

Eagle Mountain-Saginaw Independent School District

L A Gililland Elementary

2023-2024 Improvement Plan



Mission Statement

Gililland eagles collaborate and support each other and SOAR to excellence.

Vision

Gililland is committed to an evolving educational program that will provide each student the skills needed to become a successful and responsible citizen in an ever-changing society.

We want to instill in every student the capacity and knowledge to be an intelligent, responsible, self-sufficient person so that they do well in secondary school and continue to successfully further their learning in whatever calling they choose. We recognize our obligation in partnership with parents and our community to encourage the traits, motivation and attitude needed for lifelong learning.

Value Statement

We believe in a culture of excellence that will encourage students to become responsible citizens of an ever changing society with the traits, motivation, and attitudes needed for lifelong learning. Therefore, we commit to

Develop a meaningful relationship with families by being actively involved in PTA.

Promote the development of positive self-esteem and building student's self-confidence through the implementation of Lion's Quest.

Be open to sharing professional strengths, weaknesses and growing new ideas.

Provide a safe school environment.

Be respectful by addressing concerns in a courteous, professional manner.

Celebrate our achievements.

We believe that through our instruction we are committed to an educational program that will provide all students the skills needed to become successful. In doing so, we commit to...

Improve our skills and competencies by attending professional development.

Collaborate to provide a curriculum that will stress horizontal and vertical alignment.

Set goals.

Implement Fundamental Five as a model for providing high quality instructional practices.

Guarantee student success with setting goals that follow district curriculum and state standards.

Approach our commitments and goals with a growth mindset.

We believe that through intervention we are dedicated to the idea that all students will have the educational opportunity to reach their full potential. We commit to. . .

Continuous improvement by reflecting on our practices and adjusting instructional practices accordingly.

Meet all students where they are in the continuum of learning through the implementation of Enrichment time.

Provide tutorial time for students that need additional support.

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Comprehensive Needs Assessment

Revised/Approved: June 21, 2023

Demographics

Demographics Summary

Built in 1959, Gililland Elementary lies in the center of the town of Blue Mound, Texas. Gililland was originally known as Blue Mound Elementary until the school district decided to honor its first principal Lonnie A. Gililland, by naming the school after him. There have been many changes to the school over the decades since 1959. Gililland serves approximately 500 students. The following instructional programs and services are offered: Gifted & Talented, ESL, Special Education Itinerant and Resource, Special Education Life Skills, Special Education Speech Therapy, and Dyslexia Services.

Every day we celebrate people and learning at Gililland. We understand the importance of setting a firm foundation in literacy and numeracy. We recognize both our staff and students when our efforts show success. We celebrate when our school gets a state distinction for exceptional progress on the STAAR reading assessment and when our students gain value in academics, grow every year in independence, understand and respect self-discipline and increase in English language acquisition.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment programs at Gililland are aligned to the district's scope and sequence. Our use of intervention time daily allows us to use data to target specific concepts or skills that students need intervention, practice or extension. Teachers are utilizing goal setting and the PLC process to guide instruction. Instructional specialists work one-on-one with classroom teachers and provide support and feedback for continuous improvement.

100% of our teachers are certified for the position they hold with varying degrees of experience. Together with our district's Human Resource department, we ensure that all teachers and paraprofessionals who serve or will be serving Gililland students meet highly qualified standards. All teachers serving Bilingual students are Bilingual certified and because we have a growing population of children with a native language other than Spanish or English, teachers not serving Bilingual students are ESL certified.

Perceptions

Perceptions Summary

Mission Statement

Gililland Eagles collaborate and support each other and SOAR to excellence.

GES Beliefs

1. We believe in a positive culture that celebrates our students' uniqueness and motivates them to become lifelong learners.
2. We believe in high-quality, collaborative instruction that ensures success for all students.
3. We believe in differentiating instruction to keep education barrier free.

Eagle Expectations: Respect, Responsibility, Safe

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: June 21, 2023

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)





Performance Objective 1: By the end of the 2023-2024 school year, increase the percentage of students achieving approaches, meets, or exceeds standards on the STAAR Reading to 75%, STAAR Math to 75%, and STAAR Science to 70%.

High Priority

Evaluation Data Sources: STAAR data of 3rd graders in math and reading; 4th graders in math and reading; 5th graders in math, reading, and science

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly grade-level PLC meetings focused on student data such as district benchmarks and universal screeners to determine student progress using the PDSA cycle, monitoring SLO goals, and collaborating with specialists. Implement and utilize strategies to discuss BOY/MOY/EOY data, DCAs, benchmarks, and intervention groups. Strategy's Expected Result/Impact: Increase in results: benchmarks, universal screeners, district common assessments, formative assessments Staff Responsible for Monitoring: Teachers, math coach, title teachers, instructional coaches, district specialist, administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund, - 211 - Title 1, Part A - \$2,000	Formative			Summative
	Dec	Feb	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted intervention using research-based resources such as: Fountas and Pinnell, LLI Kits, Istation, mClass, and ST Math. Strategy's Expected Result/Impact: Increase student progress on benchmarks, common assessments, and state assessments Staff Responsible for Monitoring: Classroom teachers, title math and reading interventionist, instructional math and reading coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Literacy Intervention Specialist - 211 - Title 1, Part A - \$60,000, Math Intervention Specialist - 211 - Title 1, Part A - \$60,000		Formative			Summative
		Dec	Feb	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide a systematic method of identifying students with academic, behavioral, and/or attendance concerns through the MTSS process. Care Teams will set goals, identify interventions, and track progress. Strategy's Expected Result/Impact: STAAR, iStation, BAS, and TELPAS data, care team referrals, intervention logs, mClass Staff Responsible for Monitoring: Administrators, teachers, case managers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund		Formative			Summative
		Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Hire and train qualified academic tutors to provide additional interventions to identified students that will address specific areas of individual needs. Strategy's Expected Result/Impact: Increase in student achievement on common assessments and state assessments Staff Responsible for Monitoring: Administrators, teachers, instructional coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 - State Compensatory Ed	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide accelerated instruction to all 4th and 5th grade students that did not meet the approaches level on the 2022-2023 Math and/or Reading STAAR assessment. Strategy's Expected Result/Impact: Increase in student achievement on state assessments Staff Responsible for Monitoring: Classroom teachers, interventionists, tutors, and instructional coaches Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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



Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 2: By the end of 2023-2024 school year, the percentage of students achieving advanced performance expectations (masters) in each grade level on the STAAR assessment will increase by 10%.

High Priority

Evaluation Data Sources: STAAR assessment data for 3-5 grades

Strategy 1 Details	Reviews			
Strategy 1: Continue to use the Rigor/Relevance Framework when planning lessons for students and conduct campus ICLE walks twice a year. Strategy's Expected Result/Impact: STAAR, common assessments, and district benchmarks Staff Responsible for Monitoring: Teachers, administrators, specialists/coaches Title I: 2.4, 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Engage in district learning walks that focus on authentically engaged students and delivery of rigorous instruction to collaboratively develop a deeper understanding of the connection between the written, taught, and tested curriculum through classroom observations. Utilize the feedback data to inform next steps in preparation for campus professional learning and continues improvement opportunities. Strategy's Expected Result/Impact: Continue to grow campus administrators as instructional leaders and enable the Teaching and Learning team to observe the curriculum in action so learning and support of EVERY student may continuously improve. This will empower leaders to guide campus PLCs and district CLCs. Staff Responsible for Monitoring: Campus administrators and district curriculum department Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide students with an opportunity to use the maker space during designated times and additional research time through the library. Strategy's Expected Result/Impact: Increase in "master" percentage on STAAR and increase participation in the PACE program. Staff Responsible for Monitoring: Librarian, teachers Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize Talent Pool to expose students to a learning environment conducive to developing GT strategies through enrichment activities. Through differentiated talent pool classes that meet 30 min per week, students will use higher level thinking across curriculum. Strategy's Expected Result/Impact: Increase in student achievement Increase in PACE enrollment Staff Responsible for Monitoring: PACE teacher Title I: 2.5 - TEA Priorities: Build a foundation of reading and math -	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide a system for all students to check out books regularly. Encourage a love for reading by providing: weekly story time and/or lessons to K-5 students, GES Library Facebook page, Bluebonnet Book Club, etc. Strategy's Expected Result/Impact: Increase in BAS and STAAR scores Staff Responsible for Monitoring: Administrators, librarian, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)





Performance Objective 3: By the end of the 2023-2024 school year, 80% of kindergarten, first grade, and second grade students will meet grade level standards as measured by mClass benchmark assessments.

High Priority

Evaluation Data Sources: mClass benchmark assessments

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly grade-level PLC meetings focused on student data such as district common assessments and universal screeners to determine student progress using the PDSA cycle, monitoring SLO goals, and collaborating with specialists. Implement and utilize instructional strategies to increase student growth. (Monitor and adjust intervention groups based on data.) Strategy's Expected Result/Impact: Increase in results: universal screeners, common assessments, formative assessments Staff Responsible for Monitoring: Teachers, title interventionist teachers, math and reading instructional coaches, district specialist, administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June





Strategy 2 Details		Reviews			
Strategy 2: Kindergarten, 1st Grade, & 2nd Grade will complete the T-TESS SLO Student Growth Model process to track student growth in reading levels. The Fountas & Pinnell Benchmark Assessment System or mClass system will be used for the progress monitoring checks. Strategy's Expected Result/Impact: Increase in reading levels for students in kindergarten, 1st grade, & 2nd grade meeting grade level expectations as measured by the Fountas & Pinnell Benchmark Assessment System or mClass system. Staff Responsible for Monitoring: Teachers, interventionist, instructional coaches, and administrators Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Dec	Feb	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Ensure K-2 teachers meet regularly with their guided reading and intervention groups. Continue to expand guided reading materials at all levels (literacy library) and provide campus staff development that focuses on instructional strategies regarding guided reading and Tier 2/3 interventions. Strategy's Expected Result/Impact: Increase the guided reading library inventory and teachers' usage Increase in BAS, mClass, and/or istation scores Staff Responsible for Monitoring: Instructional coaches, interventionist teachers, administrators Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1, Part A		Formative			Summative
		Dec	Feb	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Provide identified Tier 3 students with small group interventions with reading interventionist, bilingual reading interventionist, and math interventionist. Strategy's Expected Result/Impact: Increase literacy and math scores for Tier 3 students Staff Responsible for Monitoring: Interventionist, administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Dec	Feb	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Instructional coaches will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Teachers will participate in coaching cycles designed to provide support using the Impact Coaching Cycle. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, curriculum resources, feedback and modeling.</p> <p>Strategy's Expected Result/Impact: Increase in high quality instruction, curriculum knowledge, and instructional strategies.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement mclass tutorial program (pilot program) with identified Tier 2/3 KG-2nd grade students and provide interventions with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase in on level students as measured through mclass data.</p> <p>Staff Responsible for Monitoring: Classroom teachers, reading interventionists, instructional reading coach, and administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 4: By the end of 2023-2024 school year, 80% of all prekindergarten students will score "on track" on the CLI Engage progress.

Evaluation Data Sources: CLI Engage Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Utilize the math and reading instructional coach as a resource for our prekindergarten teachers to ensure high quality Tier 1 instruction that is aligned with our district curriculum. Strategy's Expected Result/Impact: Walkthroughs, observations, and PLC discussions will show alignment and an increase in rigorous instruction in the younger grade levels. Staff Responsible for Monitoring: Administrators, teachers, instructional coaches Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Prekindergarten teachers and instructional aides will participate in specific prekindergarten district professional development throughout the year provided by early childhood district specialist. Strategy's Expected Result/Impact: 10% increase in prekindergarten assessments Staff Responsible for Monitoring: PK teachers and aides, district specialist, campus administrators Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
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Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 5: By the end of 2023-2024 school year, increase percentage of students improving by at least one level in reading, writing, listening, and speaking on the TELPAS in K-5 to 85%.

Evaluation Data Sources: TELPAS assessment data for all LEP students K-5.

Strategy 1 Details	Reviews			
Strategy 1: Ensure bilingual instructional strategies K-5 are utilized in all bilingual classrooms. Strategy's Expected Result/Impact: Increase in TELPAS results Staff Responsible for Monitoring: Bilingual teachers, instructional coaches, administrators, and bilingual instructional coach Title I: 2.4 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development to teachers to ensure consistent implementation of instructional strategies by district bilingual instructional coach (ELPS Awareness, TELPAS Training, Etc.). Strategy's Expected Result/Impact: Increase in TELPAS results, teachers' knowledge of instructional strategies Staff Responsible for Monitoring: Bilingual instructional coach, administrators Title I: 2.4 - TEA Priorities: Improve low-performing schools - Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 6: By the end of the 2023-2024 school year, increase each identified student group below TEA required percentage to meet TEA Targets.

High Priority
Evaluation Data Sources: Universal Screeners, 2022 Identification of Schools for Improvement Report, Interim assessments, STAAR, EOC, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Collect variety of data for identified student groups throughout the year to discuss at PLC meetings. Strategy's Expected Result/Impact: Increase in targeted areas Staff Responsible for Monitoring: Administrators and instructional coaches Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 7: 100% of staff and students will participate in fostering a positive culture social and emotional culture.

Evaluation Data Sources: Positive Action Lesson Plans, Counseling Advisory Committee Notes, Bullying Investigation Reports, Discipline Referral Data

Strategy 1 Details	Reviews			
Strategy 1: Provide small group counseling and guidance lessons to support the development of social and emotional skills for all students. Strategy's Expected Result/Impact: Decrease in discipline and counselor referrals Staff Responsible for Monitoring: Counselor, administrators, staff Title I: 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide special events such as: Red Ribbon week, Safety week, Generation Texas week, Start with Hello, and end of the year awards ceremony. Collaborate with Saginaw High School's PALS program to offer mentors to identified students. Strategy's Expected Result/Impact: Increase daily attendance Staff Responsible for Monitoring: Counselor, administrators, staff Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Provide social, emotional, and mental health support for students and families through the campus newsletter by providing information and resources. Provide targeted lessons requested by classroom teachers through intervention referrals. Strategy's Expected Result/Impact: Decrease in counselor and office referrals Staff Responsible for Monitoring: Administrators and counselor Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement instructional strategies to reduce anger, anxiety, and violence in the classroom through staff development. Strategy's Expected Result/Impact: Decrease in office and counselor referrals Staff Responsible for Monitoring: Teachers, administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Funding Sources: Emotional Poverty in all Demographics by Ruby Payne - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All students will participate in the XSEL Labs assessment to collect data for social emotional targeted interventions provided through support staff and positive action curriculum. Strategy's Expected Result/Impact: Building mental health skills to improve the development social and emotional competencies. Decrease in bullying investigations. Decrease in behavior referrals. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: All homeroom classroom teachers will implement the Positive Action Curriculum. Strategy's Expected Result/Impact: Decrease bullying investigation and discipline referrals. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 8: Throughout the 2023-2024 school year, all staff will feel supported, valued, and appreciated.

Evaluation Data Sources: Engagement Campus Survey

Strategy 1 Details	Reviews			
Strategy 1: Distribute staff appreciation and morale boosters throughout the year such as luncheons and treats. Continue to implement staff celebrations weekly through Acts of Teamwork newsletter and Facts from Fehler. Strategy's Expected Result/Impact: Increase engagement survey results Staff Responsible for Monitoring: Administrators, Librarian, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Snacks, Drinks, Materials - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide information as needed regarding social and emotional well-being strategies and resources to all staff. Strategy's Expected Result/Impact: Increase in employee engagement survey. Staff Responsible for Monitoring: Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: 100% of staff members will collaborate through PLC, CLC, and other district and campus opportunities (as available or directed) to improve student achievement.

Evaluation Data Sources: Data Reports, Agendas, Sign-in records, Meeting Notes (One Note)

Strategy 1 Details	Reviews			
Strategy 1: Provide scheduled collaboration time for all grade-level teachers such as: instructional coach planning time, PLCs, faculty, and vertical meetings. Strategy's Expected Result/Impact: Strengthen the academic program, scheduled collaboration to work together Staff Responsible for Monitoring: Administrators, instructional coaches, district coordinators, teachers Title I: 2.5 Funding Sources: Substitutes - 199 - General Fund, Substitutes - 211 - Title 1, Part A - \$2,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with technology instructional staff during PLCs to meaningfully integrate technology into the curriculum. Strategy's Expected Result/Impact: Increase technology integration which will be evidenced in walkthroughs and observations Staff Responsible for Monitoring: Administrators, teachers, technology specialists Title I: 2.4, 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Provide teachers with additional staff development training aligned to the district TORCH comprehensive plan throughout the year. Strategy's Expected Result/Impact: Increase student achievement, teachers' instructional strategies, and collaboration during PLCs Staff Responsible for Monitoring: Administrators, teachers, specialists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Funding Sources: Substitutes - 211 - Title 1, Part A - \$2,000		Formative			Summative
		Dec	Feb	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Provide opportunities for K-5 content facilitator academy (CLC) teachers to meet with district content coordinators and other CLC leaders across the district regularly throughout the school year to gain curriculum knowledge and strategies to share with their campus teams in order to ensure district alignment and fidelity in content implementation. Strategy's Expected Result/Impact: Increase in teachers' curriculum knowledge and instructional strategies. Increase in ELAR and Math DCA data Increase instruction and curriculum alignment Staff Responsible for Monitoring: Administrators, interventionist, CFA teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Substitutes - 199 - General Fund		Formative			Summative
		Dec	Feb	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Utilize strategies provided by the Jim Knight - The Impact of Coaching Training and implement instructional coaching plans which includes selection, training and monitoring of teachers through instructional coaching cycles in math and reading. Strategy's Expected Result/Impact: Increase in student achievement on common assessments and state assessments. Increase in teacher goal setting and reflective practices. Staff Responsible for Monitoring: Instructional Coaches - ELAR and Math Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: Each student will be involved in developing a personal education plan that includes goal setting and provides the opportunity for them to take ownership of their learning.

Evaluation Data Sources: Observations, walk-throughs, student artifacts





Strategy 1 Details	Reviews			
Strategy 1: Provide students with the opportunity to set academic goals using student data folders. Teachers will conference with students to motivate and progress monitor across 100% of all grade levels. Strategy's Expected Result/Impact: STAAR assessment data, district benchmarks, student data folders Staff Responsible for Monitoring: Classroom teachers, administrators, counselor Title I: 2.4, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 3: By the end of the 2023-2024 school year, increase attendance/participation in family events, PTA events, and extra-curricular events by 10%.

Evaluation Data Sources: Sign-in records, anecdotal notes, rosters, parent survey data





Strategy 1 Details	Reviews			
Strategy 1: Provide academic-focused family events such as: Meet the Teacher/Curriculum Night, Math & Science Night, and Literacy Night. Strategy's Expected Result/Impact: Participation logs Staff Responsible for Monitoring: Administrators, teachers Title I: 4.1 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide extra-curricular focused events such as: Student Council, Field Day, Honor Choir performances, art showcases, and grade-level music performances. Strategy's Expected Result/Impact: Increase in parent engagement Staff Responsible for Monitoring: Block teachers, administrators, and teachers Title I: 4.1 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to work cooperatively with the PTA to increase parent involvement and create a positive culture. Strategy's Expected Result/Impact: Participation logs, PTA minutes Staff Responsible for Monitoring: Administrators, teachers, PTA	Formative			Summative
	Dec	Feb	Mar	June

Title I: 4.1 Funding Sources: - 199 - General Fund				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 4: By the end of the 2023-2024 school year, the attendance rate will increase from 92.9% to 95%.

Evaluation Data Sources: PEIMS attendance report, Nine-week reports, daily attendance





Strategy 1 Details	Reviews			
Strategy 1: Increase parents' awareness of attendance procedures by distribution of information through campus newsletter, nurse updates, staff newsletter, and attendance letters. Strategy's Expected Result/Impact: Increase in attendance rate Staff Responsible for Monitoring: Attendance clerk, administrators, nurse, teachers Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: By the end of the 2023-2024 school year, 100% of staff members will understand and implement campus processes and positive behavior management plans.

Evaluation Data Sources: Referral data, sign-in documentation, lesson plans, rosters, counselor documentation

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement PBIS and CHAMPS classroom strategies. Provide staff development trainings as needed for PBIS, CHAMPS, and character education program Positive Action. Strategy's Expected Result/Impact: Increase in campus engagement survey results. Staff Responsible for Monitoring: Counselor, administrators, classroom teachers, PBIS committee Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure teachers nominate students to be selected as a Top Eagle each month. Top Eagle students will be recognized as students who represent the Eagle Expectations and have outstanding conduct. Names are announced over the speaker, and parents are notified of the recognition. Strategy's Expected Result/Impact: Decrease in counselor and office referrals Staff Responsible for Monitoring: Librarian and Teachers Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Continue to provide training to staff regarding how to recognize and address bullying incidents, crisis intervention incidents, and campus procedures used to report incidents. Provide bullying guidance lessons to all grade levels throughout the year. Strategy's Expected Result/Impact: Decrease in counselor and office referrals Staff Responsible for Monitoring: Counselor, administrators, staff Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain guidelines and procedures to monitor and promote student health, safety, and welfare through: training for staff in response to seizures, communicable diseases, allergic reactions, sexual harassment, and human trafficking. Strategy's Expected Result/Impact: 80% positive parent Survey results regarding student health and safety	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 2: 100% of students, staff, and community members will implement the district emergency protocols.

Evaluation Data Sources: Emergency drill reports, safety walks, anecdotal notes





Strategy 1 Details	Reviews			
Strategy 1: Require all staff in the building to wear a photo ID at all times. Visitors will present a photo ID and follow visitor check-in protocols. Crisis Go app will be available for substitutes. Campus substitute binders will be provided by classroom teachers to ensure substitutes have access to safety procedures and emergency maps. Strategy's Expected Result/Impact: Increase in accuracy of Raptor data Staff Responsible for Monitoring: Administrators, office staff, teachers Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct emergency drills each month according to the schedule in the District Emergency Management Plan. Implement and train staff on standard response protocol. (Crisisgo App) Strategy's Expected Result/Impact: 100% of all required drills are completed Staff Responsible for Monitoring: Administrators and teachers Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: All staff will be trained in CRASE, the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, from the I Love You Guys Foundation and the use of Crisis Go. Strategy's Expected Result/Impact: Staff member will understand how to respond appropriately in the event of a crisis situation on the campus. Staff Responsible for Monitoring: District safety and security department, campus administrators, staff Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Feb	Mar	June
		<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 3: By the end of the 2023-2024 school year, increase the percentage of students meeting the age-level standards on the Fitness Gram assessment in 3rd-5th grades by 10%.

Evaluation Data Sources: Fitnessgram assessment data for 3rd-5th grades

Strategy 1 Details	Reviews			
Strategy 1: Provide physical activity in classrooms and PE using GoNoodle or other resources to increase fitness, flexibility, strength, endurance, and engagement. Strategy's Expected Result/Impact: Increase in Fitnessgram assessment results and GoNoodle usage Staff Responsible for Monitoring: Administrators, PE coach Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement and monitor the LIINK program for grades KG-5. K-2 students will have the opportunity to participate in two or three 15-minute unstructured recesses during the day. 3-5 grade students will have the opportunity to participate in two 15-minute unstructured recesses during the day. Strategy's Expected Result/Impact: Increase in student achievement on BAS assessment and decrease in office referrals. Staff Responsible for Monitoring: Administrators, LIINK coordinator, teachers Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for L A Gililland Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for L A Gililland Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dina Batista	Bilingual Reading Interventionist	1
Emily Ward	Reading Interventionist	1
Sandy Kelsven	Math Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Anguiano	Instructional Coach		1.0
Heather Abernathie	Instructional Coach		1.0

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	5	1			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	8	1	Snacks, Drinks, Materials		\$0.00
2	1	1	Substitutes		\$0.00
2	1	2			\$0.00
2	1	4	Substitutes		\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	4	1			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
Sub-Total					\$0.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00

211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Literacy Intervention Specialist		\$60,000.00
1	1	2	Math Intervention Specialist		\$60,000.00
1	3	3			\$0.00
1	5	2			\$0.00
1	7	4	Emotional Poverty in all Demographics by Ruby Payne		\$0.00
2	1	1	Substitutes		\$2,000.00
2	1	3	Substitutes		\$2,000.00
Sub-Total					\$126,000.00
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00