



**GANADO ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN
2024 - 2025**

GES Strategic Priorities

1. Attendance
2. Safety & Security
3. Student Growth & Achievement
4. Campus Climate & Culture
5. Community Engagement

GES Planning and Decision Making Committee

Name	Position
Amanda Beldin	Principal
LaFawn Snedecor	Elementary Counselor
Lexi Snedecor	5 th Grade Teacher
Tina Gresham	District Dyslexia Coordinator/Provider
Emilee Robinson	Kindergarten Teacher
Cassie Tomanek	2nd Grade Teacher
Christina Puentes	4th Grade Teacher
Amar Almeda	3rd Grade Parent
Lupe Almaraz	3rd Grade Parent
Evi Rivera	Kinder/2nd Grade Parent
Jessica Olivarez, KW's Dairy Mart	Business Representative
Lauren Hajovsky, Farm Bureau	Business Representative
Amanda Bures	Community Representative
Pastor David Segura, First Baptist Church	Community Representative

Ganado Elementary School Campus Improvement Plan 2024 - 2025

GES Strategic Priority #1: Attendance

TEA Strategic Priority 4: Improve Low Performing Schools

- **GES Goal 1.1** - Ganado Elementary School will strive for a 98% attendance rate.
- **GES Goal 1.2** - Ganado Elementary School will provide and promote a positive, high achievement-based climate and positive culture that is safe and conducive to maximized, data-driven student instruction and learning
- **GES Goal 1.3** - Ganado Elementary School will regularly recognize and celebrate student attendance through campus incentives.
- **GES Goal 1.4** - Ganado Elementary School will establish a strong partnership with all student families to maximize learning and to establish a consistent collaboration between school staff and home support systems.
- **GES Goal 1.5** - Ganado Elementary School will effectively track student attendance to keep parents informed on their students attendance.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Create friendly attendance competitions between classrooms or grade levels, rewarding the classes with the highest attendance rates or those who meet our campus goal of 98%	State and Local Funds' Community Sponsor Title 1 Funds	A. Beldin, Principal	E. Rivera, Teachers and Staff	Participation in incentive programs: measure engagement in attendance-related incentive programs and the number of students receiving recognition or rewards should increase throughout the year. Starting in Sept.
2. Initiate and implement campus Incentive program involving earned “spirit sticks” and “free days” for positive behaviors and attendance.	State and Local Funds; Title 1 Funds	A. Beldin, Principal	E. Rivera, Teachers and Staff	Reduction in student absences and tardies as well as discipline referrals and attendance letters across the campus
3. Send regular communications to educate parents about the importance of attendance and how it impacts academic success.	State and Local Funds; Title 1 Funds	A. Beldin, Principal	E. Rivera, Teachers and Staff	Tracking the number of parents receiving communications via Dojo or mail as well as monitoring engagements with the posts. - We will have a reduction in student absences and tardies across the campus and a stronger school to parent relationship.
4. Develop a system to identify and intervene with students at risk of poor attendance, using data to trigger early interventions such as calls home or counseling.	State and Local Funds	A. Beldin, Principal	E. Rivera, Teachers and Staff	Reduction in student absences and tardies across the campus.
5. Incorporate attendance awareness into daily announcements and celebrate weekly attendance improvements school-wide.	State and Local Funds	A. Beldin, Principal	E. Rivera, Teachers and Staff	Reduction in student absences and tardies across the campus.
6. Partner with community organizations to offer transportation assistance or support to students facing challenges getting to school.	State and Local Funds; Title 1 Funds	A. Beldin, Principal	E. Rivera, Teachers and Staff	Reduction in student absences and tardies across the campus and a reduction in chronic absenteeism.
7. Encourage teachers to consistently praise good attendance, highlighting it as a key factor in academic achievement and success.	State and Local Funds; Title 1 Funds	A. Beldin, Principal	E. Rivera, Teachers and Staff	Reduction in student absences and tardies across the campus.
8. Enhance campus climate through the PBIS program by focusing on cultivating a welcoming, safe, and engaging school environment by promoting positive behaviors and recognizing students to create a climate where students feel valued and supported.	State and Local Funds; Title 1 Funds	A. Beldin, Principal	E. Rivera, Teachers and Staff	We will monitor school climate indicators such as fewer behavior issues, increased classroom participation, and positive teacher-student relationships.

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GES Strategic Priority #2: School Safety and Security

TEA Strategic Priority 1: Recruit, support, and retain teachers and principals

- **GES Goal 2.1** - Ganado Elementary School will increase overall campus safety by 20% through enhanced surveillance and secure access controls.
- **GES Goal 2.2** - Ganado Elementary School will achieve 100% participation in emergency drills and revise emergency protocols based on drill outcomes and feedback.
- **GES Goal 2.3** - Ganado Elementary School will reduce reported incidents of bullying by 25% and improve students satisfaction with the school environment through targeted support programs.
- **GES Goal 2.4** - Ganado Elementary School will follow the GISS Comprehensive Safety Plan to ensure the utmost safety and health of its students at all times.
- **GES Goal 2.5** - Ganado Elementary School will use resources developed by TEA for Trauma Informed Care and provide counseling options, and will also train staff handling discipline in restorative justice practices.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Upgrade and maintain physical security infrastructure, including security cameras, improved lighting, and ensuring all entry points are monitored and secure.	State and Local Funds SAFE Grant Title 4 Funds	Dr. Szymanski, Superintendent	Amanda Beldin, Principal Bert Skoruppa Jorge Hernandez	Reduction in security incidents, improved response times due to better monitoring, monitoring system effectiveness by ensuring all cameras are operational, and compliance with security standards.
2. Conduct regular emergency drills and update emergency response plans to ensure staff and students are well-prepared for various scenarios.	State and Local Funds; Title 4 Funds	A. Beldin, Principal Sabrina Taylor	LaFawn Snedecor, Counselor Teachers and Staff	Completion and frequency of drills, improved response times, assessment of staff and student preparedness, and review and updating of emergency response plans with collaboration from local authorities.
3. Develop and promote programs focused on mental health, bullying prevention, and conflict resolution to support a positive school culture.	State and Local Funds; Title 4 Funds	LaFawn Snedecor, Counselor	A. Beldin, Principal Teachers and Staff	Reduction in bullying and conflict incidents, improvement in mental health metrics, increased participation in mental health and conflict resolution programs, and an improved school climate and culture.
4. Counseling classes focusing on character, behavior, and healthy life choices will be provided to all students.	State and Local Funds; Title 1 Funds	LaFawn Snedecor, Counselor	A. Beldin, Principal	Improved student behaviors and discipline, positive feedback from students and parents, increased student engagement and participation, long-term impact on academic and social success.
5. Participate in Red Ribbon Week activities	State and Local Funds; Title 1 Funds	LaFawn Snedecor, Counselor	A. Beldin, Principal Teachers and Staff	High student and staff participation rates, increased awareness of drug prevention and healthy choices, positive school climate and engagement, and community and external involvement.

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GES Strategic Priority #3: High Academic Performance and Student Success

TEA Strategic Priority 2: Build a Foundation of Reading and Math

TEA Strategic Priority 4: Improve Low-Performing Schools

- **GES Goal 3.1** - Ganado Elementary School will provide a quality instructional program to meet the needs of all students. GES will increase academic achievement for all students while closing the achievement gap between student groups and students of special populations.
- **GES Goal 3.2** - Ganado Elementary School will implement programs that enable Title I, Special Education, Dyslexic, and 504 students to demonstrate progress as defined by federal, state, district, and campus guidelines.
- **GES Goal 3.3** - Ganado Elementary School teachers will consistently implement the Amplify and Eureka curriculum 100% of the time in the creation of lessons and delivery of instruction with the assistance of the National Institute of Excellence in Teaching (NIET).
- **GES Goal 3.4** - Ganado Elementary School will ensure our Tier I, II, and III Instruction enables our students to make a minimum one-year's growth on Reading, Math, and Science STAAR scores in Grades 3-5; as well as STAR Renaissance. STAAR scores will increase by 10% from scores in 2024.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. The High Quality Instructional Material (HQIM) will be followed in all core content areas to ensure vertically and horizontally aligned curricula.	State and Local Funds LASO planning LASO implementation	A. Beldin, Principal	Melanie Chambless, Curriculum Director Core-Content Teachers	Adherence to HQIM; Increase in state assessment scores; Evidenced in documented Admin observations/ walkthroughs.
2. Elementary teachers will teach all grade level & subject area TEKS during the school year.	State and Local Funds, LASO Title I	A. Beldin, Principal	Core-Content Teachers	Increased student performance in reading and math; growth in diagnostic scores; improvement in grades and state assessments scores
3. Purchase supplemental materials to assist students with reading, math, writing, science and social studies.	Title 1 Funds; State and Local Funds LASO	A. Beldin, Principal	Dr. Szymanski, Superintendent W. Nixon, GISD Business Manager	Consistent utilization of supplemental materials
4. Improve the Master Schedule to maximize time for instruction and intervention support. A one-hour Enrichment/Intervention time for Grades K-5 will be incorporated into the daily schedule to ensure adequate time is spent providing instructional support and/or enrichment for ALL students daily.	Title I Funds Comp Ed Funds	A. Beldin, Principal	Leticia Rosas, Interventionist Lynda Barbosa, Intervention Aide, Core-Content Teachers	Increased student performance in reading and math; growth in diagnostic scores; improvement in grades and state assessments scores
5. Utilize progress monitoring assessments, screeners, and diagnostics to track student data (BOY, MOY, EOY assessments, mClass/ DIBELS for Reading in K-5, STAAR Benchmarks in 3-5 Tested areas, running records, Benchmarks, checkpoints, unit exams) beginning in Kindergarten, and utilize the results of the screeners to plan intervention and assistance for students.	Title 1 Funds; State and Local Funds LASO Comp Ed Funds	A. Beldin, Principal	Melanie Chambless, Curriculum Director Core-Content Teachers	Increased data-driven instructional practices tailored to students' needs; Increased student performance in all subjects; improvement in grades and state assessments scores.
6. Weekly PLC's will have set agendas and will use data tracking tools to monitor student performance to ensure data-driven instruction.	Title 1 Funds; State and Local Funds LASO	A. Beldin, Principal	Melanie Chambless, Curriculum Director Core-Content Teachers	PLC Sign-in sheets and agendas reflecting consistent data talks/ instructional strategies discussions; Improvement of State scores and diagnostic scores.

7.. Develop and implement a campus T-TESS calendar, with administrative walkthroughs and observations occurring frequently to ensure instructional excellence.	No funding required	A. Beldin, Principal	Executive Leadership Team; Core-Content Teachers	Successful adherence to schedule and minimum number of observations for each teacher met and performed.
8.. Provide accommodations for instruction and assessments as appropriate, and focus on differentiated instruction to meet the needs of various student populations (SPED, EBs, GT, 504, RtI/MTSS, Migrant, Dyslexia, and At-Risk students).	Title I, II, Funding; State and Local Funds; SPED Funding EB Funds	A. Beldin, Principal	T. Gresham, Dyslexia Coordinator; M. Hanning, SPED teacher; Leticia Rosas, Interventionist; Melanie Chambless, Curriculum Director Core-Content Teachers	Documented Differentiation strategies in Tier I Instruction, as well as Tier II/III Instructional strategies
9. The Elementary instructional staff will continue to improve and evaluate their Response to Intervention (RTI) system, Student Success Initiative (SSI), and Dyslexia Identification Program and Referral processes.	Title I, II, Funding; State and Local Funds; SPED Funding EB Funds Dyslexia LASO	A. Beldin, Principal	S. Taylor, Special Programs Director; T. Gresham, Dyslexia Coordinator; M. Hanning, SPED teacher; Melanie Chambless, Curriculum Director Core-Content Teachers	Accurate referrals to Dyslexia Coordinator; Documentation of effective RTI/MTSS system; Improvement in diagnostic and assessment scores
10. Utilize the Circle Progress Monitoring System to Measure social and emotional development, language and communication, emergent literacy reading, emergent literacy writing, and mathematics in all Pre-Kindergarten students.	No funding required	A. Beldin, Principal PK Teacher(s)	Melanie Chambless, Curriculum Director S. Taylor, Special Programs Director	Comparison of BOY, MOY, and EOY Data in CLI System; Pre-K/ Kindergarten Readiness Diagnostic

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GISD Strategic Priority #4: Campus Climate & Culture

TEA Strategic Priority 1: Recruit, support, and retain teachers and principals

TEA Strategic Priority 4: Improve Low-Performing Schools

- **GES Goal 4.1** Ganado Elementary School administration and teachers will create and maintain a school culture where students, staff, and families feel valued, supported, and included through diverse programs and events.
- **GES Goal 4.2** Ganado Elementary School will strengthen communication between staff, administration, and families by establishing clear communication protocols and regular feedback loops.
- **GES Goal 4.3** Ganado Elementary School will consistently recognize and celebrate teachers who exhibit exceptional instructional skills and dedication.
- **GES Goal 4.4** Ganado Elementary School will increase student engagement and academic success by offering a strong PBIS (Positive Behavior Interventions and Supports) framework.
- **GES Goal 4.5** Ganado Elementary School will develop leadership capacity within the school by offering leadership development opportunities for 20% of the staff.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Initiate and implement campus incentive program involving earned "BOW Bucks" for positive behaviors exhibited across the campus by teachers/staff to be used at the "BOW Store".	State and Local Funds; Title I Funds	A. Beldin, Principal	L. Snedecor, Counselor PBIS Committee Teachers and Staff	Consistent Positive Reinforcement of teachers Reduction in disciplinary referrals and fewer conflict incidents
2. Introduce monthly parent Facebook/Class Dojo posts and weekly staff newsletters, set up regular staff meetings focused on collaboration.	State and Local Funds	A. Beldin, Principal	L. Snedecor, Counselor	Increased parent engagement with the posts, positive feedback from parents on communication efforts, increased awareness of school initiatives
3. Create a staff appreciation program, provide regular wellness check-ins, and offer professional development opportunities that align with staff interests and goals.	State and Local Funds Title II Funds	A. Beldin, Principal	Melanie Chambless, Curriculum Director	Increased staff morale and job satisfaction, higher staff retention, improved staff well-being, improved job performance and skill development
4. Implement student leadership opportunities, after-school clubs.	State and Local Funds	A. Beldin, Principal	Teachers and Staff	Increased student participation and engagement, improved student leadership and academic performance
5. Offer mentorship programs, provide leadership training sessions, and create committees where staff can take on leadership roles in school initiatives.	State and Local Funds	A. Beldin, Principal	Teachers and Staff	Increased staff participation and engagement in leadership roles, improved staff leadership skills and confidence.

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GISD Strategic Priority #5: Community Engagement

TEA Strategic Priority 1: Recruit, Support, and Retain Teachers and Principals

TEA Strategic Priority 4: Improve Low-Performing Schools

- **GES Goal 3.1** Ganado Elementary School will provide consistent communication (in both English and Spanish) to parents and guardians regarding their students' academic and social achievements and needs.
- **GES Goal 3.2** Ganado Elementary School will update and follow the campus Parent and Family Engagement Plan to continue to build a strong partnership with parents and family members throughout the school year.
- **GES Goal 3.3** Ganado Elementary School will increase parent and family communications in order to create a climate of trust and collaboration in decision making across the campus.
- **GES Goal 3.4** Ganado Elementary School administrators, teachers, and instructional staff will monitor their Class Dojo account and email to ensure continual communication and collaboration between school and parents in regards to student expectations and performance.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Weekly communications with parents in both English and Spanish, via Class Dojo explaining the upcoming weeks' events.	State and Local Funds	A. Beldin, Principal	L. Snedecor, Counselor; Teachers and Staff	Positive Feedback on MOY and EOY Parent Surveys and feedback of consistent communications with Spanish-speaking families.
2. Review and Continued implementation of GES Parent and Family Engagement Plan	State and Local Funds; Title 1 Funds	A. Beldin, Principal	L. Snedecor, Counselor; Teachers and Staff	Successful Implementations of this years' Plans with all families
3. Daily outreach to parents/guardians through student BOW sheets as well as through Class Dojo messaging, email and phone calls.	Title 1 Funds	A. Beldin, Principal	L. Snedecor, Counselor; Teachers and Staff	Documentation showing 100% adherence across the Grade Levels in regards to BOW sheets and Class Dojo usage.
4. Teachers will send out postcards each week, to send positive communication to students and parents.	State and Local Funds	A. Beldin, Principal	L. Snedecor, Counselor; Teachers and Staff	100% of students receive at least 2 postcards in the school year, with positive feedback from parents in EOY Parent Survey
5. Scheduling of parent and family evening activities such as Literacy and Numeracy Nights, Data Reflection Nights, STAAR Information/Partnership Nights, Open House, etc	State and Local Funding; Title 1 Funding	A. Beldin, Principal	L. Snedecor, Counselor; Campus Interventionists, Dyslexia Coordinator; Teachers and Staff	Successful events and documentation of attendance at events
6. Public recognition of teachers and students, as well as regular postings of campus events and happenings.	State and Local Funds	A. Beldin, Principal	L. Snedecor, Counselor; Teachers and Staff	Awards and Recognition records throughout the school year; Weekly postings completed by campus throughout the school year

COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Ganado Elementary school is a Pre-Kindergarten through 5th Grade school located in Ganado, Texas. A campus of approximately 325 students, GES is an identified Title 1 Campus.

Summary of Demographics

Total Elementary Enrollment: 323 students (Pre-K - 34, K - 41, 1st - 44, 2nd - 50, 3rd - 47, 4th - 48, 5th - 57)

Gender Percentages: 42.1% Male, 57.9% Female

Ethnicity Breakdown: 0.31% Asian; 62.54% Hispanic/Latino; 35.91% White; 1.24% 2 or More Races

Identified Economically Disadvantaged: 177 (54.8%)

At-Risk Population: 43.83%

Special Populations: 70 (21.67%) Emergent Bilingual 45 (13.93%) SPED 323 students Title 1A, attend School-wide

Migrant Students: 2 (0.62%)

Gifted/Talented Program: 16 students [7 (43.75%) Hispanic/Latino 9 (56.25%) White]

Demographic Strengths

- Average class size is below state recommended 22:1 Student to Teacher Ratio.
- Attendance Rates are higher than the state average.

Demographic Needs

- Reading/Math Performance of Emergent Bilingual and Special Education students

Data Sources Reviewed

Demographics

Enrollment by grade and gender
Enrollment by ethnicity
Enrollment by student pop/program
PEIMS student data
Mobility data TAPR
PEIMS Attendance

Student Achievement

State Accountability Reports
TELPAS Report
STAAR Results
Promotion/Retention Rates
Student Success Initiative Data

School Culture and Climate

PEIMS Discipline Summary
School Climate Surveys
PEIMS Discipline Reports
Title I Surveys
Parent Conferences/Meetings

Staff Quality, Recruitment and Retention

Teacher Certifications
Paraprofessional Qualifications
Teacher FTE by Gender and Ethnicity
Teacher Yrs. Experience/Years in ISD
Staff Mobility/Stability
Teacher/Student Ratios
Special Program Qualifications
Professional Development Data
Recruitment/Retention Strategies

Curriculum, Instruction and Assessment

TEKS Resource System Documents
Unit Assessments/Benchmarks
Instructional Resources/Class Materials
School/Special Program Schedules
Enrichment Resources
Lesson Development
Instr. Delivery Strategies/ Techniques
Professional Development Surveys

Family and Community Engagement

Family/Community Participation Logs
Parent Volunteer Information
Parent Activity Evaluations/Feedback
Event and/or Meeting Calendars
Parental Participation Logs
Community Agencies/Support Services

School Context and Organization

School Structure (Teams, etc.)
Decision-Making Committee(s)
Duty Rosters
Schedule for Student Support Services
Campus Communication
School Map & Physical Environment
Extracurricular/School Program Services

Technology

Technology Plan
Technology Professional Development
Technology Policies and Procedures
Resource Allocations