Conroe Independent School District

Galatas Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The 2018-2019 state accountability scores for Galatas Elementary:

Domain I: Student Achievement

96% scored Approaches Grade Level Standards

85% scored Meets Grade Level Standards

68% scored Masters Grade Level Standards

Domain II: School Progress

82% Met Expected or Accelerated Growth Measure

Domain III: Closing the Gaps

Economically Disadvantaged Students

79% scored Approaches Grade Level Standards

60% scored Meets Grade Level Standards

28% scored Masters Grade Level Standards

Special Education

62% scored Approaches Grade Level Standards

46% scored Meets Grade Level Standards

27% scored Masters Grade Level Standards

English Language Learners

84% scored Approaches Grade Level Standards

66% scored Meets Grade Level Standards

53% scored Masters Grade Level Standards

These scores resulted in Galatas Elementary receiving a 2019 Accountability A rating. The District accountability rating was a B.

Galatas Elementary received the following scores for all grades on the 2019 STAAR:

All Subjects 96%

ELA Reading 96%

Mathematics 96%

Writing 94%

In analyzing our data, we determined that our ELLs are performing lower and Special Education students are performing significantly lower than their peers in all content areas. Our other sub groups showed an equal or small increase over the previous year's performance. As a campus we are focused on student growth and closing the performance gaps between all students. We have adjusted our staff and implemented targeted professional development for our special education staff to address the declining student performance among this student group.

Student Achievement Strengths

Galatas Elementary's scores are a reflection of the hard-working staff and student population found on our campus. We are very proud of the achievement our students show including:

Exceeding above the district and state percentage on all tests in the area of Approaching, Meets, and Masters grade level standards.

Our students identified as special education students demonstrated progress in the percentage meeting STAAR standards from the 2017-2018 to the 2018-2019 school year. Significant growth was noted in 4th grade writing and overall in math.

Our 2019 STAAR scores earned a distinction in the areas Academic Achievement in ELA/Reading; Academic Achievement in Mathematics; and Postsecondary Readiness.

In Domain 2, student progress, our masters grade level for all grades in reading, math, and writing increased from 2017-2018 to 2018-2019.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although students have shown growth in various content areas, overall ELLs have not experienced the same growth in all academic areas. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 2: The Hispanic student population at fourth grade did not experience the same increase in mastery levels for ELA/Reading as other student groups.

Problem Statement 3 (Prioritized): Special education students are performing below their peers performance level in Reading, Math and Writing. **Root Cause:** Additional targeted small group instruction needed to solidify skills and academic vocabulary.

Culture and Climate

Culture and Climate Summary

Our campus believes in its students, staff and community resulting in a strong sense of commitment and collaboration. Expectations for student behavior and academic growth are high and our students historically rise to expected levels. Our campus community takes pride in its successes and strives to achieve excellence. The school's faculty and staff have been trained in CHAMPS and follow the safe and civil school's STOIC model (structure, teach, observe, interact, and correct), resulting in positive student behaviors and relationships. We are also a Foundations campus which provides cohesive school-wide procedures that all students and staff know and adhere to.

As a campus we promote healthy choices with many staff members participating in our district's Live Healthy program. We also encourage our staff to attend the district's health fair each year. This health conscious attitude is also evident in our student's physical education program. Students attend daily PE classes where they learn how to care for themselves through exercise, healthy food choices and coordinated activities. Our students also participate in fitness assessments and vision and hearing screenings. As part of caring for the health and well being of our students, we also focus on their social emotional wellness. Small group and individual counseling support is available to students and differentiation at many levels occurs within the classrooms. Students have opportunities to develop relationships with their peers through collaborative activities in the classroom and unstructured play at recess.

Culture and Climate Strengths

- As a staff, our top five dimensions as captured in our organizational health inventory are goal focus, communication, resource utilization, adaptation and cohesiveness.
- Students have opportunities to participate in several extracurricular activities that support student interests and talents while fostering friendships.
- Our campus retains its faculty and staff with only natural attrition due to spouse transfers or retirements.
- Teachers are expected to be part of the decision making process on campus and are encouraged to take-on leadership roles.
- As indicated through discipline records, Galatas Elementary has a low number of discipline incidents as compared to other elementary schools. Students are generally respectful and make good choices.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Faculty morale was the lowest scoring dimension on the OHI. **Root Cause:** Teachers have had additional tasks added to their responsibilities.

Parent and Community Engagement

Parent and Community Engagement Summary

Galatas Elementary values parent and family involvement which is evident in our many campus activities that invite family participation. We have a very strong Parent-Teacher Organization that supports our campus in a variety of ways including: fund-raising, faculty lunches, student field trips, technology and so much more. Our partnership with parents and community is evident in all that we do. In a normal year, we have 25-100 parents visit our campus each day for a variety of reasons including volunteering, conferences, and lunch with students.

Our staff feels valued and supported by our community as is evident in the Teacher Achieving Excellence messages and positive emails they receive each day.

Communication between the campus and community is extremely important. Galatas Elementary maintains our website with helpful and up-to-date information. We also provide a weekly newsletter, The Galatas Gazette, which celebrates students and provides timely communication regarding events and activities.

Parent and Community Engagement Strengths

Galatas Elementary has a healthy and strong relationship with its community. Our school's success is due in part to the positive and supportive parent involvement. We work together as a community to support our students and to celebrate their accomplishments. The amount of talent within our community and their willingness to share it with our school is truly amazing. We are so appreciative of the parent and community support that we receive each year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Creating new ways to involve the community in fund-raising activities during a pandemic. **Root Cause:** Regular fundraising activities were canceled due to the pandemic.

Problem Statement 2 (Prioritized): Involving new parents from the recent campus rezoning. **Root Cause:** Due to the pandemic, we have not had an opportunity to hold in-person welcome activities.

Priority Problem Statements

Problem Statement 1: Special education students are performing below their peers performance level in Reading, Math and Writing.
Root Cause 1: Additional targeted small group instruction needed to solidify skills and academic vocabulary.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Although students have shown growth in various content areas, overall ELLs have not experienced the same growth in all academic areas.
Root Cause 2: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Involving new parents from the recent campus rezoning.
Root Cause 3: Due to the pandemic, we have not had an opportunity to hold in-person welcome activities.
Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: 98% of all students will achieve Approaching Grade Level or Above in Reading, Math and Writing

    Evaluation Data Sources: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, mClass, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

    Summative Evaluation: None

	Reviews			
Strategy 1: Provide intensive, systematic, researched-based reading instruction that includes increased rigor of questioning in the differentiated classroom for vertical alignment in TIER 1 Best Practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students receive TIER I Best Practice instruction leading to an increase in student performance.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach and Teachers				
Problem Statements: Student Achievement 1, 3				

	Reviews			
Strategy 2: Address the vertical alignment of Workshop model supported by Units of Study by Lucy Calkins for grades K through 4 with fidelity and integration of higher level of practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students regardless of class assignment receive best teaching practices leading to academic growth.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and Teachers				
TEA Priorities: Build a foundation of reading and math				
Funding Sources: Books - Title III - $3,000				

	Reviews			
Strategy 3: Utilize CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students receive TIER I Best Practice instruction in all math classes leading to increased student performance.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach and Teachers				

	Reviews			
Strategy 4: Provide intensive, systematic tutoring for identified at-risk students during the day and after school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: At-risk students will receive additional targeted assistance to fill gaps in their learning leading to student growth.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal, Assistant Principal				
Funding Sources: Tutors - State Comp Ed - $4,376				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth in various content areas, overall ELLs have not experienced the same growth in all academic areas. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.
Problem Statement 3: Special education students are performing below their peers performance level in Reading, Math and Writing. **Root Cause:** Additional targeted small group instruction needed to solidify skills and academic vocabulary.

Goal 2: Fiscal Responsibility:
CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Resources will be utilized to enhance the learning of all students; tutoring, technology, programs, books	Reviews			
Strategy's Expected Result/Impact: Student achievement and academic growth with increase for all students.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principal	Feb	Apr	July	July
Strategy 2: Collaboration with PTO to purchase technology for student use.	Reviews			
Strategy's Expected Result/Impact: Purchase additional technology devices and software to support student learning.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principal	Feb	Apr	July	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1: Attend and recruit from university job fairs, and CISD job fair.		Reviews			
Strategy's Expected Result/Impact: To recruit quality, diverse applicant pools, particularly in identified shortage areas.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal		**Feb**	**Apr**	**July**	**July**
Strategy 2: Provide mentor support for beginning and new teachers to the campus.		Reviews			
Strategy's Expected Result/Impact: Retention of highly qualified and trained personnel.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach and Mentor Teacher		**Feb**	**Apr**	**July**	**July**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

	Reviews			
Strategy 1: Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A collaborative and supportive relationship between school and community leading to maximized student success.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal				
Strategy 2: Provide opportunities at school for families to be engaged in academic and social events.	**Reviews**			
Strategy's Expected Result/Impact: Foster a sense of community and goal focus.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principal	Feb	Apr	July	July
Problem Statements: Parent and Community Engagement 2				
Strategy 3: Maintain a campus decision making committee which includes parents, community, and teacher who analyze planning, operation, and evaluation of the campus education program.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: A cohesive understanding and focus on campus goals leading to positive student achievement and smooth school operations.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal and Assistant Principal				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Involving new parents from the recent campus rezoning. **Root Cause:** Due to the pandemic, we have not had an opportunity to hold in-person welcome activities.

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Maintain a campus Safe Schools Committee to review, revise and oversee the implementation of the Safe School Plan.			Reviews			
Strategy's Expected Result/Impact: A safe learning environment for all students, staff and visitors.			**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, Safety Committee			**Feb**	**Apr**	**July**	**July**
Strategy 2: Provide programs for students and staff promoting awareness of abuse, danger of drugs, alcohol, and tobacco.			Reviews			
Strategy's Expected Result/Impact: Students and staff awareness and knowledge of who to contact for assistance.			**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor			**Feb**	**Apr**	**July**	**July**
Strategy 3: Ensure the safety of students by requiring all visitors to sign in with a valid government issued ID and wear visitor badges in the school.			Reviews			
Strategy's Expected Result/Impact: A safe learning environment for students, staff, and visitors.			**Formative**			**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principal			**Feb**	**Apr**	**July**	**July**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Build teacher capacity to fully implement technology in instruction.		Reviews			
Strategy's Expected Result/Impact: Teachers providing effective instruction integrating technology leading to successful student learning.		Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principal and Technology Liaison		Feb	Apr	July	July
Strategy 2: Provide meaningful opportunities for students to access technology for learning.		Reviews			
Strategy's Expected Result/Impact: Students will demonstrate the effective use of technology in their learning.		Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principal and Technology Liaison		Feb	Apr	July	July
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Provide timely communication to the school community and utilize staff, student and parent surveys to obtain feedback on school activities, procedures and performance.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Effective communication and constructive feedback from all stakeholders **Staff Responsible for Monitoring:** None	Feb	Apr	July	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Tutors		$4,376.00
				Sub-Total	$4,376.00
				Budgeted Fund Source Amount	$4,376.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Books		$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$0.00
				Grand Total	$7,376.00

Addendums