

GLASSCOCK COUNTY ISD

District Improvement Plan 2017-2018

Final Review by Campus Committee on 12/01/2017

Approved by Board of Trustees on 02/12/2018

Glasscock County ISD

Glasscock County ISD Mission Statement:

Achieve Excellence Together

Glasscock County ISD Vision Statement:

“We are committed to a quality education where we enter to learn and leave to achieve.”

This school wide campus consolidates funds in the following way:

full consolidation federal consolidation only Title I, Part A only

Multiple sources are consolidated to support each of the educational programs on the campus.

<u>Fund Source</u>	<u>Allocation Amount</u>
Title I Part A	\$ 25,860 (district totals)
Title II, Part A	\$ 4,098 (district totals)
Title III-LEP	\$ 3,369 (district totals)
Local Funds	\$ 2,253,605 (district totals)
Gifted Education	\$ 105,350 (district totals)
Dyslexia	\$ Inside special education
Special Education	\$ 349,788 (district totals)
Bilingual/ESL Program	\$ 30,209 (district totals)

Elementary School is a Title I, Part A, School wide program with a student poverty rate of 18.33% that uses Title I, Part A with SCE funds to serve identified at-risk, as well as, all students on the school-wide campus by upgrading the education program with SCE \$201,689.00.

DISTRICT CAMPUS IMPROVEMENT PLAN

District GOAL #1: All Students will achieve their full educational potential

PERFORMANCE OBJECTIVE #1: GCISD will ensure that the assessment scores of all students will meet or exceed the state accountability system.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.1 BENCHMARK TESTING, TAPR REPORT, TEKS OBJECTIVES, PROMOTION STANDARDS	# 1,2,8	PRINCIPALS, COUNSELORS STAFF	LOCAL FUNDS	SCHOOL YEAR	BENCHMARK RESULTS, STAAR , EOC RESULTS, REPORT CARDS , 3 WK PROGRESS REPORTS	100 PERCENT OF ALL STUDENTS SHOW GROWTH

PERFORMANCE OBJECTIVE #2: All GCISD students not in testing grade levels will meet the testing standards set by the district.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.2 UTILIZE TARP, BOY AND EOY BENCHMARK RESULTS, TEKS OBJECTIVE REMEDIATION	# 1,2,5, 8	STAFF, ADMIN, SPED, AND RTI COMMITTEE	LOCAL FUNDS	SCHOOL YEAR	EOY RESULTS REPRESENT 100 PERCENT OF MEASURABLE STUDENT GROWTH	PERCENTAGE INCREASE OF STUDENTS PASSING NON TESTED SUBJECTS

PERFORMANCE OBJECTIVE #3: GCISD will continue strategies to keep all students participation in accelerated and rigorous programs in order to develop high levels of learning.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.3 ENCOURAGE DISTINGUISHED PLAN FOR GRADUATION, ENCOURAGE CTE AND DUAL CREDIT CLASSES	# 1,2,8, 10	ADMIN, COUNSELOR	\$30,000 HOWARD COLLEGE	SCHOOL YEAR, ONGOING	90 PERCENT OF STUDENTS IN DISTINGUISHED PLAN PROGRAM, 100 PERCENT OF STUDENTS IN CTE AND/OR DUAL CREDIT	90 PERCENT GRADUATION RATE WITH DISTINGUISHED PLAN

PERFORMANCE OBJECTIVE #4: GCISD will reduce the gaps in achievement between different race and ethnic groups along with those considered to be living in poverty.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.4 EARLY IDENTIFICATION FOR INTERVENTION, RTI, AND ESL TO HELP CLOSE PERFORMANCE GAPS BETWEEN ETHNIC AND ECONOMIC GROUPS	# 1,2,9	ADMIN, COUNSELOR, SPED, STAFF	LOCAL FUNDS	SCHOOL YEAR ONGOING	20 PERCENT REDUCTION IN ESL STUDENTS ANNUALLY, 50 PERCENT REDUCTION OF STUDENTS SERVED THROUGH RTI	ANNUAL REVIEW OF TAPR RESULTS TO DETERMINE CHANGES AND OR IMPROVEMENTS

District GOAL #2: GCISD will maximize resources and support for all students with emphasis on student progress.

PERFORMANCE OBJECTIVE #1: Identify early, any student with an educational need.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
2.1 RTI COMMITTEE WILL IDENTIFY STUDENTS IN NEED OF ASSISTANCE	# 9,10	ADMIN, FACULTY	LOCAL FUNDS	SCHOOL YEAR ONGOING	BI ANNUAL REVIEW OF THE RTI COMMITTEE	EVALUATE TAPR REPORT ANNUALLY

PERFORMANCE OBJECTIVE #2: GCISD will encourage all students to be involved in a co-curricular or extra-curricular activity.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
2.2 ACTIVE RECRUITING IN ALL AREAS OF UIL ACADEMICS, ATHLETICS, FFA, BAND, ETC.	# 6,10	ADMIN FACULTY	LOCAL FUNDS \$418,829	SCHOOL YEAR ONGOING	PERCENTAGE PARTICIPATION INCREASE	90 PERCENT PARTICIPATION RATE

District GOAL #3: GCISD will provide a safe and positive learning and work environment for all students and staff

PERFORMANCE OBJECTIVE #1: GCISD will perform state required safety drills every school year.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.1 ANNUAL SAFETY DRILLS	# 3,6	ALL FACULTY, LOCAL LAW ENFORCEMENT	LOCAL FUNDS	SCHOOL YEAR ONGOING	MONITOR DRILLS	IMPROVEMENT IN DRILL TIMES

PERFORMANCE OBJECTIVE #2: GCISD will provide a drug free learning environment.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.2 RED RIBBON WEEK, RANDOM DRUG TESTING, DRUG DOG VISIT	# 3,6	ADMIN, COUNSELOR, FACULTY	DRUG TESTING POLICY, RANDOM DETECTION CANINES \$1000, RANDOM STUDENT TEST \$1600	ANNUALLY AND RANDOM	100% CLEAN DRUG TEST DURING EACH ADMINISTERED RANDOM TEST	100% OVERALL CLEAN DRUG TEST RESULTS

District GOAL #4: GCISD will strive to involve the local community in supporting our school activities and events.

PERFORMANCE OBJECTIVE #1: GCISD will utilize community strengths and resources for the optimal achievement of each student by increasing community involvement.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
4.1 MULTIPLE SCHOOL/COMMUNITY EVENTS AND ACTIVITIES	# 3,6,7	ALL FACULTY	LOCAL FUNDS	SCHOOL YEAR ONGOING	SUCCESSFUL COMMUNITY INVOLVEMENT	90 PERCENT COMMUNITY PARTICIPATION

PERFORMANCE OBJECTIVE #2: GCISD will provide a comprehensive two way communication process to the community with students, parents, and community members.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
4.2 MULTI LANGUAGE COMMUNICATION, SCHOOL WEBSITE AND GCISD APP	# 3,6,7	ALL FACULTY	E-MAIL LIST, WEBSITE- \$3000	SCHOOL YEAR ONGOING	INCREASE COMMUNITY INVOLVEMENT	90 PERCENT COMMUNITY PARTICIPATION

District GOAL #5: Every student graduate from GCISD will be career/college/military ready.

PERFORMANCE OBJECTIVE #1: All students will have the opportunity to enroll in CTE, dual credit and certification programs through GCISD

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
5.1 INCREASE COURSE OFFERINGS	# 3,6,7	ADMIN AND COUNSELOR	HOWARD COLLEGE, TSTC \$30,000	SCHOOL YEAR ONGOING	INCREASE IN PARTICIPATION IN CTE,DUAL CREDIT AND CERTIFICATION PROGRAMS	100 PERCENT ENROLLMENT IN CTE,OR DUAL CREDIT,OR CERTIFICATION PROGRAMS

PRIORITY FOR SERVICE (PFS)
ACTION PLAN

Our MEP staff will work with all district and campus personnel to ensure services for PFS and non-priority for services migrant students are provided for and served by implementing the strategies listed on the current PFS Action Plan.

School District: Glasscock County ISD
SSA Member

Region: 18

Filled out by: Angie Balderrama and Anna Minijarez

DATE: July 14, 2017-08-07

SCHOOL YEAR: 2017-2018

***Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged)*

GOAL: To Coordinate services with Region 18, your Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement

OBJECTIVE(s): 100% of Priority for Services (PFS) students will have access to supplemental instructional and support services.

Monitor the progress of MEP students who are on PFS

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monthly, run NGS Priority for Service(PFS) reports to identify migrant children and youth who require priority access to MEP services	Monthly beginning in July	Migrant Specialist	1. NGS Reports 2. PFS Timeline report checklist
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives	August	Migrant Consultant	1. PFS Action Plan
Communicate the progress and determine needs of PFS migrant Students			
Required Strategies	Timeline	Person(s) Responsible	Documentation
During the academic calendar, the Title I, part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Services criteria and updated NGS Priority for service reports	By Sept. 30th	Migrant Consultant Migrant Specialist	1. ESC works 2. SSA Fulfilling Grant 3. Requirement Session
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Services criteria	By Sept. 30th	MEP Staff	1. PAC Agendas 2. PAC minutes
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children	Ongoing throughout the year	MEP Staff	1. Family Contact Log 2. Preliminary Needs Assessment
Provide services to PFS migrant students			
Required Strategies	Timeline	Person(s) Responsible	Documentation
The district` Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant	Ongoing throughout the year	MEP Staff	1. MEP Activities Sign In Sheets

education program activities			
The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies	Ongoing throughout the year	MEP Staff	1. PFS Student Progress Review Form
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students	Ongoing throughout the year	MEP Staff	1. Networking
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing throughout the year	MEP Staff	1. Networking

Comprehensive Needs Assessment 2017

Glasscock County ISD is comprised of two campuses: Garden City Elementary and Garden City High/Jr. High School. Garden City Elementary serves approximately 168 students in grades Pre-K to 5, 148 students at the high school/jr high school

The GCISD student population is approximately 53.6% Anglo and 46.1% Hispanic. Approximately 34.3% are economically disadvantaged 11.8% are English language learners and 32% are at-risk. The GCISD staff population is 94% Anglo, and 6% Hispanic; 31.2 % male and 68.8% female. The GCISD staff has 4 at 12% (3) 9% of the staff that has 1 to 5 years of experience, (2) 6% with six to ten years (11.2) 33.6% of the staff that has 11 to 20 years of experience. The staff has (13.2) 39.5% of the staff that has over 20 years. 30.4 (91%) of the teachers have a bachelor's degree and 3 (9%) have a master's degrees 100% of the teachers are highly qualified and 4 (80%) of the our aides are at a level 3. The student-teacher ratio is 3 to 1. Average class sizes are 12 students.

The overall mobility rate for the district is approximately (15) 8.1% , with a drop-out rate of 0%. The average daily attendance rate for GCISD students is 96.8%. GCISD serves (36) 11.8% English Language Learner students; (14) 4.4% students in the Gifted and Talented program (males and females, and none are LEP); and 33 (10.4%) students have been identified for 504 services. 15 (4.7%)

students are served through special education.

The School wide (Title I) program consists of parent involvement activities, extended school year opportunities, professional development, and employment of a curriculum director to promote horizontal and vertical alignment of the TEKS in an effort to provide exceptional instruction for GCISD students.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: benchmarks, I station and state assessment results, attendance (students and staff), SAT, ACT, PSAT etc. Committees were formed to look for areas of weaknesses and strengths. The data showed:

Students:

Strengths: attendance rate of all students

Needs: closing performance gaps

Family and Community Involvement:

Strengths: communication

Needs: more ESL parental involvement

Staff:

Strengths: low turnover rates

Needs: more diversity in staffing

School Culture and Climate:

Strengths: sense of school community pride

Needs: more involvement of all stakeholders

School Organization:

Strengths: good participation numbers in UIL activities

Needs: more activities needed

Comprehensive Needs Assessment Results:

Student enrollment numbers are steady and the student population is becoming more diverse. While GCISD staffing is appropriate for the number of students, staff demographics are not reflective of the diversity in the student population, resulting in a need for professional development to better equip the staff to meet the needs of diverse learners.

Professional development is needed to support the staff's efforts in vertical curriculum alignment. The committee would like to promote awareness to students and families regarding the increased rigor of the state assessment system and need for the staff to vertically align curriculum and instructional strategies.

Staff will need to use more data-driven decision-making to adjust instruction accordingly based on student needs, as well as a variety of instructional strategies to meet the needs of diverse learners. Campus administrators will be conducting more instructional focus visits in classrooms to monitor the full implementation of TEKS resource, use of lesson framing and high-yield strategies, etc., and evidence of vertical and horizontal planning and alignment.

In an effort to inform and involve families, the school will be sending more school-home communication in both English and Spanish, as well as conducting home visits in addition to other school activities to promote awareness of increased student expectations due to the new curriculum and the state assessment (STAAR.)

The administration sees a need to increase the involvement the site-based decision-making (SBDM) committee and will make an effort to obtain more input from the students, parents, staff, and community regarding school decisions.

Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is

included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job.