

Gladewater Independent School District
Gladewater Primary School
2016-2017
092-901-102



Campus Mission Statement

The Administrators, Teachers, and Staff Members at Gladewater Primary School are dedicated to nurturing students to become positive, productive and happy learners in a safe and caring environment.

The Campus Education Improvement Council collaboratively developed the Campus Improvement Plan. The No Child Left Behind Act of 2001 National Performance Goals have been adopted by the campus and are reflected in the Campus Improvement Plan. The following funding sources support the objectives and strategies identified in the Campus Improvement Plan: Title I, Part A; Title II, Title III, Part A; Special Education; Gifted & Talented; SSI, State Compensatory Education; and Local.

This school district and its Career and Technology Education Program does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities, or employment as required by Title IX, Section 504, and Title VI.

Este distrito escolar y su Programa de Educacional de Carrera y Tecnología no discriminan en base de sexo, discapacidad, raza, color, edad u origen nacional en sus programas educativos, actividades, o empleo como lo requiere el Título IX, Sección 504 y Título VI.

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Gladewater Primary School Campus Education Improvement Council Members

| Position | Name | Term Expiration |
|-----------------------------|------------------------|-----------------|
| Facilitator | Amanda Langford* | Open |
| Parent | Lori Aldredge | May, 2018 |
| Parent | Terri Henegar-Seery | May, 2017 |
| Business Leader | John Shipp | May, 2018 |
| Community Representative | Jane Dougan | May, 2018 |
| Community Representative | Brandy Flannagan | May, 2017 |
| Non –Teaching Professional | Amanda Brown | May, 2017 |
| Non – Teaching Professional | Candy Robinson | May, 2018 |
| Teaching Professional | Robin McNeely | May, 2018 |
| Teaching Professional | Tess Nichols | May, 2017 |
| Teaching Professional | Kerry Hradecky | May, 2018 |
| Teaching Professional | Stephanie Todd | May, 2017 |

*Chairperson

Comprehensive Needs Assessment

The following sources provided data for the comprehensive needs assessment. An in-depth review of data led to the development of the goal, objectives, and strategies included in the Campus Improvement Plan.

- Longitudinal TAPR Data
- PBMAS Data
- Longitudinal academic performance data for non-AEIS student groups
- TELPAS, STAAR-A, STAAR-Alt, AYP, PBMAS, Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data Core 6 Week Tests
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations
- Focused Data Analysis

Components of a School wide Program

- | | | |
|-----------------------------------|--|-----------------------------------|
| 1. Comprehensive Needs Assessment | 2. Reform Strategies | 3. Highly Qualified Teachers |
| 4. Professional Development | 5. Strategies to Attract Highly Qualified Teachers | 6. Parental Involvement |
| 7. Preschool Transition | 8. Teachers Involved in Assessment Decisions | 9. Timely Assistance for Students |
| 10. Coordination of Programs | | |

Academic Performance Chart

| 2015-2016 1st grade Assessments | Total 1st gr students tested | 1st gr students passed the reading EOY assessment | 1st gr students passed the math EOY assessment |
|--|---------------------------------|--|---|
| Totals | 134 | 124 | 122 |
| % | 100% | 93% | 92% |

Gladewater Primary School Improvement Plan

Board Goal 1: GISD will provide academic programs, which will ensure that all students’ academic performance and achievement levels will reflect excellence in learning and attainment.

Objective 1.1: Receive “Met Standard” with Distinction

Summative Outcome Measures:

85% of all students and each sub-group will score at or above GLE (grade level equivalent) as indicated on the EOY DRA2

90% of all students and each student group will be successful on the EOY Math benchmark assessment.

100% of ELL students will master 70% or > on oral language and literacy as measured by TELPAS

Student attendance – 97%

| Action Step/Strategy <i>Based on Campus Needs Assessment</i> | Person(s) Responsible | Financial Resources | Check Points | Measurement Tool | Title 1 Schoolwide Component (#1-10) |
|---|------------------------------------|--------------------------------|---------------------|--|---|
| 1.1A Create an environment of increased accountability for all staff through walk-throughs, lessons plans, strong curriculum documents; regularly scheduled PLC, faculty, collaboration, grade level, and vertical meetings | Principal | Local Funds | Monthly | EOY DRA2 EOY Digital Portfolio TELPAS EOY unit tests Eduphoria | 3,5 |
| 1.1B Continue to utilize a dynamic local assessment system for data collection on formative common assessments | Principal Counselor Teachers | Local Funds | 6 weeks | Student data in cumulative Digital portfolio, 1st gr Data in TEKScore for Unit Tests | 8,9 |
| 1.1C Initiate reform in K and 1st gr classes including the Bear Balanced Literacy initiative, all components of Daily 5 for reading, and the use of scientifically research based resources for math and science. | Principal | Local Funds | Monthly | Lesson plans PLC notes Increased student performance Faculty Meeting Agendas | 2 |
| 1.1D Provide staff with training on identifying, supporting, and monitoring student groups <ul style="list-style-type: none"> ● Dyslexia and related disorders ● English Language Learners ● Special Education ● Gifted and Talented ● At-Risk | Principal Counselor Teachers | Local Funds | Monthly | Agendas Increased student performance | 4 |

| | | | | | |
|---|---------------------------------------|----------------|-----------|--|--------|
| <ul style="list-style-type: none"> • Homeless | | | | | |
| <p>1.1E Continue to provide quality staff development on these topics:</p> <ul style="list-style-type: none"> • Technology • Discipline • Classroom management • Reading/Balanced Literacy • HY Instructional Strategies • Methods of differentiating to meet special needs • Working with families in poverty • Working with parents | Principal STC | Local Funds | Monthly | Agendas Increased student performance Attend Poverty Conference in October and trainings at R7 related to families living in Poverty | 4,5 |
| 1.1F Monitor implementation of Frog Street Press curriculum for PreK and Teaching Strategies GOLD for Head Start | Principal | Local Funds | 6 weeks | Increased student performance | 7,9,10 |
| 1.1G Monitor and evaluate the components of Bear Balanced Literacy in K and 1st grade | Principal | Local Funds | 6 weeks | EOY DRA2 Results on Reading 6 week test Report Cards Lesson plans and PLC notes | 9 |
| 1.1H Monitor and evaluate the Core Math Curriculum: enVision Math | Principal | Local Funds | 6 weeks | Results in EOY Math 6 weeks test Report Grade | 9 |
| 1.1I Monitor and evaluate the ELL Core curriculum- Treasure Chest and supplemental curriculum-English in a Flash | Principal | Local Funds | 6 weeks | Learning Gains Reports | 9 |
| 1.1J Utilize SCE funds at campus to support Title I School wide program | Principal | Local Funds | semester | EOY Reports | 10 |
| 1.1K Contact parents regarding student absences and file truancy | Principal | Local Funds | weekly | EOY PEIMS Increase in student attendance rate | 6 |
| 1.1L Monitor and evaluate campus RtI program for K/1st gr students which includes BOY, MOY, and EOY screenings in math and reading. Based on the screeners, Intervene and progress monitor for students in the lowest 20% in math and/or reading utilizing our campus RtI pull out teachers. | Principal, teachers, RtI committee | local funds | Six weeks | B/M/EOY screeners, 6 weeks assessment results, progress monitoring | 3, 9 |

Objective1.2: Have a challenging CIA program, requiring high levels of accountability and learning, preparing students for future learning experiences, higher education, and employment

Summative Outcome Measures:

- 100% of K and 1st gr teachers enter data in the digital portfolio, as well as write and review student academic goal progress

| Action Step/Strategy <i>Based on Campus Needs Assessment</i> | Person(s) Responsible | Financial Resources | Check Points | Measurement Tool | Title 1 Schoolwide Component (#1-10) |
|---|------------------------------|----------------------------|---------------------------|--|---|
| 1.2A Teachers complete 30 hours of initial GT training and a yearly 6 hour update thereafter. | Principal, Teachers | Local funds | Yearly | CIA portfolio | 1, 3 |
| 1.2B Meet with parents during the 1st 6 weeks to give overview of campus assessments, weekly testing, grading, curriculum standards, and report card information. | Principal, teachers | local funds | Yearly | CIA portfolio and 1st 6 weeks report card night sign in sheets | 1, 6 |
| 1.2C Teachers enter reading levels and other assessment data in a shared CIA document, in order to review student progress and student needs as a PLC. | Teachers | local funds | Every 3 weeks and 6 weeks | CIA portfolio | 1, 6 |

Objective1.3: GISD students have a vision for future success and set goals to achieve success.

Summative Outcome Measures:

- 80% or above, participation from parents / students in the activities

| Action Step/Strategy <i>Based on Campus Needs Assessment</i> | Person(s) Responsible | Financial Resources | Check Points | Measurement Tool | Title 1 Schoolwide Component (#1-10) |
|--|------------------------------------|----------------------------|---------------------|---|---|
| 1.3A Cultivate college/career awareness and atmosphere for all students | Principal Counselor Teachers | Local Funds | Monthly | Website Newsletter Counselor/guid ance lessons | 5, 6 |
| 1.3B Continue to provide opportunities for parents to be partners in education | Principal Counselor | Local Funds | Six Weeks | Parent Survey | 6 |

| | | | | | |
|---|------------------|--|---------|---|---|
| 1.3C Use GPS website, twitter, facebook, blackboard connect, and monthly newsletter to communicate to parents | Principal STC | | Monthly | Usage reports from Hoot suite and Blackboard connect Parent Survey | 6 |
|---|------------------|--|---------|---|---|

Objective 1.4: GISD has a safe & alcohol/drug-free climate that fosters discipline, respect, confidence and a desire to contribute.

Summative Outcome Measures:

- Complete and submit 100% of discipline reports each six weeks
- Office referral at less than 5%

| Action Step/Strategy <i>Based on Campus Needs Assessment</i> | Person(s) Responsible | Financial Resources | Check Points | Measurement Tool | Title 1 Schoolwide Component (#1-10) |
|---|--------------------------------------|----------------------------|---------------------|--|---|
| 1.4A Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct and through shared pride in accomplishments and appearance | Principal Counselor Teachers | Local Funds | Six Weeks | <ul style="list-style-type: none"> • EOY PEIMS • Progress Reports • Office Referrals | 1, 6, 9 |
| 1.4B Monitor and evaluate a comprehensive character education program to teach and reward good behavior <ul style="list-style-type: none"> • Weekly guidance classes for each K and 1st grade class • Blue Ribbon recognition for character building every two weeks • Recognizing student of the month for each K/1st grade class at monthly assembly | Principal Counselor | Local Funds | Six Weeks | <ul style="list-style-type: none"> • EOY PEIMS • # of Students receiving reward • office referral | 9 |
| 1.4C Continue use of the Raptor System to scan all visitors entering the campus | Principal | Local Funds | Monthly | Raptor Report | 6, 9 |
| 1.4D Develop and implement state mandated awareness education (such as anti-bullying, alcohol awareness, national unity, etc) | Principal, Counselor, teachers | Local funds | Six weeks | Lesson plans, sign in sheets for parent events, | 6, 9 |

Objective 1.5: GISD has a high quality faculty and staff.

Address: Provide professional development training to faculty and staff for technology integration
 All staff participate in at least 30 hours of professional development per year

Summative Outcome Measures:

- 100% of teachers will complete 30 or more hours of Technology-related Professional Development (August – May)

| Action Step/Strategy <i>Based on Campus Needs Assessment</i> | Person(s) Responsible | Financial Resources | Check Points | Measurement Tool | Title 1 Schoolwide Component (#1-10) |
|---|------------------------------|----------------------------|---------------------|---|---|
| 1.5A On-going monthly training of topics to improve student outcomes (i.e. ELSP, Rtl, Rigor/Blooms, Special Ed processes,...) | Principal | Local | Monthly | Agendas Sign-in sheets Lesson plans | 1, 4 |
| 1.5B On-going ESC 7 Professional Development | Teachers Principal | Local | Semester | Certificates PDAS | 1, 4 |
| 1.5C Support district focus on infused technology in campus curriculum: 2 times per 6 weeks per teacher | Teachers Principal | Local | Six Weeks | Walk Throughs | 4, 10 |
| 1.5D Use technology based presentations to assist teachers with knowledge of technology | Principal Teachers | Local | Monthly | Agendas Sign-in sheets | 1, 4 |

Board Goal 2: GISD will promote the continual upgrade of facilities while providing multi-level safety and security of student & staff.

Objective 2.1: Provide systems to ensure that facilities will be clean and well maintained

Summative Outcome Measures:

- All components on District Facilities Walk Throughs will rate / average a 9 or higher

| Action Step/Strategy <i>Based on Campus Needs Assessment</i> | Person(s) Responsible | Financial Resources | Check Points | Measurement Tool | Title 1 Schoolwide Component (#1-10) |
|---|----------------------------------|--------------------------------|---------------------|-----------------------------|---|
| 2.1A Complete facilities walk through each 9 weeks with Director of Custodians and discuss findings | Principal Director | Local | 9 Weeks | Walk through form | 1 |
| 2.1B Submit work orders based on facilities walk through | Director Principal | Local | Six Weeks | Work orders in Eduphoria | 1 |
| 2.1C Meet with Lead Custodian monthly to discuss needs | Principal Lead Custodian | Local | Monthly | Checklist Work orders | 1 |

Board Goal 3: GISD will provide sound financial management through integrity, planning and accountability to provide for the operation of the District's financial affairs and all student related programs and services.

Objective 3.1: GISD will develop and adopt balanced budgets to include monitoring 2014 Bond Series

Summative Outcome Measures:

- 80% or above, participation from students and staff in related programs

| Action Step/Strategy <i>Based on Campus Needs Assessment</i> | Person(s) Responsible | Financial Resources | Check Points | Measurement Tool | Title 1 Schoolwide Component (#1-10) |
|--|---------------------------------------|--------------------------------|---------------------------|-----------------------------|---|
| 3.1A Use IMA Funds to purchase resources that support academics | Principal | Local | Monthly | Campus Budget | 1, 10 |
| 3.1B Continue to seek business sponsorships and partnerships | Principal Staff | Local | Semester | Campus Budget | 6 |
| 3.1C Campus fundraising: Scholastic Book Fair, Yearbook sales, Cookie dough/Yankee candle fundraiser | Librarian Staff Principal | Local | Fall, Spring Semesters | Campus Budget | 6 |
| 3.1D Use Title funds to expand instructional materials and programs for student use, focused on at risk student success. | Principal Teachers RtI teachers | Title 1, Local | Semester | Title 1 budget summary | 8, 9, 10 |

Board Goal 4: GISD will establish a process that ensures interactive, open, honest, timely and effective communication among district employees, students, parent, and the community at-large.

Objective 4.1: Establish a process that ensures interactive, open, honest, timely and effective communication among district employees, students, parent, and the community at-large.

Summative Outcome Measures:

- Increase parent involvement by 25% through effective communication

| Action Step/Strategy <i>Based on Campus Needs Assessment</i> | Person(s) Responsible | Financial Resources | Check Points | Measurement Tool | Title 1 Schoolwide Component (#1-10) |
|---|------------------------------|----------------------------|-------------------------------------|---------------------------------------|---|
| 4.1A Send home daily folders to encourage parental involvement | Teachers | Local | Six Weeks | Daily folder: Parent/Teacher response | 6 |
| 4.1B Use Blackboard Connect System and social media (Twitter/Facebook) to notify / contact parents of upcoming campus events, important dates, etc. | Teachers | Local | Weekly, 6 times per 6 weeks minimum | Blackboard Hoot suite | 6 |
| 4.1C Send weekly bulletin to share information with staff | Principal | Local | Weekly | Newsletter | 5 |
| 4.1D Share 6 weeks newsletter with parents to inform them of upcoming events, important dates, etc. | Teacher | Local | Six weeks | Newsletter | 6 |
| 4.1E Conduct MOY, EOY Parent / Teacher conferences via phone, face to face, texting, etc. | Teacher | Local | January, May 2017 | Parent Contact Logs | 6 |

Objective 4.2: Promote participation through parent/community involvement programs

Summative Outcome Measures:

- 100% of Family Engagement Plan/Activities completed

| Action Step/Strategy <i>Based on Campus Needs Assessment</i> | Person(s) Responsible | Financial Resources | Check Points | Measurement Tool | Title 1 Schoolwide Component (#1-10) |
|---|----------------------------------|--------------------------------|---------------------|--------------------------------|---|
| 4.2A Continue to recruit / increase PTO membership | Principal Staff | Local | Six Weeks | Membership log | 6 |
| 4.2B Continue to recruit / increase volunteers | Principal Staff | Local | Six Weeks | Volunteer sign-in log | 6 |
| 4.2C Provide information to parents about available community resources through the campus web page | Principal Staff | Local | Six Weeks | Web page | 6 |
| 4.2D Provide written communication about schoolwide family events in English and Spanish (in print and on social media) | Principal Staff | Local | Six weeks | Hoot Suite and notes sent home | 6, 10 |

Ten Components of a Title 1 Schoolwide Program

| Components | |
|------------|---|
| 1 | Comprehensive Needs Assessment (Internal and external Data) |
| 2 | Reform Strategies (Scientificallly-based programs for all students) |
| 3 | Instruction by Highly Qualified Teachers (All teachers and paraeducators met HQ status) |
| 4 | High-Quality Professional Development (Program must support schoolwide goals) |
| 5 | Strategies to Attract Highly Qualified Teachers (Recruit and retain teachers) |
| 6 | Strategies to Increase Parental Involvement (Support and maintain two-way communication with home and school) |
| 7 | Transition (Support early childhood programs) |
| 8 | Teacher Decision-Making Regarding Assessments (Collaborative process on local assessments) |
| 9 | Effective and Timely Assistance to Students (Students are to be provided effective and timely academic assistance) |
| 10 | Coordination and Integration (Use of State, Federal, and local monies to support programs for all students) |