

**Big Spring Independent School District**  
**Goliad Elementary**  
**2021-2022 Campus Improvement Plan**



**Board Approval Date:** November 11, 2021

# Mission Statement

Our mission is to cultivate a culture of self-motivated, confident life-long learners.

## Vision

Inspire independent leaders who strive toward success for the future.

Together we are Better, Stronger, and Unstoppable!

## Value Statement

Recruit and retain highly qualified staff.

Maintain integrity and professionalism at all times.

Provide a caring and safe environment.

Ensure instructional time is valued.

Provide ongoing meaningful professional development.

Design and deliver relevant and engaging instruction.

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# Comprehensive Needs Assessment

Revised/Approved: November 11, 2021

## Needs Assessment Overview

The data reflects that our students struggled in reading achievement this year. In order to close the gaps, we need to prioritize this focus area to support students in continued growth and improved student outcomes. Math scores show some strength and are closer to the targets for academic achievement. However, math will continue to be a priority in order to build on the foundation that has been established. We will ensure that DDI practices are utilized to inform instruction based on student needs which will result in improved student achievement.

# Demographics

## Demographics Summary

Goliad Elementary is the district's 4th grade campus serving all of Big Spring. The student populations is currently 304 students.

Enrollment by Race/Ethnicity:

African American 5.9%

Hispanic 61.7%

White 28.4%

American Indian 0.3%

Asian 1.0%

Pacific Islander 0.3%

Two or More Races 2.3% 2.7% 2.

## Demographics Strengths

The ability to serve all 4th grades students has been a strength for the campus as well as the district. Students are not as mobile, our curriculum and expectations remain the same due to staff members knowing students all of them. We are able to develop academic goals and plans for students and be successful since the mobility rate disappeared.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Per the 2018-19 STAAR campus results, all subgroups but sped failed to meet their Met goal. **Root Cause:** Campus focused on Domain 1 and did not dive deep enough into Domain 3.

# Student Learning

## Student Learning Summary

Based on the 2019 state accountability results, Goliad Elementary did not meet the requirements needed to meet standard. Goliad Elementary received a letter grade of a F with a scale score of 57 on the district statewide assessment, STAAR. in Domain 1- Student Achievement. In Domain II-School Progress the letter grade received was an F (57). Part A of Domain II, Academic Growth was an F (55) and Part B of Domain II, Relative Performance scale was an F with a scale score of (55). In Domain III, Closing the Gaps letter grade was an F with a scale score of (37). No distinctions were earned for the school year.

## Student Learning Strengths

Overall students scored higher in Domain 1 while at the 3rd grade campus but not enough to meet Domain 1.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Per the 2018-2019 STAAR campus results, low student achievement on the STAAR Domain 3 contributes to the lack of overall school achievement. **Root Cause:** Students received instruction from four first year teachers.

# School Processes & Programs

## School Processes & Programs Summary

Our instructional programs support or enhance Math, Reading, & Writing curriculum. Math programs are Formative Loop (fluency), Mathletics (computer based). Reading is supported or enhanced with RTI & Enrichment provided by retired teachers. Accelerated Reader and Empowering Writers are utilized by Reading/ELAR teachers. NWEA is also an online tool we use to monitor growth. Students are placed on intervention plans based on their NWEA data. Also, RTI Plans are written and followed for students using DMAC to document student measurable outcomes.

We recruit new teachers through job fairs or social media. Some teachers on the Goliad campus have been with the district more than 5 years.

Our campus is supported with an Curriculum Support Specialist. This is the first year we share a school counselor with the 3rd grade campus. We have two first year teacher and in addition, we have 4 teachers going through alt. certification programs. All teachers meet 60 minutes daily during PLC to plan instruction and discuss Daily Assessment Questions/Data.

Capturing Kids Hearts is the model teachers use to guide them with classroom leadership.

Campus principals monitor instruction by observing classrooms using the Fundamental 5 process and DMAC Walk-through T-TESS forms. Purposeful walk-through forms are also utilized to monitor specific weakness in instruction.

## School Processes & Programs Strengths

We have a solid plan to improve our students. We monitor student progress every six weeks with a checkpoint. Teachers are able to identify learning gaps using DMAC results. Therefore students are placed in appropriate interventions focused on their needs. After our checkpoints, the lowest student expectation is identified and students in this category are given specific instruction along with a 5 question assessment in order to monitor progress.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The current students are struggling with reaching checkpoint progress and goals. **Root Cause:** Teachers are struggling with the delivery of their lessons and at times behind on lesson planning.

# Perceptions

## Perceptions Summary

The culture and climate of Goliad staff is a positive and vision driven environment focused on what is best for students. Faculty understands the value of treating students with respect so they feel safe while still holding them accountable by following the Capturing Kid's Hearts model.

Our business partner is HEB. Along with HEB, we have other local business who support our campus by providing rewards for students and learning opportunities. We also, in turn, provide back to our community by donations or fund-raising activities.

## Perceptions Strengths

Our school culture maintains a solid driven purpose to improve student outcomes with perseverance focusing on ensuring quality instruction daily.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teacher turnover rate has caused us to hire new or alternatively certified personnel due to lack of applicants. **Root Cause:** Pool of teachers was minimal due to grade level.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- 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
- 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, 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
- EL/non-EL or LEP 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**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals





Revised/Approved: November 12, 2021

**Goal 1:** 80% of students at Goliad will perform at or above the approaches standard level on the STAAR.

**Performance Objective 1:** Goliad will use data and instructional best practices to increase the number of students passing and also increase the number of students receiving Level III(Advanced Recognition) Performance Standard in each subgroup on the State of Texas Assessments of Academic Readiness.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** Campus Assessments and STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Goliad Elementary will utilize and implement a Professional Learning Communities protocol to identify and review essential standards in order to plan effective Tier 1 instruction at the rigor level required in the standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership team, Instructional Support Specialist and Teachers</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy</b></p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Goliad will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

**Performance Objective 1:** Goliad will recruit and maintain a highly qualified staff according to ESSA and/or SBEC standards, and will actively participate in professional development.





**Evaluation Data Sources:** ESSA Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide a systemic, job-embedded framework for offering continuous learning opportunities of successful practices that meets the needs of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve checkpoint results and STAAR results.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Personnel director, Instructional Support Specialist</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3:** Goliad will put into operation programs, activities, and procedures for the involvement of parents and community in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary.

**Performance Objective 1:** Goliad will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary.

**Evaluation Data Sources:** Parent Surveys; Parent sign-in sheets; Facebook feedback; Blackboard Connect results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent AR Nights            Student Programs            STAAR Resource Event            Literacy Events            Report Card/Student progress Meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation which will impact student performance.  <b>Staff Responsible for Monitoring:</b> Principals and Leadership Team</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b>  <b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3:** Goliad will put into operation programs, activities, and procedures for the involvement of parents and community in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary.

**Performance Objective 2:** Parents and community members will perceive a positive relationship with the campus as evidenced by data (including but not limited to) yearly Parent Involvement Survey.

**Evaluation Data Sources:** Participation by student body in activities that promote parent engagement. Utilize sign-in sheets in all parent engagement activities.

**Goal 4:** Goliad will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 1:** Goliad will support comprehensive district-wide implementation and evaluation of BSISD Curriculum Management Plan.

**Evaluation Data Sources:** Local data; NWEA; District Benchmark; STAAR Results and teacher feed back



**Goal 4:** Goliad will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 2:** Goliad will promote a systematic and effective use of data to improve instruction.

**Evaluation Data Sources:** Professional Learning Community; Daily Assessment Questions (DAQ) TTESS Walkthrough Data, STAAR results, and Lead4ward Resources

**Goal 4:** Goliad will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 3:** Goliad will support initiatives to improve district performance within all indicators of the Performance Based Monitoring System.

**Evaluation Data Sources:** STAAR Results and PLC evaluations (beginning, middle and end of year)

**Goal 4:** Goliad will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 4:** The campus's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance.

**Evaluation Data Sources:** Progress of dyslexia, GT, Sped., and ESL Programs

**Goal 5:** Goliad will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 1:** Attendance rate at 100% of Goliad campus will meet predetermined thresholds each 6 weeks as measured by reports generated by TxEIS.

**Evaluation Data Sources:** TxEIS attendance reports, Truancy Intervention Plan/BIP; Attendance Celebration Parties

**Goal 5:** Goliad will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 2:** 100% of Goliad instructional staff members will receive professional development on supporting topics which must be completed by designated time line.

**Evaluation Data Sources:** District Wide PD Opportunities; Campus based PD and Sign in sheets

**Goal 5:** Goliad will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 3:** 100% of BSISD campuses will continue to implement campus safety committees and district-wide discipline management policies and procedures.

**Evaluation Data Sources:** Committee meeting minutes; (Regular Mtg. Minutes); PIEMS Reports; Fire Drill and Disaster Drill documentation

**Goal 5:** Goliad will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 4:** BSISD campuses will increase student achievement and academic success by strengthening educational programs and opportunities for all students and staff.

**Evaluation Data Sources:** Mathletics; AR; Formative Loop; Think Central; Exact Path, and STAAR Results

# State Compensatory

## Budget for Goliad Elementary

**Total SCE Funds:** \$60,475.00

**Total FTEs Funded by SCE:** 1.6

### Brief Description of SCE Services and/or Programs

Counseling services are provided on the Goliad campus 2 days a week and every other Friday. ISS supports consequences based on student discipline code of conduct.

## Personnel for Goliad Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cadet Bryant	Counselor	0.3
Holly Barfield	Assistant Principal	0.3
Melissa Morales	ISS Aide	1



# 2021-2022 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rosie Lain	Principal
Non-classroom Professional	Kandi Lane	Instructional Support Specialist
Administrator	Holly Barfield	Assitant Principal
Classroom Teacher	Georgia Molina	Math Teacher
Classroom Teacher	Keisha Kuykendall	ELAR Teacher
Classroom Teacher	Tamera Sneed	Music Teacher
Non-classroom Professional	Cadet Bryant	Counselor

# Addendums

2021-22 Goliad SCE Funds

fund	func	obj	subj	org	fsc_l_yr	pgm	ed_span	proj_dtl	Descr	Appr
199	11	6118	00	102	2	30	0	00	GOLIAD TUTORIAL EXTRA PAY	(500.00)
199	11	6122	00	102	2	30	0	00	COMPENSATORY ED SUBS	(100.00)
199	11	6122	01	102	2	30	0	00	SUPPORT STAFF-ISS SUBS.	(100.00)
199	11	6129	01	102	2	30	0	00	SUPPORT STAFF-ISS	(17,797.00)
199	11	6141	00	102	2	30	0	00	MEDICARE	(250.00)
199	11	6142	00	102	2	30	0	00	GROUP HEALTH & LIFE INS	(4,632.00)
199	11	6143	00	102	2	30	0	00	WORKERS COMPENSATION	(550.00)
199	11	6146	00	102	2	30	0	00	TEACHER RETIREMENT	(592.00)
199	11	6399	20	102	2	24	0	01	TEKS RESOURCE SUPP	(2,400.00)
199	23	6119	01	102	2	30	0	00	GOLIAD ASST. PRINCIPAL SALARY	(19,682.00)
199	23	6141	00	102	2	30	0	00	MEDICARE	(256.00)
199	23	6142	00	102	2	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)
199	23	6146	00	102	2	30	0	00	TEACHER RETIREMENT	(2,435.00)
199	31	6119	00	102	2	30	0	00	GOLIAD COUNSELOR SALARIES	(8,425.00)
199	31	6141	00	102	2	30	0	00	MEDICARE	(120.00)
199	31	6142	00	102	2	30	0	00	GROUP HEALTH & LIFE INS	(810.00)
199	31	6146	00	102	2	30	0	00	TEACHER RETIREMENT	(206.00)
<b>Total</b>										<b>(60,475.00)</b>

**2021-22 Goliad Title Funds**

Title I										
fund	func	obj	sobj	org	fsc1_yr	pgm	ed span	proj dtl	Acct Descr	Appr
	211 11		6129 22	102		2 24	0	00	SUPPORT STAFF	-18,509.00
	211 11		6141 00	102		2 24	0	00	MEDICARE	-344
	211 11		6142 00	102		2 24	0	00	GROUP HEALTH & LIFE INS	-5,400.00
	211 11		6146 00	102		2 24	0	00	TEACHER RETIREMENT	-1,851.00
	211 13		6119 22	102		2 24	0	00	PROFESSIONAL SALARIES	-26,800.00
	211 13		6141 00	102		2 24	0	00	MEDICARE	-499
	211 13		6142 00	102		2 24	0	00	GROUP HEALTH & LIFE INSURANCE	-2,160.00
	211 13		6146 00	102		2 24	0	00	TEACHER RETIREMENT	-2,032.00
	211 13		6219 22	102		2 24	0	01	PROFESSIONAL SERVICES	-3,075.00
	211 32		6499 22	102		2 24	0	00	PARENT INVOLVEMENT	-1,684.50
										<b>-62,354.50</b>
Title II										
	255 13		6119 22	102		2 24	0	00	PROF. SALARIES - MCL/MENTOR	-3,000.00
	255 13		6141 00	102		2 24	0	00	MEDICARE	-56
	255 13		6146 00	102		2 24	0	00	TEACHER RETIREMENT	-300
										<b>-3,356.00</b>
Title IV										
	289	13	6219	22 102		2	24	0	0 PROF. SERVICES	-4,000.00
	289	12	6329	22 102		2	24	0	0 LIBRARY BOOKS	-1,000.00
										<b>-5,000.00</b>
Title V										
	270 11		6399 22	102		2 24	0	00	SUPPLIES	-4,560.00
										<b>-4,560.00</b>
Title I School Improvement Grant										
fund	func	obj	sobj	org	fsc1_yr	pgm	ed span	proj dtl	Acct Descr	Appr
	211 13		6219 22	102		2 24	0	41	PROFESSIONAL SERVICES	-1,000.00
	211 13		6219 22	999		2 24	0	41	PROFESSIONAL SERVICES	-1,000.00
	211 13		6239 22	102		2 24	0	41	PROFESSIONAL SERVICES - ESC 18	-10,285.00
										<b>-12,285.00</b>
	211 11		6399 22	102		2 24	0	41	SUPPLIES	-500
	211 13		6399 22	102		2 24	0	41	SUPPLIES	-500
										<b>-1,000</b>
	211 13		6411 22	102		2 24	0	41	TEACHER TRAVEL	-1,000.00
										<b>-1,000.00</b>
										<b>Grant total</b>
										<b>-14,285.00</b>

**Grand Total -88,555.50**