

Glen Rose Independent School District
District Improvement Plan
2017-2018

Accountability Rating: Met Standard

Mission Statement

“The mission of the Glen Rose Independent School District, in partnership with the community, in a caring, learning environment is to develop in students’ minds the capability to build a world commUNITY in which humanity will live in global harmony.”

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Glen Rose ISD is a community located approximately 65 miles southwest of Fort Worth and is the only school district in Somervell County. Administration, faculty, and staff are committed to excellence in all programs to improve student outcomes and enhance the school experience for all students. Most of the faculty and staff either live in the Glen Rose city limits or the county. Faculty and staff are involved in the community. The parents and community members are very supportive of the school district either by attending school athletic events, school performances, or fund raisers. Glen Rose ISD provides many opportunities for the community members to come together.

The school district is comprised of four schools: elementary (grades PreK-2nd), intermediate (grades 3-5), junior high (grades 6-8), and high school (grades 9-12). For the 2017-2018 school year, Glen Rose ISD has a total enrollment of 1,800 students which is a gradual growth over the last 3 years. We anticipate student enrollment to continue to increase during the school year due to student transfers and families relocating to Glen Rose.

The ethnic distribution of those students are (data from the TAPR report 2016-2017):

- African American- 0.7%
- Hispanic- 30.5%
- White- 64.6%
- American Indian- 1.1%
- Asian- 1.4%
- Pacific Islander- 0.1%
- 2 or more races- 1.4%

Based on the 2016-2017 TAPR report, 742 or 42.3%% of our students are considered in poverty. The following data shows the order of campuses in priority ranking in regards to poverty levels:

- Glen Rose Elementary- 258 or 58.2%
- Glen Rose Intermediate- 167 or 41.6%
- Glen Rose Junior High- 162 or 39.2%
- Glen Rose High School- 155 or 31.1%

Glen Rose ISD makes a concerted effort to recruit and secure the very best teachers the state has to offer. After hiring the highly qualified and effective staff,

we have to focus on retention and staff development. We look at the data and staff surveys to determine the professional development needs not only as the district as a whole but the individual campus needs. We are very fortunate that we have a very low staff turn-over rate. The average years of experience is between 11-20 years of experience.

Demographics Strengths

Parents and community members participate in a variety of opportunities for involvement including: campus and district improvement plans, district of innovation, calendar committee, School Health Advisory Committee, parent-teacher organizations, volunteering, athletic/band/choir boosters, campus events/activities, and partnerships with businesses and organizations. Parents and community members are very supportive of the school district. Students are able to apply for local scholarships along with state and national scholarships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Economically Disadvantaged (ECD) and Hispanic students are performing below their white counterparts. **Root Cause:** The Economically Disadvantaged (ECD) and Hispanic students are not entering Kindergarten with a strong foundation in reading and math.

Problem Statement 2: The Economically Disadvantaged (ECD) and Hispanic students achievement gap is difficult to close the achievement gap. **Root Cause:** The Economically Disadvantaged (ECD) and Hispanic populations achievement gap does not decrease at the same rate the white population increases.

Student Academic Achievement

Student Academic Achievement Summary

Data is disaggregated after each state assessment by every program and student group and is accessible to district leaders via Eduphoria. District and campus leaders receive electronic reports comparing prior year to current year. Student growth/progress is also monitored 3 times a year using the NWEA Measures of Academic Progress assessment. The elementary, intermediate and junior high campuses use the NWEA Measures of Academic Progress assessment data to continuously improve instruction and help students with their learning. The MAP assessment allows the teachers to know the concepts students have mastered, concepts the students are ready to be introduced, and concepts that need to be retaught. This data drives students needs for intervention and enrichment.

The 2016-2017 district TAPR report shows the following:

STAAR Percent at Approaches Grade Level or Above:

All subjects and all grades: District is higher than the state and region

All grades Reading: District is above the state and region; EL's and Special Ed. is below the district, region, and state

All grades Math: District is above the state and region; EL's, Special Ed., and Economically Disadvantaged is below the district, region, and state

All grades Writing: District is above the state and region; EL's and Special Ed. is below the district, region, 4th grade and state

All grade Social Studies: District is above the state and region; EL's and Special Ed. is below the district, region, and state

Student Academic Achievement Strengths

All campuses met standard and each campus received at least one Distinction Designation. Graduation rate continues to exceed the state and region average. Drop out rate from 2014-2016 was 0.0%. Advanced Dual-Credit course completion (11-12) and (9-12) is above the region and state average. Completion of two or more Advanced/Dual-Credit Courses from 2014-2016 is above the region and state average.

STAAR Approaches Grade level or Above:

Intermediate-

Distinction Designation- Postsecondary Readiness

3rd Grade Math increased 2016 84% to 2017 88%

4th Grade Reading increased 2016 86% to 2017 92%

4th Grade Math increased 2016 81% to 2017 92%

4th Grade Writing increased 2016 80% to 2017 82%

5th Grade Reading increased 2016 85% to 92%

5th Grade Math increased 2016 91% to 92%

Junior High

7th Grade Reading increased 2016 83% to 84%

7th Grade Writing remained the same over all at 86%; Economically Disadvantaged increased 2016 74% to 2017 81%

8th Reading was above the region and state average

8th Grade Social Studies above the region and state average; Distinction Designation

High School

English 1 and English 2 above the region and state average

Biology (subgroups EL and ED) above the region and state average

U.S. History (subgroup ED) above the region and state average; Distinction Designation

STAAR Percent at Masters Grade Level

All subjects and grades- above region and state average; increased from 2016 19% to 2017 24%

Reading all grades- above region and state average; increased from 2016 19% to 2017 23%

Math all grades- same as region and state; increased from 2016 19% to 2017 23%

Writing all grades- above the region and state; increased from 2016 18% to 2017 20%

Science all grades- above the region and state; increased from 2016 18% to 2017 21%

Social Studies all grades- above the region and state; increase from 2016 27% to 2017 36%

Advanced/Dual Credit Course Completion (9-12) Any Subject: 2015-2016- 68.7% (Above the Region and State)

College and Career Ready Graduates 2015-2016: 95% (Above the Region and State)

District Attendance Rate: 2014-2016- 96.1% (Above the Region and State)

Annual Dropout Rate: 2015-2016- 0.0% (Above the Region and State)

Graduation Rate (9-12): Class of 2015: 100% Class of 2016: 98.3% (Above the Region and State)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Els across all grade levels have a 62% pass rate on STAAR reading in 2017. This is only a 1% increase from 2016. **Root Cause:** The Hispanic population continues to grow. Emphasis on ESL certification and understanding of the instructional strategies for Els.

Problem Statement 2: ECD across all grade levels have a 77% pass rate on STAAR reading in 2017. This is only a 1% increase from 2016. ECD scored 86% in 2015. **Root Cause:** The ECD population continues to grow. Need to continue to analyze each student academic needs and provide targeted intervention to close the achievement gap.

Problem Statement 3: Special Education students all grade levels have a 44% pass rate on STAAR math. This is a 10% decrease from 2017. **Root Cause:** Special Education students must have differentiated instruction to close the achievement gap.

District Processes & Programs

District Processes & Programs Summary

Glen Rose ISD believes that curriculum, instruction, and assessment must be aligned both vertically and horizontally for all students to be successful. The role of the teacher is the most important factor when it comes to student achievement and success. Glen Rose ISD values and respects teacher input regarding district curriculum. Grade level and subject area teams at each campus, along with campus administration and the district level administration, come together to determine the best curriculum resources that will specifically address the needs of our students. The number one priority when evaluating curriculum, are the curriculum resources written from the TEKS. Subject area departments and grade level teams meet at least one time a six weeks to evaluate and update the curriculum as needed based on data and feedback.

Instructional strategies are focused on student engagement at high cognitive levels, learning tasks are aligned to the learning targets, differentiation to meet the needs of the individual learner, higher-order thinking, connections to real life application. Faculty and staff participate in quality professional development that is targeted to improving student learning outcomes.

Students participate in a variety of assessments to measure learning, assess their progress toward mastery of grade-level content and show the growth they are making throughout the school year. Assessments used by teachers are the most critical for improving instruction and student learning. Both formative and summative assessments are used by teachers throughout the learning process. Glen Rose ISD has established guiding principles for the use of assessments for learning that inform both the teacher and student. Well-conceived and well-designed assessments are used to reveal to parents, the school, the district, and community at large the extent to which desired learning is occurring and schools are doing to continuously improve.

Glen Rose ISD embraces technology to ensure that our students and staff have the digital resources necessary to provide the highest quality instruction possible. The district is a 1:1 district. Grades PreK-3rd each student is provided an iPad, grades 4 and 5 have MacBook Airls, and grades 6-12 have MacBook Airls that are used at school and home. The activity buses all have wireless access for students to use while traveling to their extracurricular activities. Wireless jetpacks are provided at the junior high and high school campuses for those students that do not have internet at home. Student safety and cyber-security are central the design of Glen Rose ISD's technology infrastructure.

Glen Rose ISD makes a concerted effort to recruit and secure the best teachers the state has to offer. Our goal is to focus on retention and staff development. Glen Rose ISD has focused on competitive salaries, health benefits, providing a positive culture and climate, and providing the best quality professional development based on teacher input and multiple data resources.

District Processes & Programs Strengths

Curriculum, Instruction, and Assessments Strengths

1. Curriculum decisions are made through a collaborative effort: teachers, campus administrators, and district administrator

2. Curriculum scope & sequence (Margaret Kilgo)
3. District and campus vertical teams meet a minimum of 1 time a year.
4. Teachers and administrators work collaboratively to develop campus plans for using common assessments and to track student performance based on curriculum standards and objectives.
5. Ongoing teacher training in research-based instructional strategies and behavior management is provided to teachers and administrators.
6. Emphasis on student growth and goal setting. (Carol Dweck)
7. Intervention and enrichment opportunities are scheduled during the school day.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 1: Increase the percentage of students in all grades achieving Meets Grade Level standard on STAAR reading assessment from 58% in 2017 to 70% in 2018.







Evaluation Data Source(s) 1: 2016 Performance: 54% Meets Grade Level
 2017 Performance: 58% Meets Grade Level
 2018 Performance:

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Elementary, Intermediate, and Junior High students will take NWEA Measures of Academic Reading assessment 3 times a year.</p>	1, 2, 3, 8, 9	Campus Administrators, Counselor, Reading specialist, Teachers	<p>1. Based on the data, teachers will be able to determine which instructional strands students have mastered, will need reinforced, and ready to be introduced. Quality instructional decision regarding curriculum scope & sequence.</p> <p>2. Intervention groups will be determined based upon MAP data and local benchmark assessments.</p> <p>3. Increased academic performance on local and state assessments.</p>				

<p align="center">Equity Plan Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Beginning the 2017-2018 implement a balanced literacy program grades Kinder-3rd grade.</p>	1, 2, 3, 4, 8, 9, 10	Campus Administrators, grade level departments/teachers.	<p>The # of students achieving the necessary skills at grade level. Increase the % of phonics mastery at each grade K-3.</p> <p>Evaluation of the literacy strategies will be evaluated at the end of each 6 weeks using formative and summative assessments.</p> <p>Data meetings with campus administrators will be held to discuss student progress.</p>				
<p align="center">Equity Plan Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Elementary, Intermediate, and Junior High will implement a reading intervention time during the school day.</p>	1, 2, 8, 9	Campus Administrators, grade level departments, Reading Specialists	<p>Increase the # of students reading on grade level and above grades K-2.</p> <p>Increase the # of students grades 3-8 reaching met standard and higher on the reading STAAR assessment.</p> <p>Increase the number of distinctions earned on the state accountability report card.</p>				
<p align="center">Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Reading/ELA teachers will attend workshops/training that will focus on best practices for Reading instructional strategies</p>	1, 2, 3, 4, 8, 9, 10	Campus Administrators, Reading specialists, Reading/ELA teachers.	<p>Increased students engagement in the classroom.</p> <p>Increased academic performance on the Reading STAAR/EOC assessment.</p> <p>Increased # of students reading on grade level and above.</p>				
<p>5) District/Campus vertical teams will meet to review data. Vertical teams will evaluate current scope & sequence and curriculum strands from each grade level.</p>		Campus Administrators, Assistant Superintendent of Instruction, and team leaders.	<p>Decrease the # of curriculum gaps from grade level to grade level.</p> <p>Increase common vocabulary.</p>				
<p>6) Elementary students scoring below the 50th percentile on the Reading MAP assessment will participate in reading intervention class during the school day.</p>		Teachers PreK-3rd grade; Campus Administrators; Intervention Teacher (Intermediate); Reading Specialists (K-3).	<p>1. Decrease the # of students scoring below the 50th percentile on the MAP Reading assessment.</p> <p>2. Increase # of students entering 3rd grade will read on grade level.</p>				

7) Intermediate and Junior High students scoring below the 50th percentile on the MAP Reading assessment will participate in reading intervention time during the school day.		Campus Administrators; Teachers grades 3-5; ELA teachers 6-8; Reading Specialists (3-8)	Increase the students performance above the 50th percentile on the Reading MAP assessment. Increase the # of students reaching MET standard on Reading STAAR. Grade 6-8 will participate in a Reading enrichment course. Increase the RIT score for the MAP Reading. Increase the # of students reaching Met standard on the Reading STAAR assessment.				
8) High school students will have a 98% passing rate on the English 1 and English II EOC on the 1st opportunity at the Met Standard level.		Campus Administrators; ELA Teachers;	Using formative and summative assessments to determine students need to participate in an English enrichment course.				
9) Teachers who work with students identified as dyslexic will participate in campus RTI and 504 meetings to provide expertise and information related to dyslexia.		Assistant Superintendent of Instruction, Campus Administrators, Campus Reading Specialists	Increase student academic growth on local and state assessments				
10) Campus Reading Specialists and the Assistant Superintendent of Instruction will meet 1 time a month.		Assistant Superintendent of Instruction, Campus Administrators, Reading Specialists/Dyslexia teachers	Research based strategies Communication with classroom teacher regarding student needs and progress. Communication with parents regarding student needs and progress. Increased students reading growth				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 2: Increase the percentage of Special Education students in all grades achieving Approaches Grade Level or Above on STAAR Reading assessment from 37% in 2017 to 47% in 2018.

Evaluation Data Source(s) 2: 2016 Performance: 34%
 2017 Performance: 37%
 2018 Performance:

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grand Central Station, inclusion instruction, "pull-out" classes, differentiated instructional interventions and tutorials will be provided for students receiving special education and/or ELL services and students identified at risk.		Campus Administrators and GCS teacher.	Increase academic achievement classroom performance and state assessments				
2) The district will provide staff development for teachers in PLAAFP and standards-based IEP development, ARD training, and training effective participation in RTI committees on all campuses.		Director of Special Education and Campus administrators	Targeted goals based upon the individual students needs.				
3) ARD committees will set high expectations for students receiving special education services when considering statewide assessments. Eligibility for accommodated or alternate state assessments will follow the criteria set forth by the state.		Director of Special Education, Campus Administrators, Special Education teachers.	Special education students are increasing their academic achievement on state assessments.				

<p>4) 1) Elementary, Intermediate, and Junior High students will take NWEA Measures of Academic Reading assessment 3 times a year.</p>		<p>Campus Administrators, Counselor, Reading specialist, Special Education and Inclusion teachers.</p>	<p>Based on the data, teachers will be able to determine which instructional strands students have mastered, will need reinforced, and ready to be introduced. Quality instructional decision regarding curriculum scope & sequence.</p> <p>2. Intervention groups will be determined based upon MAP data and local benchmark assessments.</p> <p>3. Increased academic performance on local and state assessments.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 3: Increase the percentage of ELL students in all grades achieving Approaches Grade Level or Above on STAAR Reading assessment from 62% in 2017 to 70% in 2018.

Evaluation Data Source(s) 3: 2016 Performance: 61%
 2017 Performance: 62%
 2018 Performance:

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development activities related to the implementation of the English Language Proficiency Standards (ELPS) will be reviewed to provide teaching staff with the ELPS for English Language Learners.		Assistant Superintendent of Instruction, Campus Administrators	Increased academic growth for ELL and Bilingual students. TAPR PBMAS NWEA MAP (grades K-8)				
2) District Bilingual/ESL Family Night to provide parents with strategies to assist their child at home with literacy skills.		Assistant Superintendent of Instruction, Campus Administrators, Bilingual/ESL staff.	Increased parent awareness of their child's academic needs Increased parent involvement Increased student academic growth				
3) District Bilingual/ESL Leadership team will meet 1 time a month.		Assistant Superintendent of Instruction, Campus Administrators, Bilingual/ESL teacher leaders	Increased academic growth Increase communication with campus staff. Increase communication with parents				
							

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.







Performance Objective 4: Increase the percentage of students in all grades achieving Meets Grade Level Standard on STAAR math assessment from 48% in 2017 to 58% in 2018.

Evaluation Data Source(s) 4: 2016 Performance: 47% Meets Grade Level
 2017 Performance: 48% Meets Grade Level
 2018 Performance:

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Elementary, Intermediate, and Junior High students will take NWEA Measures of Academic Math assessment 3 times a year.		Campus Administrators, Counselor, Reading specialist, Teachers	Based on the data, teachers will be able to determine which instructional strands students have mastered, will need reinforced, and ready to be introduced. Quality instructional decision regarding curriculum scope & sequence. 2. Intervention groups will be determined based upon MAP data and local benchmark assessments. 3. Increased academic performance on local and state assessments.				
2) Elementary, Intermediate, and Junior High will implement a math intervention time during the school day.		Campus Administrators, grade level departments, Reading Specialists	Increase the # of students on grade level math and above grades K-2. Increase the # of students grades 3-8 reaching met standard and higher on the math STAAR assessment. Increase the number of distinctions earned on the state accountability report card.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 5: Increase the percentage of Special Education students in all grades achieving Approaches Grade Level or Above on STAAR Math assessment from 44% in 2017 to 54% in 2018

Evaluation Data Source(s) 5: 2016 Performance: 54%
 2017 Performance: 44%
 2018 Performance:

Summative Evaluation 5:

TEA Priorities: 2. Build a foundation of reading and math.

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.


Performance Objective 6: Increase the percentage of ELL students in all grades achieving Approaches Grade Level or Above on STAAR Math assessment from 60% in 2017 to 70% in 2018.

Evaluation Data Source(s) 6: 2016 Performance: 64%
 2017 Performance: 60%
 2018 Performance:

Summative Evaluation 6:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development activities related to the implementation of the English Language Proficiency Standards (ELPS) will be reviewed to provide teaching staff with the ELPS for English Language Learners.		Assistant Superintendent of Instruction, Campus Administrators	Increased academic growth for ELL and Bilingual students. TAPR PBMAS NWEA MAP (grades K-8)				

2) District Bilingual/ESL Family Night to provide parents with strategies to assist their child at home with literacy skills	Assistant Superintendent of Instruction, Campus Administrators, Bilingual/ESL staff.	Increased parent awareness of their child's academic needs Increased parent involvement Increased student academic growth				
						

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 7: Increase the percentage of students ACT/SAT results at or above criterion from 31.8% in 2016 to 40% in 2018.

Evaluation Data Source(s) 7: 2015 Performance: 32.5%
 2016 Performance: 31.8%
 2017 Performance:

Summative Evaluation 7:

TEA Priorities: 2. Build a foundation of reading and math.

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.







Performance Objective 8: Increase the student attendance rate from 96% in 2016 to 98% in 2018.

Evaluation Data Source(s) 8: 2015 Performance: 96.1%
 2016 Performance: 96.0%
 2017 Performance:

Summative Evaluation 8:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Each campus will promote attendance by giving students exemptions, recognitions, rewards and/or awards</p>		Campus Administration, Campus Counselors	Each campus will increase percentage of attendance each 6 weeks. Increased student attendance percent will assist with Designated Distinctions.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Campuses will contact parents/guardians of students having 3 or more absences by phone, letter, and/or automated attendance notifications.</p>		<p>Campus Administration, Campus Counselors</p>	<p>Increased attendance rate each 6 weeks. Increased academic performance. Increased student attendance percent will assist with Designated Distinction.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Every morning, the campus will make a phone call to the parents/guardians regarding their child absence. This is only if the school did not receive notification.</p>		<p>Campus Administration or designee.</p>	<p>Increased student attendance percent. Increase school/home communication.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) Campuses will conduct attendance meetings to address habitual student absences and develop plans for improvement.</p>		<p>Campus Administrators</p>	<p>Increased students attendance percent each 6 weeks. Increased academic performance.</p>				
<p>5) Campuses refer students, whose absences exceed state limit, will be referred to the campus attendance committee. The attendance committee will determine student course credit, community service, truancy court, etc.</p>		<p>Campus Administrators</p>	<p>Increased student attendance percent. Increased student academic gain.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) SRO's and Campus Administrators will make home visits when students have excessive absences .</p>		<p>Campus Administrators, Campus Counselors</p>	<p>Increase percentage of student attendance. Increase communication between school and home.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 9: The average composite score for high school students taking the ACT exam will increase from 21.0 to 22.0 by July 2018.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide training for knowledge and awareness of ACT test for staff, students and parents</p>		Campus Administrators, Counselors, Teachers, Students, and Parents	Increase ACT composite score.				
<p>2) English department develop a plan of action to close the performance gap on the ACT English section.</p>		Campus Administrators and English teachers	Increase score on English ACT				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Provide students 9-12 resources to prepare for the ACT/SAT assessment.</p>		Campus Administration and Campus Counselors.	Provide students with Edgenuity Login information. Increase students ACT/SAT scores.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Grade 8 will promote SAT/ACT awareness.</p>		Campus Administrators and Classroom teachers	Provide SAT/ACT warm-up question of the day. Designated subject area.				
<p>5) Junior High and High School will provide grades 8-12 students opportunity to visit college campus and technical school campus.</p>		Campus Administration, Campus Counselors	Increased enrollment in advanced or dual credit courses. Increased enrollment in SAT/ACT prep class. Increase performance on the ACT/SAT assessment.				

<p>6) Glen Rose High School will offer a College and Career night for students in grades 8-12.</p>		<p>Campus Administrators, Campus Counselors</p>	<p>Parents and students are informed about student opportunities.</p> <p>Parents and students are informed about financial aid opportunities</p> <p>Increase enrollment in post-secondary education.</p> <p>Increase # of students participating in the ACT/SAT assessment.</p>				
<p>7) Glen Rose High School will offer students the opportunity to enroll and graduate with at least 20 hours of dual credit.</p>		<p>Assistant Superintendent of Instruction, Campus Administrators, Campus Counselors</p>	<p>College hours earned by GRISD graduates</p> <p>Increased performance on ACT/SAT assessment</p>				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 10: Special Education teachers will create and maintain student's IEP's and supporting evidence of implementation for special education students on their campuses.

Evaluation Data Source(s) 10: IEP goals and PLAFFP records; SEAS program

Summative Evaluation 10:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District Diagnosticians and Special Education teachers will work closely to provide the services needed for each student.		Campus Administrators, Diagnosticians, Special Education Teachers	Increase in student performance across grade and subject areas based upon the students IEP.				
2) District staff will ensure that Special Education teachers implement research based instructional design and delivery procedures that will lead to independent mastery.		Director of Special Education, Diagnostician, Special Education teachers, Campus Administrators	Evidence will be an increase in student performance as evidenced through mastery of IEP goals and objectives designed to increase progress in the general education classroom and/or the special education classroom.				
3) Special Education teachers will use data resources to document students academic growth regarding IEP goals.		Campus Administrators, Special Education teachers	Increased academic performance. Increased student academic growth.				

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.


Performance Objective 11: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Evaluate professional development needs on an ongoing basis based on student data.	1, 4	Assistant Superintendent of Instruction, Campus Administrators, Teacher Leaders	Staff Development rosters Teacher Feedback Student achievement data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> 2) Continue to refine and implement the teacher appraisal system: T-TESS (Teacher Evaluation Support System), to provide ongoing training to leaders	4	Assistant Superintendent of Instruction, Director of Human Resources, Campus Administrators	T-TESS evaluation reports by campus and district, the number of teachers retained, feedback provided by campus administrators				
3) Develop New Teachers through strategic and intentional mentoring and Professional Development	2, 3, 4, 5	Assistant Superintendent of Instruction, Director of Support Services, Campus Administration	Training Logs Staff Surveys				
4) Conduct recruitment activities to ensure highly qualified personnel fill all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations, participating in the ESC XI collaborative, and maintaining active web page.		Assistant Superintendent of Support Services	Increase # of high quality candidates. Number of positions needed Number of applications submitted				
5) Review personnel data to assure all teachers' certifications, testing, and service records meet highly qualified status.		Assistant Superintendent of Support Services	Personnel files documenting evidence of highly qualified staff.				

6) Assist teachers in maintaining or attaining certification through alternative programs, GT certification, Bilingual/ESL certification, and high education.	1, 3, 4, 5, 10	Assistant Superintendent of Instruction, Assistant Superintendent	Personnel files Professional Development Records				
7) Continue to hire instructional paraprofessionals who are highly qualified.		Assistant Superintendent of Operations, Assistant Superintendent of Instruction	Personnel files Professional Development Records Quality instructional paraprofessionals Must possess a minimum 2 years of college and Associates degree, or complete and pass modules and a standardized assessment prior to being hired.				
8) Provide high quality professional development for all campus administrators.	1, 3, 4, 5	Assistant Superintendent of Instruction.	Campus administrators will participate in district book study. Campus administrators will attend professional development opportunities throughout the year. Participate in district strategic planning.				
9) Review personnel data to assure all teachers' certifications, testing, and service records meet highly qualified status.		Assistant Superintendent of Operations	Increased number of high quality staff.				
							

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 1: Design and implement professional learning for instructional staff to facilitate student engagement

Evaluation Data Source(s) 1: Staff feedback/survey regarding the professional development session.
Staff documentation regarding strategies/resources implemented in instructional activities.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) District curriculum and instruction survey, spring 2018.		Assistant Superintendent of Instruction; Campus Administration	Determine the needs of the staff; Develop targeted professional development.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Teacher Leaders providing instructional sessions.		Assistant Superintendent of Instruction; Campus Administration	Increased teacher strategies; Continuous improvement.				

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 2: Provide relevant resources and experiences that engage learners.

Evaluation Data Source(s) 2: Increase in student academic performance: Local benchmarks, Measure of Academic Progress, EOC, STAAR, formative and summative assessments, ACT/SAT

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 3: Integrate digital-aged practices and digital citizenship standards across the curriculum.

Evaluation Data Source(s) 3: Discipline referrals.

Summative Evaluation 3:

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 4: Ensure that teachers have access to the technology and resources to enhance classroom instruction and supplement the curriculum in all areas.

Evaluation Data Source(s) 4: Teacher usage of projection devices, interactive whiteboard, Apple TV, Ziggy, digital curriculum resources.

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Continue to maintain, interactive white boards, projection devices, and other technology resources.</p>	<p>Director of Technology/Technology Team, Classroom Teachers, Campus Administrators</p>	<p>Implementation of all technology devices across all classrooms.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Continue teacher training in the use of Canvas Learning Management System.</p>	<p>Director of Technology; Technology Staff</p>	<p>Teacher use of the Canvas Learning Management System.</p>				
<p>3) Review and implement curriculum development and instructional technology.</p>	<p>Campus Administration; Classroom Teachers, Director of Technology/Technology Staff</p>	<p>Increased academic achievement. Student engagement and increased instructional time.</p>				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.


Performance Objective 5: Utilize available data to identify and track individual student academic growth.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Students will participate in academic goal setting.</p>		Campus administrators, teachers	<p>Students will set specific measurable goals for academic growth in each core course.</p> <p>Increased academic achievement</p> <p>Increased teacher/student collaboration</p> <p>Increase parent/school communication.</p>				
<p>2) Provide a comprehension intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RTI), tutoring, and target/intervention time.</p>	1, 2, 8	Campus Administrators, Director of Special Education, Assistant Superintendent of Instruction, Campus RTI team	<p>Completed intervention plans</p> <p>Student data from AWARE</p> <p>Summer academic intervention</p>				
<p>3) The curriculum department will continue to supplement the managed curriculum and build upon resources that are provided to teachers that will offer a guaranteed and viable curriculum.</p>	4, 8	Assistant Superintendent of Instruction, Campus Administrators, Department/Grade level leaders	<p>Resources will be provided in trainings, campus meetings, RTI meetings, and team meetings.</p>				

4) Implementation of the Leveled Literacy System (LLI) at the Elementary Campus to supportive and intervene with identified struggling readers.	2, 3, 4, 8, 9	Assistant Superintendent of Instruction, Campus Administrators, Reading Specialist, RTI team	LLI training reading assessment growth running records Increased reading MAP Growth scores. Increased # of students reading on grade level by 3rd grade.				
5) All English Language Learners will grow in English Proficiency and reach high academic standards achieving the 'meets' or 'masters' level of performance on the state assessments in Reading/Language Arts and math.	1, 2, 3, 4, 7, 9	Assistant Superintendent of Instruction, Campus Administrators, Teachers	TAPR Report ESSA Report AWARE Reports TELPAS Reports				
6) Utilize Title III funds to supplement the available resources for advancing the academic achievement of EL students		Assistant Superintendent of Instruction, Campus Administrators, Teachers	TAPR Reports ESSA Report AWARE Reports TELPAS Results LPAC Reports PBMAS Report				
7) Increase the emphasis on literacy achievement with a specific focus on the importance of reading, writing, and discussing in all instructional settings.		Assistant Superintendent of Instruction, Campus Administrators, Teachers	Parent & Teacher Surveys Literacy Nights Book Fairs Summer Reading				
							

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.


Performance Objective 6: Encourage students to explore, identify, and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide students the opportunity to explore a variety of elective and CTE opportunities to build interest and explore strengths.		Campus Administrators, Special Education teachers, Teacher Leaders, Campus Counselors, CTE team	Course enrollment, College and Career Cruising, Interest Survey Career and College Course grade 8				
2) Provide information and counseling regarding graduation plan options to students, parents, and educators.	6	Junior High and High School Campus Administration and Campus Counselors	Master Schedules Course Request Dual Credit Enrollment PreAP and AP Enrollment Teacher Training Records				
3) Expand opportunities for identified gifted & talented students through an advanced differentiated curriculum. Serve identified gifted & talented students in grades K-5 in a pull out program. Student in grades 6-8; 9-12 through advanced academics and independent study options.		Assistant Superintendent of Instruction, Campus Administrators, G&T teacher, Campus Counselors	Identification data Enrollment Reports Course Selection				
4) Increase the participation and performance of students enrolled in Dual Credit and Advanced Placement Courses.		Assistant Superintendent of Instruction, Campus Administration, Campus Counselors	Identification data Enrollment reports course selection assessment reports				

5) Continue to strengthen Career & Technical course offerings to meet the needs of the job market		Assistant Superintendent of Instruction, Campus Administration, Campus Counselors, CTE department	Texas Workforce Data Course Enrollment Grant opportunities				
6) Continue to utilize a variety of digital resources to support student rigor, relevance, and engagement.		Assistant Superintendent of Instruction, Campus Administration, District Technology Team, Teacher Leaders	System usage reports Campus Administration Walk-Through Data Purchase of devices Professional Development logs Teachers supporting teachers				
7) Utilize Perkins Funds to supplement CTE program objectives as allowed by the grant guidelines		Assistant Superintendent of Instruction, Campus Administrators, Campus Counselors, CTE Leadership Team	Course Enrollment Certifications Earned Professional Development				
							

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 7: Design and implement professional learning for instructional staff to facilitate student engagement and instructional alignment.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training to campus staff on identifying, evaluating, and modeling best practices for technology and integration as a learning tool.		Assistant Superintendent of Instruction, Campus Administrators, District Technology Team	Training Sessions Meetings and Agendas Documented in campus walk-throughs				
2) Provide orientation to ethical uses of technology including: Internet Safety, Acceptable Use, Social Networking, etc.		Director of Technology, Assistant Superintendent of Instruction, Campus Administrators	Training Sessions Feedback				
3) Utilize staff feedback to provide a variety of trainings that are relevant to professional needs and are flexible in format.		Director of Technology, Assistant Superintendent of Instruction, Campus Administrators	Curriculum & Instruction Staff Survey				
4) Staff training will include strategies to reach diverse learners' needs, including LEP, SPED, GT, Dyslexic, and struggling learners.		Superintendent of Instruction, Campus Administration, Director of Special Education, Reading specialists, GT Lead Teacher	Training Agendas Increased student academic growth				
5) Staff planning both vertically and horizontally, and will focus on individually planning for each student as needed to insure opportunity to learn as well as remove barriers to learning when possible.		Assistant Superintendent of Instruction, Campus Administrators	Training agendas Student grade reports				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 3: Develop and maintain an effective communication program among the school, parents, and community.


Performance Objective 1: Increase parent and community awareness and involvement in school-related activities.

Evaluation Data Source(s) 1: Number of individuals attending school activities; Campus documentation; Record number of views on the website/facebook

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District and campus web pages, Facebook, Twitter, and email feeds will be continuously updated in order to communicate current calendar events and other information.		District Technology Team; Campus Administrators	All required postings, both state and federal will be posted within the designated timelines. District activities, celebrations, etc. will be posted.				
2) Glen Rose ISD will encourage community and parents to utilize websites to obtain email addresses for all faculty and staff for effective communication.		District Technology Team; Campus Administrators	Documentation of emails between staff and community and parent contacts. Increased communication between school and home.				
3) Outreach activities will be developed to provide GRISD students' opportunities to participate in community service activities.		Campus Administrators, School Sponsors, Campus Counselors	Campus records of activities.				
4) Glen Rose Elementary and Glen Rose Intermediate will participate in WATCHDOG program to enlist the participation of fathers in daily activities and special events.		Campus Administrators, Campus Counselors	Increased parent involvement Campus records				
5) The Student Health Advisory Council (SHAC) will meet 4 times each year to discuss a coordinated school health program for GRISD.		District Lead Nurse	Increased parent and community involvement.				
6) Glen Rose Elementary will publish a parental involvement newsletter in English and Spanish.	6	Campus Administrators, Campus Counselors	Increased attendance at parental engagement activities.				

7) Bilingual/ESL Family Night		Campus Administrators, Bilingual/ESL Teachers, Assistant Superintendent of Instruction	Increase parent involvement Display student work				
8) Glen Rose Elementary Family Learning Event.	1, 2, 6, 7	Campus Administrators, Campus Counselors, Teachers	Increased family participation Campus records				
							


Goal 3: Develop and maintain an effective communication program among the school, parents, and community.

Performance Objective 2: Promote volunteers at each campus.

Evaluation Data Source(s) 2: Campus records

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the number of community members that will volunteer to be student mentors.		Campus Administrators, Campus Counselors	Support identified students with student mentors. Increased attendance, increased community involvement Increased academic achievement				
2) Increase the number of community volunteers to assist with literacy awareness at the elementary and intermediate campuses.	1, 6, 8	Campus Administrators, Reading Specialist, Campus Counselors	Increased number of volunteers. Increase the number of students reading on grade level.				
3) Campus will promote and encourage parents and community to become volunteers.	1, 6	Campus Administrators, Campus Counselors	Increased number of volunteers at events at daily campus activities.				
4) Each campus will meet with the Campus Leadership Team to review and discuss parent involvement needs.	1, 6	Campus Administrators	Volunteers are plugged in to specific areas of need identified by the Campus Leadership Team.				
							

Goal 3: Develop and maintain an effective communication program among the school, parents, and community.







Performance Objective 3: Increase collaboration between GRES and community day care programs and community Pre-School programs

Evaluation Data Source(s) 3: District and campus records

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Community Pre-School teachers attend GRISD professional development opportunities.	1, 4, 7	Assistant Superintendent of Instruction, Campus Administrators, Teacher Leaders	Curriculum alignment: Preschool to Kindergarten. Positive transition from Preschool to Kindergarten.				
2) Community Preschool teachers and GRES PreK and Kindergarten teachers meet 2 times a year to discuss needs and strategies.	1, 4, 6, 7	Assistant Superintendent of Instruction, Campus Administrators, PreK and Kindergarten Teachers	Increase collaboration between community Preschools and GRES PreK and Kindergarten teachers. Increase student preparation to enter Kindergarten.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 3: Develop and maintain an effective communication program among the school, parents, and community.

Performance Objective 4: Create partnerships with businesses, community organizations, local government, and higher education institutions to prepare students for the future.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college.







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Glen Rose ISD will continue to reach out and partner with local businesses to assist student with industry experience.		Assistant Superintendent of Instruction, Campus Administrators, CTE Leadership Team					
2) Glen Rose High School and Junior High will reach out and partner with local business owners and community members to share information with CTE students and 8th grade college and career classes.		Campus Administrators, Teachers	Increased # of students receiving industry based certifications. Increased enrollment in CTE courses and dual credit.				
							

Goal 4: Demonstrate Fair/Respectful & Well Rounded Characteristics: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 1: Develop district-wide standards and accountability for students and staff related to emotional and social safety issues.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase awareness of substance abuse and promote age appropriate educational awareness programs with a focus on safe and drug free environments.</p>		Camps Administrators, Campus Counselors, Assistant Superintendent of Instruction	District safety audits, PEIMS report, DAEP placement				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Increase awareness of bullying and harassment and promote positive behavior through increased student participation in programs such as guidance lessons, health lessons, etc.</p>		Campus Administration, Campus Counselors	PEIMS record				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Promote programs that encourage healthy behaviors and personal choices.</p>		Campus Administrators, Campus Counselors	Campus incident reports, DAEP placement reports, Guidance lessons				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 4: Demonstrate Fair/Respectful & Well Rounded Characteristics: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 2: Evaluate current district-wide safety and security protocols and implement a consistent training program for students, staff and parents that address physical safety and emergency procedures in collaboration with local authorities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Complete 100% participation relative to lock down training, fire, & tornado drills.</p>		Assistant Superintendent of Support Services, Campus Administrators, Somervell Sheriff's Department	Safety audit				
<p>Critical Success Factors CSF 6</p> <p>2) Complete 100% participation relative to lock down training, fire, & tornado drills.</p>		Assistant Superintendent of Support Services, Campus Administrators, Somervell Sheriff's Department	Safety audit				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 4: Demonstrate Fair/Respectful & Well Rounded Characteristics: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 3: Implementation and on-going evaluation on the District Crisis plan.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	9	1	Provide training for knowledge and awareness of ACT test for staff, students and parents

Title I

Schoolwide Program Plan

The Title I Program of Glen Rose Elementary is developed through a planning process that begins with a Comprehensive Needs Assessment (CNA). Academic performance of all students is analyzed in detail by student groups, including economically disadvantaged students; ethnic and racial groups; students with disabilities and special needs, and LEP students. Analysis results provides the staff the ability to identify the needs of individual students and how those needs are changing from year to year.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Glen Rose Elementary Site-Based Decision Making Team evaluates the campus comprehensive needs assessment throughout the year. We collected and analyzed data to give us a picture of the current status on student achievement and school learning structures that help us set goals for the school year. The committee examines a variety of elements including student demographics, academics, school structures, instruction, curriculum, assessments, parent and community involvement.

Glen Rose Elementary demographics are changing every year. Our Bilingual population has remained relatively constant with some years having smaller numbers followed by an increase the next year. We understand the importance of building a strong foundation for Bilingual population to increase academic success well into their college years. Because of the demands of language acquisition on our ELL population, we started a bilingual program in Pre-kindergarten in 2009. We added a Kindergarten Bilingual classroom the next school year with First grade in 2011 and Second grade in 2012. We continually assess our needs for bilingual materials, supplies and send our teachers to some workshops to make sure we are effectively servicing this population. Our teachers, who are ESL certified, will continue to use research-based strategies for these learners, as well as all students, to increase academic success. We implemented our Latino Family Literacy Project to establish and support family reading routines, improve English/Spanish literacy skills, and strengthen parent/child interaction for our Latino families. We had a cultural family learning evening where our Bilingual families enjoyed sharing their favorite traditional food while their children performed songs. Our PK teachers are using the Waterford Program along with their Frog Street daily curriculum to help Prekindergarten students reinforce reading, math, and science skills learned in the classroom. We believe these programs compliment the strong instruction being delivered by the teachers. PreK joined the ESC 11 and CLI Engage and use CIRCLE for testing and it directly correlates to Kindergarten MAP testing skills. The scores on unit assessments for our ELL students continue to rise due to increased intervention programs and teacher classroom-directed instruction. Another subpopulation that showed weak areas was our Economically Disadvantaged. We will continue to keep a close watch on these subpopulations through our RTI process and the implementation of Tiger Time and make adjustments in curriculum, instruction, and intervention. We will take a closer look at our intervention programs to make sure we specifically targeted our weak areas with intensive direct instruction through our Tiger Time.

We have made tremendous growth in all areas of student academic achievement but want to continue to reach higher. Our MAP data showed a steady growth in most inventories and tasks across all grade levels. One of our main objectives in this year is to look at our math TEKS and student growth data in

math. Our grade levels had to analyze their lesson, assessments, instructional materials and delivery practices to ensure that all TEKS were going to be covered with mastery in mind. Our MAP tests showed a weakness in problem solving, student exposure to expository text, need for test taking strategies and need to build up stamina for test time. Grade levels starting with second grade restructured their instructional day, a need to order more problem solving math practice supplemental materials and manipulatives, and looked at how their instruction was delivered. The teachers saw measurable gains from students who attended our reading intervention program and they are pulling more students for one-on-one teacher intervention time. Another area of focus this is Guided Reading. Each grade received staff development, level readers, phonics, and intervention programs from Fountas and Pinnell. With this as a focus area, we have restructured our 1st and 2nd grade intervention time as “Tiger Time” to address all students needs. Teacher will work on pulling small groups and targeting each student at their level. Another area of need is for more staff development in differentiated instruction. This need for change in instruction was noted by looking at the data and teacher class observations with the multiple levels of student needs. A change in instruction will help students to practice the skills while the teacher works with individual students on areas of need. We believe this will have large impact for many students. The SBDM recommended that all grade levels need to use common test-taking strategies and vocabulary to help students be prepared for the next grade. Our vertical content meetings need to address units of study and coverage of the TEKS. The math committee determined a need for students to have a quick recall of math facts. Math Facts memorization will be a goal for this school year. It was determined that we need to work to improve attendance especially in the lower elementary grades by communicating the importance to parents, phone calls on absences and continue rewards for good and perfect attendance by earning attendance buck to shop at the GRES trading post. We acknowledge that good attendance helps increase student achievement.

GRES had many opportunities for parents and the community to get involved with the school. The team believed that a Family Learning Event to educate parents about the different core subjects would be beneficial to both the student and parents. The team wanted to get the big events on a rotating basis so as to keep it new for students. Parent Orientations are an important way to get school started and ease both kids and parents into the routines of each grade level. End of the year parent conferences let parents know about their child’s progress and what they can do to be successful for the following year. The Elementary needs to continue the Christmas Express for our needy students and teachers will watch for future needs. The Elementary administration and staff need to make sure our website and Facebook page is updated regularly for parents to access information quickly. We will seek out other technology ways to keep parents informed of upcoming events.

The CNA made the team aware of the need to have more contact and involvement with the community. We are fortunate to be involved with the Glen Rose church alliance in providing some of our students with Friday Tiger Totes of weekend food. Glen Rose has many resources available for our parents and students. There are community organizations that will help families in need of food, medication, and clothing. The school needs to be more proactive in making sure we make these contacts for our families.

Our comprehensive needs assessment showed our strengths and weaknesses. Through this examination of data, the staff of Glen Rose Elementary is committed to students, parents, staff and community in striving to provide the best education to all. We will continue to revisit our goals and priorities as we explore possible solutions.

2: Schoolwide Reform Strategies

Glen Rose Elementary campus needs assessment indicates that student achievement in reading will need to continue with reading intervention support in order to continue to increase the number of students reading on grade level by the beginning of the third grade. Teachers have received additional training to support student growth as well as teacher learning.

3: Instruction by highly qualified professional teachers

Glen Rose ISD hires only Highly-Qualified teachers.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Each need identified in the Comprehensive Needs Assessment has been carefully analyzed and appropriate professional development is planned as needed.

5: Strategies to attract highly qualified teachers

The HR department has a hiring plan to recruit highly qualified teachers.

6: Strategies to increase parental involvement

Research continually shows consistent evidence that parent involvement is a major component of student success. The team of teachers and staff at Glen Rose Elementary conduct a Family Learning Event to educate parents about the 4 core subjects. The Family Learning Event is focused on hands on learning for both the child and parent. Parent Orientations are conducted at each grade level at the beginning of the year. The district has purchased a program titled Ready Rosie. This provides a great opportunity for our parents to discover strategies to use at home to reinforce what their child is learning at school.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Glen Rose Elementary recognizes great value in creating a seamless program for our most at-risk students. We currently have a full day PreK program and the attendance and academic achievement of every student is closely monitored. We also reach out the community preschool programs to provide opportunity to have discussion regarding academic needs, curriculum needs, and assist with professional development opportunities.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers use a combination of assessments to monitor a student's academic progress. Teachers are provided professional development opportunities in the area of assessment to provide the best analysis of the assessment results.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students are identified to need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to meet the individual student's needs. Title 1 funds are used as allowable by the funding guidelines.

10: Coordination and integration of federal, state and local services and programs

Through careful planning, the campus utilizes most federal, state, and local funds in order to maximize the impact of the resources available to carry out the schoolwide program for the purpose of increasing student achievement.