Eagle Mountain-Saginaw Independent School District

L A Gililland Elementary

2022-2023 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

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

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Mission Statement

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

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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)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- 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
- 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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: By the end of the 2022-2023 school year, increase the percentage of students achieving approaches, meets, or exceeds standards on the STAAR Reading to 80%, STAAR Math to 73%, and STAAR Science to 75%.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct weekly grade-level PLC meetings focused on student data such as district benchmarks and universal screeners to	**Formative**		
determine student progress using the PDSA cycle, monitoring SLO goals, and collaborating with specialists. Implement and utilize strategies to discuss BOY/MOY/EOY data, DCAs, benchmarks, and intervention groups.	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in results: benchmarks, universal screeners, district common assessments, formative assessments **Staff Responsible for Monitoring:** Teachers, math coach, title teachers, instructional coaches, district specialist, administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 199 - General Fund, - 211 - Title 1, Part A - $2,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide targeted intervention using research-based resources such as: Fountas and Pinnell, LLI Kits, Motivation Math/Reading/Science/Writing, Istation, and Comprehension Toolkit	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student progress on benchmarks, common assessments, and state assessments **Staff Responsible for Monitoring:** Classroom teachers, title math and reading interventionist, instructional math and reading coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Literacy Intervention Specialist - 211 - Title 1, Part A - $60,000, Math Intervention Specialist - 211 - Title 1, Part A - $60,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a systematic method of identifying students with academic, behavioral, and/or attendance concerns through the MTSS process. Care Teams will set goals, identify interventions, and track progress.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: STAAR, iStation, BAS, and TELPAS data, care team referrals, intervention logs **Staff Responsible for Monitoring:** Administrators, teachers, case managers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 - General Fund			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Hire and train qualified academic tutors to provide additional interventions to identified students that will address specific areas of individual needs.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in student achievement on common assessments and state assessments
    Staff Responsible for Monitoring: Administrators, teachers, instructional coaches
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
    Funding Sources: - 199 - State Compensatory Ed			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Provide accelerated instruction to all 4th and 5th grade students that did not meet the approaches level on the 2021-2022 Math and/or Reading STAAR assessment.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in student achievement on state assessments
    Staff Responsible for Monitoring: Classroom teachers, interventionists, tutors, and instructional coaches
 	
    Title I:
2.4
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: By the end of 2022-2023 school year, the percentage of students achieving advanced performance expectations (masters) in each grade level on the STAAR assessment will increase by 10%.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to use the Rigor/Relevance Framework when planning lessons for students and conduct campus ICLE walks twice a year.	**Formative**		
Strategy's Expected Result/Impact: STAAR, common assessments, and district benchmarks	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, administrators, specialists/coaches **Title I:** 2.4, 2.5 **Funding Sources:** - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Engage in district learning walks that focus on authentically engaged students and delivery of rigorous instruction to collaboratively develop a deeper understanding of the connection between the written, taught, and tested curriculum through classroom observations. Utilize the feedback data to inform next steps in preparation for campus professional learning and continues improvement opportunities.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Continue to grow campus administrators as instructional leaders and enable the Teaching and Learning team to observe the curriculum in action so learning and support of EVERY student may continuously improve. This will empower leaders to guide campus PLCs and district CLCs. **Staff Responsible for Monitoring:** Campus administrators and district curriculum department **Title I:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide students with an opportunity to use the maker space during designated times and additional research time through the library.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in "master" percentage on STAAR and increase participation in the PACE program. **Staff Responsible for Monitoring:** Librarian, teachers **Title I:** 2.5 **Funding Sources:** - 199 - General Fund			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Utilize Talent Pool to expose students to a learning environment conducive to developing GT strategies through enrichment activities. Through differentiated talent pool classes that meet 30 min per week, students will use higher level thinking across curriculum.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement Increase in PACE enrollment **Staff Responsible for Monitoring:** PACE teacher **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Provide a system for all students to check out books regularly. Encourage a love for reading by providing: weekly story time and/or lessons to K-5 students, GES Library Facebook page, Bluebonnet Book Club, etc.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in BAS and STAAR scores **Staff Responsible for Monitoring:** Administrators, librarian, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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

Performance Objective 3: By the end of the 2022-2023 school year, 70% of kindergarten, first grade, and second grade students will meet grade level standards on the Fountas & Pinnell Benchmark Assessment System.

    High Priority

    Evaluation Data Sources: Fountas & Pinnell Benchmark Assessment System (BAS) screening

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct weekly grade-level PLC meetings focused on student data such as district common assessments and universal screeners to determine student progress using the PDSA cycle, monitoring SLO goals, and collaborating with specialists. Implement and utilize instructional strategies to increase student growth. (Monitor and adjust intervention groups based on data.)	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in results: universal screeners, common assessments, formative assessments **Staff Responsible for Monitoring:** Teachers, title interventionist teachers, math and reading instructional coaches, district specialist, administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Kindergarten, 1st Grade, & 2nd Grade will complete the T-TESS SLO Student Growth Model process to track student growth in reading levels.	**Formative**		
	Dec	**Mar**	**June**

The Fountas & Pinnell Benchmark Assessment System will be used for the progress monitoring checks.
    Strategy's Expected Result/Impact: Increase in reading levels for students in kindergarten, 1st grade, & 2nd grade meeting grade level expectations as measured by the Fountas & Pinnell Benchmark Assessment System.
    Staff Responsible for Monitoring: Teachers, interventionist, instructional coaches, and administrators
 	
    Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 -			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure K-2 teachers meet regularly with their guided reading and intervention groups. Continue to expand guided reading materials at all levels (literacy library) and provide campus staff development that focuses on instructional strategies regarding guided reading and Tier 2/3 interventions.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the guided reading library inventory and teachers' usage Increase in BAS scores and istation **Staff Responsible for Monitoring:** Instructional coaches, interventionist teachers, administrators **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 - Title 1, Part A			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide identified Tier 3 students with small group interventions from reading interventionist, bilingual reading interventionist, and math interventionist.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase literacy and math scores for Tier 3 students **Staff Responsible for Monitoring:** Interventionist, administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Instructional coaches will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.	**Formative**		
	Dec	**Mar**	**June**

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.

Strategy's Expected Result/Impact: Increase in high quality instruction, curriculum knowledge, and instructional strategies.

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

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

Performance Objective 4: By the end of 2022-2023 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	Formative Reviews		
Strategy 1: Utilize the math and reading instructional coach as a resource for our prekindergarten teachers to ensure high quality Tier 1 instruction that is aligned with our district curriculum.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Walkthroughs, observations, and PLC discussions will show alignment and an increase in rigorous instruction in the younger grade levels.
    Staff Responsible for Monitoring: Administrators, teachers, instructional coaches
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Prekindergarten teachers and instructional aides will participate in specific prekindergarten district professional development throughout the year provided by early childhood district specialist.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: 10% increase in prekindergarten assessments
    Staff Responsible for Monitoring: PK teachers and aides, district specialist, campu administrators
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 5: By the end of 2022-2023 school year, increase percentage of students improving by at least one level in reading, writing, listening, and speaking on the TELPAS in K-5 to 85%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure bilingual instructional strategies K-5 are utilized in all bilingual classrooms.	**Formative**		
Strategy's Expected Result/Impact: Increase in TELPAS results	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Bilingual teachers, instructional coaches, administrators, and bilingual instructional coach **Title I:** 2.4 **Funding Sources:** - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff development to teachers to ensure consistent implementation of instructional strategies by district bilingual instructional coach (ELPS Awareness, TELPAS Training, Etc.).	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS results, teachers' knowledge of instructional strategies **Staff Responsible for Monitoring:** Bilingual instructional coach, administrators **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - 211 - Title 1, Part A			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 6: By the end of the 2022-2023 school year, Increase each identified student group below TEA required percentage to meet TEA Targets.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize targeted improvement plan data tracker. Collect variety of data for identified student groups throughout the year to discuss at PLC meetings.	**Formative**		
Strategy's Expected Result/Impact: Increase in targeted areas **Staff Responsible for Monitoring:** Administrators and instructional coaches **Title I:** 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide small group counseling and guidance lessons to support the development of social and emotional skills for all students.	Formative		
Strategy's Expected Result/Impact: Decrease in discipline and counselor referrals **Staff Responsible for Monitoring:** Counselor, administrators, staff **Title I:** 2.6 **Funding Sources:** - 199 - General Fund	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide special events such as: Red Ribbon week, Safety week, Generation Texas week, Start with Hello, and end of the year awards ceremony.	Formative		
	Dec	Mar	June
Collaborate with Saginaw High School's PALS program to offer mentors to identified students. **Strategy's Expected Result/Impact:** Increase daily attendance **Staff Responsible for Monitoring:** Counselor, administrators, staff **Title I:** 2.5 **Funding Sources:** - 199 - General Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide social, emotional, and mental health support for students and families by providing weekly newsletters with information and resources.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Decrease in counselor and office referrals **Staff Responsible for Monitoring:** Administrators and counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Implement instructional strategies to reduce anger, anxiety, and violence in the classroom through staff development.	**Formative**		
Strategy's Expected Result/Impact: Decrease in office and counselor referrals **Staff Responsible for Monitoring:** Teachers, administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Emotional Poverty in all Demographics by Ruby Payne - 211 - Title 1, Part A	**Dec**	**Mar**	**June**

Strategy 5 Details	**Formative Reviews**		
Strategy 5: All students will participate in the XSEL Labs assessment to collect data for social emotional targeted interventions provided through support staff and positive action curriculum.	**Formative**		
Strategy's Expected Result/Impact: Building mental health skills to improve the development social and emotional competencies. Decrease in bullying investigations. Decrease in behavior referrals. **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Mar**	**June**

Strategy 6 Details	**Formative Reviews**		
Strategy 6: All homeroom classroom teachers will implement the Positive Action Curriculum.	**Formative**		
Strategy's Expected Result/Impact: Decrease bullying investigation and discipline referrals. **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 8: Throughout the 2022-2023 school year, all staff will feel supported, valued, and appreciated.

    Evaluation Data Sources: Engagement Campus Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Distribute staff appreciation and morale boosters throughout the year such as crash carts, luncheons, and treats. Continue to implement staff celebrations weekly through Acts of Teamwork newsletter and Facts From Fehler.	Formative		

Strategy's Expected Result/Impact: Increase engagement survey results
     Staff Responsible for Monitoring: Administrators, Librarian, Teachers
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 3: Positive School Culture
     Funding Sources: Snacks, Drinks, Materials - 199 - General Fund
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide bi-weekly self-care newsletters regarding social and emotional well-being strategies and resources to all staff.	Formative		

Strategy's Expected Result/Impact: Increase in employee engagement survey.
     Staff Responsible for Monitoring: Counselor
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 3: Positive School Culture
	Dec	Mar	June

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide scheduled collaboration time for all grade-level teachers such as: Double Blocks, Instructional Coach planning time, PLCs, faculty, and vertical meetings.	**Formative**		
Strategy's Expected Result/Impact: Strengthen the academic program, scheduled collaboration to work together **Staff Responsible for Monitoring:** Administrators, instructional coaches, district coordinators, teachers **Title I:** 2.5 **Funding Sources:** Substitutes - 199 - General Fund, Substitutes - 211 - Title 1, Part A - $2,000	**Dec**	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborate with technology instructional staff during PLCs to meaningfully integrate technology into the curriculum.	**Formative**		
Strategy's Expected Result/Impact: Increase technology integration which will be evidenced in walkthroughs and observations **Staff Responsible for Monitoring:** Administrators, teachers, technology specialists **Title I:** 2.4, 2.5 **Funding Sources:** - 199 - General Fund	**Dec**	**Mar**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide teachers with additional staff development training aligned to the district TORCH comprehensive plan throughout the year.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement, teachers' instructional strategies, and collaboration during PLCs **Staff Responsible for Monitoring:** Administrators, teachers, specialists **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Substitutes - 211 - Title 1, Part A - $2,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunities for K-5 content facilitator academy (CLC) teachers to meet with district content coordinators and other CLC leaders across the district regularly throughout the school year to gain curriculum knowledge and strategies to share with their campus teams in order to ensure district alignment and fidelity in content implementation.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in teachers' curriculum knowledge and instructional strategies. Increase in ELAR and Math DCA data Increase instruction and curriculum alignment **Staff Responsible for Monitoring:** Administrators, interventionist, CFA teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Substitutes - 199 - General Fund			

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize strategies provided by the Jim Knight - The Impact of Coaching Training and implement instructional coaching plans which includes selection, training and monitoring of teachers through instructional coaching cycles in math and reading.	Formative		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement on common assessments and state assessments. Increase in teacher goal setting and reflective practices. **Staff Responsible for Monitoring:** Instructional Coaches - ELAR and Math **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

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

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide students with the opportunity to set academic goals using student data folders. Teachers will conference with students to motivate and progress monitor across 100% of all grade levels.		**Formative**		
		Dec	Mar	June
Strategy's Expected Result/Impact: STAAR assessment data, district benchmarks, student data folders				
Staff Responsible for Monitoring: Classroom teachers, administrators, counselor				
Title I: 2.4, 2.6				
Funding Sources: - 199 - General Fund				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 3: By the end of the 2022-2023 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	Formative Reviews		
Strategy 1: Provide academic-focused family events such as: Meet the Teacher/Curriculum Night, Math & Science Night, and Literacy Night.	Formative		
Strategy's Expected Result/Impact: Participation logs **Staff Responsible for Monitoring:** Administrators, teachers **Title I:** 4.1 **Funding Sources:** - 199 - General Fund	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide extra-curricular focused events such as: Student Council, Field Day, Honor Choir performances, art galleries, and drama performances.	Formative		
Strategy's Expected Result/Impact: Increase in parent engagement **Staff Responsible for Monitoring:** Block teachers, administrators, and teachers **Title I:** 4.1 **Funding Sources:** - 199 - General Fund	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to work cooperatively with the PTA to increase parent involvement and create a positive culture.	Formative		
Strategy's Expected Result/Impact: Participation logs, PTA minutes **Staff Responsible for Monitoring:** Administrators, teachers, PTA **Title I:** 4.1 **Funding Sources:** - 199 - General Fund	Dec	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 4: By the end of the 2022-2023 school year, the attendance rate will increase from 92.9% to 95%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase parents' awareness of attendance procedures by distribution of information through campus newsletter, nurse updates, staff newsletter, and attendance letters.	**Formative**		
Strategy's Expected Result/Impact: Increase in attendance rate **Staff Responsible for Monitoring:** Attendance clerk, administrators, nurse, teachers **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 - General Fund	**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: By the end of the 2022-2023 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	Formative Reviews		
Strategy 1: Continue to implement PBIS and CHAMPS classroom strategies. Provide staff development training for the implementation of the character education program Positive Action.	Formative		
	Dec	Mar	June

Strategy's Expected Result/Impact: Increase in campus engagement survey results.
     Staff Responsible for Monitoring: Counselor, administrators, classroom teachers, PBIS committee
 	
     Title I:
 2.5
     Funding Sources: - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure teachers nominate students to be selected as a Top Eagle each month. Top Eagle students will be recognized as students who represent the Eagle Expectations and have outstanding conduct. Names are announced over the speaker, and parents are notified of the recognition.	Formative		
	Dec	Mar	June

Strategy's Expected Result/Impact: Decrease in counselor and office referrals
     Staff Responsible for Monitoring: Administrators, teachers, counselor
 	
     Title I:
 2.5			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Continue to provide training to staff regarding how to recognize and address bullying incidents, crisis intervention incidents, and campus procedures used to report incidents.	**Formative**		
	Dec	**Mar**	**June**
Provide bullying guidance lessons to all grade levels throughout the year. **Strategy's Expected Result/Impact:** Decrease in counselor and office referrals **Staff Responsible for Monitoring:** Counselor, administrators, staff **Title I:** 2.5 **Funding Sources:** - 199 - General Fund			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Maintain guidelines and procedures to monitor and promote student health, safety, and welfare through: training for staff in response to seizures, communicable diseases, allergic reactions, sexual harassment, and human trafficking.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: 80% positive parent Survey results regarding student health and safety			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Require all staff in the building to wear a photo ID at all times. Visitors will present a photo ID and follow visitor check-in protocols.	**Formative**		
	Dec	**Mar**	**June**
Crisis Go app will be available for substitutes. Campus binders will be provided to substitutes by the office that include emergency maps and procedures.			
Strategy's Expected Result/Impact: Increase in accuracy of Raptor data			
Staff Responsible for Monitoring: Administrators, office staff, teachers			
Funding Sources: - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct emergency drills each month according to the schedule in the District Emergency Management Plan. Implement and train staff on standard response protocol. (Crisisgo App)	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of all required drills are completed			
Staff Responsible for Monitoring: Administrators and teachers			
Funding Sources: - 199 - General Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: All staff will be trained in CRASE, the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, from the I Love You Guys Foundation and the use of Crisis Go.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Staff member will understand how to respond appropriately in the event of a crisis situation			

on the campus.
Staff Responsible for Monitoring: District safety and security department, campus administrators, staff

Title I:
2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 3: By the end of the 2022-2023 school year, increase the percentage of students meeting the age-level standards on the Fitnessgram assessment in 3rd-5th grades by 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide physical activity in classrooms and PE using GoNoodle or other resources to increase fitness, flexibility, strength, endurance, and engagement.	Formative		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in Fitnessgram assessment results and GoNoodle usage			
Staff Responsible for Monitoring: Administrators, PE coach			
Title I: 2.5			
Funding Sources: - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement and monitor the LIINK program for grades KG-3. K-2 students will have the opportunity to participate in two-three 15 minute unstructured recesses during the day. 3rd grade students will have the opportunity to participate in two 15 minute unstructured recesses during the day.	Formative		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement on BAS assessment and decrease in office referrals.			
Staff Responsible for Monitoring: Administrators, LIINK coordinator, teachers			
Title I: 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	6	1	Utilize targeted improvement plan data tracker. Collect variety of data for identified student groups throughout the year to discuss at PLC meetings.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Hire and train qualified academic tutors to provide additional interventions to identified students that will address specific areas of individual needs.
1	6	1	Utilize targeted improvement plan data tracker. Collect variety of data for identified student groups throughout the year to discuss at PLC meetings.

State Compensatory

Budget for L A Gililland Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for L A Gililland Elementary

Name	Position	FTE
Dina Batista	Bilingual Reading Interventionist	1
Heather Albernathie	Reading Interventionist	1
Sandy Kelsven	Math Interventionist	1

Title I Personnel

Name	Position	Program	FTE
April Anguiano	Instructional Coach		1.0
Natalie Sims	Instructional Coach		1.0

Campus Funding Summary

199 - General Fund
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	3			$0.00
1	2	1			$0.00
1	2	3			$0.00
1	3	1			$0.00
1	5	1			$0.00
1	7	1			$0.00
1	7	2			$0.00
1	8	1	Snacks, Drinks, Materials		$0.00
2	1	1	Substitutes		$0.00
2	1	2			$0.00
2	1	4	Substitutes		$0.00
2	2	1			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	4	1			$0.00
3	1	1			$0.00
3	1	3			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	3	1			$0.00
				Sub-Total	$0.00
211 - Title 1, Part A
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$2,000.00
1	1	2	Literacy Intervention Specialist		$60,000.00

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

199 - State Compensatory Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
				Sub-Total	$0.00

Addendums

The mission of Eagle Mountain-Saginaw Independent School District is to foster a **culture of excellence** that instills a **passion** for a **lifetime of continuous achievement** in **every student.**

Purpose: EMS ISD Elementary Math Focus Plan will provide campus administrators, teachers, and the Teaching and Learning team a strategic plan to ensure that every 4th grade elementary school student shows a minimum of one year of growth on the STAAR math exam. The collective commitments of our district and campus leaders will provide time to collaboratively develop a deeper understanding of the connection between the written, taught, and tested curriculum, structured professional learning communities, data analysis, classroom observations, and targeted professional learning.

Outcome: EMS ISD Elementary Math Focus Plan will empower leaders (teachers and campus administration) to guide campus PLCs, provide the Teaching and Learning team with information to adjust curriculum, determine professional learning needs, and provide teachers the ability to focus on the delivery of instruction utilizing the EMS ISD content instructional frameworks in a high level of student engagement in rigorous and relevant learning.

Campuses: All elementary level campuses

Focus Team:
- Elementary School Principals
- Elementary Math Coordinator
- Elementary Math Coaches
- Elementary Special Education District Support
- Director of Continuous Improvement and Professional Learning
- Director of MTSS
- Executive Director of Elementary Services
- Chief Academic Officer

EMS ISD Elementary School Math
2022-2023 Targeted Improvement Plan

Dates:

District CLC Days

- August 09- District Curriculum Day- Coordinated by Elementary Math Coordinator/Director of PD&CI/ES Principals and Led by Elementary Math CLC Facilitators
- Sept 6- CLC in morning- Led by CLC Facilitators
- Oct 11- CLC in morning- Led by CLC Facilitators
- Jan 2- CLC in morning- Led by CLC Facilitators
- Feb 21- CLC in morning- Led by CLC Facilitators

Campus PLC

- Principals and Coaches will support campus-based PLCs based on specific needs.
- Principals and Coaches will support campus-based vertical teams to ensure alignment of vocabulary, instructional practices, and resources.

Process:

District PLC Structure

What: Focus District PLC for 4 Grade Math

Who: All 4 Grade Math Teachers

When: District CLC dates above and a minimum of biweekly PLC meetings on campus

Why: Provide alignment and support to 4 grade math teachers as they plan and implement curriculum-based instruction.

How: Structured Agenda Provided- PLC/PDSA Cycle , Effective PLC Rubric

- Review of data from previous formative and summative assessments
- Determination of strengths and weaknesses
- Collaboration over effective instructional strategies
- Review and unpack upcoming standards
- Collaboration over effective engagement strategies
- Create/Analyze formative assessments for upcoming instructional units
- Revisit backward design for instructional units including spiral review and tiered intervention focuses.

Actions: Leaders will develop an action plan for all participants with accountability of the needed learning.

- **Campus Principal:**

    - **Provide consistency with behavior so instruction can continue in the classroom**
    - **Provide a common PLC time grade level and vertical**
    - **Listen, advocate, be visible, and provide clarity**
    - **Communicate with Teaching and Learning Team, District Leadership, Teachers, Coaches, Families, Students**
    - **Develop master schedule that supports TIER 1 instruction and intervention**
    - **Share and support implementation of strategies that come out of PLCs**
    - **Enter action plan in Plan4Learning and monitor**
    - **Analyze data to ensure growth in outcome and share with Focus Team**
    - **Be intentional in all actions related to the plan**
    - **De-implement any action that is not necessary or provide a time saving process to complete**
    - **Build a trusting environment**

- **Teachers:**
    - **Be collaborative, solution oriented, and open-minded to change**
    - **Apply and implement the curriculum and structures within the Teaching and Learning System and PLC**
    - **Be honest and transparent with needs to Focus Team (Principals, Coaches, Teammates, District Personnel)**
    - **Intentionally design lessons that are relevant, rigorous, and engaging**
    - **Communicate with focus team**
    - **Actively engage in focused PLC**
    - **Develop lesson plans which follow the Understanding by Design (Backward Design) framework**
    - **Build a trusting environment**

- **Coach:**

- o Provide one-   to-one support on a regular basis using the impact cycle structure
- o Model within the teacher's classroom
- o Share instructional models
- o Provide video lessons
- o Assist with Data Analytics
- o Assist with facilitating the PLCs
- o Lead afternoon PD opportunities over specified topics identified in PLCs
- o Maintain coaching logs

- Director of Continuous Improvement and Professional Learning:
  - o Provide process for Backwards Design
  - o Targeted PD for Structured PLC
  - o Time and process for classroom observations
  - o Coordinate inclusive support training
  - o Enter action plan into Plan4Learning and monitor
  - o Lead the development of the EMS ISD Learning Cycle
  - o Bring in learning and support from the Special Programs, Counseling and ESL departments when needed

- Elementary Math Coordinator:
  - o Provide specific help with the COVID loss of learning
  - o Support the team to create/analyze formative assessments
  - o Collaborate with instructional technologists on providing help with hard-to-understand concepts
  - o Analyze data to determine needed actions
  - o Provide support for basic math facts, fluency, vocabulary
  - o Provide support for revised STAAR exam

- **Elementary Special   Education District Support:**
  - Provide instructional support training
  - Provide instructional strategies to assist our students with specialized needs
  - Participate in professional learning and some PLC meetings to provide additional support
  - Analyze special population data to determine needed actions
  - Collaborate with the C&I team to ensure alignment

- **Director of MTSS:**
  - Collaborate with focus team to provide TIER II and III support (Interventionists, push in model, etc.)
  - Analyze special population data to determine needed actions

- **Executive Director of Elementary Services:**
  - Provide support for campus principals to ensure processes are followed, supports are provided, feedback to participants
  - Attend PLC training to assist with process
  - Accountability support and monitoring

- **Chief Academic Officer:**
  - Provide financial support for action plan
  - Provide oversight of process
  - Provide updates and reports for Deputy Superintendent, Superintendent, and Board of Trustees

Causal Factor(s) Implementation of math instructional framework and strategies

Goal: Each 4th grade math teacher will implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and will analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.

Strategy: Teachers will utilize the instructional strategies and math frameworks within their classroom while providing informal, formative and summative assessments to ensure learning is taking place and students are provided extensions when they have prior knowledge, and interventions and supports for students in need.			
Hattie Effect Size on Student Achievement: .90			
Action Step	**Resources Needed**	**Evidence of Implementation**	**Evidence of Impact**
Teachers will learn instructional strategies and how to design lessons that meet the needs of the students in a rigorous and relevant engaging environment. Teachers will have intensive support from the district math coaches to receive coaching and modeling assistance in an authentic, "in the moment" setting.	PLC Structured Agenda Coach Support Flexible scheduling Assessment training Classroom Systems Thinking/PDSA Training Understanding the math TEKS training Data Analysis and Implementation	Students are showing appropriate growth in their learning and are engaged, teacher reports of more students receiving assistance and learning gaps closing, math coach reports of teachers welcoming coaching and modeling opportunities during their visits and outside of the classroom as well.	Student data shows academic gains (benchmarks, common assessments, teacher progress monitoring logs, student data tracking), stronger Tier 1 instruction from the classroom teachers.

Causal Factor (s Lack of collaboration to build collective and self-efficacy with instruction

Goal: Each 4th grade math teacher will be provided time to PLC to learn how to implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and how to analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.

Strategy: Teachers will be afforded uninterrupted time with campus and district math supports with time dedicated to understanding the math curriculum, have transparent collaboration with Focus team, and analyze trends and outliers in math data so the collective efficacy is built across the district.	

Hattie Effect Size on Student Achievement: 1.57

Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Sept 6, Oct 11, Jan 2, Feb 21, 4th grade teachers will be provided with time to meet for PLC and professional learning on backwards design, data analysis, understanding TEKS, and instructional strategies with members of the Focus Team.	Math Coaches Elementary 4th grade math teachers Members of the focus team when appropriate	A focused agenda is created for teachers for each of the PLCs and adhered to for the duration of the training. Impact of learning is observed in the classroom Learning goals achieved Student Feedback Data Tracking	Classroom observations indicate that the math teachers have carried forth the information and best teaching practices from the training. Progress monitoring (both formative and summative) shows gaps are being closed and student achievement is increasing.

Causal Factor(s) Lack of intensive coaching support for immediate support and proactive supports   -

Goal: Each 4th grade math teacher will be provided direct coaching and modeling from the elementary math coaches to provide direct support in PLC, instructional strategies and implementation of the district curriculum, data analysis, strategies for students with special needs and classroom supports.

Strategy: Teachers will be provided direct support from a math coach which will include one on one support, instructional strategies, curriculum implementation, assessment understanding, and data analysis to meet the individual needs of every student

Hattie Effect Size on Student Achievement: .72

Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Teachers will have access to the coach during district CLC dates. Teachers will have one on one support from a coach on a regular basis. Teachers will utilize the action plan within their classrooms.	Elementary Math Coaches Coaching Plan (Results Coaching and Impact Cycle) Documentation of visits and assistance provided for continuous improvement Understanding of diverse student populations Coaching and collaboration support from the Special Programs, ESL, Bilingual teams	All 4th grade math teachers use the same vocabulary and resources in a general, ESL, and special education classroom Structured agenda for PLC Building assessments and using the data to adjust instruction. Teachers have campus scheduled time of collaboration to discuss curriculum and student achievement.	ALL student scores on common formative assessments improve, progress toward student goals (including IEP) and objectives are met at a higher rate of frequency, and resources, instructional strategies, and goal setting reflect the teaching practices in all classrooms.

Causal Factor(s) Support with students with special needs (SPED, Dyslexia, ESL, Trauma, etc.)

_____

Goal: Each 4th grade teacher will be provided direct coaching and modeling from the elementary math coaches along with support from special programs, MTSS/Dyslexia, counseling, and ESL to provide support in PLC to determine best instructional strategies for students with special needs and classroom supports which will show student growth by the teacher's efficacy of student achievement.

Strategy: Teachers will receive specific training and processes to assist students who are emergent learners, who have experienced trauma, who are struggling academically/behaviorally, or who need differentiated support due to an IEP.
Hattie Effect Size on Student Achievement: 1.29

Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Campus and district staff will work with the appropriate department or team to schedule specific professional learning based on the needs of our students. The team will design a plan of support that includes follow-up and accountability for teacher learning and implementation as well as student growth.	Math department & Coaches MTSS/Dyslexia support Special Programs support Counseling support ESL/emergent language learner support CI&PD	All teachers are attending and participating and showing growth in the instruction, training, and support by implementing learned strategies in their lessons as seen by campus administration and district leadership in walkthroughs and in coaching observations. Teacher efficacy in the belief that every student can learn is seen in the culture of the classroom and in student academic success.	Student data tracking are present and showing student growth. Teacher efficacy is shown through feedback and student feedback. Student self-efficacy is observed in their growth on STAAR and seen through student reflection, goal setting, and data tracking.

Gililland Elementary

HB4545 Accelerated Instruction Plan

2020-2021 STAAR	4th Grade Student	5th Grade Student
Math & Reading	12	22
Math Only	4	12
Reading Only	5	3
Total - Students	22	37
Summer School Hours Completed- AI	228/990	282/1770
Total Hours Needed to be Completed- AI	**762 Hours**	**1488 Hours**

Accelerated Instruction Format

For any student who did not pass STAAR in grades 3 and 4, no less than 30 hours of accelerated instruction will be delivered in the 2022-2023 school year. Accelerated instruction will be from certified classroom teachers, interventionist specialist, instructional coaches, or tutors delivering supplemental instruction before or during school day meeting HB4545 requirements.

Students will be grouped according to parent waivers, grade level, and skills identified in areas of concern for both Reading and Math.

Students will receive accelerated instruction during designated classroom intervention time by the classroom teacher and/or Tier 3 interventionist through small group time to address targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and content area. This instruction will be in addition to the normal instruction provided to students. The instruction will be designed to assist the student in achieving satisfactory performance in the content area and will not be scheduled during Tier 1 instruction time.

Accelerated Instruction Documentation

- Tutors, intervention specialist and classroom teachers will use the accelerated instruction spreadsheet tracker and submit it each week to the campus instructional coach.
  - Any staff providing accelerated instruction will track the amount of time students received accelerated instruction on campus AI Spreadsheet and will turn in the spreadsheet weekly to the instructional coaches to maintain records.
- For students needing more than 60 hours of accelerated instruction – before/after school tutoring may be offered depending on staff availability.
- Progress Monitoring every nine weeks - Administrators, specialist, and teachers will analyze students' accelerated instruction time completed and academic progress during PLC meetings.
- Accelerated Instruction Time – instructional coaches and administrators will review students' total hours periodically and adjust as needed. AI totals will be discussed at PLCs with teachers.

2022-2023 GES: Campus Improvement Plan Goals

Gililland Campus Improvement Plan Goals: KG-2 Math

2021-2022 EOY Istation Math			
Grade	Tier 1	Tier 2	Tier 3
KG	59%	23%	18%
1	41%	18%	41%
2	19%	23%	58%

By the end of the 2022-2023 school year, 70% of **KG-2** students will achieve Tier 1 standards as measured by Istation Math.

- By the end of the 2022-2023 school year, 70% of **kindergarten** students will be on Level 3 or higher as measured by Istation Math.
- By the end of the 2022-2023 school year, 70% of **1st grade** students will be on Level 3 or higher as measured by Istation Math.
- By the end of the 2022-2023 school year, 70% of **2nd grade** students will be on Level 3 or higher as measured by Istation Math.

Gililland Campus Improvement Plan Goals: Grade 3-5 Math

2021-2022 STAAR Math			
Grade	Did Not Meet Approaches	Approaches	Masters
3	28%	72%	23%
4	51%	49%	11%
5	32%	68%	8%

By the end of the 2022-2023 school year, the percentage of students achieving approaches, meets, or exceeds standards on the STAAR Math will increase from 63% to 73%.

- 65% of **3rd grade** students will achieve approaches, meets, or exceeds standard on the STAAR Math. (Based on EOY 2nd grade Istation = 42%)
- The percentage of **4th grade** students achieving approaches, meets, or exceeds standard on the STAAR Math will increase from 72% to 80%.
- The percentage of **5th grade** students achieving approaches, meets, or exceeds standard on the STAAR Math will increase from 49% to 65%.

Gililland Campus Improvement Plan Goals: KG-2 Reading

2021-2022 EOY BAS Reading		
Grade	Below	On or Above Grade Level
KG	23%	77%
1	54%	46%
2	44%	56%

By the end of the 2022-2023 school year, the percentage of **KG-2** students achieving on or above grade-level standards students will increase to 70% as measured by BAS Reading.

- By the end of the 2022-2023 school year, 70% of **kindergarten** students will demonstrate at least one year's worth of growth through letter/sound screeners and BAS Reading.
- By the end of the 2022-2023 school year, 80% of **1st grade** students will demonstrate at least one year's worth of growth as measured by BAS Reading.
- By the end of the 2022-2023 school year, 70% of **2nd grade** students will perform at or above grade level as measured by BAS Reading.

Gililland Campus Improvement Plan Goals: Grade 3-5

2021-2022 STAAR Reading			
Grade	Did Not Meet Approaches	Approaches	Masters
3 – English: 56 students	25%	75%	23%
3 – Spanish: 24 students	25%	75%	33%
		Combined = 75%	
4 – English: 51 students	37%	63%	20%
4 – Spanish: 21 students	33%	67%	14%
		Combined = 64%	
5 – English: 80 students	19%	81%	34%
5 – Spanish: 4 students	47%	75%	0%
		Combined = 81%	

By the end of the 2022-2023 school year, the percentage of students achieving approaches, meets, or exceeds standards on the STAAR Reading will increase from 74% to 80%.

- 75% **of 3rd grade** students will achieve approaches, meets, or exceeds standard on the STAAR Reading. (Based on 2nd Grade EOY BAS = 56%)
- The percentage of **4th grade** students achieving approaches, meets, or exceeds standard on the STAAR Reading will increase from 75% to 80%.
- The percentage of **5th grade** students achieving approaches, meets, or exceeds standard on the STAAR Reading will increase from 64% to 75%.