

Grulla High School



Campus Improvement Plan

2019-2020

Accountability Rating: Met Standard-**B**

Distinction Designations:

Academic Achievement in English

Academic Achievement in Mathematics

Mr. Adolfo Peña, Jr.
Grulla High Principal

Adrian Ozuna
Chairperson



Grulla High Vision Statement

The vision of Grulla High School is to meet the individual needs of all students who are in a critical period of their lives as they change from adolescence to young adulthood. Grulla High School will deliver a superior educational program through a challenging course of study whereby students will achieve excellence. We are fully committed to providing a positive learning environment that builds self-esteem and empowers all students to reach their maximum potential.

Grulla High Mission Statement

The Grulla Gator High School family, in partnership with parents and the community, pledge to provide a safe, motivating, respectful and orderly learning environment that nurtures excellence in teaching and learning. Our students at Grulla High School will graduate as lifelong learners and become moral, responsible, and productive members of society.



DEVELOPMENT PROCESS OF THE CAMPUS IMPROVEMENT PLAN

A collaborative effort with Campus Administrators, Department Leaders, and DEIC.



CAMPUS PERSONNEL

NAME	Dept.	POSITION	NAME	Dept.	POSITION
Macas, Thelma	English	Teacher	Flores, Guadalupe	Science	Teacher
Mercado, Manuel	English	Teacher	Gomez, Mario	Science	Teacher
Ozuna, Adrian	English	Teacher	Gonzalez, Lisa	Science	Teacher
Peña, Jessica	English	Teacher	Martinez, Bethany	Science	Teacher
Seale, Abigail	English	Teacher	Ramirez, Perla	Science	Teacher
Solis, Eunice	English	Teacher	Gutierrez, Hector	Science	Teacher
Solis, Glenda	English	Teacher			
Flores Lorena	English	Teacher			
Alvarez, Sandra	Special Ed.	Teacher	Vallejo, Claudia	CATE	Teacher
Ellert, Jessica	Special Ed.	Teacher	Gonzalez, Gloria A.	CATE	Teacher
Guerra, Jorge	Special Ed.	Teacher	Lopez, Sandor	CATE	Teacher
Jones, Rosa	Special Ed.	Teacher	Martinez, Pedro	CATE	Teacher
Navarro, Jose	Special Ed.	Teacher	Garcia, Jose A.	CATE	Teacher
Ozuna, Oscar	Special Ed.	Teacher	Gonzalez, Sandra	CATE	Teacher
Perales, Alma	Special Ed.	Teacher	Garcia, Alfredo Jr.	CATE	Teacher
Vela, Adelfa	Special Ed.	Teacher	Solis, Jesus	CATE	Teacher
			Villarreal, Jennifer	CATE	Teacher
Contreras, Lee Roy	Social Studies	Teacher	Chapa, Jorge	CATE	Teacher
Garcia, Omar Jr.	Social Studies	Teacher	Flores, Sixto	CATE	Teacher
Ochoa Jorge	Social Studies	Teacher			
Gongora, Abran	Social Studies	Teacher			
Gonzalez, Abram Jr.	Social Studies	Teacher			
Van Nest, Richard	Social Studies	Teacher			



CAMPUS PERSONNEL continued

NAME	Dept.	POSITION	NAME	Dept.	POSITION
Gonzalez, Oscar	Fine Arts	Teacher	Peña, Jr., Adolfo	Administration	Principal
Lopez, Felix	Fine Arts	Teacher	Garcia, Juan	Administration	Asst. Principal
Olivarez, Monique	Fine Arts	Teacher	Hernandez, Melinda	Administration	Asst. Principal
Rodriguez, Alfonso	Fine Arts	Teacher	Margo, Fredrick	Administration	Asst. Principal
Trevino, Nazario	Fine Arts	Teacher	Ozuna, Ariel	Administration	Asst. Principal
Diaz, Roberto	Fine Arts	Teacher	Zarate, David	Administration	Asst. Principal
Clem, Richard	Fine Arts	Teacher	Rios-Ayala, Hermelinda	Administration	Dean of Inst.
Sanchez, Jose M.	Fine Arts	Teacher	Garcia, Roxanne	Administration	Counselor
			Martinez, Aida	Administration	Counselor
Bazan, Alejandro	P.E./Athletics	Teacher	Navarro, Iliana	Administration	Counselor
Gomez, Juanita	P.E./Athletics	Teacher	Olivarez, Liliana	Administration	Head Counselor
Gonzalez, Abel	P.E./Athletics	Teacher	Villarreal, Armandina	Administration	Librarian
Gonzalez, Jorge	P.E./Athletics	Teacher	Dougherty, Sebastian	Administration	College & Career
Lynch, Shannon	P.E./Athletics	Teacher			
Ortiz, Santiago	P.E./Athletics	Teacher			
Ozuna, Joel	P.E./Athletics	Teacher			
Bazan, Minette	P.E./Athletics	Trainer	Reyes, Lizeth	Spanish	Teacher
			Castillo, Sonia	Spanish	Teacher
Estrada, Rosalba	Math	Teacher	Rios, Marisol	Spanish	Teacher
Jimenez-Garcia, Martin A.	Math	Teacher			
Lopez, Daniel	Math	Teacher	Zarate, Liliana		Registered Nurse
Sanchez, Ismael	Math	Teacher	Gonzalez, Evangelina		Nurse's Aide
Valadez, Nancy	Math	Teacher			
Gutierrez, Brenda	Math	Teacher			



CAMPUS PERSONNEL continued

NAME	POSITION	NAME	POSITION
Alvarez, Nilsa	Clerk	Gonzalez, Hortencia	Aide
Cruz, Zelda	Clerk	Hinojosa, Sandy	SpEd Unit
Flores, Maria D.	Clerk	Molina, Maricela	SpEd Unit
Galindo, Marissa	Clerk	Ortiz, Viola	One to One SpEd
Garcia, Oscar	Clerk	Silva, Cindy	Aide
Garcia, Sylvia	Clerk	Zarate, Minerva	Aide
Garcia, Melissa	Clerk	Elizondo, Joel	Security Officer
Bazan, Joe	Clerk	Rodriguez, Alejandro	Security Officer
Gutierrez, Maria T.	Computer Tech Clerk	Lopez, Heron	Security Officer
Rivera, Julissa	Clerk	Montalvo, Domingo	Security Officer
Salazar, Beatriz I.	Clerk	Quiroz, Laura	Security Officer
Trevino, Mariana L.	Secretary	Solis, Arnoldo	Security Officer
Villarreal, Maria A.	Aide	Ortiz, Felix	Security Officer
Aguilar, Francisco	One to One	Carmona, Jennifer	Security Officer
Anzaldua, Alma	SpEd	Arredondo, Alberto	Security
Cruz, Elma	LVN SpEd	Peña, Rebecca	Security
Figueroa, Olga R.	SpEd Aide		
Flores, Norma	SpEd Unit	Bazan, Belinda	Cafeteria
Alaniz, Esmeralda	Registrar Paraprofessional	Cortez, Candelaria	Cafeteria
		De La Cruz, Mary Ann	Cafeteria
		Diaz, Nilda	Cafeteria



CAMPUS PERSONNEL continued

NAME	POSITION
Garcia, Maria Inez	Cafeteria
Garza, Raul Jr.	Cafeteria
Seale, Jeremy	Cafeteria
Peña, Maria Odilia	Cafeteria
Solis, Karla	Cafeteria Manager
Cadena, Araceli	Custodian
Diaz, Maria Olga	Custodian
Duran, Yolanda	Custodian
Hinojosa, Melida	Custodian
Martinez, Adrian	Custodian
Olivarez, Nereida	Custodian
Ortiz, Maria Guadalupe	Custodian
Pena, Norberto	Custodian
Salinas, Eligio T	Head Custodian
rillayes, Aida	Custodian
Aguirre, Ana Bazan,	Custodian
Isis Castillo, Erasmo	Custodian
Estrada, Celia	Custodian
Garcia, Javier	Custodian



SBDM Committee Members

NAME	DEPARTMENT
Juan Garcia	Administration
Lilliana Olivarez	Counseling
Bethany Martinez	Science
Lee Roy Contreras	Social Studies
Ismael Sanchez	Mathematics
Adrian Ozuna	English
Oscar Ozuna	Special Education
Shannon Lynch	Athletics
Sonia Castillo	Spanish
Nazario Treviño	Fine Arts
Pedro Martinez	Career and Technology



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SECTION A



Executive Summary Overview of the School Program

Grulla High School is an educational organization that exemplifies achievement, credibility, and commitment in preparing all students to meet the academic, creative, and social challenges and responsibilities of our society.

Developed through the efforts of campus teachers, administrator, parents, and students, we all believe that our students will achieve and succeed. We will implement a rigorous, integrated, technological, and comprehensive curriculum from 9th through 12th grades and will provide facilities that are conducive to ensure a safe and orderly environment.

The administration and members of the site based decision-making committee were instrumental in conducting a thorough needs assessment that involved all stakeholders in the development of the Campus Improvement Plan. The data used was as follows; STAAR and TELPAS data, district and campus reports, and formative and summative evaluations. The committee used the information to develop goals, objectives, and activities for the improvement of our campus.

We believe that the goals, objectives, initiatives, and activities proposed in this plan will be the best actions necessary for our students to demonstrate significant gains in academic achievement on the STAAR and TELPAS tests for the 2019-2020 school year.

Through the implementation of this plan, our instructional staff will be addressing the needs of all student populations. The plan will cover objectives and activities in:

1) Academic Excellence 2) Learning Environment 3) Quality Personnel 4) Fiscal Management and 5) Parental Involvement.

We will ensure that student achievement remains our focus for this school year. Implementation of this campus improvement plan will be incorporated with the adopted district goals for the 2019-2020 school year.

Parental involvement and community partnerships will continue to be a priority so that the combined efforts between staff, parents, and community will result in excellence in education for the entire student body at Grulla High School.



ASSESSMENT OF CAMPUS NEEDS

<u>AREAS OF STRENGTH</u>	<u>EVIDENCED BY</u>
<p>Professional Learning Communities Ensuring That Students Learn</p> <p>The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools.</p>	<ul style="list-style-type: none">• PLC Schedule- Monday and Wednesday by department Twice a week by department and three times by subject area.• Observation of PLC meetings Consists of characteristics of a highly effective PLC• Agendas and Sign in sheets Agendas that include topics for PLC meetings and guiding questions. Sign in sheets to monitor attendance.• Master Schedule Designed to schedule department common planning.
<u>OPPORTUNITIES FOR GROWTH</u>	<u>TO BE MEASURED BY</u>
<p>Promote a safe and orderly School Culture Environment. Implementation of a campus wide discipline management plan. Cultivate a school culture that is positive, trusting, and interactive among staff.</p>	<p>Discipline reports Observations A consistent school wide discipline (PBIS) Survey</p>

ASSESSMENT OF CAMPUS NEEDS

AREAS OF STRENGTH

Academic Achievement in Math ACT/SAT
Academic Achievement in Science ACT/SAT

OPPORTUNITIES FOR GROWTH

Increase student achievement on STAAR EOC for 2019-2020
2018-2019 87% to increase by 3%
67% student achievement for 2018-2019
CCMR 75% to increase to 85%
Closing the Gaps 62% to 72%
Target Goals
All Subjects
Approaches 60% to increase by 10%
Meets 29% to increase by 10%
Masters 6% to increase by 10%

EVIDENCED BY

2019 Distinction Summary

TO BE MEASURED BY

- Progress monitoring system
- Schedule of consistent on-going data share sessions followed by an action plan based on student data
- Identifying at risk students and implement interventions that increase student achievement
- Create committees to monitor student progress (SSI, SPED, ELLs, and students who have failed a STAAR EOC exam).
- Attendance
- Grades



SECTION B

DISTRICT GOAL AREA 1: ACADEMIC EXCELLENCE:

Implement a rigorous, integrated, technological, and comprehensive curriculum for Pre-K to Post-secondary.

Annual Campus Performance Objectives:

1. GHS will offer a quality curriculum utilizing effective delivery of instruction to ensure 67% of all students, including special populations, achieve or exceed minimum expectations in all areas of the Spring 2020 STAAR EOC.
2. GHS will implement instructional designs that support learning opportunities to ensure that 67% of all students' master Spring 2020 STAAR EOC.
3. GHS will utilize supplemental instructional programs aligned to our student's needs to ensure 43% of our special population do meet or exceed state expectations for Spring 2020 STAAR EOC.



SECTION C

DISTRICT GOAL AREA 2: LEARNING ENVIRONMENT:

Provide school facilities that are conducive to a safe and orderly learning environment.

Annual Campus Performance Objectives:

1. GHS will implement a comprehensive “Faculty Plan” to ensure an environment that will enhance student learning through the cooperation of all stakeholders.
2. GHS will conduct a needs assessment on all safety features to ensure compliance of safety codes.
3. GHS will implement fire drill and lockdown procedures by conducting at least one per month.



SECTION D

DISTRICT GOAL AREA 3: QUALITY PERSONNEL: Attract, retain, and develop qualified and effective personnel.

Annual Campus Performance Objectives:

1. GHS will recruit, train, and retrain the best qualified staff to ensure optimal performance for Spring 2020 STAAR EOC.
2. GHS will implement a comprehensive professional development program for all teachers and staff to ensure quality education for all students.
3. GHS will implement a professional development plan that targets the special population groups to narrow the performance gap.



SECTION E

DISTRICT GOAL AREA 4: FISCAL MANAGEMENT:

Provide and maintain an effective and efficient fiscal management system.

Annual Campus Performance Objectives:

1. GHS will utilize a fiscal management system of business operations with financial acuity, accountability, and efficacy.
2. GHS will maintain operations of business through payroll, finance, bookkeeping, purchasing, insurance and tax office.
3. GHS will closely monitor procedural and systemic protocols.



SECTION F

DISTRICT GOAL AREA 5: PARENTAL INVOLVEMENT: Embrace school/community partnerships.

Annual Campus Performance Objectives:

1. GHS will ensure that 90% of parents and families are involved in the progression of their child's education.
2. GHS will provide orientation and in-services for parents.
3. GHS will ensure that all parents attend required meetings such as ARDs, LPAC, and 504s.

RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

District GOAL 1: ACADEMIC EXCELLENCE: Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.						
Annual District Performance Objective 1: RGCCISD will offer a quality curriculum utilizing effective delivery of instruction to ensure that 70% of all students, including special populations, achieve or exceed minimum expectations in all areas of the Spring 2019 STAAR/EOC examinations.						
Annual Campus Performance Objective 1: Grulla High School will offer a quality curriculum utilizing effective delivery of instruction to ensure that 70% of all students, including special populations, achieve or exceed minimum expectations in all areas of the Spring 2020 STAAR EOC.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. to May 2019-2020	INITIATIVE 1: Grulla High School staff will ensure the implementation of the RGCCISD curriculum that is aligned to the Texas Essential Knowledge and Skills (TEKS) and to the State of Texas Assessment for Academic Readiness and STAAR Performance Standards.	TEKS Resource System	Assistant Superintendent for C&I	All Populations	Students will be provided with a well-balanced curriculum aligned to TEKS/STAAR.	Teacher Lesson Plans and Grade Books (F)
August 2019	S-1 Review the academic expectations in all content areas for students at each grade level (9th through 12th grade).	STAAR	Dist. Admin Principals			
		Asst. Supt. for C & I and Staff Dist.	Directors			
		Scope and Sequence	Principals			
Aug.-May 2019-2020	A-1 Provide teachers the opportunity to participate in district committee meetings that review and develop the district's Scope and Sequence.	Central Office Staff	Directors	All Populations	Knowledge of Dist. Scope and Sequence	Agendas Meeting Evaluations Scope and Sequence (F)
Every Six Weeks Aug. 2019	A-2 Ensure appropriate horizontal and vertical teaming.		Directors	All Populations	Organized systemic communication	Meeting Agendas (F)
	A-3 Ensure alignment on the delivery of instruction to the TEKS for all content areas (Reading, Math, Writing, Science, Social Studies, etc.) at each grade level.		Directors Principals SBDM Comm. Assistant Principals Dean of Instruction	All Populations	Horizontal and Vertical Teaming to ensure cross grade accountability Knowledge of student need	Grade Level (F) Mtg. Agendas Report Cards (F) 90% Passing Rate for All Students (S) PLCs agenda of data per six weeks
	A-4 Ensure that all EOC teachers are planning, discussing and meeting during their PLCs to target specific areas of needs.					

***Funding Source:**

(LOC) Local
(SCE) State Compensatory Education
(TIA) Title I part A
(TIM) Title I part C- Migrant
(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)
(IBP) IDEA-B-preschool
(TII) Title II, part A
(TIII) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC
(GU) Gear Up
(SGT) Gifted & Talented
(SSE) State Special Education
(SBE) State Bilingual Education
(HAS) High School Allotment

****Special Populations Targeted**

(ESL) English as a Second Language
(BIL) Bilingual
(AR) At Risk
(GT) Gifted and Talented
(ED) Economically Disadvantaged
(SE) Special Education

RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
August 2019	INITIATIVE 2: Grulla High School will analyze and interpret campus assessment and demographic data to develop to improve student performance.	TEKS Resource System	Asst. Supt. for C & I and Staff Program, Directors, Principals, Dean of Instruction	All Populations	To make the necessary gains indicated in our Performance Obj.	Review student performance scores on the following: STAAR/EOC (S) Benchmarks (F) TELPAS (S) Campus/District Benchmarks (S)
	S-1 Disaggregate assessment data in grades 9th-12th to help plan instruction and monitor students' progress.	STAAR/EOC				
	A-1 Analyze campus performance data in all academic areas in grades 9th through 12th grade. Focus on the following:	Data for previous School Year	Principal, Asst. Principals, Dean of Instruction, Teachers	All Populations	To make the necessary gains indicated in our Performance Obj.	
	<ul style="list-style-type: none"> By grade level By classroom teacher By Special Population Groups By Individual Student Performance By Objectives and Specific Targets 	TANGO				
	A-2 Identify and address student's needs to group for instruction based on the following:	STAAR Summary Reports				
	<ul style="list-style-type: none"> Benchmarks of the previous year Benchmarks of the current year STAAR 2019 performance (when applicable) 	Benchmark Data	Principal, Asst. Principals, Dean of Instruction, Teachers	All Populations	To make the necessary gains indicated in our Performance Obj.	Review student performance scores on the following: STAAR/EOC (S) Benchmarks (F) TELPAS (S)
		Reports Testing and Eval. Dept.				
		TEKS Resource System	Directors Principals, Teachers	All Populations	To make the necessary gains indicated in our Performance Obj.	
		TEKS Objectives				
		STAAR Performance Standards	Principals, Teachers	All Populations	To make the necessary gains indicated in our Performance Obj.	
Aug. 2019 After Each Benchmark	S-2 Review every Benchmark assessment report and focus on closing the gap with appropriate instruction, tracking, and monitoring of students' progress.					
Aug.-May 2019-2020	S-3 Implement a clearly articulated and appropriate set of achievement expectations for the STAAR EOC.					

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CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	<p>READING: 9th – 12th Grade</p> <p>INITIATIVE 3: Grulla High School will implement a language arts curriculum to maximize student performance in the area of reading.</p> <p>S-1 Implement the following specific activities to target “comprehension,” “fluency,” and “inferences and generalizations.”</p> <p>A-1 Utilize individual student profiles to track student’s progress A-2 Correlate daily instructional practices using supplemental resources for additional skills practice. A-3 Provide trainings for teachers on successful reading practices. A-4 Implement activities and instructional strategies for reading. A-5 Provide lessons utilizing STAAR resource activities from the state adopted text A-6 Deborah Lewis Scope & Sequence Timeline, conference and seminars A-7 Implement a vocabulary program campus-wide A-8 Implement an afterschool program A-9 Utilize tutors A-10 Instructional supplies and materials</p>	<p>Asst. Supt. for C & I and Staff</p> <p>Supplemental Res. Materials</p> <p>Teacher-Made Materials TEKS Guide</p> <p>TEKS Resource System</p> <p>Read Naturally</p> <p>Region I ESC</p> <p>Jane Schaffer Writing Program- \$30,000 (Consultant) \$3,000-Title I (Instructional Supplies)</p> <p>\$7,000-State Bilingual (Instructional Supplies)</p> <p>\$22,400 (Tutors)</p>	<p>Monitors: *Principal *Asst. Principal *Dean of Instruction</p> <p>Implemented By: *English Department *ESOL Teacher(s)</p> <p>Evaluators: *Principal *Asst. Principal</p>	<p>All Populations: *Bilingual *Title I *Migrant *Socioeconomic</p>	<p>Maximize student’s performance in Reading</p> <p>Reduced number of students failing reading</p> <p>Develop life- long readers</p>	<p>Review student Reading performance scores on the following: Benchmarks (F) TELPAS (S) STAAR/EOC(S)</p>

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Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	<p>WRITING: 9th – 12th Grade</p> <p>INITIATIVE 4: Grulla High School will ensure maximum student performance in Writing Mechanics and Writing Compositions.</p> <p>S-1 Ensure continued student achievements in the areas of composition and voice.</p> <p>A-1 Train all staff to effectively implement shared writing, teacher guided writing, independent writing, conference and handwriting</p> <p>A-2 Writing Activities</p> <p>A-3 Utilize supplemental resource materials in order to ensure additional practice of skills.</p> <p>A-4 Utilize elaboration techniques such as writing café from writing academy, color-coding sentences and composition, and HELP using examples from history, entertainment, literature and personal.</p> <p>A-5 Deborah Lewis Scope & Sequence Timeline, conference and seminars</p> <p>A-6 Implement an afterschool tutorial program</p> <p>A-7 Utilize tutors</p>	<p>Asst. Supt. for C & I and Staff</p> <p>State Adopted Text</p> <p>Supplemental Resource Materials</p> <p>Teacher-Made Materials</p> <p>STAAR Blueprints/ Materials TEKS</p> <p>Guides TEKS</p> <p>Resource System</p> <p>Jane Schaffer</p> <p>Writing Program</p> <p>Consulting-- \$35,000 out of 199 State</p> <p>Bilingual for 7 trainings</p> <p>Skilled-based webinar for STAAR performance-- \$3,000 out of 199 State Bilingual</p> <p>\$1,000 Bilingual</p> <p>STAAR EOC videos</p>	<p>Monitors:</p> <p>*Principal</p> <p>*Asst. Principal</p> <p>*Dean of Instruction</p> <p>Implemented By:</p> <p>*English Department</p> <p>Evaluators:</p> <p>*Principal</p> <p>*Asst. Principal</p>	<p>All Populations:</p> <p>*Bilingual</p> <p>*Title I</p> <p>*Migrant</p> <p>*Socioeconomic</p>	<p>Ensure student gains by at least 3%</p>	<p>Review student Writing performance scores on the following:</p> <p>-STAAR/EOC (S)</p> <p>-Campus/District Benchmarks (F)</p> <p>-Six Weeks Assessments</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	<p>MATH: 9th – 12th Grade</p> <p>INITIATIVE 5: Grulla High School will implement a comprehensive Math program in grades 9th – 12th to address strategies and activities that target problem solving.</p> <p>S-1 Improve student performance by focusing on problem solving using estimation, reasonableness, and solution strategies.</p> <p>A-1 Implement the 5 E Instructional models in daily instruction. A-2 Utilize small group instruction to address different styles of learning. A-3 Follow District’s Curriculum Scope and Sequence A-4 Utilize educational games to reinforce student learning of skills. A-5 Use teacher made and file folder games for additional practice. A-6 Promote activities for drill practice of basic computation skills. A-7 Enhance problem-solving strategies with “Problem of the Day” A-8 Utilize the Six-Weeks tests to target mastery of specific skills. A-9 Provide students with ‘hands-on” opportunities. A-10 Agile Mind, Students who will test Algebra I EOC will practice with calculator skills. A-11 TCMPC, TEKS Resource System A-12 Vertical Alignment</p> <p>S-2 Agile Mind- Agile Assessment</p> <p>S-3 5 days of Teacher trainings</p>	<p>Asst. Supt. for C & I and Staff TEKS Resource System</p> <p>State Adopted Text</p> <p>Supplemental Resource Materials</p> <p>Teacher-Made Materials</p> <p>STAAR Materials</p> <p>TEKS Guides</p> <p>TI-Nspires (100)</p> <p>Laptops for Online Curriculum (6) Projectors (2)</p> <p>\$30,000 SCE</p> <p>\$2,000-Title I</p>	<p>Monitors: *Principal *Asst. Principal *Dean of Instruction</p> <p>Implemented By: *Math Department</p> <p>Evaluators: *Principal *Asst. Principal</p>	All Populations	<p>Ensure student gains by at least 2%</p> <p>Improve calculator skills</p> <p>Ensure student growth by 2% Algebra I EOC goal 88% to 90% Quality Instructional Curriculum</p>	<p>Review student <i>Math</i> performance scores on the following: -STAAR/EOC (S) -Campus/District Benchmarks (F) -Week 3 Assessments -Six Weeks Assessments</p>

***Funding Source:**

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(HAS) High School Allotment

****Special Populations Targeted**

(ESL) English as a Second Language	(ED) Economically Disadvantaged
(BIL) Bilingual	(SE) Special Education
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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	<p>SCIENCE: 9th – 12th Grade</p> <p>INITIATIVE 6: Implement a 9th – 12th grade instructional program in the area of Science based TEKS.</p> <p>S-1 Utilize the Science state adoption in 9th – 12th grade A-1 Utilize District Scope and Sequence & Year-at-a-Glance A-2 Utilize District's recommended time-line for sci. 9th-12th A-3 Utilize the 5 E Instructional Model</p> <p>S-2 Provide opportunities for all 9th-12th grade teachers to attend workshops and conferences A-1 STAAR EOC study guides (SIRUS-STAAR Bio) A-2 Staff development for S3 Strategies A-3 Instruction for Lab base courses A-4 AP Science study guides (5 Steps to A 5/ Barrons) A-5 Implement the use of STAAR Biology study guides with pictures and color to enhance content knowledge during RTI and academies</p> <p>S-4 Agile Mind</p> <p>S-5 Implement an afterschool tutorial program</p>	<p>Asst. Supt. for C & I and Staff TEKS Resource System TEKS Guide Science Journals, Teacher-made Materials, STAAR/EOC Materials, \$6,000-District (Commercial Resources), Supplemental Materials, Class set of iPads/ Headphone Lab, Materials AP Style Questioned, Practice Exams, and assignments for Reinforcement, AP Training for Teachers during the year, Expandable binders (100), Sheet protectors (300), College Board</p> <p>\$2,000-Title I (General Supplies)</p> <p>\$3,000-State Bilingual (Instructional Supplies)</p>	<p>Monitors: *Principal *Asst. Principal *Dean of Instruction</p> <p>Implemented By: *Science Department</p> <p>Evaluators: *Principal *Asst. Principal *Dean of Instruction</p>	<p>All Populations</p> <p>All Populations</p>	<p>100% students will explain science related activities. 90% of students will make necessary gains indicated in performance objectives for respective grade-levels.</p> <p>Increase AP examination performance</p>	<p>Classroom Assessments (F): -Week 3 assessments -Six Weeks Assessments</p> <p>STAAR/EOC (S)</p> <p>AP performance</p> <p>Benchmarks (F)</p> <p>Assessments/STAAR EOC/DBM</p>

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
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**CAMPUS IMPROVEMENT PLAN
2019-2020**

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	SOCIAL STUDIES: 9th-12th Grade INITIATIVE 7: Implement a 9th – 12th instructional program in the area of Social Studies based TEKS S-1 Use strategies to emphasize topic in the area of Social Studies A-1 Implement District's timeline for 9-12th grades A-2 Employ the 5 E Instructional Model S-2 Use the Social Studies State adoptions 9th -12th grade to cover subject matter and specific coursework S-3 Provide opportunities for 9th -12th grade teachers to attend Workshops in the area of Social Studies S-4 Implement the use of maps/graphs/charts S-5 TEKS Resource System/ Vertical Alignment S-6 Access to Online McGraw Hill (EBooks) S-7 Utilize Albert.IO for AP students, AP Social Studies/ Psychology study guides S-8 Streamline TEKS S-9 AP Curriculum/Scope & Sequence/Pacing Guide S-10 Online question blank	Asst. Supt. for C & I and Staff TEKS Resource System TEKS Guide Social Studies Journals Teacher-made Materials STAAR/EOC Materials Supplemental Materials Professional Development Class set of Dictionaries (8) Class set of iPads Interactive Journal \$3,000-State Bilingual (Instructional Supplies)	Monitors: *Principal *Asst. Principal *Dean of Instruction Implemented By: *Math Department Evaluators: *Principal *Asst. Principal	All Populations	100% students will explain Social Studies activities, maps, graphs 90% of students will make necessary gains indicated in performance objectives for respective grade-levels Expose student to interactive content support. Increase student achievement, Increase AP examination performance	Classroom Assessments (F) STAAR/EOC (S) Benchmarks (F) Classroom Assessments (F) STAAR/EOC (S) Benchmarks (F) AP Performance

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Aug.-May 2019-2020	<p>INITIATIVE 8: Grulla High School will implement a Response to Intervention program to enhance and improve students reading performance.</p> <p>S-1 Continue a literacy research (evidenced)-based program allowing consistent transition throughout the grade levels.</p> <p>A-1 Coordinate staff development in-services to continue effective literacy acquisition strategies in grades 9th – 12th.</p> <p>A-2 Utilize a three tiered intervention model for reading intervention services at all levels.</p> <p>A-3 Utilize practices that focus on language structure, vocabulary development and reading fluency</p> <p>A-4 Utilize library services</p> <p>A-5 Utilize resources to develop fluency</p> <p>A-6 Utilize Chapter Books for each grade level</p> <p>A-7 Ensure schedules and lesson plans provide extended opportunities for varied types of readings</p> <p>A-8 Provide students with 30 minutes of sustained oral reading (SOR) as needed</p> <p>A-9 Provide for practice of reading through activities such as:</p> <ul style="list-style-type: none"> ● Paired Reading ● Echo Reading ● Interactive reading ● Buddy Reading ● Guided Reading ● Shared Reading ● Literacy Circles <p>A-10 Provide for practice of writing through activities such as:</p> <ul style="list-style-type: none"> ● Shared writing ● Guided writing ● Independent writing <p>A-11 I-Ready instructional program</p>	<p>Asst. Supt. for C & I and Staff</p> <p>Response to Intervention Model</p> <p>TEKS Resource System</p> <p>Region I ESC Imagine Learning</p> <p>iPads and headphones</p>	<p>District Directors Principals Asst. Principals Deans Teachers Teacher aides</p> <p>Special Education Teachers</p>	<p>All Populations</p> <p>Special Education Students</p>	<p>Increase student proficiency in Reading Improve fluency and proficiency in reading for at-risk population</p> <p>Improve student reading performance</p>	<p>Review student performance scores on the following: STAAR/EOC (S) District Benchmarks (F) TELPAS (S)</p> <p>Diagnostic test/ reports</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	INITIATIVE 9: Grulla High School will provide and support extra-curricular activities at all grade levels. S-1 Provide opportunities for students to participate in extracurricular activities such as the following: <ul style="list-style-type: none"> • UIL Events Music • Sports A-1 Recruit the Coach and/or Sponsors A-2 Set specific criteria for student participation	Central Office, Region I ESC, UIL Events Administrator \$500-District (Instructional Supplies) Local & Federal Funds	Principal Asst. Principals Dean of Instruction Teachers	All Populations	Provide a high level of motivation to enhance learning	Student participation Competition Placements (F)
Aug.-May 2019-2020	INITIATIVE 10: Grulla High School will implement a comprehensive plan with detailed procedures to improve the daily student attendance and enhance student learning. S-1 Establish a systematic plan with identified procedures to ensure appropriate action on monitoring/tracking of absences. A-1 Conduct meeting with parents on the importance of daily attendance - Meet the Teacher Night. A-2 Contact parents daily regarding the son's/daughter's absences. A-3 Keep attendance records to track and profile students who have excessive absences. A-4 Have teachers contact and conference with parents regarding student's absences. A-5 Write letter to parents of students who are candidates for truancy. A-6 Request that parents turn in doctor's excuse for students who are absent/late. A-7 Follow through with state guidelines of recording procedures for absences.	Central Office Dept. of Student Services Region I ESC Daily Attendance Reports Truancy Office	Principal Asst. Principals Attendance/ PEIMS Clerk Comm. Aide Teachers	All Populations	Improve the average daily attendance	Assess TAPR report on student average daily attendance. Increase ADA by 1% (S)

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	<p>S-2 Establish a consistent system of making home visits on students with excessive number of absences.</p> <p>A-1 Review the daily attendance classroom folder and identify students who are absent before 9:00 a.m.</p> <p>A-2 Follow up with visit and fill out appropriate forms for Parent contact.</p> <p>A-3 Contact truancy officer for home visits on students with excessive absences.</p> <p>S-3 Establish campus procedures to monitor daily attendance</p>	<p>Dept. of Student Services</p> <p>Asst. Principals</p> <p>Daily Attendance Reports</p> <p>Attendance Clerk</p> <p>Asst. Super for Admin. Support</p> <p>District Attendance Officer</p>	<p>Principal</p> <p>Asst. Principals Attendance/ PEIMS Clerk Comm. Aide</p> <p>Teachers</p>	All Populations	<p>Make parents accountable for their child's daily attendance</p> <p>Improve the average daily attendance</p>	<p>Assess TAPR (Texas Academic Performance Reports) on student average daily attendance. (S) Increase ADA by 1% (S)</p>
Aug.-May 2019-2020	<p>INITIATIVE 11: Grulla High School will recognize and reward students with perfect attendance.</p> <p>S-1 Establish a systematic plan for rewards and recognition.</p> <p>A-1 Recognize students who come to school with a special plan of incentives that includes:</p> <ul style="list-style-type: none"> Weekly announcements Six-Week Awards Semester Awards <p>A-2 Annual Perfect Attendance: Trophies and Certificates</p> <p>S-2 Establish rewards for students with perfect attendance</p>	<p>District Truancy Officer</p> <p>Daily attendance forms/ parent call log</p> <p>Dept. of Student Services</p> <p>Asst. Principals</p> <p>Daily Attendance Reports</p> <p>Attendance Clerk</p> <p>Asst. Super for Admin. Support</p> <p>District Attendance Officer</p> <p>District Truancy Officer</p> <p>Gift Cards, awards, electronic devices, trophies, incentives.</p>	<p>Attendance Team</p> <p>Principal</p> <p>Asst. Principals Teachers</p> <p>Paraprofessionals Attendance Clerk</p> <p>Attendance Team</p>	<p>All populations</p> <p>All Populations</p> <p>All Populations</p>	<p>Improv e daily attendance</p> <p>Improve the average daily attendance.</p> <p>Improve the average daily attendance.</p>	<p>Weekly overall attendance data</p> <p>Assess TAPR (Texas Academic Performance Reports) on student average daily attendance. (S) Increase ADA by 1% (S)</p> <p>Assess TAPR (Texas Academic Performance Reports) on student average daily attendance. (S) Increase ADA by 1% (S)</p>

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****Special Populations Targeted**

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

District GOAL 1: ACADEMIC EXCELLENCE: Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.						
Annual District Performance Objective 2: RGCCISD will utilize instructional designs that support learning opportunities to ensure that all students master every section of the Spring 2019 STAAR administration.						
Annual Campus Performance Objective 2: GHS will implement instructional designs that support learning opportunities to ensure that 67% of all students master Spring 2019 STAAR EOC						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	INITIATIVE 1: Grulla High School will implement educationally sound research based instructional arrangements at all grade levels 9th – 12th. S-1 Grulla High School will continue to utilize self- contained and departmentalized instructional settings; heterogeneous grouping at all grade levels. S-2 Differentiation strategies for the gifted will be employed in all classrooms (9th – 12th) S-3 Master schedule that fosters interdisciplinary curriculum for enhanced student learning is encouraged at all levels. Secondary grades offer graduation plans with one endorsement in the chosen area of Business and Industry, STEM, Public Services, Arts and Humanities, or Multidisciplinary Studies.	TEKS Region I ESC National Standards TEA mandates for graduation \$3,780 (Instructional Supplies)	Asst. Superintendent for C&I Directors Principal Asst. Principals. Deans Classroom Teachers Librarian	All Populations	Improved students' schedules to meet their academic needs and enhance their learning	Assess student performance scores on the following: STAAR/EOC (S) District Benchmarks (F)
Aug.-May 2019-2020	INITIATIVE 2: Grulla High School will foster a school library program which will ensure that students and staff are effective users of ideas and information S-1 Students and teachers will have access to materials in multiple formats at different levels for all student populations. A-1 Provide motivating reading materials, references, and literature based resources to enhance student and staff learning. A-2 Provide a balance between print, multimedia and electronic resources.	TEKS Region I ESC Resources: Tex Quest, Brain Hive, Gale, Brain Pop, Power Videos, EBSCO, etc. Nat. Standards Technology Director \$2,000 (Reading Materials) \$1,000 (General Supplies)	Director for Library Svcs. Director for Technology Principal Asst. Principals Classroom Teachers Librarian Paraprofessionals	All Populations	Improve students. & staff use of the library to enhance their learning, Student will have the opportunity to visit the library a minimum of once a week	Assess student performance scores on the following: STAAR/EOC (S) District Benchmarks (F) Renaissance Learning (F)

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	<p>A-3 Provide access to resources via the Internet including facilities and/or building space to accommodate student computer workstations.</p> <p>A-4 Provide a library program which promotes literacy for all students, which may include the use of e-books and tech.</p> <p>A-5 Provide opportunities to students and staff to implement the following:</p> <ul style="list-style-type: none"> • access information efficiently and effectively • appreciate literature • practice ethical behavior in regard to accessing information through technology • School Age Library Learning (Ages 4-11) • Teen Library Services (Ages 12-18) • Outreach Efforts (All Ages) • Serve all special populations (All Ages) <p>A-6 Provide opportunities for PK-12 students and staff to experience “Revive History Theatre” and “Sea of Authors.”</p>	<p>TEA Region 1 Resources & Professional Development Opportunities for Librarians District Directors National Standards</p>	<p>Director for Library Services Director for Technology Principal Asst. Principals Deans Classroom Teachers Librarian</p>	All Populations	Improve student and staff use of the library to enhance their learning	Check Schedules Access the Library Logs for Daily entries (F)

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	INITIATIVE 3: Grulla High School will implement a variety of instructional arrangements to meet the needs of all students. A-1 Provide opportunities for instructional arrangements such as: <ul style="list-style-type: none"> • Implementation of the 5E Instructional Model for planning and delivery of instruction • Fixed/Open Library Scheduling • Departmentalization in the upper grade levels • Inclusion Program that allows for Team Teaching • Team Teaching within the same grade level. • Implementation of RTI • Implementation of PLCs at each campus • Computer aided instruction (labs) through Agile Mind, etc. 	Asst. Supt. for C & I and Staff Special Education Director Campus Librarians Computer Lab Teachers/Proctors	Asst. Supt. for C & I and Staff Special Education Director Principals Asst. Principals Librarian Classroom Teachers Computer Lab Teachers/Proctors	All Populations	To enhance the learning opportunities of all students	Review students' annual performance on tests which include the following: Campus/District Benchmarks (F) STAAR/EOC (S)

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

District GOAL 1: ACADEMIC EXCELLENCE: Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.						
Annual District Performance Objective 3: RGCCISD will implement supplemental instructional programs aligned to the specific needs of our students to ensure that 70% of our special population groups meet or exceed State expectations on the spring 2019 STAAR administration.						
Annual Campus Performance Objective 3: GHS will implement supplemental instructional programs aligned to the specific needs of our students to ensure that 43% of our special population groups meet or exceed State expectations for Spring 2019 STAAR administration.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.- May 2019-2020	LIMITED ENGLISH PROFICIENT: INITIATIVE 1: Grulla High School will implement the guidelines for appropriate delivery of instruction in English Language Arts (ELA) 9th-12th. S-1 Monitor the implementation of the SLA scope and sequence. S-2 Provide instruction in primary language for Reading and Language Arts for recent immigrants S-3 All ELL students will participate with English speaking students during Art, Music, P.E., and other electives.	Bilingual Director Bilingual Strategists TEKS Bilingual Program Manual Region I ESC	Principal Asst. Principal Classroom Teachers BE/ESL/SLE teacher	TIM ESL BIL SE	Improve the performance of Bilingual Students	Review scores on the following to assess attainment of our annual campus performance goals for all students as well as Bilingual/ESL pop. group: STAAR/EOC Data (S) TELPAS (S)
Aug. - May 2019-2020	INITIATIVE 2: Grulla High School will implement appropriate assessment and evaluation instruments to monitor the performance of English Language Learners S-1 Ensure proper identification and initial placement of English Language Learners (ELL). A-1 Administer the Oral Language Proficiency Test in grades 9th–12th to students whose Language indicates other than English A-2 Language Proficiency and the IPT Reading to students in grades 2-12 whose Home Language Survey indicates other than English. A-3 Language Proficiency Assessment Committee (LPAC) will meet within 20 days to make recommendations for instructional placement. S-2 LPAC committee will adhere to appropriate placement of all English Language Learners into the ESL Program	Bilingual Director Bilingual Strategists TEKS Bilingual Program Manual Region I ESC LPAC Committee	Principal Asst. Principal Classroom Teachers Paraprofessionals	TIM ESL BIL SE	Improve the performance of Bilingual Students	Review scores on the following to assess attainment of our annual campus performance goals for all students as well as Bilingual/ESL pop. group: STAAR/EOC Data (S) TELPAS (S)
20 Days from Initial Entry						

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Monthly Aug.- May 2019-2020 Nov. & Feb.	S-3 Maintain an evaluation system to monitor student progress. A-1 Administer District Benchmarks for Bilingual students in grades 9-12th. A-2 Monitor student progress using the following programs: <ul style="list-style-type: none"> Imagine Learning Reports Weekly tests District Benchmarks S-4 Administer the state mandated assessments to LEP students in grades 9th - 12th grade. A-1 Train staff on the administration of the following tests and/or monitoring systems: <ul style="list-style-type: none"> TELPAS Observation Protocol A-2 Administer the TELPAS in grades 9th - 12th grade.	LPAC Binder Region I ESC Bilingual Director Imagine Learning: \$100,000—Title III, \$100,000—State Bilingual (199) \$160,000--SCE	Principal Asst. Principal Classroom Teachers	TIM ESL BIL SE TIM ESL BIL SE	Increase Knowledge of LPAC procedures. Increase Knowledge of LPAC procedures. Increase the performance of LEP Students	LPAC Minutes Review scores on the following to assess attainment of our annual campus performance goals for all students as well as Bilingual/LEP pop: STAAR/EOC Data (S) TELPAS (S) District Benchmarks (F)
Aug. - May 2019-2020 Daily	INITIATIVE 3: Grulla High School will ensure that the appropriate Bilingual instruction is provided to facilitate transition for LEP students S-1 Implement appropriate time and treatment to transition through Dual Language Model/Late Exit Model. A-1 Conduct a needs assessment of program materials. A-2 Monitor the implementation of transitional guidelines. S-2 To ensure English Language Learners transition at the appropriate time, utilize the following activities: A-1 Follow the transitional guidelines and TEKS guide A-2 Adhere to the district timeline A-3 Reinforce acquisition of language through BE/ESL component of the state adopted textbook. A-4 Utilize the computerized programs such as Imagine Learning to support daily instruction. A-5 Utilize SIOP Strategies and ELPS Standards in daily instruction to support content and language objectives. S-3 Utilize Imagine Learning during RTI days	District Bilingual Director TEKS Bilingual Program Manual Region I ESC LPAC Committee	Principal Asst. Principal Classroom Teachers	TIM ESL BIL SE	Improve the performance of Bilingual Students	Review scores on the following assessments to evaluate attainment of our annual campus performance goals for all students, as well as Bilingual/LEP population: STAAR/EOC Data (S) TELPAS (S) District Benchmarks (F)

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**Special Populations Targeted

(ESL) English as a Second Language	(ED) Economically Disadvantaged
(BIL) Bilingual	(SE) Special Education
(AR) At Risk	
(GT) Gifted and Talented	

**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

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Aug.– May 2019-2020	MIGRANT POPULATION:	Bilingual Director	Principal	TIM	Improve the performance of LEP & Bilingual Students	Review scores on the following assessments to evaluate attainment of our annual campus performance goals for all students, as well as Bilingual/LEP population: STAAR/EOC Data (S) TELPAS (S) District Benchmarks (F)
Aug – May 2019-2020	INITIATIVE 4: Grulla High School will provide opportunities for implementation of migrant services to ensure maximum performance of migrant students.	Bilingual Strategists TEKS TEKS Resource System ELPS Standards Bilingual Program Manual Region I ESC LPAC Committee	Asst. Principal Classroom Teachers ESL/ESOL teacher	BIL SE		
Aug.– May 2019-2020	S-1 Participate in the recruitment of migrants and follow through with appropriate educational services.					
Aug.– May 2019-2020	S-2 Follow through with appropriate district requirements in the identification process of all migrants.					
Aug.– May 2019-2020	S-3 Provide instructional opportunities to accelerate learning for all migrants by using Migrant Tutors in each campus.	Computers, iPads, Headphones with Microphone	LPAC Administrator	ELLs	Improve Student Achievement for ELLs (STAAR/TELPAS)	
Aug.– May 2019-2020	S-4 Provide opportunities for all migrants to attend all tutorial programs and extracurricular activities.	Federal Programs Director Migrant Coordinator				
	A-1 Morning Tutoring	District Migrant Recruiters, Teachers, and Counselors, Tutors:	Migrant Program Coordinator	TIM	Provide Migrants with equal educational opportunities	Review scores on all annual assessments to assess attainment of our annual campus performance goals for all migrants. (S)
	A-2 Extended day tutoring	\$202,300—Title I Part C (Migrant)	Principal			
	A-3 Sat. Tutoring (Sec. Schools)—OEW (Opt. Ext. Wk.)		Asst. Principal, Classroom Teachers Migrant Community Aide			
	A-4 STEM Camps	\$3,940 (Instructional Supplies)				
	A-5 Summer program, including Project Smart—OEY (Optional Extended Year)	\$1,500 (Travel)				

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Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. - May 2019-2020	AT RISK POPULATION:	Asst. Supt. for C & I and Staff Federal Programs Director TEKS Resource System PEIMS Clerk Region I ESC Tutorials: \$42,000—Title III (LEP & Immigrant) \$208,000—Title I \$118,320—SCE Credit by Exam: \$10,800—SCE SCE Credit Rec.: \$20,880—SCE Summer School: \$400,000—199 General Fund \$400,00--SCE Tutors: \$124,500—SCE \$124,500—Title I Part A (Regular) Oddyseyware: \$42,500—SCE (Licenses/Trainin g) ELPS Standards	Principal Asst. Principals Deans Classroom Teachers	AR TIM BIL SE	To increase academic success of at risk student by 5%	STAAR/EOC Data (S) District Benchmarks (F) TELPAS (S)
Fall and Spring	S-1 Implement structured tutorial programs to target at-risk population. A-1 Identify the students most at-risk of having Science/Social Studies/Reading/Math/Writing difficulties. A-2 Conference and inform parents of the different tutoring programs available for their child. A-3 Place students in formal tutorial programs such as the following: <ul style="list-style-type: none"> Extended day tutorials for Rdg., Wri., Math, Sci., & Soc. Stu., inc., SCE Credit Recovery & Credit by Exam Extended Week Program (OEY) Summer School Programs (OEY) A-4 Recommend Title I Tutors to work with At-Risk Students and help them close gaps in student performance					
Mon., Wed., and Sat.	S-2 Implement Response to Intervention program to ensure a strong foundation so that students are reading on grade level. A-1 Identify students eligible to participate in RtI (9- 12) A-2 Provide SIOP (Sheltered Instr.) Strategies (9-12) A-3 Provide training in interventions for staff in grades 6-8.					
Daily						
			Principal Asst. Principal Classroom Teachers	AR TIM BIL SE	To increase academic success of at risk student by 5%	STAAR/EOC Data (S) District Benchmarks (F) TELPAS (S)

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****Special Populations Targeted**

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Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Daily	INITIATIVE 6: Provide computerized instructional programs for closing academic gaps in student performance in grades 1st through 12th.	Asst. Supt. for C & I and Staff Fed. Prog. Director PEIMS Clerk Region I ESC Imagine Learning: \$100,000—Title III, \$100,000—State Bilingual (199) \$160,000--SCE	Principal Asst. Principal Classroom Teachers	AR TIM BIL SE	Increase proficiency of all At-Risk Students	STAAR/EOC Data (S) District Benchmarks (F) OWL (S) ISIP (F) TELPAS (S) Observation Protocol (S)
Aug. - May 2019-2020	S-1: Utilize the Imagine Learning programs in PK-12th grade to enhance student achievement for students struggling and in need of additional assistance. A-1 Enroll students and schedule them for 30-45 minute periods daily A-2 Provide opportunities for students to utilize the Lab before/after school. A-3 Provide proper training for teachers/staff using Imagine Learning A-4 Analyze students' performance using weekly reports					
Daily			Principal Asst. Principal Classroom Teachers	AR TIM BIL SE	Increase proficiency of all At-Risk Students	STAAR/EOC Data (S) District Benchmarks (F) OWL (S) ISIP (F) TELPAS (S) Observation Protocol (S)
Aug.- May 2019-2020						PEIMS Attendance Reports

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
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2019-2020**

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Aug. – May 2019-2020	<p>INITIATIVE 7: Continue providing Pregnancy Related Services (PRS) and Student Parent Services for identified RGCCISD students.</p> <p>S-1 The Pregnancy Education and Parenting (PEP) Social Worker will provide assessment, counseling, and outside agency referrals for identified students.</p> <p>S-2 The Compensatory Educating Home Instruction (CEHI) Teacher will provide student instruction as prescribed by the student's attending physician.</p>	<p>PEP Social Worker CEHI Teacher Fed. Programs Director PRS Title IX Guidelines Asst. Supt. for C & I and Staff PEIMS Coordinator</p>	<p>Fed. Program Director PEP Social Worker CEHI Teacher</p>	<p>Identified Pregnant Student and Students' Parents</p>	<p>Increase student attendance, Increase graduation rate for pregnant and student parents, Decrease Dropout Rate</p>	<p>Graduation Rates Dropout Rate Reports</p>
Aug. – May 2019-2020	<p>INITIATIVE 8: RGCCISD will provide Dyslexia services for identified students through the interactive online programs, Herman Method for Elementary Students and the CEI (Creative Education Institute) for Secondary Students, to improve their Reading abilities and/or Reading flu</p> <p>S-1 Provide Dyslexia services for identified students as an assigned class according to their Individualized Education Plan (IEP).</p> <p>S-2 Provide Dyslexia services for identified students on a "pull-out" basis according to their Individualized Education Plan (IEP)</p>	<p>Region One Asst. Supt. for C & I Director of Guidance and Counseling Dyslexia Specialist Dyslexia Teachers</p>	<p>Principal Asst. Principals Deans Dyslexia Teacher Dyslexia Aids</p>	<p>Dyslexia Student</p>	<p>Improve the Reading abilities and fluency of identified students to reflect progress</p>	<p>Campus assessments (F) District Benchmarks (F) STAAR/EOC (S)</p>

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Aug. - May 2019-2020	SPECIAL EDUCATION POPULATION:					
Daily	INITIATIVE 9: Grulla High School will implement appropriate and effective daily procedures to enhance the learning of all special education students.	Special Education Director	Monitors: *Principal *Asst. Principal *Dean of Instruction *Diagnostician	Special Education Population	Increase all special ed. Students' performance in state assessments by 5%.	STAAR/EOC Data (S) District Benchmarks (F) Imagine Learning Reports (F) TELPAS (S) Checklist Observation Protocol (S)
Every 6 Wks.	S-1 Monitor the appropriate implementation of accommodations/IEP for all identified Special Education students.	Special Ed. Program Manual				
	S-2 Ensure that coordination meeting between regular classroom and Special Education teacher take place every six weeks to ensure proper implementation of student IEP's in an inclusion setting.	TEKS Guides	Implemented By: *SPED Department			
Daily	S-3 Ensure student success on all sections of the STAAR administrations by implementing the following activities: A-1 Provide in-class support in the regular classroom. A-2 Provide appropriate accommodations to regular curriculum to meet the student's IEP. A-3 Provide opportunities for all special education students to test using campus and district Benchmarks. A-4 Provide opportunities for special education students to participate in all extended day/week tutorial programs. A-5 Ensure that Special Education students benefit from all regular and special funded programs.	Special Ed. Personnel Kurzweil Program \$15,000—Idea B Formula Don Johnson Co:Writer Program \$6000— Idea B Formula	Evaluators: *Principal *Asst. Principal *Dean of Instruction			
	S-4 Develop a tracking system to monitor student progress including a team of members to monitor student	Assessment data		SPED population	Increase STAAR performance by 10%	DBM/STAAR
	S-5 Agile Mind in the areas of Math and Science	\$3,420-IDEAB (General Supplies) \$5,580 (Reading Materials)				

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Aug. - May 2019-2020	GIFTED AND TALENTED POPULATION: INITIATIVE 10: Grulla High School will ensure that appropriate delivery of the instruction to maximize learning for all gifted and talented students within the regular classroom setting in grades 9-12. S-1 Provide teachers of gifted and talented students with appropriate curriculum designed to meet the needs of the gifted and talented students. S-2 Provide an array of learning opportunities that will maximize learning to its fullest potential. A-1 Ensure that teachers of the gifted population maintain the appropriate number of clock hours to meet the state requirements in GT setting. A-2 Utilize a variety of grouping strategies so that these students will have opportunities to work independently and as a group. A-3 Provide opportunities for UIL participation and extracurricular activities. S-3 Maximize the number of GT students enrolled in Pre- AP/AP courses	Director of Advanced Academics and Instructional Support Services Asst. Supt. for C & I and Staff	Principal Asst. Principal Classroom Teachers	GT	Ensure maximized performance for all GT Students 100% pass rate in all test areas	STAAR/EOC/AP Data (S) District Benchmarks (F) TELPAS (S)
		Counselors/recruitment Tutorials for Enrichment	Counselors/DOI	GT	Increase enrollment for Pre-AP/AP and Increase masters level performance on STAAR EOC	STAAR/EOC/AP Data (S) District Benchmarks (F) TELPAS (S)

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Aug. - May 2019-2020	<p>INITIATIVE 11: Ensure that appropriate delivery of the instruction to maximize learning for all gifted and talented students at a Gifted and Talented Magnet School setting for grades 9-12.</p> <p>S-1 Provide teachers of gifted and talented students with appropriate curriculum designed to meet the needs of the gifted and talented student.</p> <p>S-2 Provide an array of learning opportunities that will maximize learning to its fullest potential.</p> <p>A-1 Ensure that teachers of the gifted population</p>	Director for Advanced Academics Asst. Supt. for C & I and Staff	Principal Asst. Principal Classroom Teachers	GT	Ensure maximized performance for all GT students	STAAR/EOC/AP Data (S) District Benchmarks (F) TELPAS (S)

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Aug. - May 2019-2020	INITIATIVE 12: Grulla High School will provide the Texas District Guidance Content in a systematic way to all students. S-1 The guidance and counseling program will focus on awareness, skill development, and application of skills needed in everyday life. <ul style="list-style-type: none"> • Self-confidence Development • Motivation to Achieve • Decision Making, Goal Setting, Planning and Problem-Solving • Communication Skills • Character Education S-2 The counselor will focus on prevention & intervention strategies to ensure the development of the whole child. A-1 Provide lessons to address the following areas: <ul style="list-style-type: none"> • Academic Concerns • Absences/Tuancy • Misbehavior/ School Avoidance • Relationship Concerns • Grief/Loss Death • Substance Abuse • Family/Child Abuse • Anti-Bullying A-2 Plan and schedule group couns. sessions w/stu./parents. A-3 Plan & schedule one-to-one counseling sessions w/ stu. A-4 Provide crisis intervention and individual counseling for students identified with substance abuse issues.	Director for Guidance and Counseling Contracted Svcs. Region I ESC TEA Guidelines	Principal Counselor Teachers Paraprofessionals	All Populations	Address the individual needs of students	Assess the PEIMS data reports to ensure a decreased number of referrals relevant to discipline or violation of school rules. Counselor's Daily Log Monthly Calendar of Activities
Aug. - May 2019-2020		Director for Guidance and Counseling Contracted Svcs. Anti-Bullying Handbook and Resources Region I ESC TEA Guidelines	Principal Counselor Teachers Paraprofessionals	All Populations	Improve a child's self - concept and development	Counselor Activity Powerschool Log Entries (F) Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Powerschool Log Entries (F)
Daily		Substance and Alcohol Abuse Counselor/ Prevention Intervention Specialist				

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Aug. - May 2019-2020	INITIATIVE 13: Grulla High School will implement the four major components of the Texas Guidance Program. The components consist of the following: <ul style="list-style-type: none"> Guidance Curriculum Responsive Services Individual Planning System Support 	Director for Guidance and Counseling Region I ESC TEA Guidelines District	Principal Counselor Teachers	All Populations	Improved self - concept and whole development	PEIMS data Counselors' Daily Log Monthly Calendar of Activities Counselor Activity Power School Log Entries (F)
Aug. - May 2019-2020	INITIATIVE 14: Grulla High School will include programs and staff support activities and services in guidance and counseling program. S-1 The guidance and counseling department will focus on the program delivery and support in the following areas: <ul style="list-style-type: none"> Guidance Program Development School Improvement Planning Professional Development for Counselors Community Outreach/Public Relations 	Director for Guidance and Counseling Region I ESC TEA Guidelines District	Principal Counselor Teachers	All Populations	To ensure appropriate counseling services are provided	PEIMS data Counselors' Daily Log Monthly Calendar of Activities Counselor Activity Power School Log Entries (F)
Aug. - May 2019-2020	INITIATIVE 15: Grulla High School will provide opportunities for individual planning by assisting students in monitoring understanding their own development. S-1 The guidance and counseling program will focus on educational student planning and goal setting in the following areas: <ul style="list-style-type: none"> Acquisition of Study Skills Life-Long Learning S-2 The guidance and counseling program will focus on personal-social planning and goal setting in the following areas: <ul style="list-style-type: none"> Development of healthy self-concept 	Director for Guidance and Counseling Region I ESC TEA Guidelines District	Principal Counselor Teachers	All Populations	Address the students' own particular needs	Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Power School Log Entries (F)
Daily						

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Aug. - May 2019-2020	INITIATIVE 16: The counselor will continuously support a comprehensive plan of developmental guidance. S-1 The counselor will conduct lessons on social skills and character building. S-2 The counselor will conduct lessons on goal setting and problem-solving. S-3 The counselor will conduct lessons on conflict resolution and team building skills. S-4 The counselor will conduct crisis prevention and intervention strategies that address immediate needs of students and staff. S-5 The counselor will conduct lessons on communication skills. S-6 GHS counselors will conduct classroom presentations on graduation requirements and conduct monthly lessons on character building.	Director for Guidance and Counseling Region I ESC TEA Guidelines	Principal Counselor	All Populations	Improve a child's responses and coping abilities during special crisis or events in his/her life	PEIMS data Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Power School Log Entries (F)
Aug. – May 2019-2020	INITIATIVE 17: The counselor, along with campus staff and administration, will continuously support a comprehensive plan of transition from PK to Kinder, from elementary to middle school, from middle school to high school, and from high school to college. S-1 Provide orientation for all students transitioning from one level to another by doing the following: <ul style="list-style-type: none"> Conduct informational (orientation) meetings for parents and students. Schedule campus visits so students can take a tour of their new campus at the elementary, middle or high school level. Provide opportunities for students to attend College Fairs and to visit colleges and universities. 	Graduation requirements/endorsements Director for Guidance and Counseling Region I ESC TEA Guidelines	Counselors Principal Asst. Principals Deans Counselors Teachers	All Populations All Populations	Improve student knowledge of Graduation requirement Improve a child's transition from one educational setting to another	Counselor Activity Logs Monthly Calendar of Activity Agendas of Orientations at all levels Documented Information of Career Days, College Fairs and Visits to Colleges and Universities (F)

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. - May 2019-2020	<p>INITIATIVE 18: The counselor will continuously support the district's comprehensive plan of academic guidance.</p> <p>S-1 The counselor will conduct interviews with students on career goals and academic courses of action A-1 Meet with individual students for academic graduation planning A-2 Facilitate changes to coursework and schedules accordingly A-3 Monitor students' academic successes</p> <p>S-2 The counselor will provide current information on student academic progress to attaining graduation plans. A-1 Provide information to students of changes and/or progress to attainment of academic plan. A-2 Provide information to parents of changes and/or progress to attainment of academic plan A-3 Provide opportunities for student participation in Career Days to explore career options A-4 Provide opportunities for students to attend College Fairs to establish a network with college/university recruiters</p>	Director for Guidance and Counseling Region I ESC TEA Guidelines	Principal Counselor	All Populations	Improved graduation rate	PEIMS data Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Lesson Plan Book (F)

***Funding Source:**

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(TIA) Title I part A
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(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)
(IBP) IDEA-B-preschool
(TII) Title II, part A
(TIII) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC
(GU) Gear Up
(SGT) Gifted & Talented
(SSE) State Special Education
(SBE) State Bilingual Education
(HAS) High School Allotment

****Special Populations Targeted**

(ESL) English as a Second Language
(BIL) Bilingual
(AR) At Risk
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(ED) Economically Disadvantaged
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District GOAL 1: ACADEMIC EXCELLENCE: Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.						
Annual District Performance Objective 4: RGCCISD will plan and develop the integration of technology into the classroom by providing staff members with quality training and all available resources.						
Annual Campus Performance Objective 4: GHS will plan and develop the integration of technology into the classroom by providing staff members with quality training and all available resources.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.- May 2019-2020	INITIATIVE 1: Grulla High School will integrate the state mandated Technology Applications TEKS into the Content Area TEKS in grades 9-12.	Region I Dir. of Tech. Tech Supervisor Tech. Funds District	Principal Assist. Principals Teachers Technology Contact Person Principal	All Populations	Increase Tech. Skills	Needs Assessment Survey (S) Library Daily Logs (F) Tech. Contact of Activity Log (F) PO's (S)
	S-1 Complete a needs assessment to ensure that all classroom have appropriate number of technology resources A-1 Assign Contact person responsible of retrieving results. A-2 Utilize the needs assessment for future planning.	Region I Dir. of Tech. Tech Supervisor Tech. Funds	Assist. Principals Teachers Technology Contact Person Principal	All Populations	Increase Tech. Skills	Increase Tech. Skills (F) Lesson plans (S)
	S-2 Ensure access to library and Labs as additional resources for technology use. A-1 Develop a schedule for open periods so teachers can work on class or staff projects/modules.	Region I Dir. of Tech. Tech Supervisor Tech. Funds	Assist. Principals Teachers Technology Contact Person	All Populations	Increase Tech. Skills	Increase Tech. Skills (F) Computer Lab Schedules (F) Lesson plans (S)
	S-3 Provide all staff with funds for software to utilize computer efficiently and effectively					
	S-4 Do class monitoring to ensure technology is being utilized daily in delivery of instruction.					
	S-5 Ensure that teachers have set schedule so that all students have equal access to computer time.					

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**CAMPUS IMPROVEMENT PLAN
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Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug - May 2019-2020	INITIATIVE 2: Grulla High School will provide a two-way communication through selected contact persons to serve as support to all staff.	Region I Dir. of Tech Tech. Supervisor	Principal Assist. Principal Teachers Technology Contact Person	All Populations	Provide Support to staff	Personnel Office (S) Funding Salary (S) Surveys (S) Contact Log of Activities (F)
May-2020	S-1 Campuses will select a staff member and assign them responsibility as technology contact person. A-1 Allow contact person to meet at least once per week with teacher to ensure that all equipment is being utilized effectively. A-2 Provide opportunities for contact person to attend technology trainings to share with staff A-3 Have contact person design and publish campus Web page. S-2 Campuses will complete an end-of-year needs assessment to upgrade our technology resources.					
		Region I Dir. of Tech. Tech. Supervisor	Principal Assist. Principal Teachers Technology Contact Person	All Populations	Provide Support to campuses	Personnel Office (S) Funding Salary (S) Surveys (S) Contact Log of Activities (F)

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Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug-May 2019-2020	INITIATIVE 3: Grulla High School will provide access to staff and students to the best available electronic information resources in the classrooms, library and other appropriate sites. S-1 Provide equitable access to all technology A-1 Place all computers and equipment for accessibility by all students and staff. A-2 Include adaptive/assistive devices and furniture in technology purchases as appropriate according to students' IEPs. S-2 Provide parents and other community members access to the infrastructure for educational purposes. S-3 Expand community access to school information through the use of technology. A-1 Maintain an internet web-site which provides general campus information to parents and the community.	Region I Dir of Tech Tech Supervisor Tech Funds District Support Staff Special Ed Funding	Principal Asst. Principal Teachers Technology Contact Person	All Populations	Increase teaching performance	E-mail Internet Ser. Rpt Technology Reports (F) E-mail Internet Ser. Rpt Technology Reports (F)
Aug-May 2019-2020 Every Six Weeks	INITIATIVE 4: Grulla High School administration and teachers will monitor student progress and plan instruction accordingly. S-1 Generate and share reports to discuss students' progress. A-1 Course Performance A-2 Student Levels/Gains and Times A-3 Course Reports (Weak Strands) A-4 Skills Grouping Reports A-5 Class Summary Reports S-2 Utilize grade level and department planning to discuss special restructuring to improve student performance.	DMAC--\$47,542 SCE Region I Dir of Tech Tech Supervisor Tech Funds	Principal Asst. Principal Teachers Technology Contact Person	All Populations	Increase student achievement and teaching performance	DMAC reports E-mail Internet Ser. Rpt Technology Reports (F)

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CAMPUS IMPROVEMENT PLAN 2019-2020

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Aug 2019- May2020	INITIATIVE 5: Grulla High School will integrate technology into the classroom instruction. S-1 Utilize the resources to incorporate and enhance the use of internet into daily instruction. A-1 Provide training to staff to ensure students have opportunities to utilize the internet for class projects A-2 Utilize the on-line library resources A-3 Facilitate Bring Your Own Device program (with parental consent) for the students to use internet for instructional needs (Magnet School students and other piloting campuses) S-2 Allow teachers to participate in trainings to develop class modules for effective instruction.	Region I Dir of Tech Tech Supervisor Tech Funds District Support Staff	Principal Asst. Principal Teachers Technology Contact Person	All Populations	Increase student achievement and teaching performance	Lesson Plans (F) Lesson Products (ie. PowerPoints, etc.) (F) Observations (S) STAAR Data (S)
	INITIATIVE 6: Grulla High School will upgrade current technology resources to ensure appropriate use of technological tools. S-1 Provide office staff with resources and training on upgraded district technological programs A-1 Install upgrade hardware and software A-2 Train all staff on effective use of comp. student records A-3 Generate and monitor reports for accurate data A-4 Ensure staff attends upgrade training on use of electronic PO's A-5 Do needs assessments on efficiency of computer literacy skills for Office staff S-2 Purchase software for administrative functions S-3 Upgrade computer labs for student use in campuses that have a critical need to expand interventions for their students (Veterans Middle & Grulla High School) Provide opportunity to attend workshops on: <ul style="list-style-type: none"> Computer Basics Management Tools 	Region I Dir of Tech Tech Supervisor Tech Funds Director of Student Information Systems District Support Staff Computer Labs: \$54,000--SCE	Principal Asst. Principal Teachers Technology Contact Person	Office Staff Administration	Work Efficacy	Reports (S) Needs Assessments (S) POs (S) Certificates of Completion (S)

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Aug 2019- May 2020	<ul style="list-style-type: none"> Presentation Software Internet Use/E-Mail <p>S-4 Continue to use the New Generation System to input migrant information</p> <p>INITIATIVE 7: Expand school access to district information through technology.</p> <p>S-1 Maintain Internet sites which provide general district information for staff, parents, and community.</p>	<p>Region I Time Warner Dir. of Technology Tech. Supervisor District Webpage School Messenger District Facebook Page Twitter (Magnet Middle School)</p>	Dir. of Technology	All Populations	Improve Communication	S-Internet Service (F)

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

District GOAL 1: ACADEMIC EXCELLENCE: Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.						
Annual District Performance Objective 5: RGCCISD will provide support in the social and educational requisites of all students, and increase attendance rate by 1%.						
Annual Campus Performance Objective 5: GHS will plan and develop the integration of technology into the classroom by providing staff members with quality training and all available resources.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug2019-May2020 Every 6 weeks	<p>INITIATIVE 1: Grulla High School administration, faculty, and ancillary personnel will address absences, truancy, and mandatory requisites for compulsory attendance.</p> <p>S-1 Generate and share reports to monitor students' progress. A-1 Attendance A-2 Campus Reports A-3 Class Summary Reports A-4 District Reports</p> <p>S-2 Conduct District Leader/Campus Leader meetings to collaboratively plan and execute campus-specific activities and incentives to generate increased attendance and school participation. A-1 Provide monetary incentives to schools with highest attendance averages or most improvement from last school year A-2 Award for schools earning 1st, 2nd, and 3rd Places for highest attendance averages</p> <p>S-3 Monitor attendance, truancy hearings, and alternative educational setting placements.</p> <p>S-4 Conduct educational meetings with parents on the issue of compulsory attendance and the impact on academic progress.</p> <p>INITIATIVE 2: Grulla High School will recognize and reward students with perfect attendance.</p> <p>S-1 Establish a systematic plan for rewards and recognition. A-1 Recognize students who come to school with a special plan of incentives that includes:</p> <ul style="list-style-type: none"> Weekly announcements Six-Week Awards <p>A-2 Annual Perfect Attendance: Trophies and Certificates</p>	<p>Asst. Supt. for Administrative Support PEIMS Services District Attendance Administrators/ Officer</p> <p>Parental Involvement Coordinator/ Attendance Administrators</p>	<p>Asst. Supt. for Administrative Support Truancy Officer</p>	<p>All Populations</p> <p>All Populations</p>	<p>Increase annual attendance of 1%</p> <p>Increase annual attendance of 1%</p>	<p>Weekly Reports (F)</p> <p>Six Weeks Reports (F) 3rd, 6th, and 9th Unexcused Student Absence Reports (F)</p> <p>Annual Attendance Rate (S)</p>

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District GOAL 2: LEARNING ENVIRONMENT: Provide school facilities that are conducive to a safe and orderly environment.						
Annual District Performance Objective 1: RGCCISD will implement a comprehensive “Facilities Plan” to ensure an environment that will enhance student learning through the cooperation of all stakeholders.						
Annual Campus Performance Objective 1 : GHS will implement a comprehensive “Facilities Plan” to ensure an environment that will enhance student learning through the cooperation of all stakeholders.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
August 2019 Aug.-May 2019-2020	<p>INITIATIVE 1: Grulla High School will conduct a comprehensive study of our campus facilities to ensure appropriate learning environment.</p> <p>S-1 Analyze the safety features of our current facilities to ensure compliance to safety codes. A-1 Implement appropriate fire drill procedures</p> <ul style="list-style-type: none"> ● Fire drill routes will be revise ● Ensure that each hallway has a fire-extinguisher ● Check for lighted exit signs ● Fire drills will be conducted at least one per month 	Dir. of Maintenance Fire Marshall Administration of Student Services	Principal Asst. Principals Counselor Teacher	All Populations	A learning environment free from drug and safety violations	Assess surveys and facility studies Compliance with all Federal & ADA Guidelines (F)

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

District GOAL 2: LEARNING ENVIRONMENT: Provide school facilities that are conducive to a safe and orderly environment.						
Annual District Performance Objective 2: RGCCISD will implement a comprehensive health and safety plan to ensure that 100% of our students attend school in a safe, drug-free environment.						
Annual Campus Performance Objective 2: GHS will implement a comprehensive health and safety plan to ensure that 100% of our students attend school in a safe, drug-free environment.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	INITIATIVE 1: Grulla High School will study and restructure current discipline practices ensure the safety of all students.	Administrator of Student Services Principals Asst. Principals	Truancy Officers Principals Asst. Principals Counselors Teachers	All Populations	Reduction of Behavior Reports	PEIMS Discipline Data Reports Monthly Logs from Discipline Committee Schedule and Agendas of Teacher Trainings on Behavior Management (F)
Daily	S-1 Implement campus and district policies, procedures, and practices to ensure student safety. A-1 Ensure that all parents receive a copy of the Student Code of Conduct and the Parent/Student Handbook in appropriate language of understanding. A-2 Provide a workshop to parents on campus/district expectations relevant to students' behavior.					
Aug.-May 2019-2020	S-2 Train staff on behavior management as a consistent practice of addressing student behavior. A-1 Ensure consistent implementation of behavior management protocol by all staff A-2 Post discipline charts to assess effectiveness of model periodically through surveys.	Administrator of Student Services Principals Asst. Principals	Principals Asst. Principals Counselors Teachers	All Populations	Reduction of Behavior Reports	PEIMS Discipline Data Reports Monthly Logs from Discipline Committee Schedule and Agendas of Teacher Trainings on Behavior Management (F)

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CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020 August 2019 Daily as needed	S-3 Establish the incentive(s) to recognize students with good behavior. A-1 Train staff with system to track and monitor daily student behavior. A-2 Inform students of the expected behaviors and/or consequences for inappropriate actions. A-3 Align this activity to rules identified in the behavioral management plan in place. A-4 Post the Behavioral Charts so that it is visible to students, especially for campuses piloting PBIS.	Administrator of Student Services Principals Asst. Principals PEIMS Clerk	Principals Asst. Principals Counselors Teachers	All Populations	A learning environment free from drug and safety violations	Assess Number of students in Attendance (F)
Aug.-May 2018-2019 Every Six weeks	INITIATIVE 2: Grulla High School will study the staffing patterns and personnel to ensure a healthy, safe learning environment. S-1 Adhere to all specific duties and responsibilities as noted in the District Employee Handbook. A-1 Review employee responsibilities with all the staff. A-2 Identify and assign duty stations. A-3 Closely monitor duty practices A-4 Ensure playgrounds and common areas are supervised.	Administrator of Student Services Maintenance Director Chief of Security	Principals Asst. Principals Counselor Teachers	All Populations	A learning environment free from drug and safety violations	PEIMS Discipline Data Reports Monthly Logs from Discipline Committee Schedule and Agendas of Teacher Trainings on Behavior Management (F)
August- May 2018-2019	S-2 Assess needs for additional security measures. A-1 Assign committee to study need for security A-2 Provide findings to Chief of Security and District Personnel A-3 Assign Officer to area in greatest need of supervision	Administrator of Student Services Maintenance Director Chief of Security	Principals Asst. Principals Counselor Teachers	All Populations	A learning environment free from drug and safety violations	PEIMS Discipline Data Reports Monthly Logs from Discipline Committee Schedule and Agendas of Teacher Trainings on Behavior Management (F)
August- May 2018-2019	S-3 Ensure appropriate bus safety A-1 Teachers will review bus safety rules with students. A-2 Teachers will walk students to bus area (as needed) A-3 Provide supervision in the afternoon bus pick-up area. S-4 Ensure anti-bullying measures A-1 Establish educative information on the nature of bullying. A-2 Establish and implement anti-bullying protocol at each campus.	Student Services Director Transportation Director Chief of Security Student Services Director Chief of Security	Principal Asst. Principal Counselors Teachers Principal Asst. Principal Counselors Teachers	All populations All populations	A learning environment free from drug and safety violations A learning environment free from drug safety violations	PEIMS Discipline Data Reports Monthly Logs from Discipline Committee Schedule and Agendas of Teacher Trainings on Behavior Management (F) Campus Staff Duty Roster Assignment Report Schedule and Agendas of Teacher Trainings on Assertive Discipline, PBIS, and/or Harry Wong Behavior Management (F)

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Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
August- May 2019-2020	<p>A-3 Monitor instances of bullying and enforce consequences as required by established protocol.</p> <p>INITIATIVE 3: RGCCISD will utilize an organizational crisis management plan that is productive in reducing crisis.</p> <p>S-1 Review the District's Crisis Intervention Plan to ensure appropriate actions are implemented.</p> <p>A-1 Provide training to students and staff on effective implementation of Crisis Intervention Plan, so they practice and experience what is expected of them during an emergency</p> <ul style="list-style-type: none"> • Reverse evacuation • Lock-Down • Shelter-in-Place • Drop and Cover • Evacuation of building and site <p>A-2 Clearly detail the organizational chart in the plan of action.</p> <p>A-3 Utilize all resources (for ex. District Crisis Intervention Team, Nurse, Counselor, etc.)</p>	Student Services Director Nursing Director Child Nutrition Director	Student Services Director Nursing Director Child Nutrition Director Principal	All populations	Positive environment responsive to the affective needs of medical and nutritional concern	<p>Compliance Reports(F) Sign-ins Agendas Certificates of Completion for training (S)</p> <p>Training Agenda and Sign-In Roster (F) Nurses logs(F) Menus (F) Dining logs(F) Federal Program Reports(S)</p>
Aug.-May 2019-2020	<p>S-2 Provide for resources for emergency medical care and nutritional needs for students and staff.</p> <p>A-1 Provide nurses and/or nurses' aides at each campus.</p> <p>A-2 Ensure proper nutrition through District Nutrition Program at regular lunch intervals at each campus.</p>	Student Services Director Nursing Director Child Nutrition Director	Student Services Director Nursing Director Child Nutrition Director Principal	All populations	Positive environment responsive to the affective needs of medical and nutritional concern	<p>Training Agenda and Sign-In Roster (F) Nurses logs(F) Menus (F) Dining logs(F) Federal Program Reports(S)</p>

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Annual District Performance Objective 3: RGCCISD will upgrade its technology resources to be more orderly, accurate and effective in managing the reporting of student information.						
Annual Campus Performance Objective 3: GHS will upgrade its technology resources to be more orderly, accurate and effective in managing the reporting of student information.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
August-May 2010-2020	INITIATIVE 1: Grulla High School will upgrade current technology resources to ensure appropriate system of communication.	Director for Technology Data Processing Department	Principal Asst. Principal	All Populations	Improved use of Technological Tools	PEIMS Discipline and Attendance Data Reports (F) Monthly Logs from Discipline and Attendance Committees (F) Schedules and Agendas (F) District Web-page (S) District Facebook Page (S)
Daily	S-1 Computerized information on student data. A-1 Install necessary hardware and software A-2 Train all staff on effective use of computerized student records A-3 Provide electronic access to communication of events, board meetings, and school/community relations through web-page and social networking sites	Public Relations Department Business Office Department	Public Relations Supervisors Principal Head Secretary	All Populations	Increased public access to information of Technological Tools	
Aug.-May 2019-2020	S-2 Provide training on electronic PO's and computerized work orders to maintain campus needs efficiently.			All Populations		
Aug.-May 2019-2020	INITIATIVE 2: Grulla High School will provide staff with state-of-the-art facilities and resources. A-1 Ensure that every grade level has access to smart devices or electronic devices, such as computers, televisions, projectors and document readers. A-2 Provide teachers with the appropriate hardware and software to utilize the internet for educational practices.	Director for Technology	Principal Asst. Principals Librarians	All Populations	Improved use of Technological Tools	Needs Assessment Surveys (S) PO's for Purchase Work Orders (F)

***Funding Source:**

(LOC) Local
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(TIA) Title I part A
(TIM) Title I part C- Migrant
(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)
(IBP) IDEA-B-preschool
(TII) Title II, part A
(TIII) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC
(GU) Gear Up
(SGT) Gifted & Talented
(SSE) State Special Education
(SBE) State Bilingual Education
(HAS) High School Allotment

****Special Populations Targeted**

(ESL) English as a Second Language
(BIL) Bilingual
(AR) At Risk
(GT) Gifted and Talented
(ED) Economically Disadvantaged
(SE) Special Education

**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

District GOAL 3: QUALITY PERSONNEL: Attract, retain, and develop qualified and effective personnel.						
Annual District Performance Objective 1: The District will recruit, train, and retain the best qualified staff to ensure optimal performance for the Spring 2019 STAAR administration.						
Annual Campus Performance Objective 1: GHS will recruit, train, and retain the best qualified staff to ensure optimal performance for the Spring 2019 STAAR EOC.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. 2019	INITIATIVE 1: The District will recruit qualified an responsible staff for all vacancies	Asst. Superintendent of Human Resources	Principal SBDM Committee	All Students	Reducing the number of vacancies and hiring the best qualified staff	Ensure Highly Qualified Personnel (F/S)
Aug. to May 2019-2020	S-1 Inform personnel office of vacancies and ensure that job qualifications are being met A-1 Ensure that job vacancies for our campus are well advertised. A-2 Advice personnel of new vacancies in our campus by public notice	SBDM Committee Public Info. Officer				
Aug. to May 2019-2020	S-2 Screen all job applicants A-1 Pre-screen applications to ensure qualified interviews. A-2 Develop and utilize a job questionnaire for the purpose of interviewing A-3 Form a campus-based interviewing committee which may include student input. A-4 Collaborate with the SBDM committee on possible candidate. A-5 Follow up all recommendations references to ensure best possible candidate.	Asst. Superintendent of Human Resources SBDM Committee Public Info. Officer	Principal SBDM Committee	All Students	Reducing the number of vacancies and hiring the best qualified staff	Employ best qualified staff (F)
	S-3 Participate at Job Fairs A-1 Ensure that a campus based committee is in place for interviewing and making recommendations at the district job fair.	Asst. Superintendent of Human Resources SBDM Committee Public Info. Officer	Principal SBDM Committee	All Students	Reducing the number of vacancies and hiring the best qualified staff	Sign In Logs Reduce # of Vacancies (F)

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Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. to May 2019-2020	<p>INITIATIVE 2: Implement mentorship program for new teachers.</p> <p>S-1 Provide all new teachers with a mentor to provide support during 1st year experience. A-1 Identify and assign a mentor to new teachers. Mentors for new teachers in an Alternative Certification Program must be TxBESS (The Texas Beginning Educator Support System) Certified. A-2 Follow the new teacher mentorship program recommended procedures. A-3 Meet periodically to ensure that the teachers understand the district and campus operating procedures.</p>	Region 1 ESC Asst. Superintendent of Human Resources	Principal Deans of Instruction Asst. Prin. Teachers	All Students	Provide appropriate support to new teachers	bservations Retain new teachers Meeting Logs (F)
August 2019	<p>INITIATIVE 3: The District will utilize the Training of Trainers for T-TESS Evaluation System</p> <p>S-1 Provide update training for all experienced teachers (second year and on)</p> <p>S-2 Ensure that new teachers attend district trainings on T- TESS (Full Day)</p>	Assistant Superintendent for Human Resources Curriculum & Instruction Dept. Personnel Region 1 ESC	Principal Asst. Principal	All Students	Retain Teachers Properly trained staff	Turnover at the end- of-year Agendas/Evaluations Sign Ins T-TESS Evaluation Sheets (F/S)

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District GOAL 3: QUALITY PERSONNEL: Attract, retain, and develop a qualified and effective personnel.						
Annual District Performance Objective 2: The District will implement a comprehensive professional development program for all teachers and staff to ensure quality education for all students.						
Annual Campus Performance Objective 2: GHS will implement a comprehensive professional development program for all teachers and staff to ensure quality education for all students.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. - May 2019-2020	MATH:					
	INITIATIVE 1: Provide opportunities for teachers to attend trainings on effective strategies that are aligned to the TEKS.	Curriculum & Instruction Dept. Personnel Region 1 TEKS Guide \$2,800 SCE/Title I Campus/District	Principal Deans Asst. Principals Teachers	All Students	Increase performance in Math	Increase performance STAAR Benchmarks (F)
	S-1 Support trainings for Math, computer-based software programs, and technology trainings for classroom equipment.					
	S-2 Ensure that all 9th-12th teachers receive training for Agile Mind.				Increase in Teacher proficiency in delivery of instruction	T-TESS (F/S)
	S-3 Provide vertical alignment meetings at the district level.					
Aug. to May 2019-2020	SCIENCE:					
	INITIATIVE 1: The District will encourage teachers to attend trainings for implementing the science TEKS. S-1 Provide training in the Science TEKS, language intervention, and 5E Model	Curriculum & Instr. Dept. Personnel, Region 1 ESC TEKS Guide, Gundran 5 days Teacher trainings Streamlining TEKS--\$14,000 SCE \$9,280 out of Title I Funds \$10,000 SCE/Title I Campus/District	Principal Deans Asst. Principals Teachers	All Students	Effective use of Science strategies	Increase student performance on Science STAAR/EOC (S) Benchmarks (F)
	S-1 Provide training on building Science Units					T-TESS (F/S)

(HAS) High School Allotment

**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. to May 2019-2020	SOCIAL STUDIES: INITIATIVE 1: The District will provide teachers with the trainings and resources to utilize effective strategies in the area of social studies. S-1 Provide training in the Soc. Studies TEKS, language intervention, and 5E Model S-2 Provide training on effective use of researching skills.	Curriculum & Instr. Dept. Personnel TEKS Guide Region I ESC \$10,000 SCE/Title I Campus/District/ Bilingual	Principal Asst. Principals Deans Teachers	All Students	Enhance the Soc. Studies curriculum Increase in Teacher proficiency in delivery of instruction	Increase student performance STAAR/EOC (S) Benchmarks (F) T-TESS (F/S)
Aug. to May 2019-2020	LANGUAGE ARTS: INITIATIVE 1: Provide opportunities for all teachers to attend trainings to acquire knowledge and skills on effective strategies in Lang. Arts 9th - 12th grade. S-1 Provide opportunities to attend all District Reading Intervention Trainings such as RtI, vertical alignment meetings at the district level, and receive 5E Model trainings. S-2 Promote trainings on latest research-based Writing S-3 Provide trainings on research-based Reading Strategies aligned to the TEKS. - Language Intervention - Istation - RtL - Dual Language - Computer-based Software Programs	Curriculum & Instr. Dept. Personnel TEKS Guide Region I \$6,800 Bilingual/State Bilingual	Principal Deans Asst. Principals Teachers	All Students	Increase Students' abilities in Reading and Language Arts Increase in Teacher proficiency in delivery of instruction	Increase students' performance on STAAR/EOC (S) Benchmarks (F) T-TESS (F/S)

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

District GOAL 3: QUALITY PERSONNEL: Attract, retain, and develop qualified and effective personnel.						
Annual District Performance Objective 3: The District will develop and implement a professional development plan that targets the needs of our special population groups in order to narrow the achievement gap.						
Annual Campus Performance Objective 3: GHS will develop and implement a professional development plan that targets the needs of our special population groups in order to narrow the achievement gap.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. to May 2019-2020	LIMITED ENGLISH PROFICIENT: INITIATIVE 1: The District will ensure that teachers attend trainings on appropriate identification procedures. S-1 Provide training to ensure proper identification, initial placement, and exiting procedures of LEP students. A-1 Provide training to staff on administration of tests. A-2 Provide training on Bilingual/ESL Program entry and exiting procedures A-4 Provide training on TELPAS.	State Bil. Funs (\$500) Bilingual Director Curriculum Dept. Personnel Region 1 Bilingual Program Manual	Principal Asst. Principal Deans Teachers	ELLS	Increase performance of LEP/BIL/MIG students Increase in Teacher proficiency in delivery of instruction	Increase performance (S) T-TESS (F/S)
Aug. to May 2019-2020	INITIATIVE 2: The District will provide opportunities for teachers to attend trainings on effective teaching strategies for the LEP students. A-1 Provide training on effective ESL strategies in the classroom (SIOP, ELPS, Thinking Maps, Bilingual Centers, Teaching Soc. Stu. to ELL Students). A-2 Send teachers to attend the Bilingual Consortium Trainings at Region 1. A-3 ELL Leadership Academy for Assistant Principals	State Bil. Funs (\$50,000) Bilingual Director Curriculum Dept. Personnel Region 1 Bilingual Program Manual	Principal Asst. Principal Deans Teachers	LEP/BIL/MIG students	Increase performance of LEP/BIL/MIG students Increase in Teacher proficiency in delivery of instruction	Increase student performance (S) T-TESS (F/S)
Aug. to May 2019-2020	MIGRANTS: INITIATIVE 1: The District will provide Migrant Dept. Staff and teachers opportunities to attend trainings on addressing the needs of migrant students.	Migrant Coordinator Migrant Secretary	Principal Asst. Principals Teachers	LEP/BIL/MIG students	Increase performance of LEP/BIL/MIG Students	Increase student performance (S) T-TESS (F/S)

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**CAMPUS IMPROVEMENT PLAN
2019-2020**

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
	<p>S-1 Ensure that our Migrant Department Staff (NGS, Clerks, Recruiters, Teachers and Counselors) attend training on identification procedures for migrants on a yearly basis.</p> <p>S-2 Allow the PEIMS Clerk opportunities to attend district meeting on proper coding for migrants.</p> <p>S-3 Ensure campus teachers receive Priority for Services Reports (PSRs) and target students' academic needs.</p>	<p>Region One ESC</p> <p>Migrant Program Guide</p>	<p>PEIMS Clerk</p> <p>Campus Counselors</p>	<p>LEP/BIL/MIG students</p>	<p>Increase in Teacher proficiency in delivery of instruction</p> <p>Increase performance of LEP/BIL/MIG Students</p>	<p>Increase student performance (S)</p> <p>T-TESS (F/S)</p>

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**CAMPUS IMPROVEMENT PLAN
2019-2020**

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. to May 2019-2020	AT-RISK: INITIATIVE 1: The District will provide opportunities for staff to attend trainings on effective strategies in addressing the At-Risk population. S-1 Provide campus trainings on intervention programs to help close the gap in student learning. S-2 Promote staff trainings on meeting the needs of the Struggling Reader in the Early Grades. S-3 Provide training on programs specifically targeting for the At-Risk population such as the following: -Response to Behavior Intervention (PBIS for pilot schools) -Computer-based software programs	Assistant Sup. for Curriculum & Instruction Federal Programs Director Region 1 ESC	Principal Asst. Principals Deans Teachers ESL/SLA Teacher	Migrant ESL BIL Special Ed. At-Risk	Increase performance of At Risk student and close gap in student learning Increase in Teacher proficiency in delivery of instruction	Increase student performance on state assessments (S) T-TESS (F/S)
Aug. to May 2019-2020	INITIATIVE 2: The District will provide opportunities for At-Risk middle and high school students, to recover and complete credits for high school graduation in an off- campus setting, such as Chance 2 B.	SCE Tutors: \$29,000—SCE Oddyseyware: \$42,500—SCE Computer Lab— \$25,000--SCE	Principal Asst. Principals Deans Teachers	Migrant ESL BIL Special Ed. At-Risk	Help more students complete credits and graduate	Increased graduation rates (S)
Oct. 2019	S-1 Provide SCE Tutors and Professionals to work in a small setting with all enrolled students. S-2 Utilize Oddyseyware Credit Recovery Program for students on a flexible schedule. S-3 Add a new computer lab to meet the demands of the increasing population.					
Oct. 2019	SPECIAL EDUCATION: INITIATIVE 1: The District will provide staff with trainings on appropriate implementation of special education program and its compliance with federal requirements.	Special Ed. Director Curriculum & Instruction Dept. Personnel Region 1 ESC Diagnostician	Principal Deans Asst. Principals Teachers	Special Ed. Population	Increase performance of Sp. Ed. Students	Increase number of Special Ed. Students taking STAAR (S) T-TESS (F/S)

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug. to May 2019-2020	S-1 The District will update staff with training on referral process which addresses the following areas: <ul style="list-style-type: none"> Least Restrictive Environment Related Services Initial Evaluation Timelines Re-evaluation Timelines Transition 504 Procedures and Guidelines 	Special Ed. Director Curriculum & Instruction Dept. Personnel Region 1 ESC Diagnostician	Principal Deans Asst. Principals Teachers	Special Ed. Population	Increase in Teacher proficiency in delivery of instruction	Increase number of Special Ed. Students taking STAAR (S) T-TESS (F/S)
Aug. 2019						
Aug. to May 2019-2020	S-2 The District will provide new staff members with training on behavior intervention.				Increase performance of Sp. Ed. Students	Sign Ins Agendas Evaluations (F) T-TESS (F/S)
Aug. to May 2019-2020	S-3 Provide staff with trainings on inclusion of students with disabilities. S-4 Staff will receive training on ARD procedures and on understanding IEP documents.					
	GIFTED AND TALENTED:					
Aug. to May 2019-2020	INITIATIVE 1: The District will provide training on appropriate implementation of the Gifted and Talented program.	Director for Advanced Academics Curriculum & Instruction Dept. Personnel Region 1 ESC Online Trainings	Principal Deans Asst. Principals Teachers	Gifted and Talented	Ensure maximum gains in performance of GT students Increase in Teacher proficiency in delivery of instruction	T-TESS (F/S) Maximize academic performance and development of gifts and talents (S)
Aug. to May 2019-2020	S-1 Ensure that every teacher of GT students has a minimum of 30 clock hours of Basic GT training and 6 hours of yearly updates. S-2 Provide opportunities for teachers to attend trainings on effective implementation of the Parallel Curriculum correlation to the 5-E model. S-3 Provide opportunities for staff to attend trainings on effective strategies to integrate and differentiate the curriculum and instruction. A-1 Facilitate District Trainings and Online access to PD					

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**CAMPUS IMPROVEMENT PLAN
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Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
	<p>A-2 Participate in Region I Trainings A-3 Offer training on the Parallel Curriculum</p> <p>S-4 Allow teachers opportunities on proper utilization of grouping structures to address the needs of the GT student (cooperative groups as well as individual settings) in the regular classroom</p> <p>S-5 Provide GT focused instruction through the auspices of Magnet schools at elementary (1-5) and middle (6-8) levels.</p>	<p>Director for Advanced Academics Curriculum & Instruction Dept. Personnel Region 1 ESC Online Trainings</p>	<p>Principal Assistant Principals Deans Teachers</p>	<p>Gifted and Talented</p>	<p>Ensure maximum gains in performance of GT students</p> <p>Increase in Teacher proficiency in delivery of instruction</p>	<p>Maximize academic performance and development of gifts and talents (S)</p>

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

District GOAL 4: FISCAL MANAGEMENT: Provide and maintain an effective and efficient fiscal management system.						
Annual District Performance Objective 1: RGCCISD will utilize a fiscal management system of business operations with financial acuity, accountability and efficacy.						
Annual Campus Performance Objective 1: GHS will utilize a fiscal management system of business operations with financial acuity, accountability and efficacy.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
August-May 2019-2020 August-May 2019-2020 August-May 2019-2020 August 2019 Daily May 2020 Ongoing	INITIATIVE 1: Grulla High School will develop and implement a systemic protocol governing fiscal affairs. S-1: Establish and maintain operations of business through the follow divisions: <ul style="list-style-type: none"> • Payroll • Finance • Bookkeeping • Purchasing • Insurance • Tax Office S-2 Provide sound fiscal management for Compliance, Budgeting, Facilities Planning and Construction, Procurement, and Maintenance and Operations. A-1: Establish a system of checks and balances with protocols and procedures for external and intradepartmental communications and transmittals A-2 Train all office personnel and campus administration on established protocol A-3 Monitor procedural and systemic protocols S-3 Conduct audits for review and planning A-1 Conduct internal audits A-2 Conduct external audits A-3 Prepare and submit fiscal reports for compliance to all state and federal agencies and the Board of Trustees	Federal and State regulations External legal counsel Chief Financial Officer	Chief Financial Officer Departmental Supervisors	All Populations	Sound and efficient fiscal management system	POs (F) Transmittals (F) Receipts (F) Departmental reports Internal audit (F) External audit (s) Financial Rating State Accountability finding (S)

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

District GOAL 5: PARENTAL INVOLVEMENT: Embrace school/community partnerships.						
Annual District Performance Objective 1: RGCCISD will ensure that 90% of parent and families are involved in the progression of their child's comprehensive education.						
Annual Campus Performance Objective 1: GHS will utilize a fiscal management system of business operations with financial acuity, accountability and efficacy.						
Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020 August 2019-2020 Aug.-May 2019-2020 Aug.-May 2019-2020	INITIATIVE 1: Grulla High School will implement a comprehensive plan to examine and develop methods of assisting parents in the education of their child. S-1 Ensure that parents serve and are adequately represented at the District SBDM and campus SBDM committees. A-1 Invite parents to serve as members of the respective SBDM committees A-2 Provide orientation and in-services for parents on the SBDM Policy and procedures. S-2 Increase participation in the district Parent Advisory Council. A-1 Parents will increase participation in the district Parent Advisory Council. A-2 Meetings for parents will be conducted in both languages with all literature, handouts, and resources being bilingual. A-3 A special federal program orientation session will be provided to inform parents of the different programs and their services. A-4 Inform and provide orientation on the District PAC policy. S-3 Strive to achieve a high number of parents attending required meetings such as ARDs, LPAC, and 504s.	Principal SBDM Policies Region I ESC Coordinator for Parental Involvement Principal SBDM Policies Region I Coordinator for Parental Involvement Dir. of Fed. Prog. Principal Region I District Personnel	Principal SBDM Comm. Teachers Counselor Principal SBDM Comm. Community Aides Principal Asst. Principals Community Aides	All Populations All Populations All Populations	Increase parent support Increase the knowledge and accountability of parents Keep parents informed	Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2018 Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2018 Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2018

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 (SBE) State Bilingual Education
 (HAS) High School Allotment

****Special Populations Targeted**

(ESL) English as a Second Language
 (BIL) Bilingual
 (AR) At Risk
 (GT) Gifted and Talented
 (ED) Economically Disadvantaged
 (SE) Special Education

RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GRULLA HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN 2019-2020

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug-May 2019-2020 Aug-May 2019-2020 May 2020	<p>S-4 Collaborative meetings to ensure support and connectivity to campus goals. A-1 Explanation of Federal Programs</p> <p>S-5 Provide training to parents in support of school's educational performance and commitment to accountability. A-1 Interpretation of the TAPR report. A-2 Parent Literacy training to help them with at home literature based activities. A-3 Parent training in addressing responsibility and self- discipline A-4 Address trainings on character education and home values A-5 Parent Trainings on their role in the accountability of their child's performance. A-6 Parent Training on newly adopted TEA Student Confidential Reports (SCRs)</p> <p>INITIATIVE 2: Grulla High School will disseminate information to parents and staff to ensure participation in Special Population programs. S-1 Conduct informative sessions on programs for parents of Special Populations: Sp. Ed., Bil./LEP, G.T., At-Risk, and Migrant. A-1 Conduct coordination of services with Head start to Public Schools. On-site visits to familiarize them with facility</p>	<p>Principal Region I ESC Coordinator for Parental Involvement Curriculum Dept. Personnel Dir. of Fed. Prog. Principal Region I ESC Coordinator for Parental Involvement Curriculum Dept. Personnel Dir. of Fed. Prog. Principal Region I Coordinator for Parental Involvement Curriculum Dept. Personnel Dir. of Fed. Prog.</p>	<p>Principal Asst. Principal Community Aides Teachers Counselors Principal Asst. Principal Community Aides Teachers Counselors Principal Asst. Principal Community Aides Teachers Counselors</p>	<p>All Populations All Populations All Populations</p>	<p>Increase parent knowledge</p> <p>Improve parents accountability to 90%</p> <p>Increase parent skills</p>	<p>Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log TAPR Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log TAPR Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log TAPR</p>

***Funding Source:**

(LOC) Local	(IBF) IDEA-B-formula (Sp. Ed.)
(SCE) State Compensatory Education	(IBP) IDEA-B-preschool
(TIA) Title I part A	(TII) Title II, part A
(TIM) Title I part C- Migrant	(TIII) Title III-LEP
(CTE) State Career & Tech. Education	(CDP) Carl D Perkins- CTE Basic

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**CAMPUS IMPROVEMENT PLAN
2019-2020**

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020 August 2019 Aug.-May 2019-2020 Aug.-May 2019-2020 August 2019 Summer 2020	A-2 Conduct trainings on the use of school records New Generation System Report for Migrants Health Information Exchange Project Smart Attendance Report Cards Testing Information Reports Pesticides Neighborhood Recruitment Effort Child Find Flyers A-3 Provide information to parents on the Bilingual Program and meet with the parents individually regarding program services. A-4 Invite parents to school parent involvement sessions for students at risk of failing. INITIATIVE 3: Grulla High School will employ a comprehensive and effective feedback system to ensure accurate and current needs assessment. S-1 Develop a plan of action for implementation of the campus parental involvement program. A-1 Conduct a parent survey at least once per year. A-2 Conduct a special education parents needs assessment annually. A-3 Analyze data for future planning to target specific needs A-4 Share results with staff/community	Region I ESC Dir. of Personnel District Migrant Coordinator District Testing Director Bilingual Director Attendance/Truancy Office Personnel Sp. Ed. Director Principal Region I District Parental Involvement Administrator Curriculum Dept. Personnel Dir. of Fed. Programs District Testing Director	Principal Asst. Principal Teachers Chief Inspectors Counselor Principal Asst. Principal PIA Teachers Counselor	All Populations All Populations	Increase parent skills Increase parent communication	Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log TAPR Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log TAPR

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GRULLA HIGH SCHOOL**



**CAMPUS IMPROVEMENT PLAN
2019-2020**

Timeline	Initiatives / Strategies/ Activities	Resources	Person Responsible	** Special Population	Expected Outcome	Evaluation Formative/Summative
Aug.-May 2019-2020	<p>INITIATIVE 4: Grulla High School will strengthen communication at the following levels: Parents to Parents, Staff to Parents, Teachers to Parents, Students to Parents, and Administration to Parents</p> <p>S-1 Ensure effective communication flow. A-1 Parent to Parents</p> <p>PLN Parent Learning Network Training</p> <p>Open Door Policy</p> <p>School Parent Compact</p> <p>Needs Assessment</p> <p>Calendar of School Activities</p> <p>Flyers and Special Notices</p>	<p>Region I ESC</p> <p>Parental Involvement</p> <p>Administrator</p> <p>Curriculum Dept. Personnel</p> <p>Dir. of Fed. Prog. Principal</p> <p>Region I ESC</p> <p>Parental Involvement</p> <p>Administrator</p> <p>Curriculum Dept. Personnel</p> <p>Dir. of Fed. Prog. Principal</p> <p>Transportation Director</p> <p>Food Service Program Director</p> <p>Attendance/Truancy Dept. Personnel</p>	<p>Principals</p> <p>Asst. Principals Community Aides</p> <p>Teachers Counselors</p> <p>Principals</p> <p>Asst. Principals Community Aides</p> <p>Teachers Counselors</p>	<p>Populations</p> <p>All Students</p>	<p>Increase parent support</p> <p>Increase parent support</p>	<p>Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2018</p> <p>Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2018</p>
Aug.-May 2019-2020	<p>INITIATIVE 5: Grulla High School will provide educational opportunities for parents to assist them in their child's education.</p> <p>S-1 Implement programs to ensure educational opportunities for our parent population.</p> <p>S-2 To empower parents to become self-sufficient and responsible.</p> <p>A-1 Provide skills training in the following: Filling out Job Applications</p> <p>Operating Office Equipment</p> <p>Communication Skill</p> <p>Discipline Management Training</p> <p>A-2 Nutritional Programs</p> <p>A-3 Bus Safety Meeting</p> <p>A-4 Responsibility of Parent in the school setting</p> <p>Attendance/Truancy Laws</p> <p>Parent Compact</p> <p>A-5 Development of positive Self-Esteem in all students</p>					

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