

Eagle Mountain-Saginaw Independent School District

L A Gililand Elementary

2024-2025 Campus 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 30, 2024

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

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.





Performance Objective 1: By the end of the 2024-2025 school year, 100% of students will demonstrate academic growth in Reading and Math.

High Priority

Evaluation Data Sources: MAP Growth and Fluency Assessments, mCLASS, DCAs, interim benchmarks, STAAR, STAAR ALT 2, TELPAS, and IEP progress.

Strategy 1 Details	Reviews			
<p>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, monitor SLO goals, and collaborate with specialists. Implement and utilize strategies to discuss BOY/MOY/EOY data, DCAs, benchmarks, and intervention groups.</p> <p>Strategy's Expected Result/Impact: Increase in results: benchmarks, universal screeners, district common assessments, formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, math coach, title teachers, instructional coaches, district specialist, and administrators.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title 1, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted intervention using research-based resources such as: Fountas and Pinnell, LLI Kits, mClass, and ST Math.</p> <p>Strategy's Expected Result/Impact: Increase student progress on benchmarks, common assessments, and state assessments</p> <p>Staff Responsible for Monitoring: Classroom teachers, title math and reading interventionists, instructional math and reading coaches.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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 continuous improvement opportunities.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus leadership team and district leadership team.</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: KG-5 Science Committee - create a vertical committee to inventory campus science materials and identify additional materials needed per unit based on newly adopted district science curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in students' performance on science assessments (DCAs, interim, STAAR)</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
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Performance Objective 2: By the end of the 2024-2025 school year, identified accountability groups will meet or exceed the Math and Reading STAAR assessment target standards as determined in Domain 3 - Closing the Gaps.

High Priority

Evaluation Data Sources: Interims, STAAR
Two lowest performing R/E Groups - African American and Hispanic

Strategy 1 Details	Reviews			
<p>Strategy 1: During PLC meetings teachers will analyze data based on growth measures and targeted accountability groups. Strategy's Expected Result/Impact: Increase in STAAR results Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches, Interventionist</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
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Performance Objective 3: By the end of the 2024-2025 school year, 80% of kindergarten, first grade, and second grade students will meet grade level standards as measured by mClass benchmark assessments.


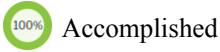
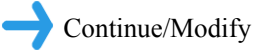

High Priority

Evaluation Data Sources: mClass benchmark assessments

Strategy 1 Details	Reviews			
<p>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, monitor SLO goals, and collaborate with specialists. Implement and utilize instructional strategies to increase student growth. (Monitor and adjust intervention groups based on data.)</p> <p>Strategy's Expected Result/Impact: Increase in results: universal screeners, common assessments, formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, title interventionist teachers, math and reading instructional coaches, district specialist, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten, 1st Grade, & 2nd Grade teachers will complete the T-TESS SLO Student Growth Model process to track their student's growth in reading levels as measured by mclass or MAP.</p> <p>Strategy's Expected Result/Impact: Increase in reading levels for students in kindergarten, 1st grade, & 2nd grade meeting grade level expectations.</p> <p>Staff Responsible for Monitoring: KG-2 Reading Teachers, interventionists, instructional coaches, and administrators.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure KG-2 teachers meet regularly with their guided reading and intervention groups. Provide campus staff development that focuses on instructional strategies regarding guided reading and Tier 2/3 interventions.</p> <p>Strategy's Expected Result/Impact: Increase teachers' usage of literacy library resources and increase in mClass and MAP scores.</p> <p>Staff Responsible for Monitoring: Instructional coaches, interventionist teachers, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide identified Tier 3 students with small group interventions with reading interventionist, bilingual reading interventionist, and math interventionist.</p> <p>Strategy's Expected Result/Impact: Increase literacy and math scores for Tier 3 students</p> <p>Staff Responsible for Monitoring: Interventionist, instructional coaches, and administrators</p> <p>Title I: 2.4, 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> <p>Funding Sources: Reading Interventionist - 211 - Title 1, Part A - \$60,000, Reading Interventionist - Bilingual - 211 - Title 1, Part A - \$60,000, Math Interventionist - 211 - Title 1, Part A - \$60,000</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Implement mclass tutorial program (Grant Funded Program) with identified Tier 2/3 KG-2nd grade students and provide interventions with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students "on level " 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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Performance Objective 4: By the end of 2024-2025 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			
<p>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</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and PLC discussions will show alignment and an increase in rigorous instruction in the younger grade levels</p> <p>Staff Responsible for Monitoring: Administrators, teachers, instructional coaches</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction 	Formative			Summative
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Performance Objective 5: By the end of 2024-2025 school year, 100% of EB KG-5 grade students will improve by at least one level in reading, writing, listening, and speaking on the STAAR TELPAS.

Evaluation Data Sources: TELPAS assessment data for all EB students KG-5.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure bilingual instructional strategies K-5 are utilized in all bilingual classrooms.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS results</p> <p>Staff Responsible for Monitoring: Bilingual teachers, instructional coaches, administrators, and bilingual district instructional coach</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff development to teachers to ensure consistent implementation of instructional strategies by district bilingual instructional coach (ELPS Awareness, TELPAS Training, Etc.).</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS results, teachers' knowledge of instructional strategies</p> <p>Staff Responsible for Monitoring: Bilingual instructional coach, administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
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Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 1: By the end of the 2024-2025 school year, 100% of students will demonstrate academic growth in Reading and Math.

High Priority

Evaluation Data Sources: MAP Growth and Fluency, mCLASS, DCAs, interim benchmarks, STAAR, STAAR ALT 2, TELPAS, and IEP progress.





Strategy 1 Details	Reviews			
<p>Strategy 1: Hire and train qualified academic tutors to provide additional interventions to identified students that will address specific areas of individual needs.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on common assessments and state assessments</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors - 199 - State Compensatory Ed</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide accelerated instruction to all 4th and 5th grade students that did not meet the approaches level on the 2023-2024 Math and/or Reading STAAR assessment.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on state assessments</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, tutors, and instructional coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to use the Rigor/Relevance Framework when planning lessons for students and conduct campus ICLE walks twice a year.</p> <p>Strategy's Expected Result/Impact: STAAR, common assessments, and district benchmarks</p> <p>Staff Responsible for Monitoring: Teachers, administrators, and instructional coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: EXCELLENCE IN ACADEMICS RECRUITMENT and RETENTION of QUALITY STAFF: EMS ISD will recruit and employ highly effective people that hold values and characteristics that are aligned with the district mission. This culture of excellence includes those who are committed, coachable, and possess a growth mindset.

Performance Objective 1: Throughout the 2024-2025 school year, all staff will feel supported, valued, and appreciated.

Evaluation Data Sources: Engagement Campus Survey, T-TESS Conferences, Feedback

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Increase engagement survey results</p> <p>Staff Responsible for Monitoring: Administrators, Librarian, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide information, as needed, regarding social and emotional well-being strategies and resources to all staff.</p> <p>Strategy's Expected Result/Impact: Increase in employee engagement survey</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 3: EXCELLENCE IN ACADEMICS RECRUITMENT and RETENTION of QUALITY STAFF: EMS ISD will recruit and employ highly effective people that hold values and characteristics that are aligned with the district mission. This culture of excellence includes those who are committed, coachable, and possess a growth mindset.


Performance Objective 2: 100% of staff members will collaborate through Planning Meetings, PLC, CLC, and other district and campus opportunities to improve student achievement.

Evaluation Data Sources: Data Reports, Agendas, Sign-in records, Meeting Notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with additional staff development training aligned to the district TORCH comprehensive plan throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase student achievement, teachers' instructional strategies, and collaboration during PLCs</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, interventionists</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for K-5 teachers to meet with district content coordinators as school cohorts periodically throughout the school year to gain curriculum knowledge and strategies in order to ensure district alignment and fidelity in content implementation.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and district curriculum department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 4: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will ensure opportunities for students, staff, families, and community members to learn and be empowered to implement and contribute to a safe and supportive environment that promotes personal and social development and fosters student learning.

Performance Objective 1: 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, Behavior Threat Assessment Reports, Discipline Referral Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide small group counseling and guidance lessons to support the development of social and emotional skills for all students.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline and counselor referrals</p> <p>Staff Responsible for Monitoring: Counselor, administrators, and teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will participate in the district social and emotional learning assessment to collect data for social emotional targeted interventions provided through support staff and positive action curriculum.</p> <p>Strategy's Expected Result/Impact: Improve student's social and emotional competencies. Decrease in bullying investigations. Decrease in behavior referrals</p> <p>Staff Responsible for Monitoring: Administrators and Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: All homeroom classroom teachers will implement the Positive Action Curriculum. Teachers will also have access to Harmony online curriculum to use as a resource to supplement Positive Action lessons. SEL time built into the master schedule.</p> <p>Strategy's Expected Result/Impact: Decrease bullying investigation and discipline referrals.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, and teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Performance Objective 1: 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, Behavior Threat Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide special events such as: Red Ribbon week, Safety week, Generation Texas week, Start with Hello, and end of the year awards ceremony.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, bullying investigations, and behavior threat assessments</p> <p>Staff Responsible for Monitoring: Counselor and administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Items purchased to encourage and remind students of event. - 211 - Title 1, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Decrease in counselor and office referrals</p> <p>Staff Responsible for Monitoring: Administrators and counselor</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement instructional strategies to reduce anger, anxiety, and violence in the classroom through staff development.</p> <p>Strategy's Expected Result/Impact: Decrease in office and counselor referrals</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation which capitalizes on embedded robust opportunities where choice matters.

Performance Objective 1: 100% of all students will engage in customized and personal education opportunities.

Evaluation Data Sources: Library Schedule, GT and Talent Pool Enrollment, Library Book Inventory, Family Event Sign-In Sheets, Data Folders

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with an opportunity to use the maker space during designated times and additional research time through the library.</p> <p>Strategy's Expected Result/Impact: Increase in "master" percentage on STAAR and increase participation in the PACE program.</p> <p>Staff Responsible for Monitoring: Librarian and Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 the curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and Increase in PACE enrollment</p> <p>Staff Responsible for Monitoring: PACE Teacher</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Provide students with the opportunity to set academic goals using student data folders. All grade-level teachers will conference with students to motivate and progress monitor goals.</p> <p>Strategy's Expected Result/Impact: STAAR assessment data, district benchmarks, student data folders</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators, SSA coach, interventionist, and instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Performance Objective 1: 100% of staff members will collaborate through Planning Meetings, PLC, CLC, and other district and campus opportunities to improve student achievement.

Evaluation Data Sources: Data Reports, Agendas, Sign-in records, Meeting Notes





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide scheduled collaboration time for all grade-level teachers such as: instructional coach planning time, PLCs, faculty, and vertical meetings.</p> <p>Strategy's Expected Result/Impact: Increase teachers' capacity regarding best practices, district resources and curriculum</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, district coordinators, teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Performance Objective 2: By the end of the 2024-2025 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			
<p>Strategy 1: Provide academic-focused family events such as: Meet the Teacher/Curriculum Night, Math & Science Night, and Literacy Night.</p> <p>Strategy's Expected Result/Impact: Increases in parent engagement, positive school culture, and support for teachers and students</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide extra-curricular focused events such as: Student Council, Field Day, Running Club, Basketball Club, UIL, Honor Choir performances, art showcases, and grade-level music performances.</p> <p>Strategy's Expected Result/Impact: Increase in parent engagement</p> <p>Staff Responsible for Monitoring: Block teachers, administrators, and teachers</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to work cooperatively with the PTA to increase parent involvement and create a positive culture.</p> <p>Strategy's Expected Result/Impact: Participation logs, PTA minutes</p> <p>Staff Responsible for Monitoring: Administrators, teachers, PTA</p> <p>Title I: 4.1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will schedule parent/teacher conferences and share the Parent Engagement Policy, Title 1 Compact, and student's progress by reviewing math and reading data binder information.</p> <p>Strategy's Expected Result/Impact: Parents will have an understanding of the Parent Engagement Policy and Title 1 Compact as well as other resources available to parents.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, and administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct an annual Title 1 Meeting to distribute information and discuss Title 1 status and requirements in Spanish and English.</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 8: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.


Performance Objective 1: 100% of all students will engage in customized and personal education opportunities.

Evaluation Data Sources: Library Schedule, Library Book Inventory

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increase in mclass and STAAR scores.</p> <p>Staff Responsible for Monitoring: Administrators, librarian, and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide physical activity in classrooms and PE using GoNoodle or other resources to increase fitness, flexibility, strength, endurance, and engagement.</p> <p>Strategy's Expected Result/Impact: Increase in Fitnessgram assessment results and GoNoodle usage</p> <p>Staff Responsible for Monitoring: Administrators, PE coach, Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify


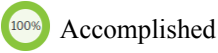
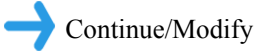

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Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 1: Continue to foster a positive campus culture where staff members feel valued, respected, and supported through collaboration and communication.





Evaluation Data Sources: Employee surveys, solicited feedback, and instructional/engagement modeling requests

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional and SSA coaches will conduct individual coaching sessions which will include lesson plan internalization collaboration and instructional or/and engagement modeling.</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>Staff Responsible for Monitoring: Instructional coaches, SSA coach, and administrators.</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	Empty review cells			

Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 2: 100% of staff members will collaborate through planning meetings, PLC, CLC, and other district and campus opportunities to improve student achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Prekindergarten teachers and instructional aides will participate in specific prekindergarten district professional development throughout the year provided by early childhood district specialist.</p> <p>Strategy's Expected Result/Impact: 10% increase in prekindergarten assessments</p> <p>Staff Responsible for Monitoring: PK teachers and aides, district specialist, campus administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 10: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will provide resources and opportunity for all staff to engage in purposeful professional learning aligned with the districts strategic goals. This will enable educators to drive their own learning, identify areas for improvement, and access relevant learning experiences that align with their personal career aspirations and district's objectives.

Goal 11: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT: EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.


Goal 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization. By creating standardized guidance documents to align processes for clear understanding of expectations.


Performance Objective 1: By the end of the 2024-2025 school year, 100% of students will demonstrate academic growth in Reading and Math.


High Priority


Evaluation Data Sources: MAP Growth and Fluency, mCLASS, DCAs, interim benchmarks, STAAR, STAAR ALT 2, TELPAS, and IEP progress.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increase in number of students meeting STAAR and MAP performance expectations.</p> <p>Staff Responsible for Monitoring: Administrators, interventionist, teachers, and case managers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 13: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization by developing and maintaining a centralized information warehouse.

Goal 14: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Performance Objective 1: By the end of the 2024-2025 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in campus engagement survey results</p> <p>Staff Responsible for Monitoring: Counselor, administrators, classroom teachers, PBIS committee</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Modify the school-wide Tier 1 positive behavior reinforcement procedures by using PBIS Rewards (blue tickets to Eagle Points). Each student will have the opportunity to earn Eagle Points to purchase experiences or rewards each week.</p> <p>Strategy's Expected Result/Impact: Decrease in student referrals to counselor and administrators.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselor, PBIS committee</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Decrease in counselor and office referrals</p> <p>Staff Responsible for Monitoring: Librarian and Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to provide training to staff regarding how to recognize and address bullying incidents, crisis intervention incidents, and campus procedures used to report incidents.</p> <p>Provide bullying guidance lessons to all grade levels throughout the year.</p> <p>Strategy's Expected Result/Impact: Decrease in counselor and office referrals</p> <p>Staff Responsible for Monitoring: Counselor, administrators, staff</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 15: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Performance Objective 1: By the end of the 2024-2025 school year, 100% of staff members will understand and implement campus processes regarding monitoring and promoting student safety.

Evaluation Data Sources: Staff Development Agendas, Sign-In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: 80% positive parent Survey results regarding student health and safety</p> <p>Staff Responsible for Monitoring: Counselor, administrators, staff</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 15: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

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			
<p>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</p> <p>Strategy's Expected Result/Impact: Increase in accuracy of Raptor data Staff Responsible for Monitoring: Administrators, office staff, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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)</p> <p>Strategy's Expected Result/Impact: 100% of all required drills are completed Staff Responsible for Monitoring: Administrators and staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All new 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.</p> <p>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</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for L A Gililand 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 Gililand 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
4	1	1			\$0.00
7	2	2			\$0.00
7	2	3			\$0.00
12	1	1			\$0.00
14	1	4			\$0.00
Sub-Total					\$0.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	4	Reading Interventionist		\$60,000.00
1	3	4	Reading Interventionist - Bilingual		\$60,000.00
1	3	4	Math Interventionist		\$60,000.00
5	1	1	Items purchased to encourage and remind students of event.		\$0.00
Sub-Total					\$180,000.00
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Tutors		\$0.00
Sub-Total					\$0.00