	August 2019-May 2020	(L)Local Taxes and State Per Capita Allotments	Summative - Student performance documentation Minutes and Agendas
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. Additional Targeted Supports PBMAS (Title I SW: 3,9) (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,7)	Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	August 2019-May 2020	(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	Summative - Teacher Lesson Plans Running Record Documentation Student Portfolios
4. 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, AtRisk, Dys) (Strategic Priorities: 2) (CSFs: 1)	Designee(s), Dyslexia specialist, Principal, Teacher(s)	August 2019-May 2020	(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 EOY Screening through TPRI

GATEWAY EL

Goal 1.   Gateway Elementary will scaffold learning and provide a strong foundation to prepare students for the next step in education.

Objective 5.   RtI 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 and Instructional Assistant support in the classrooms. (Title I SW: 1) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Designee(s), Principal	August 2019-May 2020	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Target Lab student performance documentation and student performance on assessments and benchmarks

GATEWAY EL

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

Objective 1.   Gateway Elementary will continue to 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. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,5)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August 2019-May 2020	(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. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,5)	Parent Involvement Coordinators, Teacher(s)	August 2019-May 2020	(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. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 4,6)	Designee(s), Principal	August 2019-May 2020	(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 as needed throughout the year to families whose children are experiencing excessive absences. (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Assistant Principal(s), Designee(s), Principal	August 2019-May 2020	(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 2019-May 2020	(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)	Designee(s), Principal, Teacher(s)	August 2019-May 2020	(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 by continued implementation of 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 classroom and discipline management procedures.. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August 2019-May 2020	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Staff discussions will be held to gather input on campus needs, as well as surveys
2. Regular staff meetings (in person and virtual) will be used to keep faculty aware of current developments in discipline management. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August 2019-May 2020	(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)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August 2019-May 2020	(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 with the assistance of the counselor. PBMAS (Title I SW: 1) (Title I TA: 8) (Target Group: All) (CSFs: 6)	Counselor(s), Designee(s), Principal, Teacher(s)	August 2019-May 2020	(F)IDEA Special Education, (L)Local SSA (Shared Services Arrangement), (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 2019-May 2020	(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 2019-May 2020	(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 2019-May 2020	(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 2019-May 2020	(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 at least once a year. (Target Group: All)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2019-May 2020	(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 2019-May 2020	(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 2019-May 2020	(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, RtI Committee, Social Committee, Behavior Management Team, Emergency operations Committee PBMAS (Title I SW: 1) (Title I TA: 2,4) (Target Group: All)	Assistant Principal(s), Designee(s), Principal, School Nurse, Teacher(s)	August 2019-May 2020	(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, including but not limited to Staff Shout Out board, announcements, and emails. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August 2019-May 2020	(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 2019-May 2020	(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)	Designee(s), Principal, Teacher(s)	August 2019-May 2020	(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. (Title I TA: 8) (Target Group: All)	Assistant Principal(s), Designee(s), Principal, Special Education Teachers, SRO Officer, Teacher(s)	August 2018-May 2019	(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 2019-May 2020	(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 2019-May 2020	(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 2019-May 2020	(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	August 2019- May 2020	(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 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, 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 2019-May 2020	(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)	Designee(s), Parent Involvement Coordinators, Principal, Teacher(s)	August 2019-May 2020	(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 2020	(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 2019-May 2020	(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 2019-May 2020	(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 2019-May 2020	(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, Designee(s), Parent Involvement Coordinators, Principal, Teacher(s)	August 2019-May2020	(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, 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 2019-May 2020	(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
1. Supplemental professional development, materials, and programs to support components and strategies in reading: including, but not limited to 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)	Assistant Superintendent(s), Designee(s), Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	August 2019-May 2020	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (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.) Additional Targeted Supports PBMAS (Title I SW: 4) (Title I TA: 1,2,7) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,7)	Assistant Superintendent(s), Principal, Teacher(s)	August 2019-May 2020	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (L)Local Taxes and State Per Capita Allotments	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. Additional Targeted Supports 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)	Assistant Superintendent(s), Designee(s), Principal, Teacher(s)	August 2019-May 2020	(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, but not limited to: 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)	Designee(s), Principal, School Nurse, Teacher(s)	August 2019-May 2020	(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
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. Additional Targeted Supports 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)	Assistant Principal(s), Assistant Superintendent(s), Designee(s), Principal, Teacher(s)	August 2019-May 2020	(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 2019/2020 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
KILGO Training and Resources	Federal
Professional Development	Federal
Title 1 Part A Funds	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Agency Funds (ie: Student Activity Funds)	Local
Local SSA (Shared Services Arrangement)	Local
Local Taxes and State Per Capita Allotments	Local
Access to facilities	Other
Access to Student Performance Data	Other
Campus Based Professional Development	Other
District Aligned Professional Development	Other
Educator Lesson Plans	Other
FTE	Other
Materials	Other
No Associated Cost	Other
Personnel	Other
IMAT Funds	State
Local Funds	State