

Glasscock County ISD

Garden City Elementary Campus Improvement Plan 2022-2023

Review by SBDM Committee on 9/29/22
Reviewed by GCISD Board of Trustees 10/10/22

GCISD Mission Statement

“Achieve Excellence Together”

GCISD Vision Statement

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

This school campus consolidates funds in the following ways:

- Full Consolidation
- Federal Consolidation Only
- Title I, Part A Only

Multiple source are consolidated to support each of the educational programs on the campus:

Fund Source	Allocation Amount
Title I, Part A	\$ 28,228
Title II, Part A	\$ 6,463
Title III, LEA	\$ 2,559
Local Funds	\$ 3,748,525
Gifted Education	\$ 10,500
Dyslexia	\$ 84,275
Special Education	\$ 535,570
Bilingual/ESL Program	\$ 46,495

The GCISD Elementary School is a Title I, Part A, school-wide program with a student poverty rate of **14.38** % 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:
\$ 305,101 .

Elementary Campus Improvement Plan

Campus Goal #1: All GCISD students will achieve their full education potential

Performance Objective #1.1: GCISD will ensure that the assessment scores of all students will meet or exceed the state average on the state accountability system

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Utilize the TAPR, MClass, CIRCLE, ITBS, AR, Study Island, bi-annual benchmarks, and other technology & paper subscription to determine	1,2,3,8,9	Principal, PK-5 th Teachers, Counselor, Reading Specialist,	Local funds- ITBS-\$2,300 AR-\$2,400 Study Island-\$1,500	School year	STAAR, ITBS, CIRCLE, MClass results, BOY/MOY/EOY benchmark results, RTI progress	100% of students show growth

areas for remediation on STAAR/TEKS objectives		RTI Committee			checks, report cards	
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Performance Objective #1.2: GCISD will ensure that all students not in testing grade levels will meet the academic standards set by the district

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Utilize the MClass, CIRCLE, ITBS, AR, Study Island, bi-annual benchmarks, and other technology & paper subscription to determine areas for remediation on STAAR/TEKS objectives	1,2,3,8,9	Principal, PK-5 th Teachers, Counselor, Reading Specialist, RTI Committee	Local funds-ITBS-\$2,300 AR-\$2,400 Study Island-\$1,500	School year	ITBS, CIRCLE, MClass results, BOY/MOY/EOY benchmark results, RTI progress checks, report cards	100% of students show growth

Performance Objective #1.3: GCISD will continue strategies to keep all students participating in accelerated and rigorous programs in order to develop higher levels of learning

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Recognize students for personal achievements	3	Principal, PK-5 th Teachers, Counselor, Reading Specialist	Local funds-Bearkat Bucks and the Bearkat Store, Oriental Trading-\$1,000	School year	Each six weeks	Show an increase of 3% increase each six weeks

Performance Objective #1.4: GCISD will continue strategies to keep all students participating in accelerated and rigorous programs in order to develop higher levels of learning

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Utilize ESL and RTI programs to help reduce the performance gap between ethnic groups	1,2,3,6,8,9	Principal, PK-5 th Teachers, Counselor, Reading Specialist, SPED staff	Local funds-Supplies and materials-\$2,500	School year	TELPAS, RTI, RTI progress checks, benchmarks	Evaluate TAPR report and determine significant reduction of the gaps between ethnic groups

Campus Goal #2: GCISD will maximize resources and support for all students, with an emphasis placed on student progress

Performance Objective #2.1: Identify early any student with an educational need

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.

RTI Committee will identify students who have an educational need	1,2,3,4,8,6	Principal, PK-5 th Teachers, SPED staff, Reading Specialist, RTI Committee	Local funds-supplies and materials	School year	RTI progress monitoring each six weeks, ITBS, CIRCLE, MClass BOY/EOY assessments	Lower Tier 2 students by 35%
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Performance Objective #2.2: GCISD will encourage all students to be involved in co-curricular or extra-curricular activities

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Encourage students to participate in UIL academic teams	3,6	Principal, PK-5 th Teachers	Local funds-stipends and materials	First semester	Competition results	Earn top 2 finish in District UIL competition

Campus Goal #3: GCISD will create a safe and positive learning and work environment for all students and staff

Performance Objective #3.1: GCISD will perform state-required safety drills every year and follow established safety protocol

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Yearly safety drills, fob door system, camera system, guest check-in procedure	3,6	Principal, PK-5 th Teachers, Secretary/Nurse, Sheriffs Department	Local funds	School year	Monitor Drill success, monitor following of district safety procedures	Execute drills in 2 minutes or less

Performance Objective #3.2: GCISD will maintain a drug-free learning environment

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Grade counselling sessions, drug dog, red ribbon week	3,6	Principal, PK-5 th Teachers, Counselor	Local funds-Interquest Detection Canine-\$1,000	School year	Monitor student compliance and success	100% student compliance with drug policies

Performance Objective #3.3: GCISD will encourage all students, parents, and staff to treat each other with respect

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Grade counselling sessions, communication with parents/guardians, activities with parents/guardians, Meet the Teacher, Title I meeting, Parents day	6,7	Principal, PK-5 th Teachers, Counselor	Local funds-	School year	Sign in sheets and contact logs to monitor participation	75% parent participation

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Campus Goal #4: GCISD will strive to involve the local community in supporting our school activities and events

Performance Objective #4.1: GCISD will utilize community strengths and resources for the optimal achievement of each student by increasing community involvement

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Grandparents day, Veterans Day program, Music concerts, sporting events	3,6,7	Principal, PK-5 th Teachers	Local funds-	School year	Documented photography	75% parent participation

Performance Objective #4.2: GCISD will provide a comprehensive two way communication process to the community with students, parents, and community members

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
School website, Grandparents day, Remind app, Class Dojo, Communication logs, teacher/parent conferences, GCISD app	3,6,7	Principal, PK-5 th Teachers, Director of Technology	Local funds-	School year	Communication logs, sign in sheets, updates, activities, and posts on website	80% documented contact with parents

Campus Goal #5: GCISD will ensure that when every student graduates they are post-secondary/career ready

Performance Objective #5.1: Any student on the recommended or distinguished graduation plan will be given the opportunity to take advanced or dual credit courses.

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
Attendance award for 6 weeks, semester, and year	3,6,7	Principal	PTO-	School year	Attendance rate for the 6 weeks, semesters, and EOY	98% attendance rate for the year

Performance Objective #5.1: Any student on the recommended or distinguished graduation plan will be given the opportunity to take advanced or dual credit courses.

Strategies/Activities	Title I Comp #	Staff Responsible	Resources	Timeline	Formative Evaluat.	Summative Evaluat.
1 to 1 school	1,2,3,4,7, 8	Principal, Director of Technology	Local technology funds	School year	Ensure ratio and that all students are using regularly	90% during reading/math lab time and benchmarks

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

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

Performance Objective #1: Monitor the progress of MEP students who are on PFS

Strategies/Activities	Staff Responsible	Timeline	Documentation
Monthly, run NGS Priority for Service(PFS) reports to identify migrant children and youth who require priority access to MEP services	Migrant Specialist	Monthly beginning in July	NGS Reports, 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	Migrant Consultant	August	PFS Action Plan

for achieving stated goals and objectives			
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Performance Objective #2: Communicate the progress and determine needs of PFS migrant Students

Strategies/Activities	Staff Responsible	Timeline	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	Migrant Consultant Migrant Specialist	By Sept. 30th	ESC works, SSA Fulfilling Grant, 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	MEP Staff	By Sept. 30th	PAC Agendas, 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	MEP Staff	Ongoing throughout the year	Family Contact Log, Preliminary Needs Assessment

Performance Objective #3: Provide services to PFS migrant students

Strategies/Activities	Staff Responsible	Timeline	Documentation
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports giving priority placement to these students in migrant education program activities	MEP Staff	Ongoing throughout the year	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	MEP Staff	Ongoing throughout the year	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	MEP Staff	Ongoing throughout the year	Networking

Comprehensive Needs Assessment 2022

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

The Elementary student population is approximately 56.1% anglo and 43.9% Hispanic. Approximately 31.1% are economically disadvantaged, 7.4% are English language learners, and 18.9% are at-risk. The elementary staff population is 94.6% anglo, and 5.4% Hispanic; 7.9% male and 92.1% female. The elementary staff has 2.6% that are beginning teachers, 6.2% of the staff that has 1 to 5 years of experience, 24.8% has 6 to 10 years, 31.0% of the staff that has 11 to 20 years of experience. The staff has 35.5% of the staff that has over 20 years. 81.4% of the teachers have a bachelor's degree and 18.6% have a master's degrees. 100% of the teachers are highly qualified and 80% of our aides are at a level 3. The student-teacher ratio is 3 to 1. The average class sizes are 11 students.

The overall mobility rate for the district is approximately 16.4%, with a drop-out rate of 0%. The average daily attendance rate for students is 97%. GCISD serves 7.4% English Language Learner students; .7% of students are in the Gifted and Talented program (0 males and 0 females, and none are LEP), and 2.5% of students have been identified for 504 services. 7.4% of students are served through special education services and 2 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 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 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 the 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 of 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.

