

GLASSCOCK COUNTY ISD

Campus Improvement Plan 2017-2018

Final Review by Campus Committee on 12/01/2017

Approved by Board of Trustees on 02/12/2018

Garden City Elementary

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:

 X 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
Title II, Part A	\$ 4,098
Title III-LEP	\$ 3,369
Local Funds	\$ 2,253,605
Gifted Education	\$ 17,123
Dyslexia	\$ Inside special education
Special Education	\$ 257,271
Bilingual/ESL Program	\$ 48,258

Elementary School is a Title I, Part A, Schoolwide 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 \$177,780.

ELEMENTARY CAMPUS IMPROVEMENT PLAN

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

PERFORMANCE OBJECTIVE #1: GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.1 Utilize the TAPR, AR, Moby Max, Study Island, as well as benchmark to determine areas needed for remediation on STAAR, TEKS objectives	# 1, 2, 8,9	Principal, Counselor, PK-5 Staff, Reading Specialist, RTI committee	Moby Max-\$495 Edmentum-\$2308 AR Subscription-\$3000	School year, ongoing	STAAR results benchmark results, 3 week progress reports, report cards	100% of students show growth

PERFORMANCE OBJECTIVE #2: All GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.2 Utilize the TAPR, I station, Fountas & Pinnell, Math seed, as well as BOY and EOY benchmarks to determine areas needed for remediation on TEKS objectives	#1,2,3 8,9	Principal, Counselor, PK-5 Staff, Reading Specialist, RTI committee	I Station-\$3305 Blake eLearning-\$550	School year, ongoing	Report cards, 3 week progress report, computer generated data from programs benchmark results	100% of students show growth

PERFORMANCE OBJECTIVE #3: GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.3 Recognize students for personal achievements	#3	PK-5 Staff, principal, counselor, reading specialist	Local fund-Bicknell Bucks	School year, ongoing	6-weeks	Measure performance at beginning of the year and show increase in growth by 10% each 6 weeks.

PERFORMANCE OBJECTIVE #4: GC ISD will reduce the gaps in achievement between different race an 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.4 Utilize ESL and RTI programs to help reduce the performance gap between ethnic groups	#1,2,3, 6,8,9	PK-5 Staff, nurse, counselor, SPED Staff, and principal	Local Funds-supplies and material- \$2500	School year, ongoing	TELPAS, RTI progress monitoring, benchmarks	Evaluate TAPR report and determine significant change in gap in ethnic groups

CAMPUS GOAL #2: GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
2.1 1. RTI committee will identify those students who have and educational need	# 1,3,4, 8,6	PK-5 staff, principal, SPED staff	Local Funds-supplies and materials	School year, ongoing	K-2 math seed data, istation, and 3-5 progress measures	Lowered Tier 2 students by 35%

PERFORMANCE OBJECTIVE #2: GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
2.2 1. Encourage students to participate in UIL academics and Robotics	# 3,6	PK-5 staff and Principal	Local Funds-stipends and materials	Fall semester for UIL, and Spring semester for robotics	Competition results	Earn a top 2 finish in the district UIL, and qualify for the state robotics competition

CAMPUS GOAL #3: GC ISD will provide a safe and positive learning and work environment for all students and staff

PERFORMANCE OBJECTIVE #1: GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.1 1. Yearly Drills (2 lockdown drills, 2 Fire drills, and 1 tornado drills)	# 3,6	PK-5 Staff, Principal, Nurse, Custodial staff, and Sheriff department	Local Funds	School year, and ongoing	Monitor Drill Success	2 minutes or less to execute drills

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

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.2 1. Weekly counseling sessions, drug dog, red ribbon week, fire prevention week	#3,6	Counselor, PK-5 staff, and Principal	Interquest Detection Canines-\$1000 Local Funds-Salaries	School year, ongoing	Monitor student success	100% student participate in activities

PERFORMANCE OBJECTIVE #3: GC ISD will encourage all students, parents, and staff to treat each other with respect.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.3 1. Communication with parents/guardians 2. Open house 3. Veterans Day program 4. BearKat Expo	#6,7	Counselor, PK-5 staff, Principal	Local Funds	School year, ongoing	Sign-in sheet for number of parents involved	75% parent participation

CAMPUS GOAL #4: GC ISD will strive to involve the local community in supporting our school activities and events.

PERFORMANCE OBJECTIVE #1: GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
4.1 1. Sporting Events 2. Band Concerts 3. Meet the Teacher 4. Veterans Day 5. Grandparent day 6. Title 1 meeting 7. BearKat Expo	#3,6,7	Pk-5 staff, principal	Local Funds	School year, ongoing	Documented photography, Community response (sign-in sheets)	Turn out rates (# of participants)

PERFORMANCE OBJECTIVE #2: GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
4.2 1. School Website 2. Remind 101 3. Communication	#3,6,7	Principal, PK-5 staff	Edlio-\$3000	School year, ongoing	1. Communication logs 2. Sign-in sheets 3. Updates of	80% documented contact with parents

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Logs 4. Documented parent/teacher conferences 5. GCISD APP					website	

CAMPUS GOAL #5: Every student graduate from GC ISD will be post-secondary ready.

PERFORMANCE OBJECTIVE #1: Any student on the recommended or distinguished graduation plan will be given the opportunity to take an advanced or dual credit course.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
5.1 1. 6 weeks perfect attendance - \$25 gift card 2. Perfect attendance gift card for semester \$100 gift card 3. EOY perfect attendance gift	# 3,6,7	Principal, PK-5 Staff	Local Funds and PTO	School year, ongoing	Attendance rate for the 6 weeks, semesters, and EOY	98% attendance rate for the school year

PERFORMANCE OBJECTIVE #2: GC ISD ensure that each student has the opportunity to enroll in a career or technology education course.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
5.2 1. 1 to 1 School	#1,2,3,4,7,8,9	PK-5, Technology director, principal	Local Technology Funds	School year, ongoing	K-2 – I station results 3-5 – STAAR results, reduce number of students in RTI Tier II and Tier III	Utilize 1 to 1 capabilities to 90% during reading/math Lab time

**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 disadvantage)

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

Monitor the progress of MEP students who are on PFS

Required Strategies	Timeline	Person(s) Responsilbe	Documentation
Monthly, run NGS Priority for Service(PFS) reports to indentify 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	Ongoing throughout the year	MEP Staff	1. Family Contact Log 2. Preliminary Needs Assessment

academic progress of their children			
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 education program activities	Ongoing throughout the year	MEP Staff	1. MEP Activities Sign In Sheets
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

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 160 students in grades Pre-K to 5.

The Elementary student population is appromately 52.1% anglo and 47.9%Hispanic. Approximately 31.7% are ecomonomically disadvantaged, 18.6% are English language learners and 28.7%vare at-risk. The elementary staff population is 96.3% anglo, and 3.7% Hispanic; 12.2 % male and 87.8% female. The elementary staff has (3) 18.0% of the staff that has 1 to 5 years of experience, (7) 42.1% of the staff that has 11 to 20 years of experience. The staff has (6.6) 39.9% of the staff that has over 20 years. 15.8 (95.2%) of the teachers have a bachelor`s degree and 0.8 (4.8%) 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 10 students.

The overall mobility rate for the district is approximately 20 (14.2%), with a drop-out rate of 0%. The average daily attendance rate for students is 96.4%. GCISD serves 31 English Language Learner students; 3 (1.8%) students in the Gifted and Talented program (males and females, and none are LEP); and 4 (2.5%) students have been identified for 504 services. 8 (4.8%) students are served though special education services and two students tested but did not qualify for special education services.

The Schoolwide (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, Istation 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 the performance gaps

Family and Community Involvement:

Strengths: Communication

Needs: More ESL parental involvement

Staff:

Strengths: Low turn over 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 to support the staff's efforts in curriculum alignment and verticality is also needed. 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

Schoolwide 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. Schoolwide 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 schoolwide 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.