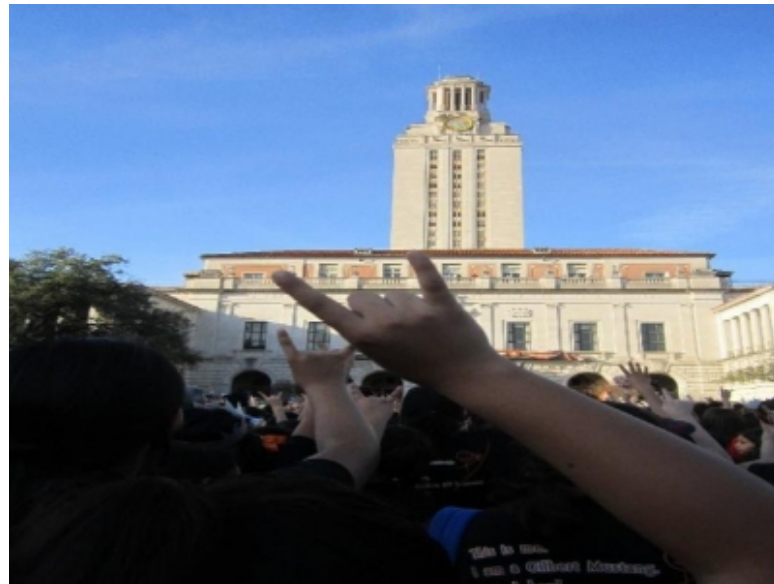


Harlandale Independent School District

Gilbert Elementary School

2016-2017 Campus Improvement Plan



Mission Statement

Gilbert Elementary: A team of faculty, staff, students, and the community working together to maximize academic, social and emotional growth for all students in a safe and stimulating learning environment.

Vision

- Provide our students with academics that prepare them to be productive citizens in our community through higher education or workforce readiness.
- Foster creative and innovative instructional approaches to academics that meet all students' needs and professional growth for educators.
- Embrace community involvement to promote Gilbert Elementary and the Harlandale ISD.

Value Statement

Gilbert Will:

- Continuously improve the educational and learning environment through understanding and acting on the needs and expectations of those being served.
- Be dedicated to the effective management of resources in a responsible manner.
- Continuously search for creative and alternative methods of service.
- Treat all people with respect because each person has dignity and value.
- Be committed to meeting the needs of the educational community through shared participation and mutual responsibility.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

- Campus Attendance Rate (2015-16) 95.3%
- Enrollment by Race/Ethnicity
- African American 0.0%
- Hispanic 98.3%
- White 0.7%
- American Indian 0.0%
- Asian 0.0%
- Pacific Islander 0.0%
- Two or More Races 0.0%
- Enrollment by Student Group (614)
- Economically Disadvantaged 91.9%
- English Language Learners 14.2%
- Special Education 3.4%
- Mobility Rate (2015-16) 26.3%

Demographics Strengths

The campus provides for attendance incentive on monthly, a six weeks, and semester basis. The campus has a strong College Bound program which includes career week activities for all students, pep rally events with special college guests, every classroom is adopted by a different college or university from throughout the United States, and the campus provides an annual trip to Explore UT in Austin which exposes the students to college life, studies, and activities.

The campus staff conducts home-visits at a minimum of two times a year. The campus staffs a full time counselor and social worker to support the needs of

our students and their families.

The campus is part of the district Dual Language program that supports our Bilingual students and encourages the development of a second language, Spanish, for non-Spanish speaking students.

The campus provides support for students at-risk through tutoring, enrichment activities, support programs, parent involvement activities and events, from Meet the Teacher Night, to 5th Grade Completion Ceremonies, as well as summer programs and support.

Demographics Needs

As a campus we need to continue to stabilize our mobility by continuing to offer enrichment activities for students in order to prevent parents from withdrawing their students. We need to continue to offer enrichment and motivational activities and programs such as guest speakers and performers, attendance challenges and rewards, student of the week recognitions, Academic achievement awards, and daily student acknowledgement through announcements and recognitions in order to have students motivated and want to be at school everyday and on time.

As a campus we need to foster our parents growth by providing parent activities that include "Homework Helper", parenting classes, literacy support through the use of the media center and partnership with the community's city library with hours before or after school hours.

As a campus we need to develop, plan and implement additional attendance incentives to increase/improve overall attendance rates.

As a campus we need to develop, plan and implement additional opportunities to provide parenting classes.

Student Achievement

Student Achievement Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Data sources reviewed by this campus are the following;

- TPRI, DRA, mClass, Istation, STAAR, Tejas Lee, TELPAS, Learning A-Z, Circle, IRI, Progress Monitoring data, CBA/DBA, Blended Learning Component
- Enrichment and Tutoring attendance logs
- LPAC & Dual Language rosters
- Woodcock Munoz
- Lesson Plans with HUTS strategies
- Grade Level meeting notes
- PLC agendas and meeting notes
- RTI documentation and planning
- Classroom Observations/walk thrus and student/teacher engagement
- Parent Involvement Opportunities
- AIM Smart Goals

As a campus, EOY data reflects the following;

- 34 of 80 Kinder students performed below the level of 6 on DRA
- 52 of 94 1st grade students performed below the level of 18 on DRA
- 39 of 82 2nd grade students performed below the level of 28 on DRA
- 55% of 3rd grade monolingual students passed STAAR Reading with 39% of bilingual students meeting standard on STAAR Reading
- 59% of 3rd grade monolingual students passed STAAR Reading with 50% of bilingual students meeting standard on STAAR Math
- 65% of 4th grade monolingual students passed STAAR Reading with 64% of bilingual students meeting standard on STAAR Reading
- 68% of 4th grade monolingual students passed STAAR Math with 73% of bilingual students meeting standard on STAAR Math
- 61% of 4th grade monolingual students passed STAAR writing with 55% of bilingual students meeting standard on STAAR Writing
- 72% of 5th grade students met standard on STAAR Reading
- 76% of 5th grade students met standard on STAAR Math
- 72% of 5th grade students met standard on STAAR Science

2016 Accountability Rating and Summary

- Index 1 = 66/60
- Index 2 = 47/32
- Index 3 = 36/28
- Index 4 = 24/12
- MET STANDARD w/ Distinction Designations = Academic Achievement in Science, Top 25% Percent Student Progress, & Postsecondary Readiness

Student Achievement Strengths

As a campus there has been a steady increase and improvement in English literacy.

- There is strong teacher/student collaboration opportunities through weekly PLC's, grade level data talks, and campus decision making. AS a campus there are multiple opportunities for intervention, mentoring, and support for students and teachers.
- The campus is data driven in modifying and adjusting instruction, PLC's, assessment, and programming. Bi-weekly data grade level talks offer continuous monitoring of student progress or difficulties.
- The campus utilizes formal/informal, and teacher created assessments and assessments are both formative and summative.
- The campus provides instructional coaches and an instructional interventionist to help guide and support teachers in identifying and addressing student needs.
- The campus provides for additional technology based instruction, support, and intervention time through specials to compensate for absent, late arriving, or struggling students with such programs as, Headsprout, AR, TTM, Learning A-Z, Test-Ready A-Z, Rosetta Stone, English in a Flash, STAAR Tutorials

Student Achievement Needs

High mobility affects data, large numbers of retentions affects overall student learning due to lack of stability.

- The campus will continue to offer parent nights as a way for parents to be involved.
- As a campus we need additional dual language materials, including technology, to support our growing dual language population in order to build reading fluency, phonemic awareness, and comprehension skills. As well as math fluency and building multi-lingual writing abilities.
- As a campus we need to review, discuss, and develop motivational strategies for all students through the blended learning curriculum.
- Due to high mobility, consistency across the district is important. We need to continue to offer remedial and enrichment activities, we need to maintain the instructional coaches in reading and math to monitor, adjust, and develop teaching practices to foster student success.
- As a campus we need to continue to provide additional professional development opportunities in areas such as time management, instructional

planning, interventions, early literacy skills such as phonemic awareness and comprehension, vocabulary development, and number fluency and financial literacy.

- As a campus we also need to allow for weekly PLC's and data driven decision conversations with an emphasis on the early detection of gaps in past educational experiences and/or lack of educational opportunities among our students, as well as providing for structured intentional intervention.
- As a campus we require a cohesive staff with buy-in and support of new ideas and approaches to teaching, blended learning, and student learning.
- As a campus the continued use of instructional coaching and interventionist to help support and guide teachers in identifying and addressing the needs of struggling students as well as providing enrichment for those students who meet expectations.
- As a campus provide additional professional development opportunities for new teachers/staff specifically geared towards school culture, climate, and demographics.

School Culture and Climate

School Culture and Climate Summary

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system.

Data sources reviewed are surveys and questionnaires, classroom and school walkthrough data and parent conferences, meetings, and academic nights and activities.

As a campus we reviewed the following;

- Conference logs
- district and campus safety plans
- custodial work schedules and assignments
- grade level meeting notes
- PTA meeting agendas and logs
- parent visitation logs
- enrichment presentations
- communication logs
- team building in-service
- carnival and cultural arts participation

School Culture and Climate Strengths

As a campus community there is a sense of good security, a feeling of safety and cleanliness, good visitor procedures, and students centered.

The campus offers various enrichment activities such as band, choir, cheer, and robotics, safety patrol, as well as yearbook/photo club, media/technology club, and theatre arts.

Teachers conduct home visits at a minimum of twice a year, conduct parent conferences, maintain individual teacher websites and grade level newsletters, and work in academic teams and participate in curriculum committees which plan and organize all parents nights throughout the year.

As a campus, the campus does well with communicating events in both English and Spanish, through the campus website, and office communication.

Administration has a strong and structured approach to discipline which is timely, fair and consistent for all student groups.

School Culture and Climate Needs

As a campus, if parents were more involved and informed about their child's education they would have a better understanding of teacher concerns in their child's educational, social, and emotional development.

The campus will continue to offer academic parent nights, parenting presentations with guest speakers from community agencies, and presentations by the enrichment groups.

District/Campus Level Dual Language Parent Support meetings/trainings

The campus is in need of improved, timely, communication between teachers and parents.

As a campus we need to continue a school-wide campus/district discipline model to maintain order and safety among students, teachers, staff, and parents.

Custodial duties, assignments, and schedules need to be reviewed to include and ensure cleanliness of staff and student restrooms, classroom sinks, and cafeteria tables & benches.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality, recruitment, and retention refers to the school organization's level of high quality, highly effective staff, particularly in high poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

As a campus we reviewed the following:

- teacher certification and qualification data
- paraprofessional and other staff qualifications
- staff effectiveness in relation to student achievement
- TTESS information
- staff mobility/stability
- special program qualifications
- professional development data
- teacher-student ratios
- Winocluar for teacher applicants
- SBEC records
- Human Resources
- References on new hires
- Highly Qualified status

Staff Quality, Recruitment, and Retention Strengths

As a campus and district we possess a strong work ethic working in teacher teams and strands.

- Our staff is student focused, culturally responsive, with high expectations and standards for all students.
- As a campus we have supported and grown the Dual Language/Bilingual program from PK through 5th grade.
- There is a sense of open communication between students, teachers, staff, and administration.
- Teachers and staff do whatever it takes to make students feel accomplished and successful.
- The staff is highly qualified and dedicated to the students
- The staff themselves, serve as professional colleagues and mentors, to one another, and potential teacher candidates through university partnerships and internships
- The staff has received and continues to receive professional development in brain based learning, theories of Erik Jensen, and culturally responsive

teaching and learning.

- The staff participates in yearly team building activities

Staff Quality, Recruitment, and Retention Needs

As a campus teachers and staff need to be prepared for the high-poverty level of the community and understand the need to build relationships with students, parents, and the community.

As a campus we need to continue to offer professional development across the academic and social curricula.

As a campus we need to continue to mentor and support new teachers and build their confidence in building communication and relationships with families and bridging the gap between home and school.

As a campus continue to provide professional colleagues and mentors to new staff as well as Instructional Coach support as provided by district.

As a campus we need to increase modes of communication, build and foster relationships amongst teachers, staff, parents, students, and the community through such things as home visits, conferences, parent nights, school functions, PTA, etc.

Professional development opportunities will focus on teacher preparation with bi-monthly checks with mentor to continue to support our community and student population in areas such as poverty, motivating unmotivated students, behavior management, and bilingual and dual language support.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Data sources that were reviewed;

- Standards based curriculum resources and materials
- scope and sequence, pacing guides, and other focus documents
- Technology
- Instructional design and delivery - high yield strategies
- Collaborative horizontal and vertical team alignment
- differentiated instructional strategies and processes
- common CBA and DBA
- individual grade level, teacher, content, school, and special program schedules
- testing schedules
- 504/Spec Ed/Dyslexia data
- STAAR, RTI grouping schedules, Interventionist records
- Special education, GT, AVANCE
- PLC schedules, agendas, planning
- Tutoring and interventions
- IRI, mClass, TPRI, Tejas Lee, DRA, STAAR
- Lead4ward Resources
- Kilgo Sentence Stems
- Billingsly Vocabulary Magic
- TEKS RESOURCE SYSTEM

Curriculum, Instruction, and Assessment Strengths

As a campus we offer a variety of varied learning styles in all areas of the curricula

- there is administrative support

- opportunities for professional growth
- transparency with students and campus data and needs
- researched based curriculum in all areas including, but not limited to, paper/pencil
- a variety of project learning opportunities and differentiated instructional practices
- a variety of materials and resources for academic and enrichment programs
- TEKS aligned lesson plans with scope and sequence
- TEKS/objectives of lessons are posted and practiced in every classroom, including special programs
- small group focus, interventions are frequent, monitored, and based on various forms of assessment data
- students/teachers track goals and data to meet or exceed standards and expectations
- Lead4ward Resources
- STAAR Field Guides
- District Curriculum Documents (White Binders)

Curriculum, Instruction, and Assessment Needs

As a campus, based on EOY data across various assessment modes the following are needs;

- Improved number sense/fluency foundational skills through planning and instructional strategies in lower grade mathematics instruction
- Improved reading fluency/phonemic awareness/comprehension/and writing foundations in lower grade ELAR instruction
- Continue to seek resources for Bilingual/Dual Language classrooms in core content areas of the curriculum.
- Target instructional strategies to address low performing areas of STAAR Reading, Math, Writing, and Science
- K-5 alignment in areas of math, reading, and science to ensure student success.
- Data based decisions to adjust curriculum according to student needs
- Consistency in the fidelity and implementation of various district and campus initiatives for student success, such as "Target Time" RTI, TTM, Learning A-Z, Blended Learning, Guided Reading, Tier instructional strategies, and intervention
- Continue to enhance family academic nights and programs for parental support of educational needs of the students
- Continue to offer enrichment activities and opportunities for students to encourage motivation and academic growth
- Improved focus in strategic comprehension strategies for Fig. 19
- Improved focus with TEKS alignment between Knowledge & Skills Statement to Student Expectations
- Design strategic vertical alignment plan for writing in grades K-5
- Improve analysis of genre, literary elements, and text evidence to adhere critical response
- Improve application of authentic, cross curricular, student self-selected assignments to improve performance in Tier 1 students.
- Continue to provide for Academic Nights as well as Competitions such as Spelling Bee and/or Math Facts for both Monolingual and Bilingual students.
- Continued support and training of TEKS RESOURCE SYSTEM and its components

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

AS a campus we reviewed the following data sources;

- Family and community participation in school-wide/district activities and events such as cultural arts, academic nights, Parent sessions, awards ceremonies, lunch with me, book fairs, carnival, PTA performances, Homework Helper, specific grade level meetings to inform parents of academic expectations, AVANCE meetings
- Parent volunteer information
- parent/teacher activity evaluations/surveys
- parent/community partnership data
- mobility/stability
- demographic data
- community service agents and support services
- PTA agenda/sign-ins
- Child Nutrition data - 100% Free lunch and breakfast with snacks for PK and after school tutoring programs

Family and Community Involvement Strengths

As a campus we have identified the following strengths;

- Teachers conduct routine bi-annual home visits, parent conferences, grade level newsletters and maintain individual websites to help keep parents informed
- the campus has various community partnerships to offer services to parents such as CHIP and Medicaid programs, Children's Hospital of San Antonio Mobile Clinic bi-monthly visits, University Health School Based Health Center, various dental agencies have provided screenings, community resources from the Humane Society, Bexar County Resolution Center, Boys and Girls Club, RADKIDS, and Joven
- the Social Worker and counselor work together to support families with programs such as Operation School Bell, Food Drives/Baskets, school supplies, clothing, utilities/rent/housing assistance, and holiday and emergency assistance
- All campus communication and correspondence is provided in English and Spanish in voice and paper distribution
- The campus has a cohesiveness with parents/teachers to reach and maintain similar goals while reinforcing traditions
- The campus participates in the CATCH/Go Play 60 program for healthy learning and lifestyles and coordinates activities through PE such as Jump

Rope/Hoops for Heart, iPlay, PEP Grant with pedometers, etc.

- The campus offers a variety of academic nights, open house events, and parent support meetings, such as homework helper
- Partnerships with local agencies and businesses have provided for incentives such as bikes for attendance and school supplies

Family and Community Involvement Needs

As a campus we have discovered that the following are our priority needs;

- help motivate parents to be more involved through such activities as PTA, volunteer and assist their child with homework
- we need opportunities for parents to use the library media center and services to assist students with homework and enrichment activities
- we need to provide motivational incentives for parents to support school policy on being on time and in attendance at school
- we need parents to be offered opportunities to be more involved in building literacy with their child through the various curriculum committees
- we need more parents to have more informal time with administration to communicate their parental concerns and needs, to have a voice in school decisions through parent coffees
- we need to continue to promote parent activities through the school website, marquee, flyers, and newsletters
- focus on ways to create partnerships with Trade Schools, College, and/or Universities
- Continue to enhance family academic nights and programs for parental support of educational needs of the students with “make and take” for parental support

School Context and Organization

School Context and Organization Summary

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

As a (CPERC) campus professional educational review committee we have reviewed the following data sources;

- school structure, make-up, teaming, etc.
- decision making processes
- Master scheduling
- Leadership: formal and informal
- support structures: mentor teachers and professional colleagues
- duty rosters
- student support services and schedules
- school map and physical environment
- program support services; extracurricular, after school, enrichment, etc.
- communication
- Mentoring logs
- GLC/ CPERC/ DPERC/ PLC agendas and meeting notes
- SST Process/ 504/Dyslexia/RTI referrals
- Summer programs and academies

School Context and Organization Strengths

As a CPERC we have identified the following strengths;

- Administrative team includes the counselor and social worker and is extremely supportive to staff, student, parent, and community needs
- administration is organized and structured in all areas of campus planning; master and encore schedules, duty schedules, rosters, lunch, PE/FA/Counseling, various schedule needs i.e. Early Release, special programming, performance, etc.
- New teachers have mentor teachers or professional colleagues as well as grade level/department support
- strong communication between administration/GLC's/teachers/students/parents
- Interventionist/IC's/ and administration work collaboratively with GLC's to identify, discuss, plan, and address student/teacher/campus academic needs
- Team teaching and strand alignment allows for consistency and relationships to be built among students and parents and teachers over a three year

cycle.

- Enrichment programs allow for students to discover and display talents i.e. cheerleading, yearbook, technology, college bound, robotics, choir, band, etc..

School Context and Organization Needs

As a CPERC the following needs have been identified;

- Continue to utilize the Reading and Math Instructional Coaches to review, discuss, and develop TIER 1 instructional strategies, student engagement, teacher preparedness, and behavioral management to reinforce and foster success amongst all students.
- Continue to support an RTI2 position to review, address, and develop intervention strategies for Tier 2 and Tier 3 instructional strategies for student success
- Continue to grow our weekly PLC's and enrich the discussion and actions of the PLC through quality data review, instructional planning, and development
- Continue to provide release time to teachers for peer observations of instructional strategies, and behavioral management strategies to foster professional growth and vertical planning
- Identify additional enrichment opportunities for students
- Structure the focus and intensity of the intervention process during Target Time (RTI) on a daily basis.
- Schedule routine monitoring of Target Time, intervention and instructional practices, and SST data

Technology

Technology Summary

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

As a campus we reviewed the following data sources:

- Classroom Technology
- Technology plan
- Technology inventory
- Technology professional development opportunities
- Forethought
- Eduphoria
- STARCHART data
- Campus Computer lab schedule and usage

Technology Strengths

As a campus we have identified the following strengths in the area of technology;

- Every classroom has a minimum of 4-6 working desktop computers
- Every classroom is equipped with a mounted projector and screen and has the use of a document camera and teacher computer, with most classrooms equipped with a printer or connectivity to a printer and all computers have connectivity to the campus copier
- We currently 1 campus computer lab
- We currently have two COW units in use with 24 laptops on each in use in two of our Dual Language classrooms
- Teachers have individual websites for parent support
- We currently support several web-based instructional programs such as, AR, Samson's Classroom, English in a Flash, Rosetta Stone, various library research and reference materials, Learning A-Z which includes Reading A-Z, Writing A-Z, RAZKIDS, Vocabulary A-Z, and Science A-Z
- We provide for e-books through the library
- Instant messaging capabilities for teachers and staff
- Teachers have been trained in the use of Euphoria which houses their evaluation system, lesson planning templates and tools with the capability of share drive, submitting work orders, and requesting classroom needs, such as partitions, media presentation equipment etc.
- Teachers have access to several video tutorials for various webinar events, instructional practices and ideas, etc.

Technology Needs

As a campus we have identified the following technology needs;

- End of life cycle will affect 30+ computers on our campus this year
- Desktop computers could be changed out to COW units with laptops, continue to work towards transition from desktops to COW units with laptops for classrooms
- Ongoing staff development is needed when district or program initiatives are implemented, added or revised
- continue the campus computer lab rotation schedule to allow for maximum usage and foster student growth and access
- Teachers need additional training in technology TEKS and implementing those TEKS in the curriculum areas such as keyboarding, word processing, web design, PowerPoint, and Blended Learning, etc.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: To increase overall 2015-2016 STAAR performance by 20 % in grade 3-5 in the areas of Reading, Math, Science, and Writing

Performance Objective 1: 90% of students in grades 3-5 will meet the minimum expectations on all state assessments. 30% of students will achieve advanced performance on STAAR. 70% of student taking writing test in grade 4 will meet standard or better on writing samples. 90% of students in kinder - 2nd will perform at level as determined by DRA, TPRI, TEJAS LEE, and mClass assessments and progress monitoring data






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) When planning each new instructional unit, the grade level PLC will use last years CBAs results to evaluate the effectiveness of the collaborative lessons they designed and taught. They will make adjustments for lessons where students scored below 90% on reading, math, writing , and or science standards. Teachers will anticipate misunderstandings students may have and provide support during instruction.</p>	2, 8	Leader: GLC. Others involved classroom teachers, interventionists, instructional coaches. Principal, academic coordinator	Implementation can be measured by PLC discussions with principal and academic coordinator, walk through data, and assessment data.				
Funding Sources: 199 - General Fund - \$29548.00, 211 - Title I - \$9246.00							
2) Increase the use of high yield instructional practices through continuous discussion, LEAD4WARD resources and evaluation of walkthrough data	3	Principal AC	Increase the number of students meeting proficiency standards on weekly assessments, CBA's and STAAR by 15%				
Funding Sources: 211 - Title I - \$20000.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>3) Promote the use of technology based Blended Learning Components, Learning A-Z, Samson's Classroom, Rosetta Stone, and Accelerated Reader software to support and improve reading and math skills at school and home, as well as language acquisition skills.</p>	1, 2, 3, 8, 10	Classroom Teachers RTI2 Interventionist AC	Increase the number of students meeting proficiency standards on unit assessments,CBA's and STAAR by 15%				
Funding Sources: 211 - Title I - \$3500.00, 211 - Title I - \$2000.00, 199 - General Fund - \$4184.00, 199 - General Fund - \$3000.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>4) Provide an instructional interventionist coach to assist in the implementation of quality Tier 1 instructional practices, Tier 2 and Tier 3 targeted intervention strategies for teachers for identified students performing below grade level as determined by Universal Screeners, 2016 STAAR results and other campus data sources.</p>	3, 9, 10	Classroom teachers RTI Coach IC - RDG/Math AC Principal	Increase the number of students meeting proficiency standards on weekly assessments, CBA's and STAAR by 15% Walk through data Lesson Planning				

5) Provide students with resources such as visual aides, manipulatives, anchor charts, and hands-on materials to complement district curriculum to increase performance for at-risk students on state and district assessments K-5.	1, 2, 3	Classroom Teacher Principal AC	Increase the number of students meeting proficiency standards on unit assessments, DBA's and STAAR by 15%.				
Funding Sources: 199 - SCE - \$20000.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>6) Provide intense long term intervention for at-risk students including STAAR double failures(5th grade) and current 4th graders who failed as 3rd graders as well as students identified in identified subgroups such as ELL and special education.</p>	1, 3, 9, 10	Classroom Teacher RTI IC AC	90% of double failure will make progress based on STAAR scaled scores				
Funding Sources: 199 - SCE - \$11000.00, 199 - SCE - \$19000.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3</p> <p>7) Weekly PLC will be conducted with scheduled data meetings with principal and AC every other Tuesday to determine students in need of assistance and evaluate effectiveness of identified plans.</p>	4, 8, 9, 10	Principal AC RTI	Students identified in need of intervention will increase performance by 15% on unit assessments, district and state assessments.				
Funding Sources: 211 - Title I - \$9246.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) Differentiate instruction for identified populations: GT, 504, SPED, At-Risk, Dyslexia, Speech. , and others.</p>	1, 3, 9	Principal AC IC RTI	Student passing rate will increase on district and state assessments. 80% of students will pass local and state assessments.				
Funding Sources: 211 - Title I - \$10000.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: To increase overall 2015-2016 STAAR performance by 20% among special programs, including Bilingual, special education, and GT

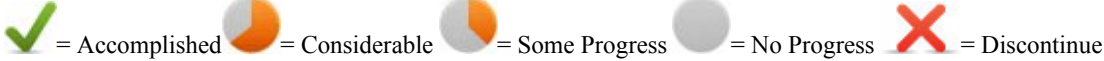
Performance Objective 1: 90% of bilingual and 90% of special education, migrant, and GT will meet expectations on district and state assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) When planning each new instructional unit, the special program level PLC will use the TEKS RESOURCE SYSTEM and LEAD4WARD resources, last years CBAs results to evaluate the effectiveness of the collaborative lessons they designed and taught. They will make adjustments for lessons where special education, and/Dual Language students scored below 70% on reading, math, writing , and or science standards. Special programs teachers will anticipate misunderstandings students may have and provide support during instruction.</p>	8, 9	Leader: special programs GLC Other involved; classroom teachers, special education teachers, LPAC rep, academic coordinator, principal	Implementation can be measured by PLC discussions with principal and academic coordinator, walk through data, and assessment data.				
Funding Sources: 211 - Title I - \$5000.00, 199 - General Fund - \$16000.00							
<p>2) Provide professional development for teachers in identified needs by the TEKS RESOURCE SYSTEM and Lead4ward process, including instructional strategies that increase/enhance student engagement such as, but not limited to, the snapshot, scaffolding, and vocabulary documents.</p>	1, 2, 4, 8	Principal AC IC - Rdg/Mth	Increase the number of students meeting proficiency standards on unit assessments, CBA's and STAAR by 15%				
Funding Sources: 211 - Title I - \$4000.00, 211 - Title I - \$1500.00							
<p>3) Enhance programs for ELL students by implementing successful, research based strategies in all classrooms and ensuring that all ELL students are being served by a certified Bilingual teacher</p>	1, 2, 3, 4, 8	Principal AC LPAC REP	ELL students will show progress on all state assessments comparable to non ELL's. Gap between ELL's and non ELL's will decrease in all content areas.				
Funding Sources: 211 - Title I - \$10000.00							
<p>4) Provide students with resources such as visual aides, manipulatives, anchor charts, and hands-on materials to complement district curriculum to increase performance for at-risk students on state and district assessments K-5.</p>	1, 2, 3	Classroom Teacher Principal AC	Increase the number of students meeting proficiency standards on unit assessments, DBA's and STAAR by 15%.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide intense long term intervention for at-risk students including STAAR double failures(5th grade) and current 4th graders who failed as 3rd graders as well as students identified in identified subgroups such as ELL and special education.</p>	1, 3, 9, 10	Classroom Teacher RTI IC AC	90% of double failure will make progress based on STAAR scaled scores				
Funding Sources: 199 - SCE - \$5000.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p>	1, 3, 9	Principal AC RTI IC	Student passing rate will increase on district and state assessments. 80% of students will pass local and state assessments.				
6) Differentiate instruction for identified populations: GT, 504, SPED, At-Risk, Dyslexia, Speech. , and others.		Funding Sources: 211 - Title I - \$10000.00, 211 - Title I - \$1000.00					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 3: Improve overall student attendance by 4%

Performance Objective 1: Increase in the number of student incentives offered throughout the year will increase the average daily attendance and overall yearly attendance percentage by 4% over 2015-2016

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Recognize classes with perfect attendance daily. Recognize students with perfect attendance weekly.	1, 2, 10	Social Worker PEIMS clerk classroom teachers	Daily attendance Weekly attendance report Weekly attendance rate 97% or greater.				
				Funding Sources: 199 - General Fund - \$11000.00			
2) Post periodic attendance challenges which will result in recognizing students with perfect attendance during specific time periods and rewarding them with various incentives provided by school and PTA, such as a Fall Bounce House Day, 2 Movie Days, and a Spring Water Day	1, 2, 10	Social Worker PEIMS clerk classroom teachers Principal	6 week attendance reports show 97% attendance or higher Attendance challenge periods will show 97% attendance or higher				
				Funding Sources: 199 - General Fund - \$11000.00			
3) Schedule attendance review meetings with Social Worker and Attendance committee and parents of students who have three or more unexcused absences in a 6 weeks.	1, 2, 10	Social Worker PEIMS clerk Attendance Committee	Meeting notes Weekly campus attendance rate will be 97%.				
				Funding Sources: 199 - General Fund - \$11000.00			
							


Goal 4: To increase student and parent knowledge of college, career, and community involvement and agencies through various student/parent activities and opportunities.

Performance Objective 1: Parent and community involvement will increase by providing at least 6 parent activities with a 10% increase in attendance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Conduct parent involvement activities to involve parents in their child's education resulting in higher academic achievement and attendance rate. Activities will include parent coffees, Parent Involvement meetings, Title 1 Parent meetings, meet the teacher, open house, math night, literacy night, science/health & wellness night, award celebrations, attendance celebrations, movie Nights</p>		<p>Counselor Parent Involvement committee Principal AC</p>	<p>Individual students will have increased academic success and attendance of 97 % and above.</p>				
<p>Funding Sources: 211 - Title I - \$3000.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: To increase student and parent knowledge of college, career, and community involvement and agencies through various student/parent activities and opportunities.

Performance Objective 2: Student/teacher participation in college and career readiness activities will increase by implementing at least 2 new campus strategies/activities to promote college, career opportunities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students and teachers will participate in College Bound Pep Rally's at least 3 times during the school year. The campus will designate the last Friday of every month as College Bound day allowing students and teachers to promote various colleges and universities with themed t-shirts and activities.	2, 6	Social worker counselor	Students will actively engage in career week activities, including writing assignments, contest, dress-up, after school enrichment, and online usage logs will indicate time on line on Career Cruising software.				
				Funding Sources: 199 - SCE - \$5000.00			
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	When planning each new instructional unit, the grade level PLC will use last years CBAs results to evaluate the effectiveness of the collaborative lessons they designed and taught. They will make adjustments for lessons where students scored below 90% on reading, math, writing , and or science standards. Teachers will anticipate misunderstandings students may have and provide support during instruction.
1	1	3	Promote the use of technology based Blended Learning Components, Learning A-Z, Samson's Classroom, Rosetta Stone, and Accelerated Reader software to support and improve reading and math skills at school and home, as well as language acquisition skills.
1	1	4	Provide an instructional interventionist coach to assist in the implementation of quality Tier 1 instructional practices, Tier 2 and Tier 3 targeted intervention strategies for teachers for identified students performing below grade level as determined by Universal Screeners, 2016 STAAR results and other campus data sources.
1	1	6	Provide intense long term intervention for at-risk students including STAAR double failures(5th grade) and current 4th graders who failed as 3rd graders as well as students identified in identified subgroups such as ELL and special education.
1	1	7	Weekly PLC will be conducted with scheduled data meetings with principal and AC every other Tuesday to determine students in need of assistance and evaluate effectiveness of identified plans.
1	1	8	Differentiate instruction for identified populations: GT, 504, SPED, At-Risk, Dyslexia, Speech. , and others.
2	1	1	When planning each new instructional unit, the special program level PLC will use the TEKS RESOURCE SYSTEM and LEAD4WARD resources, last years CBAs results to evaluate the effectiveness of the collaborative lessons they designed and taught. They will make adjustments for lessons where special education, and/Dual Language students scored below 70% on reading, math, writing , and or science standards. Special programs teachers will anticipate misunderstandings students may have and provide support during instruction.
2	1	5	Provide intense long term intervention for at-risk students including STAAR double failures(5th grade) and current 4th graders who failed as 3rd graders as well as students identified in identified subgroups such as ELL and special education.
2	1	6	Differentiate instruction for identified populations: GT, 504, SPED, At-Risk, Dyslexia, Speech. , and others.
4	1	1	Conduct parent involvement activities to involve parents in their child's education resulting in higher academic achievement and attendance rate. Activities will include parent coffees, Parent Involvement meetings, Title 1 Parent meetings, meet the teacher, open house, math night, literacy night, science/health & wellness night, award celebrations, attendance celebrations, movie Nights

State Compensatory

Personnel for Gilbert Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Valero	Dyslexia/ARI		

Title I

Schoolwide Program Plan

Instructional Leaders are to create an environment to help in producing “effective” teachers through:

- Communicating expectations and desirable outcomes
- Providing teachers with the necessary tools to “get the job done” effectively.
- Providing support by having an open-door policy
- Creating an environment of highly energized teachers through modeling positive behaviors.
- Providing opportunities for professional development—TEKS RESOURCE SYSTEM, Lead4Ward, TTESS, weekly PLCs, etc..
- Creating a positive working environment--team work, immediate feedback, organized

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Gilbert Elementary has developed a campus-wide comprehensive needs assessment for the 2016-2017 school year which includes all ten school-wide components.

2: Schoolwide Reform Strategies

- Provide opportunities for all children to meet proficient and advanced levels of student academic achievement
- Use effective methods and instructional strategies that are based on scientifically based research that:
- Strengthens the core academic program
- Increases the amount of learning time
- Includes strategies for serving underserved populations
- Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards
- Address how the school will determine if those needs of the children have been met
- Are consistent with and are designed to implement state and local improvement plans, if any

3: Instruction by highly qualified professional teachers

Gilbert Elementary currently employs 100% Highly qualified teachers in all core content area classes.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Gilbert Elementary provides substitute coverage and release time to provide high quality and on-going professional development for teachers, principals, and paraprofessionals

5: Strategies to attract highly qualified teachers

Gilbert Elementary works extremely hard to attract and retain highly qualified teachers on a yearly basis based on need.

6: Strategies to increase parental involvement

Gilbert Elementary provides for a minimum of 6 various parental involvement academic nights, in addition to 6-8 fun family activities and events throughout the 2016-2017 school year.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Gilbert Elementary and the Harlandale ISD work in cooperation with AVANCE Head start to provide for early childhood programs, as well as providing for transitional preparations for Pk students going to Kinder, and 5th grade students transitioning to 6th grade.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Gilbert Elementary continually conducts and involves teachers and staff in professional learning communities to develop, review, discuss, and revise instructional planning, strategies, interventions, assessments, and walk through and observational data through TTESS to increase student learning.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Gilbert Elementary works cooperatively with Instructional Coaches and Interventionist to evaluate data, identify student needs, and develop teacher instructional strategies to promote growth and success for all students.

10: Coordination and integration of federal, state and local services and programs

Gilbert Elementary works appropriately and cooperatively with district satellite offices and departments to coordinate, integrate, and provide any and all federal, state, and local services and programs, including, but not limited to special programs.

2016-2017 Campus Professional Educational Review Council

Committee Role	Name	Position
Administrator	Herlinda Longoria	Principal
Administrator	Judith Pfeifer	Counselor
Administrator	Joe Vasquez	Academic Coordinator
Business Representative	Joe Diaz	Business Partner
Classroom Teacher	Robin Covarrubias	4th Grade Teacher
Classroom Teacher	Kate Hansen	Kinder Teacher
Classroom Teacher	Emily Hansen	Pk Teacher
Classroom Teacher	Julia Magee	3rd Grade Teacher
Classroom Teacher	Lucy martinez	1st Grade Teacher
Classroom Teacher	Kelly Paterson	2nd Grade Teacher
Classroom Teacher	Sylvia Sandoval	5th Grade Teacher
Community Representative	Rey Valles	Community Partner
Non-classroom Professional	Eduardo Cavazos	Special Programs
Paraprofessional	Rachel Rodriguez	Library Aid
Parent	Vivian Ibarra	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies & materials	199116399001170000c	\$29,548.00
1	1	3	AR	199116399660011671100c	\$4,184.00
1	1	3	AR & BL incentives	199126499001160000c	\$3,000.00
2	1	1	furniture & equipment	199116395CP001160000c	\$16,000.00
3	1	1	student incentives	199116499001160000c	\$11,000.00
3	1	2	Student incentives	199116499001160000c	\$11,000.00
Sub-Total					\$74,732.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	supplies & Materials	1991163990011673000c	\$20,000.00
1	1	6	extra duty/tutoring	1991161180011673000c	\$11,000.00
1	1	6	supplies & materials	1991163990011673000c	\$19,000.00
2	1	5	Tutoring	1991161180011673000c	\$5,000.00
4	2	1	extra duty	1991161180011673000c	\$5,000.00
Sub-Total					\$60,000.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	substitutes	1991161120011673000c	\$9,246.00
1	1	2	supplies & materials	2111163990011673000c	\$20,000.00
1	1	3	technology-Blended Learning	211116395BL001167300c	\$3,500.00
1	1	3	supplies & materials	211116399BL001167300c	\$2,000.00
1	1	7	substitutes	2111161120011673000c	\$9,246.00
1	1	8	supplies & materials	2111163990011673000c	\$10,000.00
2	1	1	supplies & materials	2111163990011673000c	\$5,000.00

2	1	2	substitutes	2111161120011673000c	\$4,000.00
2	1	2	PD	2111364110011673000c	\$1,500.00
2	1	3	materials & supplies	2111163990011673000c	\$10,000.00
2	1	6	supplies & materials	2111163990011673000c	\$10,000.00
2	1	6	PD/substitutes	2111161120011673000c	\$1,000.00
4	1	1		2111161120011673000c	\$3,000.00
Sub-Total					\$88,492.00
Grand Total					\$223,224.00