Rice CISD

Garwood Elementary School

2025-2026 Campus Improvement Plan

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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.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 15

Improvement Planning Data 16

Accountability Data 16

Student Data: Assessments 16

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 17

Parent/Community Data 17

Support Systems and Other Data 18

Goals 19

Goal 1 : Ninety-five percent fourth grade will preform at the meets level or higher o... 20

Goal 2 : All students moving from First to Second grade will be able to read fluentl... 22

Goal 3 : Ninety-Five percent of third graders will perform at the meets level or high... 24

Goal 4 : Ninety-five percent of kindergarteners will have 100% letter/sound recogn... 26

Goal 5 : Students in grade 3, 4 and 5 will improve their performance on the ELAR S... 28

Comprehensive Needs Assessment

Demographics

Summary

For such a small rural campus, the demographics of Garwood Elementary are diverse yet all inter-related. Ethnically, the majority of Garwood student are Hispanic, followed by Caucasian and African American or mixed. Yet all the students get along well generally speaking. Only one student was retained in the 2024-2025 school year and that was due to poor attendance. the majority of discipline issues are minor with only two In School Suspensions occurring during the year. Other discipline consequences ranged from lunch detention to sitting out at recess. Parent contact is always implemented in any discipline situation. The campus utilizes a teacher and two paraprofessionals for inclusion support for special education students. Garwood also houses the district's elementary life skills classroom.

Strengths

The diversity of the students at Garwood can be seen in the students' ethnicity, academic performances and general abilities; yet, the vast majority of students either do not see or simply overlook these differences and associate well with each other. While dome drama does occur in the older students, it is generally minor. Teacher and administration supervision and expectations are evident and clear. The majority of students readily comply with these expectations.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Trends indicate that we will have more students qualify for special education programs which will require more in class assistance beyond the regular instruction in the classroom.	The inclusion of dyslexia students as qualifying for special programs has increased the need for inclusion support at each grade level.

★ = Priority

Student Learning

Summary

Overall only one student was retained, at Garwood this year and that was due to very poor attendance. Local benchmarks and MClass results demonstrate student progress or growth. Student achievement on the STAAR for grades 3 through 5 was varied. Grade three students scored better in Reading than in Math, yet the overall level of performance was lower than expected. Growth measures in Grades 4 and 5 were much better and student performance on the STAAR showed in increase by the same students over their previous year's performance.

Strengths

Student in grades 4 and 5 preformed much better than they did on the previous years STAAR assessment. MClass results for Kinder through second grade showed good growth, with second grade showing the best growth. Kindergarten also showed excellent growth this year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Third grade performance was not as high as expected.	Initial teacher taught too fast and at too high a level for students to "keep up with." and a Teacher switch in March did not provide enough time for students to remediate.
2 ★	Across all three tested grade level, ELAR continues to be the weakest area for Garwood Elementary School; the written responses were especially low on the 2025 testing.	Students either failed to address the topic effectively or did not develop their thoughts on the written prompt. Many responses consisted of a single sentence or a group of run-on sentences that rambled.

★ = Priority

School Processes & Programs

Summary

Garwood Elementary uses the TEKs resource system as its scope and sequence to teach the information and objectives contained therein. Teachers use state adopted and supplementary material to teach this material.

Decision making processes at Garwood are collaborative and are not generally a top down process. Teacher, faculty and staff all work together to make decisions concerning instruction, student interventions and service provisions for the campus.

Communication between various groups on campus is frequent and varied. Face to face interactions, small group or general meetings, emails and weekly activity notices are all parts of the on campus communication. Parental communication occurs with Facebook posts, School messenger emails and texts messages, telephone calls, communication folders and class level paper flyers.

Al students have access to technology either through iPads or Chromebooks.

Strengths

Garwood Elementary does many things well: Teachers are experienced and student focused so their student do well in classes; Administration seeks to support teachers in their efforts and strives to supply teachers with material, discipline support and communication about various issues in the district or on campus. Any person who has a stake in a specific student's education is involved in decision making for that student and general campus decisions are conducted with input by all involved. Campus communication is timely and relevant without wasting time for those involved. and Technology is improving yearly for the students of Garwood elementary.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	ELAR instruction especially in the area of writing is a weak area for Garwood students.	Several causes exist for this low performing area 1. Student have trouble typing their responses 2. Students have problems connecting a piece of literature to a specific prompt on that literature. The abstract connections are difficult for students to make at this grade level.
2	Many of the iPads are getting old and sometime don't work as they should.	The district has used these iPads for many years and they need to be replaced.

★ = Priority

Perceptions

Summary

Surveys from Parents, Faculty and students are generally favorable. Overall parents believe that Garwood is a friendly and welcoming campus that adequately educates their child(ren). Students generally believe that their teachers have their best interests at heart and are will qualified to teach them and prepare them for the next grade level. The Garwood faculty feel very good about their campus, their student achievement, and their administrative support for what they do.

Strengths

The overall perceptions by all stake holders in Garwood Elementary school is that Garwood is a safe and good place for their children to be educated. Administration and Faculty work well together to accomplish the objective of educating the children who attend Garwood Elementary.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Trends indicate that we will have more students qualify for special education programs which will require more in class assistance beyond the regular instruction in the classroom.	The inclusion of dyslexia students as qualifying for special programs has increased the need for inclusion support at each grade level.
2 ★	Across all three tested grade level, ELAR continues to be the weakest area for Garwood Elementary School; the written responses were especially low on the 2025 testing.	Students either failed to address the topic effectively or did not develop their thoughts on the written prompt. Many responses consisted of a single sentence or a group of run-on sentences that rambled.
3 ★	ELAR instruction especially in the area of writing is a weak area for Garwood students.	Several causes exist for this low performing area 1. Student have trouble typing their responses 2. Students have problems connecting a piece of literature to a specific prompt on that literature. The abstract connections are difficult for students to make at this grade level.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Effective Schools Framework data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Ninety-five percent fourth grade will preform at the meets level or higher on the STAAR during the 2025-2026 school year.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Ninety-five percent of fourth grade will preform at the meets level or higher on the STAAR during the 2025-2026 school year.

Evaluation Data Source: Benchmark Assessments and STAAR assessment

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continuer with emphasis on writing to improve ELAR performance and collaboration on new math curriculum.

Strategy 1

Fourth grade students will become more engaged in hands on instruction than lecture and the IXL learning platform will be used to enrich the classroom instruction.

Strategy's Expected Result/Impact: Fourth graders will perform at a much high level than they did in the third grade

Staff Responsible for Monitoring: 4th Grade teacher, Inclusion paraprofessional, Campus Administration

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

December	February	April	June
Considerable Progress	Considerable Progress	Considerable Progress	Continue/Modify

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Across all three tested grade level, ELAR continues to be the weakest area for Garwood Elementary School; the written responses were especially low on the 2025 testing.	Students either failed to address the topic effectively or did not develop their thoughts on the written prompt. Many responses consisted of a single sentence or a group of run-on sentences that rambled.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Across all three tested grade level, ELAR continues to be the weakest area for Garwood Elementary School; the written responses were especially low on the 2025 testing.	Students either failed to address the topic effectively or did not develop their thoughts on the written prompt. Many responses consisted of a single sentence or a group of run-on sentences that rambled.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	ELAR instruction especially in the area of writing is a weak area for Garwood students.	Several causes exist for this low performing area 1. Student have trouble typing their responses 2. Students have problems connecting a piece of literature to a specific prompt on that literature. The abstract connections are difficult for students to make at this grade level.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	ELAR instruction especially in the area of writing is a weak area for Garwood students.	Several causes exist for this low performing area 1. Student have trouble typing their responses 2. Students have problems connecting a piece of literature to a specific prompt on that literature. The abstract connections are difficult for students to make at this grade level.

Goal 2 All students moving from First to Second grade will be able to read fluently at a rate of at least 90 wpm.

Performance Objective 1 ☑ High Priority

All students moving from First to Second grade will be able to read fluently at a rate of at least 60 wpm.

Evaluation Data Source: Benchmarks and MClass assessment results.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with the same goal.

Strategy 1

First grade student will receive intensive phonemic instruction and word attack strategies to improve reading fluency.

Strategy's Expected Result/Impact: First grade students' fluency will increase so that second grade instruction can focus more on comprehension

Staff Responsible for Monitoring: First grade teacher, intervention paraprofessional, school adminiistration

Problem Statements: School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

December	February	April	June
Considerable Progress	Considerable Progress	Considerable Progress	Accomplished

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	ELAR instruction especially in the area of writing is a weak area for Garwood students.	Several causes exist for this low performing area 1. Student have trouble typing their responses 2. Students have problems connecting a piece of literature to a specific prompt on that literature. The abstract connections are difficult for students to make at this grade level.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	ELAR instruction especially in the area of writing is a weak area for Garwood students.	Several causes exist for this low performing area 1. Student have trouble typing their responses 2. Students have problems connecting a piece of literature to a specific prompt on that literature. The abstract connections are difficult for students to make at this grade level.

Goal 3

Ninety-Five percent of third graders will perform at the meets level or higher on the STAAR exam on ELAR and Math during the 2025-2026 school year.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Ninety-Five percent of third graders will perform at the meets level or higher on the STAAR exam on ELAR and Math during the 2025-2026 school year.

Evaluation Data Source: Benchmark exams and STAAR Assessment

Strategy 1

Third grade students will become more engaged in hands on instruction than lecture and the IXL learning platform will be used to enrich the classroom instruction.

Strategy's Expected Result/Impact: Third grade student academic performance will rise to campus expectations to perform above the approaches level on the STAAR and demonstrate at least a year's growth.

Staff Responsible for Monitoring: Third grade teacher, intervention teacher and school administration

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

December	February	April	June
Moderate Progress	Moderate Progress	No Progress	Continue/Modify

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Trends indicate that we will have more students qualify for special education programs which will require more in class assistance beyond the regular instruction in the classroom.	The inclusion of dyslexia students as qualifying for special programs has increased the need for inclusion support at each grade level.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Across all three tested grade level, ELAR continues to be the weakest area for Garwood Elementary School; the written responses were especially low on the 2025 testing.	Students either failed to address the topic effectively or did not develop their thoughts on the written prompt. Many responses consisted of a single sentence or a group of run-on sentences that rambled.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Across all three tested grade level, ELAR continues to be the weakest area for Garwood Elementary School; the written responses were especially low on the 2025 testing.	Students either failed to address the topic effectively or did not develop their thoughts on the written prompt. Many responses consisted of a single sentence or a group of run-on sentences that rambled.

Goal 4

Ninety-five percent of kindergarteners will have 100% letter/sound recognition, along with appropriate word attack skills to effectively read grade appropriate passages.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Ninety-five percent of kindergarteners will have 100% letter/sound recognition, along with appropriate word attack skills to effectively read grade appropriate passages.

Evaluation Data Source: MClass assessment at MOY and EOY assessments, benchmarks, and daily assessment

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with the same emphasis on phonics and reading.

Strategy 1

Kindergarten student will be engaged in the new Fundations phonics program to learn their letter/sound associations to enhance their word attack skills which is the basis of all reading.

Strategy's Expected Result/Impact: Students will be prepared for first grade reading instruction

Staff Responsible for Monitoring: Kindergarten teacher and campus administration

Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

December	February	April	June
Considerable Progress	Considerable Progress	Considerable Progress	Accomplished

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Trends indicate that we will have more students qualify for special education programs which will require more in class assistance beyond the regular instruction in the classroom.	The inclusion of dyslexia students as qualifying for special programs has increased the need for inclusion support at each grade level.

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	ELAR instruction especially in the area of writing is a weak area for Garwood students.	Several causes exist for this low performing area 1. Student have trouble typing their responses 2. Students have problems connecting a piece of literature to a specific prompt on that literature. The abstract connections are difficult for students to make at this grade level.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	ELAR instruction especially in the area of writing is a weak area for Garwood students.	Several causes exist for this low performing area 1. Student have trouble typing their responses 2. Students have problems connecting a piece of literature to a specific prompt on that literature. The abstract connections are difficult for students to make at this grade level.

Goal 5

Students in grade 3, 4 and 5 will improve their performance on the ELAR STAAR from 73% to 85% for the 2025-2026 School year.

Performance Objective 1

☑ **High Priority**

Students in grade 3, 4 and 5 will improve their performance on the ELAR STAAR from 73% to 85% for the 2025-2026 School year.

Evaluation Data Source: STAAR Scores

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue focus on student growth in all grade levels.

Strategy 1

Teachers will work and plan with the principal to ensure all academic targets are being met throughout the school year.

Strategy's Expected Result/Impact: Increased STAAR scores

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

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Moderate Progress	Moderate Progress	Moderate Progress	Accomplished

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Trends indicate that we will have more students qualify for special education programs which will require more in class assistance beyond the regular instruction in the classroom.	The inclusion of dyslexia students as qualifying for special programs has increased the need for inclusion support at each grade level.

Performance Objective 1 Problem Statements Identifying Demographics

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Across all three tested grade level, ELAR continues to be the weakest area for Garwood Elementary School; the written responses were especially low on the 2025 testing.	Students either failed to address the topic effectively or did not develop their thoughts on the written prompt. Many responses consisted of a single sentence or a group of run-on sentences that rambled.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

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Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

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