

GLASSCOCK COUNTY ISD

Campus Improvement Plan 2022-2023

Final Review by SBDM Committee on 9/29/2022

Reviewed by Board of Trustees on 10/10/2022

Garden City JH/High School

Glasscock County ISD Mission Statement:
“Achieve Excellence Together”

Glasscock County ISD Vision Statement:
“We are committed to a quality education where we enter to learn and leave to achieve.”

This school-wide campus consolidates funds in the following way:

X full consolidation _____ federal consolidation only _____ Title I, Part A only

Multiple sources are consolidated to support each of the educational programs on the campus.

<u>Fund Source</u>	<u>Allocation Amount</u>
Title I Part A	\$ 28,228
Title II, Part A	\$ 6,463
Title III-LEP	\$ 2,559
Local Funds	\$ 3,748,525
Gifted Education	\$ 10,500
Dyslexia	\$ 84,275
Special Education	\$ 535,570
Bilingual/ESL Program	\$ 46,495

High School is a Title I, Part A, Schoolwide program with a student poverty rate of 18.30% that uses Title I, Part A with SCE funds to serve identified at-risk, as well as, all students on the school-wide campus by upgrading the education program with SCE \$305,101.

HIGH SCHOOL CAMPUS IMPROVEMENT PLAN

CAMPUS GOAL #1: All Students will achieve their full educational potential

PERFORMANCE OBJECTIVE #1: GC ISD will ensure that the assessment scores of all students will meet or exceed the state accountability system.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.1 Benchmark Testing	# 1,2,8, 9	All staff, Principal, counselor, Teachers, RTI committee	Benchmark Results	Year round	Benchmark, STAAR, EOC	State accountability 100% of students show growth or maintain achievement levels

PERFORMANCE OBJECTIVE #2: All GCISD students not in testing grade levels will meet the testing standards set by the district.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.2 Successful completion of all courses	# 1,2,3, 8,9	Staff, administration, Special Ed., RTI committee	All grades-progress reports, report cards, MTSS documents	Every 3-6 weeks	2 assessments grades and 10 daily/homework grades per 6 weeks	6 weeks report cards and end of year verification. Student growth measure 100%

PERFORMANCE OBJECTIVE #3: GC ISD will continue strategies to keep all students participation in accelerated and rigorous programs in order to develop high levels of learning.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.3 1) Encourage distinguished level of achievement for graduation. 2) Encourage CTE pathway completion	# 1,2,8	Administration, Counselor	State graduation plan document Local funds-salary	End of each grade level 9-12 grades	___% Graduation with distinguished level of achievement. ___% CTE Pathway Concentrator or Completer	___% Graduation with distinguished level of achievement. ___% CTE Completer

PERFORMANCE OBJECTIVE #4: GCISD will reduce the gaps in achievement between different race and ethnic groups along with those considered to be living in poverty.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.4 Early identification for intervention and MTSS, ESL to help close performance gaps between ethnic and economic groups.	# 1,2,3, 6,8,9	Administration, Counselor, Special Ed., Teachers, Nurse	Supplies and materials. Local funds-salary	Year round.	Ongoing review of test results and ongoing assessment results, MTSS, ESL, TELPAS, and benchmarks. Also	Annual review of TAPR results to determine changes and or improvements.

- STAAR required intervention					HB 4545 requirements	
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CAMPUS GOAL #2: GCISD will maximize resources and support for all students with emphasis on student progress.

PERFORMANCE OBJECTIVE #1: Identify early, any student with an educational need.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
2.1 MTSS will identify students in need of assistance. -HB 4545 Committee	# 1,3,4, 6,8	Administration, Special Ed., RTI staffs and Teachers	Supplies and Materials Local funds\$2800.00 math reading interventions	On-going year round	Computer assisted tutorial and adjusted class schedule for time in MTSS program	Test/STAAR, MTSS, ESL results

PERFORMANCE OBJECTIVE #2: GC ISD will encourage all students to be involved in a co-curricular or extracurricular activity.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
2.2 Active recruiting in all areas of UIL academics and	# 3,6	All Staff, Principal, Administration, Coaches of	Local funds, stipends, supplies, and materials.	Ongoing year-round	___% Participation increase. Results of the competition.	___% Participation, Competitive performance in all activities

athletics, FFA, and etc.		athletic and UIL events.				
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CAMPUS GOAL #3: GCISD will provide a safe and positive learning and work environment for all students and staff

PERFORMANCE OBJECTIVE #1: GCISD will perform state required safety drills every school year.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.1 Annual safety drills: 1) fire 2) Lockdown 3) tornado	# 3,6	Administration, all staff, custodial, and Sherriffs office.	Evacuation routes and procedures. Local funds, supplies, and materials	Annual and seasonal	Surveys and staff follow-up/debriefing	Improved times of drills.

PERFORMANCE OBJECTIVE #2: GC ISD will provide a drug-free learning environment.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
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3.2 Red Ribbon Week, random drug testing and drug dog visits	# 3,6	Principal, counselor, Student council, NHS student groups	Drug test policy, random detection canines \$1000.00, random student tests \$1600.00	Annually and random	100% clean drug screenings for each random	100% clean drug test for year. Student participation ___%
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PERFORMANCE OBJECTIVE #3: GCISD will encourage all students, parents, and staff to treat each other with respect.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.3 Meet the teacher/open house/Veterans Day program, Report Card Night, FAFSA night	# 6,7	All staff, students, and parents, Principal, counselor	Local funds: supplies and materials	Ongoing	Attendance and success of events, sign-in sheets	Parent attendance at events

CAMPUS GOAL #4: GC ISD will strive to involve the local community in supporting our school activities and events.

PERFORMANCE OBJECTIVE #1: GC ISD will utilize community strengths and resources for the optimal achievement of each student by increasing community involvement.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
4.1 Use of multi-language communication w/ parents: Title I, Veterans Day, open house, sporting events, FFA,	# 3,6,7	All staff	Local funds for materials and supplies.	Ongoing/continuous	Increase in bilingual/ Spanish only parent participation, documented by sign-in sheets.	Annual review of bilingual/Spanish speaking parent participation ____%. Sign-in sheets to document attendance.

PERFORMANCE OBJECTIVE #2: GC ISD will provide a comprehensive two way communication process to the community with students, parents, and community members.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
4.2 Communication log with parents, remind 101, E-mail, parent portal, School	# 3,6,7	Staff and administration	e-mail list, website-\$3000.00 log documentation	Ongoing	Increase in involvement	Surveys and an increase in parent involvement rates

website, GCISD App.						
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CAMPUS GOAL #5: Every student graduate from GCISD will be post-secondary/career ready.

PERFORMANCE OBJECTIVE #1: Any student meeting early enrollment test readiness will be given the opportunity to take an advanced or dual credit course.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
5.1 Increase class selection for students	# 3,6,7	Administration and counselor	Howard College, TSTC total cost \$25,000.00	Annually	The number of students participating, graduation plan, Dual credit classes, TSTC classes.	The number of students graduating with college credit on transcript.

PERFORMANCE OBJECTIVE #2: GC ISD ensure that each student has the opportunity to enroll in a career or technology education course.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
5.2 Expand CTE class offerings, Industry Based Certifications	# 3,6,7	All CTE staff, counselor administration	1 to 1 technology, CTE online programs and curriculum \$9400.00, supplies and materials	Ongoing	___% Increase in CTE Pathway completion.	The number of students completing CTE Pathways and IBC's increased from the previous year.

PRIORITY FOR SERVICE (PFS)
ACTION PLAN

Our MEP staff will work with all district and campus personnel to ensure services for PFS and non-priority for services migrant students are provided for and served by implementing the strategies listed on the current PFS Action Plan.

School District: Glasscock County ISD
SSA Member

Region: 18

Filled out by: Angie Balderrama and Anna Minijarez

DATE: July 14, 2017-08-07
SCHOOL YEAR: 2017-2018

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g, Bilingual, ESL, economically disadvantage)*

GOAL: To Coordinate services with Region 18, your Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement

OBJECTIVE(s): 100% of Priority for Services (PFS) students will have access to supplemental instructional and support

Monitor the progress of MEP students who are on PFS

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monthly, run NGS Priority for Service(PFS) reports to identify migrant children and youth who require priority access to MEP services	Monthly beginning in July	Migrant Specialist	1. NGS Reports 2. PFS Timeline report checklist
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives	August	Migrant Consultant	1. PFS Action Plan
Communicate the progress and determine needs of PFS migrant Students			
Required Strategies	Timeline	Person(s) Responsible	Documentation
During the academic calendar, the Title I, part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Services criteria and updated NGS Priority for service reports	By Sept. 30th	Migrant Consultant Migrant Specialist	1. ESC works 2. SSA Fulfilling Grant 3. Requirement Session
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Services criteria	By Sept. 30th	MEP Staff	1. PAC Agendas 2. PAC minutes

During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children	Ongoing throughout the year	MEP Staff	1. Family Contact Log 2. Preliminary Needs Assessment
Provide services to PFS migrant students			
Required Strategies	Timeline	Person(s) Responsible	Documentation
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports giving priority placement to these students in migrant education program activities	Ongoing throughout the year	MEP Staff	1. MEP Activities Sign In Sheets
The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies	Ongoing throughout the year	MEP Staff	1. PFS Student Progress Review Form
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students	Ongoing throughout the year	MEP Staff	1. Networking

Comprehensive Needs Assessment 2021

Glasscock County ISD is comprised of two campuses: Garden City Elementary and Garden City High/Jr. High School. Garden City J/High School serves approximately 160 students in grades 6 to 12.

The High School student population is approximately 49.4% Anglo and 50.6% Hispanic. Approximately 39.7% are economically disadvantaged, 7.1% are English language learners and 35.3% are at-risk. The High School staff population is 83.2% Anglo, and 16.8% Hispanic; 41.9% male and 58.1% female. The staff has 8.6% who are beginning teachers, 27% of the staff that has 1 to 5 years of experience, 10.8% of the staff has 6-10 years, 25.1% of the staff that has 11 to 20 years of experience. The staff has 28.4% of the staff that has over 20 years. 93.5% of the teachers have a bachelor's degree and 6.5% have master's degrees. 100% of the teachers are highly qualified and 100% of our aides are at a level 3. The student-teacher ratio is 8.2 to 1. The average class sizes are 10 students.

The overall mobility rate is approximately 8.9%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.7%. GCISD serves 7.1% English Language Learner students; 9% of students in the Gifted and Talented program; and 1.3% of students have been identified for 504 services. 9.6% of students are served through special education services.

The Schoolwide (Title I) program consists of parent involvement activities, extended school year opportunities, professional development, and employment of a curriculum director to promote horizontal and vertical alignment of the TEKS in an effort to provide exceptional instruction for GCISD students.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: benchmarks, Istation and state assessment results, attendance (students and staff), SAT, ACT, PSAT, etc. Committees were formed to look for areas of weaknesses and strengths. The data showed:

Students

Strengths: Attendance rate of all students

Needs: Closing the performance gaps

Family and Community Involvement:

Strengths: Communication

Needs: More ESL parental involvement

Staff:

Strengths: Low turn over rates

Needs: More diversity in staffing

School Culture and Climate:

Strengths: Sense of school community pride

Needs: More involvement of all stakeholders

School Organization:

Strengths: Good participation numbers in UIL activities

Needs: More activities needed

Comprehensive Needs Assessment Results:

Student enrollment numbers are steady and the student population is becoming more diverse. While GCISD staffing is appropriate for the

number of students, staff demographics are not reflective of the diversity in the student population, resulting in a need for professional development to better equip the staff to meet the needs of diverse learners.

Professional development to support the staff's efforts in curriculum alignment and verticality is also needed. The committee would like to promote awareness to students and families regarding the increased rigor of the state assessment system and the need for the staff to vertically align curriculum and instructional strategies.

Staff will need to use more data-driven decision-making to adjust instruction accordingly based on student needs, as well as a variety of instructional strategies to meet the needs of diverse learners. Campus administrators will be conducting more instructional focus visits in classrooms to monitor the full implementation of TEKS resource, use of lesson framing and high-yield strategies, etc., and evidence of vertical and horizontal planning and alignment.

In an effort to inform and involve families, the school will be sending more school-home communication in both English and Spanish, as well as conducting home visits in addition to other school activities to promote awareness of increased student expectations due to the new curriculum and the state assessment (STAAR.)

The administration sees a need to increase the involvement of the site-based decision-making (SBDM) committee and will make an effort to obtain more input from the students, parents, staff, and community regarding school decisions.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading

First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job.