

Rice CISD

Garwood Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Mission Statement

The mission of the parents, community members, faculty, and staff of the Garwood Elementary School, working together with Rice CISD, is to provide an academic setting with high expectations, focusing on individual student needs, designed around modern technology, to produce exemplary, successful citizens in our society.

Vision

The teachers, staff, students and families of the Garwood community are committed to the spirit of honesty, respect, and caring in our endeavor for quality education and the building of character.

Value Statement

At Garwood Elementary, we value a traditional climate where students succeed through parents, teachers, administration and students executing their roles and meeting expectations on a regular basis.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The accountability rating for 2022 was a 94, making Garwood Elementary an A campus.

A (91) Academic Growth

A (100) Closing the gaps

Distinctions

Science

Postsecondary readiness

Comparative Closing the Gaps

Demographics

Demographics Summary

Garwood is a small rural town in Colorado County, in the Gulf Coast part of Texas. Garwood has a population of 975 people. Garwood Elementary School is one of six campuses in the Rice Consolidated Independent School District. Garwood Elementary has an enrollment of approximately 115 students with 1 Life Skills class, and 1 section of classes for each grade Kindergarten through fifth. The actual demographics of the school are shown in the chart below. The information in the chart was gathered from the 2022 Skyward data entry program.

A small majority (49%) of students enrolled in Garwood elementary school are hispanic followed by white (40%) and black (9%). Enrollment numbers seem to be decreasing slightly based on totals numbers enrolled in the last 3 years. There are no migrant students currently enrolled in Garwood School. Attendance rates are improved from 1 year ago. The average class size is about 16.4 students. The majority of the students reside within 3 miles of the school.

2022-2023	Kinder	1 st	2 nd	3 rd	4 th	5 th	TOTAL	PERCENT
All Students	18	23	17	16	18	23	115	100%
Females	7	12	6	9	8	11	53	46%
Males	11	11	11	7	10	12	62	54%
Amer. Ind.	0	0	0	0	0	0	0	0
Hispanic	9	13	10	5	12	7	56	49%
African Amer	0	4	1	3	1	1	10	9%
White	9	6	5	6	5	15	46	40%
Multi Race	0	0	1	2	0	0	3	2%
Spec. Ed.	2	4	4	7	3	7	27	23%
Eco Dis.	5	17	9	9	13	11	64	56%
ESL	0	2	1	2	1	2	8	7%

Demographics Strengths

The small student enrollement numbers make it easy to manage the day to day activities. Discipline and attendance are not an issue for the campus. Parent suport is at a high level.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to STAAR Performance Data, there is a low percentage of Eco Dis at "Meets Grade Level or Above" in ELA/Reading (50%) and Math (50%). **Root Cause:** Teachers are not using data to meet the needs of the economically disadvantaged population.

Problem Statement 2 (Prioritized): The 2022 fifth grade STAAR percent at meets grade level or above for Science was 47%. **Root Cause:** Students are not being exposed to

Science vocabulary and content often enough throughout all grade levels.

Student Learning

Student Learning Summary

The accountability rating for 2022 was a 94, making Garwood Elementary an A campus.

A (91) Academic Growth

A (100) Closing the gaps

Distinctions

Science

Postsecondary readiness

Comparative Closing the Gaps

Student Learning Strengths

Small classrooms and good classroom management techniques help teachers deliver proficient lessons throughout the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to STAAR Performance Data, there is a low percentage of Eco Dis at "Meets Grade Level or Above" in ELA/Reading (50%) and Math (50%). **Root Cause:** Teachers are not using data to meet the needs of the economically disadvantaged population.

Problem Statement 2 (Prioritized): The 2022 fifth grade STAAR percent at meets grade level or above for Science was 47%. **Root Cause:** Students are not being exposed to Science vocabulary and content often enough throughout all grade levels.

School Processes & Programs

School Processes & Programs Summary

Garwood Elementary School continues to be proactive in the recruitment and retention of qualified staff. All teachers/paraprofessionals in the district meet the highly qualified requirements. Analysis of the staff demographics show the need for employing minority teachers so that the district staff would more closely reflect the student demographics. The Garwood Staff is always involved in professional development. Some of the most common areas that teachers have attended are in GT, Special Ed. testing, ESL/LEP, RTI and Technology.

Each campus in the district has the same goals and objectives as the district. Goals and objectives are changed/modified to match the needs of the campus. Data sources to be monitored throughout the year are identified in the Data Documentation of this plan. State and Federal funds are split among the campuses based on need. Members of the campus feel a sense of urgency in improving student academic achievement.

Each grade level on the campus has a common planning time. RtI Team meetings are held a minimum of each six weeks. Frequent faculty meetings are held to improve communication.

Garwood Elementary School has the same expectations for technology as Rice CISD. This expectation is that teachers use advanced technology to improve the academic achievement of all students, to aid those students in developing critical thinking skills, and to use technology to aid all students in developing the knowledge and skills necessary to be productive, informed citizens, and lifelong learners. Garwood Elementary School uses technology to support instruction and learning through the use of Smart Boards in the classrooms for instructional purposes; the use of iPads for assessment and instant feedback; the use of computer labs and programs such as Renaissance Place (Accelerated Math, Accelerated Reader, Math in a Flash, English in a Flash, Home Connect); Starfall, Study Island. All students are scheduled to attend computer lab each and every day. Many computer programs offer on-line reports that give data to teachers and administrators that help determine program usage and success. Teachers have the district technology staff for support to solve technical problems. Students have support from their teachers and computer lab personnel. The district offers various training for teachers throughout the year. Teachers are encouraged to attend workshops in their field for technology or their subject area. Every year the teachers in the district complete a Star Chart that is compiled to determine the technological knowledge and availability within the district. From this the district determines what needs to be done to upgrade each campus and teacher knowledge in technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Salaries and benefits are not conducive to recruiting and hiring young, new teachers. **Root Cause:** Pay scale is lower than the surrounding districts at the lower end of experience years.

Perceptions

Perceptions Summary

TEXAS EDUCATION AGENCY

2022 Accountability Summary

GARWOOD EL (045903103) - RICE CISD

Accountability Rating

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Comparative Closing the Gaps

At Garwood Elementary School we consider data throughout the year from various sources. Student progress in the curriculum is measured each three weeks using grades from daily work and weekly assessments. A progress report goes home to parents. Each six weeks period, daily work and weekly test grades are entered for a final grade. A six weeks report card goes home to parents. We have a Universal Screener (I-Station, Star Reading, and Star Math) that is given at the beginning of the year, middle of the year, and end of year. We monitor the progress of all students who score below the designated norm every three weeks. We progress monitor all students every three weeks. The ITBS test is given in the spring to first and second graders. The Olsat Achievement Test is given in Kindergarten and Second Grade. The Naglieri test of ability is given in First Grade. These tests are also used for GT identification. We track the progress of each student through the Accelerated Reading and Math programs. The STAAR Reading and Math tests are given in grades 3-5. ESL students are screened with the TELPAS. In Kindergarten and 1st grade our ESL coordinator and the teachers communicate about the level of TELPAS skills the students exhibit in listening, speaking, writing, and reading. Rubrics supplied by the state are used to make these decisions. In Second and Third Grades the TELPAS Reading test is given on-line. The speaking and listening parts are in coordination with the teachers. Five writing samples are required and are graded with a rubric by certified raters.

PARENT INVOLVEMENT

It is important to build a good parent involvement component to ensure a “buy-in” of the campus’s programs by parents in the community. Without the parents’ support, the campus will certainly have more difficulty in implementing effective programs. Many parents serve on a variety of committees for the campus. Garwood Elementary School has updated the Home/School compact and invites parents to many school functions, band, parents night programs, field day and holiday meals. It is generally felt that parents as a whole are interested in their students’ success at school and support the school. Parents are encouraged to serve on the SBC, to join the GAP, volunteer in the rooms and for campus field trips, to serve on the LPAC, Title I, and Migrant committees and help in the field day.

COMMUNITY INVOLVEMENT

Community involvement is necessary to ensure an effective program. The campus needs to win the support of the community. The Garwood community has been very supportive by providing our school with field trips to the library/fire station, and merchandise/cash when asked to help our campus obtain additional or supplemental items or equipment and supplies that may not be available in the school budget.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Garwoods parent association is not represented by all ethnic groups. **Root Cause:** Lack of cohesive community member interactions and lack of an inclusive atmosphere.

Problem Statement 2 (Prioritized): Technology based products are not the norm for students. **Root Cause:** Teachers use a lot of traditional book and paper activities.

Priority Problem Statements

Problem Statement 3: According to STAAR Performance Data, there is a low percentage of Eco Dis at "Meets Grade Level or Above" in ELA/Reading (50%) and Math (50%).

Root Cause 3: Teachers are not using data to meet the needs of the economically disadvantaged population.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The 2022 fifth grade STAAR percent at meets grade level or above for Science was 47%.

Root Cause 4: Students are not being exposed to Science vocabulary and content often enough throughout all grade levels.

Problem Statement 4 Areas: Demographics

Problem Statement 5: According to STAAR Performance Data, there is a low percentage of Eco Dis at "Meets Grade Level or Above" in ELA/Reading (50%) and Math (50%).

Root Cause 5: Teachers are not using data to meet the needs of the economically disadvantaged population.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The 2022 fifth grade STAAR percent at meets grade level or above for Science was 47%.

Root Cause 6: Students are not being exposed to Science vocabulary and content often enough throughout all grade levels.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Salaries and benefits are not conducive to recruiting and hiring young, new teachers.

Root Cause 7: Pay scale is lower than the surrounding districts at the lower end of experience years.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Garwoods parent association is not represented by all ethnic groups.

Root Cause 8: Lack of cohesive community member interactions and lack of an inclusive atmosphere.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Technology based products are not the norm for students.

Root Cause 9: Teachers use a lot of traditional book and paper activities.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices





Goals

Goal 1: Goal 1:

Garwood Elementary School will provide effective instruction from campus instructional leaders with clear roles and responsibilities.

Performance Objective 1: By the Spring of 2023, at least 90% of all students and all student groups will meet or exceed state and federal accountability standards in Reading/Language Arts, Math, Science.





Evaluation Data Sources: STAAR results from 2023 will indicate that at least 90% of all students and all student groups met the state and federal standards in Reading/Language Arts, Math, and Science.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have the opportunity to attend workshops throughout the year as related to new TEKS and special populations. Strategy's Expected Result/Impact: Increase state scores for special populations Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: By Spring of 2023 the state scores for subpopulation Eco Dis will increase by 10%. Strategy's Expected Result/Impact: Economically disadvantaged students will show a 10% increase in the "Meets or higher" classification for STAAR 2023. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Garwood Elementary School will provide facilities that are safe and conducive to learning for all students and all student groups.

Performance Objective 1: Garwood School will develop strategies to promote safety in the district.

Evaluation Data Sources: Reported incidences involving safety issues is decreased.

Strategy 1 Details	Reviews			
Strategy 1: Make available a Garwood Elementary Emergency Action Plan to all classrooms. Strategy's Expected Result/Impact: Teachers will know their roles and required actions in a variety of emergencies. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All faculty and staff will complete various trainings online in: Bullying Prevention, Teen Suicide, and Child Abuse and Neglect. Strategy's Expected Result/Impact: Teachers are aware of student issues and able to respond appropriately.	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Garwood Elementary School

Total SCE Funds: \$737,434.00

Total FTEs Funded by SCE: 2.38

Brief Description of SCE Services and/or Programs

6100 Payroll, 6400 Other Operating Cost

Personnel for Garwood Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Marshall	Library Aide	1
Leigh Hudgins	Counselor	0.38
Lisa Rangel	Paraprofessional	1