

# GLASSCOCK COUNTY ISD

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## **Campus Improvement Plan 2017-2018**

Final Review by Campus Committee on 12/01/2017

Approved by Board of Trustees on 02/12/2018

### **Garden City 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:

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	\$ 25,860
Title II, Part A	\$ 4,098
Title III-LEP	\$ 3,369
Local Funds	\$ 2,253,605
Gifted Education	\$ 17,123
Dyslexia	\$ Inside special education
Special Education	\$ 257,271
Bilingual/ESL Program	\$ 48,258

High School is a Title I, Part A, Schoolwide program with a student poverty rate of 18.33% 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 \$177,780.00

## 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 around	Benchmark, STAAR, EOC	State accountability 100% of students show growth

**PERFORMANCE OBJECTIVE #2:** All GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.2 Passing classes	# 1,2,3, 8,9	Staff, administration, Special Ed., RTI committee	All grades- progress reports, report cards, RTI documents	Every 3-6 weeks	2 assessment 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 plan for graduation. 2) Encourage CTE courses	# 1,2,8	Administration, Counselor	State graduation plan document  Local funds-salary	End of each grade level 9-12 grades	% Graduation on distinguished plan including all students except those under the Special Education program.	% Graduation with distinguished plan. 100% of students not under Special Ed. program

**PERFORMANCE OBJECTIVE #4: GC ISD will reduce the gaps in achievement between different race an 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 RTI, 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, RTI, ESL, and benchmarks	Annual review of TAPR results to determine changes and or improvements.

**CAMPUS GOAL #2: GC ISD 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 RTI committee will identify students in need of assistance.	# 1,3,4, 6,8	Administration, Special Ed., RTI staffs and Teachers	Supplies and Materials Local funds\$2800.00math reading STAAR workbooks	On-going year round	Computer assisted tutorial and adjusted class schedule for time in RTI program	Test/STAAR, RTI, ESL results

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

<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>
2.2 Active recruiting in all areas of UIL academics and athletics, Ag. Science, band, and etc.	# 3,6	All Staff, Principal, Administration, Coaches of athletic and UIL events.	Local funds, stipends, supplies and materials.	On going year round	% Participation increase. Results of competition.	% Participation, top 2 finisher in all competitive activites.

**CAMPUS GOAL #3: GC ISD will provide a safe and positive learning and work environment for all students and staff**

**PERFORMANCE OBJECTIVE #1: GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.1 Annual safety drills, 1) fire, 2)	# 3,6	Administration, all staff,	Evacuation routes and procedures.	Annual and seasonal	Surveys and staff follow-	Improved times of drills.

<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>
Lockdown, 3) tornado		custodial and Sherriff's office.	Local funds, supplies and materials		up/debriefing	

**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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.2 Red Ribbon Week, random drug testing and drug dog visits	# 3,6	Principal, councilor, 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 %

**PERFORMANCE OBJECTIVE #3: GC ISD 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.3 Meet the teacher/open house/Bearkat EXPO/Veterans Day program	# 6,7	All staff, students, and parents, Principal, counselor	Local funds: supplies and materials	On going	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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
4.1 Use of multi-language communication w/ parents: Title I, Bearkat Expo, Veterans Day, open house, sporting events, band contest,	# 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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
4.2 Communication log with parents, remind 101, E-mail, parent portal, School website, GCISD App.	# 3,6,7	Staff and administration	e-mail list, website-\$3000.00 log documentation	On going	Increase in involvement	Surveys and increase in parent involvement rates

**CAMPUS GOAL #5: Every student graduate from GC ISD will be post-secondary ready.**

**PERFORMANCE OBJECTIVE #1: Any student on the recommended or distinguished graduation plan 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>Time Line</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	Number of students participating, graduation plan, Dual credit classes, TSTI classes.	Number of students graduating with foundations and distinguished plan.

**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>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
5.2 Expand CTE class offerings, One to One technology	# 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 credits earned.	Number of credits earned increased from 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**

<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
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
<b>Communicate the progress and determine needs of PFS migrant Students</b>			
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
During the academic calendar, the Title I, part	By Sept.	Migrant Consultant	1. ESC works

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	30th	Migrant Specialist	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
<b>Provide services to PFS migrant students</b>			
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give 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 2017

Glasscock County ISD is comprised of two campuses: Garden City Elementary and Garden City High/Jr. High School. Garden City High School serves approximately 160 students in grades Pre-K to 5.

The High School student population is approximately 49.7% anglo and 49.7% Hispanic. Approximately 38.6% are economically disadvantaged, 6.2% are English language learners and 33.1% are at-risk. The High School staff population is 92.2% anglo, and 7.8% Hispanic; 52.4% male and 47.6% female. The staff has 11.3% of the staff that has 1 to 5 years of experience, 8.9% of staff has 6-10 years, 50.7% of the staff that has 11 to 20 years of experience. The staff has 29.2% of the staff that has over 20 years. 84.4% of the teachers have a bachelor's degree and 15.6% have a master's degrees. 100% of the teachers are highly qualified and 100% of the our aides are at a level 3. The student-teacher ratio is 8.2 to 1. Average class sizes are 11.5 students.

The overall mobility rate is approximately 16 (10.8%), with a drop-out rate of 0%. The average daily attendance rate for students is 96.8%. GCISD serves 9 English Language Learner students; 3 students in the Gifted and Talented program; and 4 (2.5%) students have been identified for 504 services. 12 (8.3%) 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 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 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.