

Big Spring Independent School District

Goliad Elementary

2019-2020



Mission 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.

Vision

Instill respect and pride in all, empower a community of learners, unite staff and students, insure educational excellence from both staff and students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Goliad Elementary is the district's 4th grade campus serving all of Big Spring. The student population 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 grade 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 Academic Achievement

Student Academic Achievement 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 Academic Achievement 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 Academic Achievement 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 Formulative Loop (fluency), Mathletics (computer based). Reading is supported or enhanced with RTI & Enrichment provided by retired teachers. Exact Path, Accelerated Reader & Empowering Writers are utilized by Reading/Writing teachers. NWEA is also an online tool we use to monitor growth. Students are placed on Exact Path 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. Most teachers on Goliad campus have been with the district more than 5 years.

Our campus is supported with an Instructional Coach, Multi-Classroom Leader and a Reach Associate. We have one first year teacher and one second year teacher. All teachers meet daily during PLC to plan instruction and discuss Daily Assessment Questions/Data.

Conscious Discipline 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 pace of their lessons and at times behind the WAG.

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 Conscious Discipline 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 fundraising activities.

We hold many events for parent involvement. Many are music programs while others are open house events or AR Parent Read Nights.

Perceptions Strengths

Our school culture maintains a solid driven purpose to improve student outcomes with persistence 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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 diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

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
- 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, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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

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
- T-PESS 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

Goal 1: 70% of students at Goliad will perform at or above the meets 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.

Evaluation Data Source(s) 1: Campus Assessments and STAAR Data

Summative Evaluation 1:

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 Source(s) 1: ESSA Report

Summative Evaluation 1:

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 2: Provide a systemic, job-embedded framework for offering continuous learning opportunities of successful practices that meets the needs of the campus.

Evaluation Data Source(s) 2: Staff PD specified for 4th grade

Summative Evaluation 2:

Goal 3: Goliad will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 1: Goliad will continue to develop partnerships with local businesses and civic organizations to benefit the students of the campus.

Evaluation Data Source(s) 1: Donations and recognition from local businesses and area oil related businesses.

Summative Evaluation 1:

Goal 3: Goliad will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 2: 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 Source(s) 2: Parent Surveys; Parent sign-in sheets; Facebook feedback; Blackboard Connect results

Summative Evaluation 2:

Goal 3: Goliad will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 3: 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 Source(s) 3: Wind and energy resources from area.

Summative Evaluation 3:

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 Source(s) 1: Local data; NWEA; District Benchmark; STAAR Results and teacher feed back

Summative Evaluation 1:

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 Source(s) 2: Professional Learning Community; Daily Assessment Questions (DAQ) TTESS Walkthrough Data, STAAR results, and Lead4ward Resources

Summative Evaluation 2:

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 Source(s) 3: STAAR Results and PLC evaluations (beginning, middle and end of year)

Summative Evaluation 3:

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 Source(s) 4: Progress of dyslexia, GT, Sped., and ESL Programs

Summative Evaluation 4:

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 Source(s) 1: TxEIS attendance reports, Truancy Intervention Plan/BIP; Attendance Celebration Parties

Summative Evaluation 1:

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 Source(s) 2: District Wide PD Opportunities; Campus based PD and Sign in sheets

Summative Evaluation 2:

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 Source(s) 3: Committee meeting minutes; (Regular Mtg. Minutes); PIEMS Reports; Fire Drill and Disaster Drill documentation

Summative Evaluation 3:

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 Source(s) 4: Athletics; AR; Formative Loop; Think Central; Exact Path, and STAAR Results

Summative Evaluation 4:

2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|-----------------------|------------------|--------------------|
| Administrator | Rosie Lain | Principal |
| Reach MCL | Candice Masar | Writing Teacher |
| Classroom Teacher | Georgia Molina | Math Teacher |
| Administrator | Shea Harman | Assitant Principal |
| Parent | Emily McCann | parent |
| Classroom Teacher | Jaston Gaston | Writing Teacher |
| Classroom Teacher | Rebecca Escobedo | Reading Teacher |
| Classroom Teacher | Tonya Murdoch | Math Teacher |