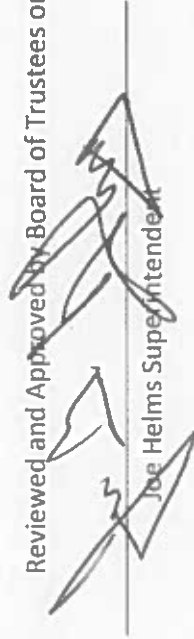


# Grandfalls Royalty ISD District Improvement Plan

2017/2018

Reviewed and Approved by Board of Trustees on 9-25-2017



Joe Helms Superintendent

Schoolwide Components (10)/Targeted			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
PD	Professional Development	M	Assist. for Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bill	Bilingual	SCE	State Compensatory Educ.	Other sources
T-1	Title I	T-II A	Title II, Part A	
Sp. Ed.	Sp. Educ.			
Local	Local			

# Grandfalls Royalty ISD District Improvement Plan

## 2017/2018

Reviewed and Approved by Board of Trustees on 9-25-2017

\_\_\_\_\_  
Joe Helms Superintendent

Schoolwide Components (10)/Targeted	
CNA	PI <i>Parental Involvement.</i>
RS	T <i>Transition</i>
PD	M <i>Assist. For Mast.</i>
E/R	Coord./Integration

Program Budget Codes			
Bil	Bilingual	SCE	State Compensatory Educ.
T-1	Title I	T-II A	Title II, Part A
Sp. Ed.	Sp. Educ.		
Local	Local		

## DISTRICT MISSION AND GOALS

Grandfalls-Royalty Independent School District strives to nurture growth, responsibility and productivity by providing a positive, academically challenging atmosphere where students can achieve their greatest potential and become lifelong learners and respectful citizens.

Goal 1 - All students will reach high standards, at a minimum attaining Level II Satisfactory performance, in all core subjects. Increase the number of students who perform at Level II Final or Level III on STAAR.

Goal 2 - All students and staff will be provided a safe and secure environment for teaching and learning.

Critical Success Factors (aligned to ESEA - Turn-Around Principles)

- CSF 1 Improve academic performance (ESEA TP: Strengthen the school's instruction)
- CSF 2 Increase the use quality data to drive instruction (ESEA TP: Use data to inform instruction)
- CSF 3 Increase learning time (ESEA TP: Redesign school calendar)
- CSF 4 Increase family and community engagement (ESEA TP: Ongoing family and community engagement)

### **Nondiscrimination Notice**

Grandfalls-Royalty ISD does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education services, activities, and programs including vocational programs, in accordance with Title VI of the Civil Rights of 1964, as amended: Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

# Grandfalls-Royalty ISD District/Campus Improvement Team

*Joe Helms, Superintendent*  
*Steve Parker, Principal*  
*Kassie Hunt Elementary School Staff*  
*Karen Stocks Middle School Staff*  
*Amy Williams High School Staff*  
*Linda Kuhn Special Populations*  
*Adam Ramirez Parent*  
*Lorelle Ridgley Parent*  
*Krystal Jurado Business Leader*

District Improvement Team Meeting Dates for 2017-2018

- 1 9/21/2017
- 2 1/23/2018
- 3 4/24/2018

# Comprehensive Needs Assessment

Data review for C.N.A. could include the following:

*TAPR and Test Report Data (including demographic information on gender, etc.)*

*PEIMS Reports*

*TAKS Data --disaggregated*

*Surveys*

*Discipline Referrals*

*Student attendance data*

*Campus parent participation records*

## Summary of Findings

Survey results indicate that teachers, parents and community members are satisfied with the district. The campus has 78% of students meeting free and reduced lunch requirements. The campus is presently rated as Improvement Required using STAAR criteria. The comprehensive needs assessment identified the following areas of need:

### Curriculum

Increase rigor, consistency and equity across all programs

Provide structure for vertical alignment of curriculum

Ensure curriculum, instruction and assessment are aligned with college and career readiness standards

Ensure writing curriculum is fully implemented in all grade levels

### Interventions

Address RtI strategies for all students needing intervention

Reduce gaps in student performance among sub-groups

Provide consistent, rigorous measures which trigger timely and effective interventions for the academically fragile students

### Parent/Community Involvement

Maintain/increase high-levels of effective communication with parents/community

Address the value of parental involvement in the academic process

## State Compensatory Education

### State of Texas Student Eligibility Criteria

A student under 21 years of age and who:

1. Is in Pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

### Local Student Eligibility Criteria

1. Not applicable

# Federal, State and Local Funding Sources

## *(Title I Funded Districts/Campuses)*

List all federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of the students in Grandfalls-Royalty ISD.

*Title I*  
*Title II*

*CATE (SSA with ESC 18)*  
*IDEA-B Capacity Building (SSA with PVRC)*

- Yes, Grandfalls-Royalty ISD is 50% poverty and has chosen to coordinate our SCE funds with our Title I funds.
- Yes, Grandfalls-Royalty ISD is 40% poverty but has chosen to maintain SCE funds as supplement the regular education program.
- No, Grandfalls-Royalty ISD is less than 50% poverty and will use SCE funds to supplement the regular education program.

## District /Campus Improvement Plan 2017-2018

**Goal 1: All students will reach high standards, at a minimum attaining Level II Satisfactory performance, in all core subjects. Increase the number of students who perform at Level II Final or Level III on STAAR.**

**Objective 1: Increase STAAR performance for Index 1. Increase performance toward College and Career Readiness for Index 4.**

**Critical Success Factor: #1 - Improve Academic Performance; #2 - Use Quality Data to Drive Instruction; #3 - Increase Learning Time**

Action/Strategy	Student Population	Staff Resp.	Timeline		Resources Human /Materials	Budget Resource	Evaluation Measures	
			Implementation	Formative Evaluation			Formative	Summative
Create learning environments that are literacy rich by including academic language and vocabulary aligned to content and assessment	All Students Academically Fragile Students	Superintendent Principal Teachers	08/21/17	Monthly	All GRISD Staff TEKS Lead4Ward Info	See budget items	Walk Through 6 week grades	STAAR/EOC performance TAPR report
Use performance data to identify curriculum gaps in all core classes	All Students	Principal Teachers	08/21/17	Monthly	All GRISD staff TEKS Lead4Ward Info	See budget items	Walk through	STAAR/EOC performance TAPR report
Solidify conceptual understanding in all core classes	All Students	Teachers	08/21/17	Monthly	All GRISD staff TEKS Lead4Ward Info	SIP	Walk through Lesson Plans	STAAR/EOC performance TAPR report



Insure that all populations are successful on the writing staar assessment. We will do this by addition of new personal, 3 yearly writing samples	All Students	Writing Teacher	08/21/17	9/25/2017 30-2017 18-2017	10- 12- TEKS	All GRISD Staff/ Writing Teacher	See budget items	walk through Lesson Plans	STAAR/EOC performance TAPR report
Use data to monitor student academic progress and identify area(s) needing to be addressed	All Students Academically Fragile Students	Classroom Teachers Campus Leadership	08/21/17	Monthly	All Staff	All GRISD Staff/ Writing Teacher	See budget items	Data conversations	STAAR/EOC performance TAPR report

## District /Campus Improvement Plan 2017-2018

**Goal 1: All students will reach high standards, at a minimum attaining Level II Satisfactory performance, in all core subjects. Increase the number of students who perform at Level II Final or Level III on STAAR.**

**Objective 2: Provide positive Tier 1 instruction to students to insure rigor.**

**Critical Success Factor: #1 - Improve Academic Performance; #2 - Use Quality Data to Drive Instruction; #3 - Increase Learning Time**

Action/Strategy	Student Population	Staff Resp.	Timeline		Resources Human /Materials	Budget Resource	Evaluation Measures	
			Implementation	Formative Evaluation			Formative	Summative
All students and staff will have access to appropriate technology equipment	All Students	Superintendent Principal Technology director	08/21/17	Continuous	Chromebooks	See Budget Items	Students used technology	Increased student performance each reporting period Increased STAAR performance
Provide teachers with Professional Development in Writing and Core Subjects	All Students	Superintendent Principal	08/21/17	Continuous	Summer Trainings, Bill Williams Writing, CCI with Region 18, ongoing training with Region 18	See Budget Items	TTESS end of year goal setting and teachers meeting these goals by attending training	Staar Scored writing samples. Improvement of Staar Scores
Incorporate technology into daily lessons in order to increase student engagement	All Students	Teachers	08/21/17	Continuous	Teachers	See Budget Items	lesson plans showing technology	Walk through data

Provide teachers with Professional Materials in Writing and Core Subjects	All Students	Superintendent Principal	08/21/17	Continuous	Forde Farrier, Staar Master, and Staar Companion's, Phonics, Sadlier	See Budget Items	Staar Testing Reports. Teacher Data on Dmac, Teacher Conversations	Improvement of Staar Scores
---	--------------	-----------------------------	----------	------------	--	------------------	--	-----------------------------

## District /Campus Improvement Plan 2017-2018

**Goal 1:** All students will reach high standards, at a minimum attaining Level II Satisfactory performance, in all core subjects. Increase the number of students who perform at Level II Final or Level III on STAAR.

**Objective 3:** Utilize RI strategies to provide immediate and intensive intervention process for academically fragile students. Increase Writing and all Core subjects STAAR performance for all students

**Critical Success Factor: #1 - Improve Academic Performance; #2 - Use Quality Data to Drive Instruction; #3 - Increase Learning Time**

Action/Strategy	Student Population	Staff Resp.	Timeline		Resources Human /Materials	Budget Resource	Evaluation Measures	
			Implementation	Formative Evaluation			Formative	Summative
Implement immediate intervention strategies for academically fragile students	Academically Fragile Students Hispanic students	Teachers Principal	08/21/17	Monthly	Lead4ward Data Disaggregation	See Budget	Unit Assessments Benchmarks	Increase in STAAR performance
Provide additional instructional support/time and resources	Academically Fragile Students	Principal	08/21/17	Monthly	Study Island, Pathblazer, Forde-Fairer, Staar Master	See Budget	Tutorial list of students served	Increase in STAAR performance

<p>Use Byrd walks and walkthroughs to monitor teacher progress and identify TEIR 1 areas needing to be addressed</p>	<p>All Students Academically Fragile Students</p>	<p>Campus Leadership</p>	<p>08/21/17</p>	<p>Weekly</p>	<p>All Staff</p>	<p>See budget items</p>	<p>Data conversations with teachers about walk thoughts</p>	<p>STAAR/EOC performance, TTESS rating TAPR report</p>
--	---	--------------------------	-----------------	---------------	------------------	-------------------------	---	--

## District /Campus Improvement Plan 2017-2018

**Goal 2: All students and staff will be provided a safe and secure environment for teaching and learning.**

**Objective 1: Provide campus interventions that target bullying, violent behaviors.**

**Critical Success Factor: #3 - Increased Learning Time**

Action/Strategy	Student Population	Staff Resp.	Timeline		Resources Human /Materials	Budget Resource	Evaluation Measures	
			Implementation	Formative Evaluation			Formative	Summative
Maintain consistent discipline management	All Students	Principal	Continuous	Six week review of discipline referrals Discipline Point System	Discipline Techniques	See Budget Items	Discipline referrals	Decrease in discipline referrals
Monitor student behavior	All Students	Principal Asst. Principal	Continuous	Six week review of discipline referrals	Discipline Techniques	See Budget Items	Monitor	Decrease in discipline referrals
Provide counseling for students affected by bullying, or harassment	All Students	Counselor	Continuous	Six week review of discipline referrals	Counseling Techniques	See Budget Items	Counseling provided to students	Counseling provided to students

## District /Campus Improvement Plan 2017-2018

**Goal 2: Increase opportunities for parent and community engagement in both an academic and social environment.**

**Objective 2: Ensure all stakeholders have timely information about campus events/activities.**

**Critical Success Factor: #4 Increase family and community engagement**

Action/Strategy	Student Population	Staff Resp.	Timeline		Resources Human /Materials	Budget Resource	Evaluation Measures	
			Implementation	Formative Evaluation			Formative	Summative
Engage parents in the academic process by communicating progress every 3 weeks	All Students	Teachers Principal	8/21/2017	Three weeks	Progress reports	See budget items	Progress reports sent out	Progress reports sent out
Sponsor activities which will invite parents to visit the campus and review the school improvement plans	All Students	Counselor Principal Superintendent	8/21/2017	ongoing	Staff	See budget items	Staff available for visits with parents	Sign in Sheets
Conduct meetings for parents to provide information on college admission and financial aid	All Students	Counselor Principal Superintendent	10/1/2017	10/1/2017	Handouts for colleges	See budget items	Handouts and sign in sheets	Sign in Sheets

District /Campus Improvement Plan 2017-2018 Addendum

Index 1	Index 2	Index 3	Index 4
56	29	29	66

**Provide Targeted elements from the CIP.**

Target Element 1: The target element for GRISD is to improve 4th and 7th grade writing  
 Target Element 2: The second target element for GRISD is to improve Tier One Instruction

**Provide Strategies That will be developed and implemented**

Target element 1 Strategies The Strategies to implemented for target one are hiring personal for writing  
 Target element 2 Strategies The Strategies to implemented for target two are these strategies:  
 Walkthroughs to insure rigor, scope and sequence are being followed  
 Professional Development opportunity's from ESC 18 and other sources

**Describe the system**

Target element 1 Strategies Staar scored and rated writing samples at approximately 30, 60, 90 days.  
 Teacher will work with students on producing Staar ready writing.  
 Target element 2 Strategies Teachers will have weekly Byrd walks performed along with walkthroughs  
 for TTESS to insure rigor and scope and sequence.

**List what adult behaviors are expected to change in order for student outcomes to improve.**

- 1 The writing rigor will be raised for the all students in grades 4-12. Improved performance for all student populations by having 30 ,60, 90 day writing samples done and Staar scored.
- 2 Improvement of Staar scores by having weekly Byrd walks and TTESS walkthroughs to monitor the rigor and pacing of the classes for all grades K-12. Teachers will also be given notice of any training that will help them to improve the rigor of their class or implement writing strategies for their class