

Rice CISD

Garwood Elementary School

2023-2024 Campus Improvement Plan

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

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 seven campuses in the Rice Consolidated Independent School District. Garwood Elementary has an enrollment of approximately 103 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 2023 Skyward data entry program.

A majority (58%) of students enrolled in Garwood elementary school are Hispanic followed by white (33%) and black (6%). 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 students. The majority of the students reside within 3 miles of the school.

2023-2024	Kinder	1 st	2 nd	3 rd	4 th	5 th	TOTAL	PERCENT
All Students	11	21	23	20	15	16	106	100%
Females	2	6	12	6	9	7	42	40%
Males	9	15	11	14	6	9	64	60%
Amer. Ind.	0	0	0	0	0	0	0	0
Hispanic	9	10	13	12	5	13	62	58%
African Amer	0	0	2	1	3	0	6	6%
White	2	11	8	6	5	3	35	33%
Multi Race	0	0	0	1	2	0	3	3%
Spec. Ed.	2	4	4	4	7	2	23	22%
Eco Dis.	8	8	15	13	9	11	64	60%
ESL	1	0	2	1	2	1	7	7%

Demographics Strengths

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

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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- 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.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Garwood Elementary School Will provide effective instruction.

Performance Objective 1: By the Spring of 2024, at least 70% of all students and all student groups will meet or exceed state and federal accountability standards in ELAR and Mathematics.

Evaluation Data Sources: STAAR results, District progress monitoring programs, and class grades.

Goal 1: Garwood Elementary School Will provide effective instruction.

Performance Objective 2: By the Spring of 2024, at least 90% of students in the 3rd through 5th grade will demonstrate at least one year's growth as indicated by the state STAAR Assessment.

Evaluation Data Sources: STAAR Assessment results.

Goal 1: Garwood Elementary School Will provide effective instruction.

Performance Objective 3: By the end of Spring of 2024 all English Language Learners students will increase in their English language proficiency by at least one ability level.

Evaluation Data Sources: TELPAS results.