Conroe Independent School District

Galatas Elementary

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment 3
Student Achievement 3
Culture and Climate 6
Parent and Community Engagement 8
Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 10
Goals 13
Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels. 13
Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources. 18
Goal 3: Recruitment, Development, and Retention of Staff CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students. 20
Goal 4: Safe and Collaborative School Culture CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community. 22
Goal 5: Effective Instruction CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners. 27
State Compensatory 31
Budget for Galatas Elementary 31
Personnel for Galatas Elementary 31
Campus Funding Summary 32

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The 2023 state accountability scores for Galatas Elementary are as follows:

Domain I: Student Achievement 95%

95% scored Approaches Grade Level Standards

85% scored Meets Grade Level Standards

52% scored Masters Grade Level Standards

ELA Reading: 96% Approaches 87% Meets 52% Masters

Mathematics: 94% Approaches 83% Meets 51% Masters

Domain II: School Progress 84

Domain III: Closing the Gaps 94

These scores resulted in Galatas Elementary receiving a projected "A" Accountability Rating.

While the campus shows overall strong scores in comparison to district and state averages, there are achievement gaps in student groups within our campus. Also, Domain IIA indicates a slip in student performance for both math and reading (masters to meets).

Economically Disadvantaged Students

86% scored Approaches Grade Level Standards

77% scored Meets Grade Level Standards

20% scored Masters Grade Level Standards

Special Education (Growth in all areas 2023)

69% scored Approaches Grade Level Standards

63% scored Meets Grade Level Standards

29% scored Masters Grade Level Standards

Emergent Bilingual (current)

92% scored Approaches Grade Level Standards

83% scored Meets Grade Level Standards

41% scored Masters Grade Level Standards

In analyzing our data, we determined that our EBs performed similar to their peers, which indicated a slide from the previous year. Special Education students performance showed an increase over the previous year's scores. As a campus, we are focused on student growth and closing the performance gaps for all students. We have implemented targeted professional development for our staff to address the declining student performance and economically disadvantaged student groups. Additionally, we are providing staff development opportunities for all CISD Tier I Best Practices.

Student Achievement Strengths

Galatas Elementary School's scores are a reflection of our hard-working staff and students. We are proud to have exceeded the district's and state's percentages on all tests in the area of approaches, meets, and masters.

The percentage of students that met expectation in both reading and math increased from the previous year 82% to 85%.

We are proud of our special education and economically disadvantaged student growth from the previous year. Our students receiving special education services demonstrated performance growth in both reading and math with significant percentage gains in approaches, meets, and masters grade level standards. We closing the gaps for both of these student groups.

Special Education	2022	2023
Approaching	55	69
Meets	43	63
Masters	23	29

Economically Disadvantaged	2022	2023
Approaches	82	86
Meets	70	77
Masters	30	20

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students that achieved a score 4.0 or higher on constructive response was lower than expected. **Root Cause:** Students constructive responses were not complete and prompt focused. The average score was 3.8/10.

Problem Statement 2 (Prioritized): HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills. **Root Cause:** Limited systematic, multi-sensory instruction differentiated for early literacy skills.

Problem Statement 3 (Prioritized): Fourth grade math percentages of meets and masters levels decreased by 5% from third to fourth grade (88% to 83% meets and masters). **Root Cause:** Lack of experience with new question types used to assess the grade level TEKS.

Problem Statement 4: Although economically disadvantaged students performed better than the previous year, they are still under performing compared to all students in all academic areas. **Root Cause:** Students would benefit from intensive small group instruction in addition to Tier I Best Practices.

Problem Statement 5 (Prioritized): STAAR spring 2023 third grade Math TEKS reporting category M3 (geometry and measurement) provides the greatest opportunity for student growth. **Root Cause:** New vocabulary and abstract concepts not reinforced throughout the school year.

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.

This fall, the Foundations team launched a new school-wide student/class incentive program to encourage the learned common area expectations for behavior. The class that earns the most PAW points for demonstrating positive behaviors and our campus guidelines for success (respect, responsibility, honesty, and kindness), wins a "BARK Bash" and rights to the "spirit stick" for the week.

The Foundations Team, with the input of faculty and staff, believe our school environment is safe and orderly. Last year's State safety audit was successfully passed, and this year's internal audit met all safety requirements.

As a campus, we encourage our staff to attend the district's health fair each year. This health conscious attitude is also evident in our students' 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. Small group and individual counseling support is available to staff, students, and parents. Students have opportunities to develop relationships with their peers through collaborative activities in the classroom, unstructured play at recess and Active Start (before school recess).

Teachers have roles and representatives in the decision-making process regarding school initiatives. Teacher teams and collaborative groups interact to address issues regarding curriculum, assessment, instruction, and the achievement of all students. This includes clear communication and timely feedback to all stakeholders.

Teachers and staff are part of an MTSS Problem Solving Team that is working toward the optimal functioning of our school. The campus is utilizing the Branching Minds technology to monitor student progress and growth.

The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Culture and Climate Strengths

Overall improvement in common area procedures and behavior expectations across all grade levels has led to a safe learning community. Additionally, collaborative teams focus on research based instructional models using a backward planning design (Marzano).

Our faculty and staff actively support programs that create a safe learning environment and enhance student learning. This year, we added the Watch D.O.G.S. program in an effort to provide additional positive male role models for our students. The program launch was a huge success with over 100 volunteers (dads) in attendance.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Due to the growth in enrollment, there is a need for consistent and systematic protocols and procedures in all common areas to maintain a safe learning environment. **Root Cause:** An increase in student enrollment, and a lack of consistent implementation of campus procedures in common areas and holding students accountable for expectations.

Problem Statement 2 (Prioritized): Based on the 2022-2023 Campus OHI, the area of Cohesiveness is a target area for growth. **Root Cause:** A larger than usual staff turnover due to changes in positions and retirements.

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 typical year, we have 25-100 parents visit our campus each day for a variety of reasons including volunteering, conferences, and lunch with students.

This year, we added a streaming feature to our PTO meetings, so that parents working outside the home or with small children could still participate in our monthly meetings.

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

The school and our community have a strong bond. This is evident in the level of parent support, event participation, and collaboration between our parents and teachers. The Galatas community hosts many events throughout the year to foster a strong relationship with our community. The PTO has also established partnerships with community businesses to support these events and projects.

Our Galatas Springetti is always well attended and generates funds for field trips, technology, playground improvements, and instructional resources.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: With an increasing enrollment, providing space within the school to host events and presentations is challenging. **Root Cause:** Student enrollment numbers continue to increase.

Problem Statement 2 (Prioritized): Increase the number of positive male role models on the campus. **Root Cause:** Lack of volunteer opportunities specifically geared towards fathers and other male role models.

Priority Problem Statements

Problem Statement 1: The percentage of students that achieved a score 4.0 or higher on constructive response was lower than expected.

Root Cause 1: Students constructive responses were not complete and prompt focused. The average score was 3.8/10.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills.

Root Cause 2: Limited systematic, multi-sensory instruction differentiated for early literacy skills.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Fourth grade math percentages of meets and masters levels decreased by 5% from third to fourth grade (88% to 83% meets and masters).

Root Cause 3: Lack of experience with new question types used to assess the grade level TEKS.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Due to the growth in enrollment, there is a need for consistent and systematic protocols and procedures in all common areas to maintain a safe learning environment.

Root Cause 4: An increase in student enrollment, and a lack of consistent implementation of campus procedures in common areas and holding students accountable for expectations.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: STAAR spring 2023 third grade Math TEKS reporting category M3 (geometry and measurement) provides the greatest opportunity for student growth.

Root Cause 5: New vocabulary and abstract concepts not reinforced throughout the school year.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Increase the number of positive male role models on the campus.

Root Cause 6: Lack of volunteer opportunities specifically geared towards fathers and other male role models.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Based on the 2022-2023 Campus OHI, the area of Cohesiveness is a target area for growth.

Root Cause 7: A larger than usual staff turnover due to changes in positions and retirements.

Problem Statement 7 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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
- Action research results
- Other additional data

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percentage of 3rd grade students that score at the meets grade level or above on the 2024 STAAR Reading Assessment from 86% to 90%.

High Priority

HB3 Goal

Evaluation Data Sources: Interim assessments, Common and formative assessments, BAS data, mClass data

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Provide staff development in the simple view of reading and look for the use of evidence-based methods during classroom observations. **Strategy's Expected Result/Impact:** Increase in student performance for all student groups due to evidence-based instructional practices and learning opportunities. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $26,827.80			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Implement the Phonics Benchmark System in K-2 with fidelity to close achievement gaps in foundational literacy skills. **Strategy's Expected Result/Impact:** Increased percentage of students performing at or above benchmark on foundational literacy skills. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 2 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $26,827.80			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 3: Provide reading tutoring to improve student performance across all student groups. **Strategy's Expected Result/Impact:** Increased student performance on Reading STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Coach **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Instructional Resources and Technology for EB students - Title III - $3,100, Tutors - State Comp Ed - $2,425			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 4: Over the course of the year, second through fourth grade teachers will systematically introduce students to the oral language, written, and typed skill sets that prepare students for extended constructive response. **Strategy's Expected Result/Impact:** Increased scores on constructive response questions and an increased progress measure **Staff Responsible for Monitoring:** Instructional Coach, Teachers, Principal, Assistant Principals **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 1 **Funding Sources:** ELA Instructional Coach - State Comp Ed - $26,827.80			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students that achieved a score 4.0 or higher on constructive response was lower than expected. **Root Cause**: Students constructive responses were not complete and prompt focused. The average score was 3.8/10.

Student Achievement
Problem Statement 2: HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills. **Root Cause**: Limited systematic, multi-sensory instruction differentiated for early literacy skills.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percentage of 3rd grade students that score meets grade level or above on the 2024 STAAR Math Assessment from 81% to 86%.

High Priority

HB3 Goal

Evaluation Data Sources: Dreambox data, Interim Assessments, Common and Formative Assessments, STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Provide targeted small group instruction utilizing Tier I Best Practices **Strategy's Expected Result/Impact:** Increase in Math STAAR scores **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Coach **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 5 **Funding Sources:** Math Instructional Coach - State Comp Ed - $39,509.80			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Monitor and respond to student progress on common assessments, interim assessments, and screeners **Strategy's Expected Result/Impact:** Increase in student math performance and Domain 2A (Academic Growth) **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, and Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 3 **Funding Sources:** Math Instructional Coach - State Comp Ed - $39,509.80			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 3: Fourth grade math percentages of meets and masters levels decreased by 5% from third to fourth grade (88% to 83% meets and masters). **Root Cause**: Lack of experience with new question types used to assess the grade level TEKS.

Problem Statement 5: STAAR spring 2023 third grade Math TEKS reporting category M3 (geometry and measurement) provides the greatest opportunity for student growth. **Root Cause**: New vocabulary and abstract concepts not reinforced throughout the school year.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: After considering OHI and survey feedback, we will continue to foster leadership opportunities for our staff through PLC, Team Leader, Foundations, MTSS, and other committees.

Evaluation Data Sources: Committee leaders facilitating meetings, presenting professional development, and surveying staff.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Develop campus leaders through leadership opportunities to support campus and district goals. **Strategy's Expected Result/Impact:** Increase the number of capable leaders and staff engagement in professional learning. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Problem Statements:** Culture and Climate 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Due to the growth in enrollment, there is a need for consistent and systematic protocols and procedures in all common areas to maintain a safe learning environment. **Root Cause**: An increase in student enrollment, and a lack of consistent implementation of campus procedures in common areas and holding students accountable for expectations.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Audits, Bank Statements

Strategy 1 Details	Formative Reviews		
Strategy 1: Review campus budget monthly to ensure fiscal resources are being used effectively.	Formative		
Strategy's Expected Result/Impact: Campus funds will be used to meet the needs of students. **Staff Responsible for Monitoring:** Principal, Financial Secretary **Problem Statements:** Student Achievement 1, 2	Dec	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students that achieved a score 4.0 or higher on constructive response was lower than expected. **Root Cause**: Students constructive responses were not complete and prompt focused. The average score was 3.8/10.
Problem Statement 2: HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills. **Root Cause**: Limited systematic, multi-sensory instruction differentiated for early literacy skills.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Actively participate in campus and district recruitment, development, and retention of highly qualified personnel. Successful recruitment of highly sought after candidates as reflected in secured contracts and retention.

Evaluation Data Sources: Recruitment and Retention, T-TESS Evaluation System, Professional Goals and Professional Development, Student Success on Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Attending and recruiting highly effective teachers and support staff at job fairs, universities, and from within the community.	Formative		
Strategy's Expected Result/Impact: Effective instruction leading to student success on assessments. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Problem Statements:** Student Achievement 2 - Culture and Climate 1	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Intentionally promote and support educator health and wellness by providing resources to develop teacher self care and boost morale.	Formative		
Strategy's Expected Result/Impact: Improved teacher morale resulting in higher quality daily instruction.. **Staff Responsible for Monitoring:** Principal and Assistant Principals, School Counselor, and Academic Coach. **Problem Statements:** Culture and Climate 2	Dec	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills. **Root Cause**: Limited systematic, multi-sensory instruction differentiated for early literacy skills.

Culture and Climate
Problem Statement 1: Due to the growth in enrollment, there is a need for consistent and systematic protocols and procedures in all common areas to maintain a safe learning environment. **Root Cause**: An increase in student enrollment, and a lack of consistent implementation of campus procedures in common areas and holding students accountable for expectations.

Culture and Climate

Problem Statement 2: Based on the 2022-2023 Campus OHI, the area of Cohesiveness is a target area for growth. **Root Cause**: A larger than usual staff turnover due to changes in positions and retirements.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Provide a safe, collaborative, and productive learning environment, so that all students can experience emotional and academic growth.

Evaluation Data Sources: Attendance, Academic data, Foundations team staff and student surveys, Scheduled Safety Drills, Threat Assessment, Safety Training

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Utilize Foundations surveys of common area needs and refine the effectiveness of building based practices including: common language, campus wide plan, and accountability. **Strategy's Expected Result/Impact:** Smooth operations and a decrease in student referrals. **Staff Responsible for Monitoring:** Foundations Team, School Counselor, and School Nurse **Problem Statements:** Culture and Climate 1	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Our Galatas staff will provide opportunities throughout each day to teach or reinforce self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our staff will help students build skills related to our Galatas Guidelines for Success: Respect, Responsibility, Honesty, and Kindness. **Strategy's Expected Result/Impact:** Greater levels of school citizenship resulting in higher levels of classroom engagement and community. **Staff Responsible for Monitoring:** Foundations Team and School Counselor **Problem Statements:** Culture and Climate 1	Dec	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate

Problem Statement 1: Due to the growth in enrollment, there is a need for consistent and systematic protocols and procedures in all common areas to maintain a safe learning environment. **Root Cause**: An increase in student enrollment, and a lack of consistent implementation of campus procedures in common areas and holding students accountable for expectations.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Galatas staff will collaborate with parents and the community to provide a safe learning environment that promotes student learning.

Evaluation Data Sources: Discipline referrals, Attendance, Parent Involvement, Conferences, PTO Meeting Attendance

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Strategy 2: Our staff will build relationships with parents and community to create a safe and supportive environment where students are encouraged to live up to their fullest potential. **Strategy's Expected Result/Impact:** A strengthened safe and positive school climate and culture. **Staff Responsible for Monitoring:** Foundations Team Administration Faculty & Staff **Problem Statements:** Parent and Community Engagement 2			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: The school in collaboration with the PTO will launch a Watch D.O.G.S. program to enhance a safe learning environment for all students. **Strategy's Expected Result/Impact:** Including positive male role models from the community will enhance campus safety and mentorship opportunities. **Staff Responsible for Monitoring:** School Counselor Administration **Problem Statements:** Parent and Community Engagement 2			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement

Problem Statement 2: Increase the number of positive male role models on the campus. **Root Cause**: Lack of volunteer opportunities specifically geared towards fathers and other male role models.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Provide effective internal and external communication to all school community stakeholders.

Evaluation Data Sources: Weekly Newsletters, Morning Announcements, TAEs, SAEs, Campus Website, Social Media

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Work collaboratively with all stakeholders to foster a sense of community and school spirit. **Strategy's Expected Result/Impact:** Foster positive relationships with our school community. **Staff Responsible for Monitoring:** Administration Faculty and Staff **Problem Statements:** Parent and Community Engagement 2			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Increase the number of positive male role models on the campus. **Root Cause**: Lack of volunteer opportunities specifically geared towards fathers and other male role models.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: 100% of instructional staff will demonstrate knowledge of TEKS, Tier I Best Practices, and data analysis fostering the development of critical thinking skills for all learners.

Evaluation Data Sources: TTESS Ratings, Observations, Conferences, PLC Data Meetings, Eduphoria Data, Vertical PLC Agendas, Coaching Cycles, Data Dashboard

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Hold regular meetings to support the vertical alignment of instructional practices and grade level TEKS. **Strategy's Expected Result/Impact:** Consistent TIER I instructional practices across all grade levels resulting in the mastery of grade level essential standards, and increased teacher proficiency. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Academic Coaches **Problem Statements:** Student Achievement 2, 5	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: The academic instructional coaches will provide micro professional development to target Tier 1 instructional strategies/practices. **Strategy's Expected Result/Impact:** Increase in CFA scores and interim assessments, and a reduction of students in need of Tier 2 and Tier 3 RTI interventions. **Staff Responsible for Monitoring:** Instructional Coaches and Administration **Problem Statements:** Student Achievement 1, 3	Dec	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students that achieved a score 4.0 or higher on constructive response was lower than expected. **Root Cause**: Students constructive responses were not complete and prompt focused. The average score was 3.8/10.
Problem Statement 2: HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills. **Root Cause**: Limited systematic, multi-sensory instruction differentiated for early literacy skills.

Student Achievement
Problem Statement 3: Fourth grade math percentages of meets and masters levels decreased by 5% from third to fourth grade (88% to 83% meets and masters). **Root Cause**: Lack of experience with new question types used to assess the grade level TEKS.
Problem Statement 5: STAAR spring 2023 third grade Math TEKS reporting category M3 (geometry and measurement) provides the greatest opportunity for student growth. **Root Cause**: New vocabulary and abstract concepts not reinforced throughout the school year.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Technology will be integrated into all content areas to develop critical thinking skills and to collect common formative and summative data to plan and influence responsive instruction.

Evaluation Data Sources: Dreambox reports, mClass data, Eduphoria campus assessments, Seesaw, Branching Minds, Canvas, Imagine Learning reports. Lexia reports, Do The Math reports.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: The Galatas faculty will continue to attend staff development in order to maintain and increase their technology skills. **Strategy's Expected Result/Impact:** The faculty will successfully integrate technology into their instructional practices resulting in increased student performance across content areas. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Academic Coach **Problem Statements:** Student Achievement 2, 5			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Content Teams will meet regularly to review common data and create instructional plans in response to the needs of individual students and groups. **Strategy's Expected Result/Impact:** Tiered instruction will meet the needs of all learners in every classroom. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Problem Statements:** Student Achievement 2			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: HB3 - The mClass assessment indicated approximately 20% of K-3 students scored below benchmark in basic phonics and blending skills. **Root Cause**: Limited systematic, multi-sensory instruction differentiated for early literacy skills.
Problem Statement 5: STAAR spring 2023 third grade Math TEKS reporting category M3 (geometry and measurement) provides the greatest opportunity for student growth. **Root Cause**: New vocabulary and abstract concepts not reinforced throughout the school year.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 3: Implement a responsive, multi-tiered student support structure that positively impacts all students.

Evaluation Data Sources: MTSS Meeting Notes, Branching Minds Data, Foundation Surveys, Community and Staff Surveys

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Provide training on and support of effective collaborative teams that will cultivate and improve our school culture. **Strategy's Expected Result/Impact:** Continually improving a safe, positive, and collaborative school culture that meets the needs of all students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MTSS Team **Problem Statements:** Culture and Climate 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 1: Due to the growth in enrollment, there is a need for consistent and systematic protocols and procedures in all common areas to maintain a safe learning environment. **Root Cause**: An increase in student enrollment, and a lack of consistent implementation of campus procedures in common areas and holding students accountable for expectations.

State Compensatory

Budget for Galatas Elementary

Total SCE Funds: $72,900.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

SCE Funds are allocated to support students through campus staff positions, instructional materials, and tutors.

Personnel for Galatas Elementary

Name	Position	FTE
Margaret Martinez	Campus Coach	1

Campus Funding Summary

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Instructional Resources and Technology for EB students		$3,100.00
				Sub-Total	$3,100.00
				Budgeted Fund Source Amount	$3,100.00
				+/- Difference	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ELA Instructional Coach		$26,827.80
1	1	2	ELA Instructional Coach		$26,827.80
1	1	3	Tutors		$2,425.00
1	1	4	ELA Instructional Coach		$26,827.80
1	2	1	Math Instructional Coach		$39,509.80
1	2	2	Math Instructional Coach		$39,509.80
				Sub-Total	$161,928.00
				Budgeted Fund Source Amount	$161,928.00
				+/- Difference	$0.00
				Grand Total Budgeted	$165,028.00
				Grand Total Spent	$165,028.00
				+/- Difference	$0.00