

Eagle Mountain-Saginaw Independent School District

L A Gililand Elementary

2023-2024 Improvement Plan



Mission Statement

Gililland eagles collaborate and support each other and SAF

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Vision

Gililland is committed to an evolving educational program that will provide each student with the opportunity to succeed. We want to instill in every student the capacity and knowledge to be an intelligent and successful learner. We recognize the attitude needed for lifelong learning.

Value Statement

We believe in a culture of excellence that will encourage students to become responsible and lifelong learners. Therefore, we commit to

Develop a meaningful relationship with families by being active and engaged.

Promote the development of positive self-esteem and building student's confidence.

Be open to sharing professional strengths, weaknesses and goals.

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 each student with the opportunity to succeed.

Improve our skills and competencies by attending professional development opportunities.

Guarantee student success with setting goals that follow district

Approach our commitments and goals with a growth mindset

We believe that through intervention we are dedicated to the idea that all students

Continuous improvement by reflecting on our practices and adjusting

Meet all students where they are in the continuum of learning through

Provide tutorial time for students that need additional

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Comprehensive Needs Assessment

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Demographics

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School Processes & Programs

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The curriculum, instruction, and assessment programs at Gililand are aligned to the specific concepts or skills that students need intervention, practice or extension work one-on-one with classroom teachers and provide support and feedback for contin

Perceptions

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Mission Statement

Gililand Eagles collaborate and support each other and SAR

GES Beliefs

1. We believe in a positive culture that celebrates our students' uniqueness and motivation.
2. We believe in high-quality, collaborative instruction that ensures success for all.
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:

Key Data Sources

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

Additional Data Sources

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

Other Data Sources

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

Goals

Uvtevgi{"4" Fgvcknu	Tgxkg y u
Uvtevgi{"4<	

Uvtevgi{"6'Fgvcknu	Tgxkgyu
<p>Uvtevgi{"6< Hire and train qualified academic tutors to provide additional intervention address specific areas of individual needs.</p> <p>Uvtevgi{"Gzrgevgf" TguwnvKorcev< Increase in student achievement on common assessments and state</p> <p>Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi< Administrators, teachers, instructional coaches</p> <p>Vkvng"K<</p> <p>2.4, 2.6</p> <p>-</p>	

Uvtevgi{"5'Fgvcknu

Tgxkgyu

Uvtevgi{"5< Provide students with an opportunity to use the makerspace during designate time through the library.

Uvtevgi{"Gzrgevgf" TguwnvKorcev< Increase in "master" percentage on STAAR and increase participation in PACE program.

Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi<




Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systems to ensure high levels of achievement for every student. (ASPIRE objective 1;2;3)

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

Jkj"Rtktkv{

Gxcnwvkkp"Fcv"Uqwtegu< mClass benchmark assessments

Uvtevgi{"4" Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"4" Kindergarten, 1st Grade, & 2nd Grade will complete the student growth in reading levels.</p> <p>The Fountas & Pinnell Benchmark Assessment System or mClass system will be used for the Uvtevgi{"4" Gzrgevfgf" TguwnvKorcev< Increase in reading levels for students in kindergarten, 1st grade meeting grade level expectations as measured by the Fountas & Pinnell Benchmark Assessment system.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Teachers, interventionist, instructional coaches, and administrators</p> <p>Vkvng"K< 2.6</p> <ul style="list-style-type: none"> - VGC" Rtkqtkvkgu< Build a foundation of reading and math - GUH" Ngxgtu< Lever 4: High-Quality Instructional Materials and Assessments 	F-TESS	S	Hgt	Uw obo Mkgd
	Fge	Hgd	Oct	Lwpg
Uvtevgi{"5" Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"5" Ensure K-2 teachers meet regularly with their guided reading materials at all levels (literacy library) and provide campus staff strategies regarding guided reading and Tier 2/3 interventions.</p> <p>Uvtevgi{"5" Gzrgevfgf" TguwnvKorcev< Increase the guided reading library inventory and teachers' usage. Increase in BAS, mClass, and/or istation scores</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Instructional coaches, interventionist teachers, administrators</p> <p>Vkvng"K< 2.4, 2.5, 2.6</p> <p>Hwfpkpi" Uqwtegu< -211- Title 1, Part A</p>	Fge	Hgd	Oct	Uw o oicvkg
Uvtevgi{"6" Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"6" Provide identified Tier 3 students with small group interventionist, and math interventionist.</p> <p>Uvtevgi{"6" Gzrgevfgf" TguwnvKorcev< Increase literacy and math scores for Tier 3 students</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Interventionist, administrators</p> <p>Vkvng"K< 2.4, 2.6</p> <ul style="list-style-type: none"> - VGC" Rtkqtkvkgu< Build a foundation of reading and math, Improve low-performing schools - GUH" Ngxgtu< Lever 5: Effective Instruction 	Fge	Hgd	Oct	Uw oeo evkgi

Uvtevgi{"7" Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"7" Instructional coaches will be conducting individual coach sessions and lesson planning.</p> <p>Teachers will participate in coaching cycles designed to provide support using the session agendas will be developed with the specific teachers participating and with curriculum resources, feedback and modeling.</p> <p>Uvtevgi{"7" Gzrgevgf" TguwnvK" orcev Increase in high quality instruction, curriculum knowledge, and strategies.</p> <p>Vkvnng"K< 2.6 - VGC"Rtkqtkvkgu< Recruit, support, retain teachers and principals, Build a foundation of reading and math - GUH"Ngxgtu< Lever 5: Effective Instruction</p>	<p>Hqt o cixg</p> <p>Fge</p>	<p>Hgd</p>	<p>Oct</p>	<p>Lwpg</p>
Uvtevgi{"8" Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"8" Implement mclass tutorial program (pilot program) with identified Tier 2/3 KG-3rd interventions with fidelity.</p> <p>Uvtevgi{"8" Gzrgevgf" TguwnvK" orcev Increase in on level students as measured through mclass data.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi Classroom teachers, reading interventionists, instructional resource administrators</p> <p>Vkvnng"K< 2.6 - VGC"Rtkqtkvkgu< Build a foundation of reading and math, Improve low-performing schools - GUH"Ngxgtu< Lever 5: Effective Instruction</p>	<p>Hqt o cixg</p> <p>Fge</p>	<p>Hgd</p>	<p>Oct</p>	<p>Lwpg</p>
<p>0% No Progress  Accomplished  Continue/Mod  Discontinue</p>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systems to ensure high levels of achievement for every student. (ASPIRE objective 1;2;3)

Performance Objective 4: By the end of 2023-2024 school year, 80% of all prekindergarten students

will demonstrate proficiency in the Georgia Early Learning and Developmental Guidelines (ELDG) for the domain of Language and Communication.

Uvtevgi{"3"Fgvcknu	Tgxkgyu
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Goal 1:

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systems to ensure high levels of achievement for every student. (ASPIRE objective 1;2;3)

Performance Objective 6: By the end of the 2023-2024 school year, increase each identified targets.

Jki j"Rtkqtkv{

Gxcnwevkqp"Fcvv"Uqwtegu< Universal Screeners, 2022 Identification of Schools for Improvement Re





Uvtevgi{"3"Fgvcknu	Tgxkgyu			
Uvtevgi{"3< Collect variety of data for identified student groups through Uvtevgi{"Gzrgevfg"TuwnvKorcev< Increase in targeted areas Uvchh"Turqpukdng"ht"Oqpkvqtkpi< Administrators and instructional coaches Vkvng"K< 2.4 - GUH"Ngxgtu< Lever 1: Strong School Leadership and Planning - Vetigvgf"Uwrrqtv"Uvtevgi{ - Cffkvkqpcn"Vetigvgf"Uwrrqtv"Uvtevgi{	Hqtg dksu t the y	Uvao n ctkxg	Fge	Hgd Oct Lwpg
 No Progress  Accomplished  Continue/Mod  Discontinue				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systems 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 pos

Gxcnwvkkp"Fcvc"Uqwtegu<

Uvtevgi{"5" Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"5" Provide social, emotional, and mental health support for students and families providing information and resources. Provide targeted lessons requested by class referrals.</p> <p>Uvtevgi{"0" Gzrgevgf" TguwnvK" orcev" Decrease in counselor and office referrals</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi" Administrators and counselor</p> <p>Vkvng" K" 2.6</p> <p>- GUH" Ngxgtu" Lever 3: Positive School Culture</p>	Fge	Hgd	Oct	Lwpg
Uvtevgi{"6" Fgvcknu	Tgxkgyu			
Uvtevgi{"6"				

Uvtevgi{"8'Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"8'Fgvcknu< All homeroom classroom teachers will implement the Uvtevgi{"8'Fgvcknu< Decrease bullying investigation and Vkvng"K< 2.5 - VGC"Rtkqtkvkgu< Recruit, support, retain teachers and principals - GUH"Ngxgtu< Lever 3: Positive School Culture</p>	Positi dicipl	Hqto Hgu	Avxgt ref	ionCur lWpg
<p style="text-align: center;">  No Progress  Accomplish  Continue/Mod  Discontinue </p>				





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systems to ensure high levels of achievement for every student. (ASPIRE objective 1;2;3)

Performance Objective 8: Throughout the 2023-2024 school year, all staff will feel support

Gxcnwvkkp"Fcvc"Uqwtegu< Engagement Campus Survey

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and collaborative experiences for staff, students, and community members to

Performance Objective 1:

Uvtevgi{"7" Fgvcknu	Tgxkg yu			
<p>Uvtevgi{"7" Utilize strategies provided by the Jim Knight - The Impact of Coaching plans which includes selection, training and monitoring and reading.</p> <p>Uvtevgi{"Gzrgevgf" TguwnvKorcev Increase in student achievement on common assessments and state assessments.</p> <p>Increase in teacher goal setting and reflective practices.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtupi Instructional Coaches - ELAR and Math</p> <p>Vkvnng"K<</p> <p>2.4</p> <ul style="list-style-type: none"> - VGC" Rtkqtkvkgu< - GUH" Ngxgtu< <p>Lever 1: Strong School Leadership and Planning</p>	<p>Impact of Coaching Training</p> <p>Monitoring of teachers thro</p> <p>Fge</p>	<p>Hgd</p>	<p>Oct</p>	<p>Lwpg</p>
<p>  No Progress  Accomplished  Continue/Mod  Discontinue </p>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and g

Goal 2:

Vkng"K<

4.1

Hwpfki"Uqtgu< - 199 - G e n e r a l F u n d



Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and g

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environment based on systemic process and procedures that are clearly communicated, and





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

Referral data, sign-in documentation, lesson plans, rosters, counselor

Uvtevgi{"3" Fgvcknu	Tgxkgyu
Uvtevgi{"3" Continue to implement PBIS and CHAMPS classroom strategies. Provide staff development needed for PBIS, CHAMPS, and character education program Positive Action. Uvtevgi{"u" Gzrgevgf" TguwnvK" o rcev Increase in campus engagement survey results.	

Uvtevgi{"5" Fgvcku

Tgxkg y u

Uvtevgi{"5'Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"5<All staff will be trained in CRASE, the Standard Response Protocol, Reunion, and the use of Crisis Go. Defend, from the I Love You Guys Foundation and the use of Crisis Go.</p> <p>Uvtevgi{"Gzrgevgf" TguwnvKorcev< Staff member will understand how to respond appropriately in a crisis situation on the campus.</p> <p>Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi< District safety and security department, campus administrators</p> <p>Vkvng"K< 2.5</p> <ul style="list-style-type: none"> - VGC"Rtkqtkvku< Recruit, support, retain teachers and principals - GUH"Ngxgtu< Lever 3: Positive School Culture 	Fge	Hgd	Oct	Lwpg
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environment based on systemic process and procedures that are clearly communicated,1

Performance Objective 3: By the end of the 2023-2024 school year, increase the percentage of assessment in 3rd-5th grades by 10%.

Gxcnwckqp"Fcvc"Uqwtegu< Fitness gram assessment data for 3rd-5th grades

Uvtevgi{"3"Fgvcknu	Tgxkgyu
<p>Uvtevgi{"3< Provide physical activity in classrooms and PE using GoNoodle or other resources flexibility, strength, endurance, and engagement.</p> <p>Uvtevgi{"u"Gzrgevfgf"TguwnvKorcev< Increase in Fitness gram assessment results and GoNoodle usage</p> <p>Uvchh"Tgurqpukdng"hqt"Oqpkvqtspi<</p>	

Title I Personnel

<u>N a m e</u>	<u>P o s i t i o n</u>	<u>P r o g r a m</u>	<u>F T E</u>
Ap r i l A n g u i a n o	I n s t r u c t i o n a l C o a c h		1.0
H e a t h e r A b e r n a t h i e	I n s t r u c t i o n a l C o a c h		1.0

Campus Funding Summary

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I q c n	Q d l g e v k x g	U v t e v g i {	T g u q w t e g u " P g g f g f	C e e q w p v " E q f g	C o q w p v
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
11	7	2			\$0.00
1					

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I qcn	Qdlgevkg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	2	L i t e r a c y I n t e r v e n t i o n S p e c i a l i s t		\$60,000.00
1					