

Grulla High School



Campus Improvement Plan

2021-2022

Accountability Rating: Met Standard-**B**

Distinction Designations:

Academic Achievement in English

Academic Achievement in Mathematics

Mr. Ariel Ozuna
Grulla High Acting Principal

Mr. Nazario Treviño
SBDM President



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 |
|-----------------|-------------|----------|---------------------|---------|----------|
| Pena, Jessica | English | Teacher | Flores, Guadalupe | Science | Teacher |
| Mercado, Manuel | English | Teacher | Gomez, Mario | Science | Teacher |
| Seale, Abigail | English | Teacher | Gonzalez, Lisa | Science | Teacher |
| Solis, Eunice | English | Teacher | Ramirez, Perla | Science | Teacher |
| Solis, Glenda | English | Teacher | Gutierrez, Hector | Science | Teacher |
| Cortez, Trinity | English | Teacher | Sifuentes, Raul | Science | Teacher |
| Flores Lorena | English | Teacher | Vallejo, Claudia | CTE | Teacher |
| Garza, Hector | English | Teacher | Gonzalez, Gloria A. | CTE | Teacher |
| Moreno, Melissa | Speech | Teacher | Lopez, Sandor | CTE | Teacher |
| Alvarez, Sandra | Special Ed. | Teacher | Garcia, Jose A. | CTE | Teacher |
| Ellert, Jessica | Special Ed. | Teacher | Garcia, Alfredo Jr. | CTE | Teacher |
| Guerra, Jorge | Special Ed. | Teacher | Solis, Jesus | CTE | Teacher |
| Jones, Rosa | Special Ed. | Teacher | Chapa, Jorge | CTE | Teacher |
| Navarro, Jose | Special Ed. | Teacher | Elizondo, Israel | CTE | Teacher |

GRULLA HIGH SCHOOL



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|--------------------|--------------------------|---------|-------------------|-----|---------|
| Ozuna, Oscar | Special Ed. | Teacher | Garcia, Justin J. | CTE | Teacher |
| Perales, Alma | Special Ed. | Teacher | Cruz, Jesus | CTE | Teacher |
| Vela, Adelfa | Special Ed. | Teacher | | | |
| Alvarez, Gloria | Athletics/Social Studies | Teacher | | | |
| Contreras, Lee Roy | Social Studies | Teacher | | | |
| Sanchez, Nestor | Social Studies | Teacher | | | |
| Ochoa Jorge | Social Studies | Teacher | | | |
| Gongora, Abran | Social Studies | Teacher | | | |
| Solis, Brandon | Social Studies | Teacher | | | |
| Van Nest, Richard | Social Studies | Teacher | | | |



CAMPUS PERSONNEL continued

| NAME | Dept. | POSITION | NAME | Dept. | POSITION |
|--------------------|----------------|----------|-----------------------|----------------|------------------|
| Gonzalez, Oscar | Fine Arts | Teacher | Ozuna, Ariel | Administration | Acting Principal |
| Lopez, Felix | Fine Arts | Teacher | Jose Hinojosa | Administration | Asst. Principal |
| Brown, Samantha | Fine Arts | Teacher | Treviño, Emma | Administration | Asst. Principal |
| Olivarez, Monique | Fine Arts | Teacher | Vasquez, Rafael T. | Administration | Asst. Principal |
| Rodriguez, Alfonso | Fine Arts | Teacher | Sanchez, Ismael | Administration | Dean of Inst. |
| Trevino, Nazario | Fine Arts | Teacher | Gonzalez, Joanna | Facilitator | CTC |
| Diaz, Roberto | Fine Arts | Teacher | Rodriguez, Leonor | Administration | Counselor |
| Clem, Richard | Fine Arts | Teacher | Laurel, Abel | Administration | Counselor |
| Sanchez, Jose M. | Fine Arts | Teacher | Navarro, Iliana | Administration | Counselor |
| Bazan, Alejandro | P.E./Athletics | Teacher | Almaraz, Danielle | Administration | Counselor |
| Gomez, Juanita | P.E./Athletics | Teacher | Villarreal, Armandina | Administration | Librarian |
| Gonzalez, Abel | P.E./Athletics | Teacher | Dougherty, Sebastian | Administration | College & Career |
| Gonzalez, Jorge | P.E./Athletics | Teacher | Salinas, Raquel | Facilitator | Gear-Up |

GRULLA HIGH SCHOOL



2021-2022

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|---------------------------|----------------|-----------------|-----------------|---------|------------------|
| Ozuna, Joel | P.E./Athletics | Teacher | Reyes, Lizeth | Spanish | Teacher |
| Bazan, Minette | P.E./Athletics | Trainer | Castillo, Sonia | Spanish | Teacher |
| Sanchez, Armando | Athletics/Math | Trainer/Teacher | Rios, Marisol | Spanish | Teacher |
| Barrios, Karina | Math | Teacher | Zarate, Liliana | | Registered Nurse |
| Estrada, Rosalba | Math | Teacher | Garcia, Jomira | | Nurse's Aide |
| Jimenez-Garcia, Martin A. | Math | Teacher | | | |
| Lopez, Daniel | Math | Teacher | | | |
| Gutierrez, Brenda | Math | Teacher | | | |



CAMPUS PERSONNEL continued

| NAME | POSITION | NAME | POSITION |
|---------------------|---------------------|----------------------|------------------|
| Cruz, Zelda | Clerk | Figueroa, Olga R. | Sp. Ed Aide |
| Flores, Maria D. | Clerk | Flores, Norma | Sp. Ed Unit |
| Treviño, Marissa | Clerk | Gonzalez, Hortencia | Sp. Ed Aide |
| Garcia, Oscar | Clerk | Molina, Maricela | Sp. Ed Unit |
| Garcia, Sylvia | Clerk | Omar Contreras | Aide |
| Ortiz, Rubi | Attendance Clerk | Daniel Garza | Aide |
| Salinas, Jr, Eligió | Computer Tech Clerk | Elizondo, Joel | Security Officer |
| Quiroz, Laura | Library Clerk | Rodriguez, Alejandro | Security Officer |
| Rivera, Julissa | PEIMS Clerk | Lopez, Heron | Security Officer |
| Salinas Graciela | Secretary | Peña, Rebecca | Security Officer |
| Aguilar, Francisco | Aide | Arredondo, Alberto | Security Officer |
| | | Zambrano, Martin | Security Officer |



CAMPUS PERSONNEL continued

| NAME | POSITION |
|----------------------|-------------------|
| Villarreal, Nora | Cafeteria |
| Bazan, Belinda | Cafeteria |
| Zarate, Armando | Cafeteria |
| Cortez, Candelaria | Cafeteria |
| Diaz, Nilda | Cafeteria |
| Aguirre, Hilda | Cafeteria |
| De La Cruz, Mary Ann | Cafeteria |
| Garza, Raul Jr. | Cafeteria |
| Peña, Felipe | Cafeteria |
| Ruelas, Rebeca | Cafeteria |
| Solis, Karla | Cafeteria Manager |
| | |
| Cadena, Araceli | Custodian |
| Diaz, Maria Olga | Custodian |
| Duran, Yolanda | Custodian |
| Hinojosa, Melida | Custodian |
| Martinez, Adrian | Custodian |

GRULLA HIGH SCHOOL



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|-------------------------------|-----------------------|
| Salinas, Eligió | Head Custodian |
| Ortiz, Maria Guadalupe | Custodian |
| Pena, Norberto | Custodian |
| Trillayes, Aida | Custodian |
| Aguirre, Ana Isis | Custodian |
| Araujo, Lorena | Custodian |
| Cantu, Demetrio | Custodian |
| Estrada, Celia | Custodian |
| Olivarez, Nereida | Custodian |
| Perez, Claudia | Custodian |
| Salinas, Yudith | Custodian |
| Zavala, Antonio | Custodian |

**SBDM Committee Members**

| NAME | DEPARTMENT |
|---------------------|-----------------------|
| Jose A. Hinojosa | Administration |
| M. Leonor Rodriguez | Counseling |
| Guadalupe Flores | Science |
| Gloria Alvarez | Social Studies |
| Martin Jimenez | Mathematics |
| Hector Garza | English |
| Rosa Jones | Special Services |
| Ayssa Bazan | Athletics |
| Sonia Castillo | LOTE |
| Nazario Treviño | Fine Arts |
| Omar Hinojosa | Career and Technology |
| Aaron Hernandez | Parent |



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SECTION A

ASSESSMENT OF CAMPUS NEEDS



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| <p style="text-align: center;"><u>AREAS OF STRENGTH</u></p> <p>Professional Learning Communities Ensuring That Students Learn 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> <p><u>OPPORTUNITIES FOR GROWTH</u> 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><u>EVIDENCED BY</u></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. <p><u>TO BE MEASURED BY</u> Discipline reports Observations A consistent school wide discipline (PBIS) Survey</p> |
|--|--|

ASSESSMENT OF CAMPUS NEEDS

| | |
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| <u>AREAS OF STRENGTH</u> | <u>EVIDENCED BY</u> |
|---------------------------------|----------------------------|

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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 2022 STAAR EOC.
2. GHS will implement instructional designs that support learning opportunities to ensure that 67% of all students' master Spring 2022 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 2022 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 and safety drill 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 retain the best qualified staff to ensure optimal performance for Spring 2022 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 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 parents attend required meetings such as ARDs, LPAC, and 504s.

| 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 2020 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 2022 STAAR EOC. | | | | | | |
| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
| Aug. to May 2021-2022 | 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 STAAR | Assistant Superintendent for C&I Dist. Admin Principals Directors | All Populations | Students will be provided with a well-balanced curriculum aligned to TEKS/STAAR. | Teacher Lesson Plans and Grade Books (F) |
| August 2021 | S-1 Review the academic expectations in all content areas for students at each grade level (9th through 12th grade). | Asst. Supt. for C & I and Staff Dist. Scope and Sequence | Principals Directors Directors | Bilingual Title I Migrant Socioeconomic | Knowledge of Dist. Scope and Sequence | Agendas Meeting Evaluations Scope and Sequence (F) |

| | | | | | | |
|--|---|---|---|--|---|---|
| <p>Aug.-May 2021-2022</p> <p>Every Six Weeks Aug. 2021</p> | <p>A-1 Provide teachers the opportunity to participate in district committee meetings that review and develop the district's Scope and Sequence.</p> <p>A-2 Ensure appropriate horizontal and vertical teaming.</p> <p>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.</p> <p>A-4 Ensure that all EOC teachers are planning, discussing and meeting during their PLCs to target specific areas of needs.</p> | <p>Central Office Staff</p> | <p>Directors</p> <p>Principals</p> <p>SBDM Comm. Assistant</p> <p>Principals</p> <p>Dean of Instruction</p> | <p>Bilingual</p> <p>ual Title 1 Migrant Socioeconomic</p> <p>Bilingual Title 1 Migrant Socioeconomic</p> | <p>Organized systemic communication</p> <p>Horizontal and Vertical Teaming to ensure cross grade accountability Knowledge of student need</p> <p>Distance Learning Curriculum Implementation</p> <p>Distance Learning Curriculum Implementation</p> | <p>Meeting Agendas (F)</p> <p>Grade Level (F) Mtg. Agendas Report Cards (F) 90% Passing Rate for All Students (S)</p> <p>PLCs agenda of data per six weeks</p> <p>Google Classroom Contact Logs Return of instructional packets</p> <p>Google Classroom Contact Logs</p> <p>Google Classroom Contact Logs</p> |
| <p>August 2021 - May 2022</p> | <p>S-2 (If applicable pending COVID -19 CDC requirements) Ensure that all teachers are implementing District and Campus COVID-19 procedures</p> | <p>Zoom Platform</p> <p>Google Classroom</p> <p>Social Media Outlets</p> <p>Student Camps</p> <p>Staff trainings</p> <p>Technology Inst. Supplies</p> | <p>Administrators</p> <p>Teachers</p> <p>Counselors</p> | <p>Bilingual Title 1 Migrant Socioeconomic</p> | <p>Distance Learning Curriculum Implementation</p> | <p>Google Classroom Contact Logs</p> |
| <p>August 2021 - May 2022</p> | <p>A-1 Participate in ZOOM Staff Meetings/PLC Meetings to continue the planning and implementation of COVID-19 Distance Learning</p> | <p>Zoom Platform</p> <p>Staff trainings</p> | <p>Administrators</p> <p>Teachers</p> <p>Counselors</p> | <p>Bilingual Title 1 Migrant Socioeconomic</p> | <p>Distance Learning Curriculum Implementation</p> | <p>Google Classroom Contact Logs</p> |

***Funding Source:**

(LOC) Local^{SEP}

(SCE) State Compensatory Education

(TIA) Title I part A^[SEP]

(TIM) Title I part C- Migrant^{[[SEP]]}

(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

(IBP) IDEA-B-preschool^[SEP]

(TII) Title II, part A^[SEP]

(TIII) Title III-LEP

(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC^L_{SEP}

(GU) Gear Up^[SEP]

(SGT) Gifted & Talented SEP

(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^[SEP]

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--------------------------------|--|--|---|--|--|--|
| August 2021 | INITIATIVE 2: Grulla High School will analyze and interpret campus assessments and demographic data to improve student performance. S-1 Disaggregate assessment data in grades 9th-12th to help plan instruction and monitor students' progress. A-1 Analyze campus performance data in all academic areas in grades 9th through 12th grade. Focus on the following: <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 A-2 Identify and address student's needs to group for instruction based on the following: <ul style="list-style-type: none"> Benchmarks of the previous year Benchmarks of the current year STAAR 2019/2020/2021 performance (when applicable) | TEKS Resource System STAAR/EOC Data for previous School Year TANGO STAAR Summary Reports Benchmark Data Reports Testing and Eval. Dept. TEKS Resource System TEKS Objectives | Asst. Supt. for C & I and Staff Program, Directors, Principals, Dean of Instruction Principal, Asst. Principals, Dean of Instruction, Teachers Principal, Asst. Principals, Dean of Instruction, Teachers Directors Principals, Teachers | All Populations All Populations All Populations All Populations | To make the necessary gains indicated in our Performance Obj. To make the necessary gains indicated in our Performance Obj. To make the necessary gains indicated in our Performance Obj. 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) Review student performance scores on the following: STAAR/EOC (S) Benchmarks (F) TELPAS (S) |
| Aug. 2021 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. | STAAR Performance Standards | Principals, Teachers | All Populations | To make the necessary gains indicated in our Performance Obj. | |
| Aug.-May 2021-2022 | S-3 Implement a clearly articulated and appropriate set of achievement expectations for the STAAR EOC. | | | | | |
| Aug.-May 2021-2022 | INITIATIVE 3: Grulla High School will utilize the Region One Gear UP program to increase success in post secondary school education. | Region One ESC District Leadership Team Staff trainings Student Camps College Trips Technology Instructional Supplies General Instructional Supplies Parent Meetings College Visits/Trips | principals Teachers Tutors Counselors Parents | 10th Graders | To increase success in post secondary education | Graduation Rate TSI Success Rate College Enrollment Data |

GRULLA HIGH SCHOOL



***Funding Source:**

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

(TFC) 21st CCLC^{SEP}
 (GU) Gear Up^{SEP}
 (SGT) Gifted & Talented^{SEP}
 (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^{SEP}
 (GT) Gifted and Talented
 (ED) Economically Disadvantaged
 (SE) Special Education

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|



GRULLA HIGH SCHOOL

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|--------------------------------------|--|--|--|---|--|---|
| <p>Aug.-May 2021-2022</p> | <p>READING: 9th – 12th Grade</p> <p>INITIATIVE 4: 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 training 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 Provide training on TEKS Resource. A-7 Deborah Louis Scope & Sequence Timeline, conference and seminars A-8 Implement a vocabulary program campus-wide A-9 Implement an afterschool program A-10 Utilize tutors A-11 Instructional supplies and materials A-12 Jane Schaffer digital notebooks, film studies unit</p> | <p>Asst. Supt. for C & I and Staff Supplemental Res. Materials Teacher-Made Materials TEKS Guide TEKS Resource System Staff Trainings Region I ESC Jane Schaffer Program</p> | <p>Principal Asst. Principals, Dean of Instruction, Teachers, ESOL Teacher(s) Tutors</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> |
| <p>Aug.-May 2020-2021</p> | <p>INITIATIVE 5: Grulla High School will become a Pre-AP designated high school for participation in English 1 and English 2 pre-AP classes.</p> | <p>Director for Academic Enhancement CollegeBoard</p> | <p>Administrators Teachers AP Coordinator</p> | <p>pre-AP students</p> | <p>provide academic enhancement opportunities for students</p> | <p></p> |
| <p>August 2021 - May 2022</p> | <p>A-12 Ensure that all teachers are implementing District and Campus COVID-19 procedures</p> | <p>Google Classroom Google Meets Zoom Platform Instructional Packets Social Media Outlets</p> | <p>Administrators Teachers Counselors</p> | <p>Bilingual Title I Migrant Socioeconomic</p> | <p>Distance Learning Curriculum Implementation</p> | <p>Google ClassroomContact Log Return of instructional packets</p> |
| <p>August 2021 - May 2022</p> | <p>A-14Develop and distribute curriculum instructional packets for Distance Learning 9th -12th for all classes. -Novel Studies Unity -TTESS Training -DMAC Training -Bilingual Ed. Training (SIOP, ELPS,ESL)</p> | <p>Curriculum Materials Online resources Google Classroom</p> | <p>Administrators Teachers Counselors</p> | <p>Bilingual Title I Migrant Socioeconomic</p> | <p>Distance Learning Curriculum Implementation</p> | <p>Google ClassroomContact Log Return of instructional packets</p> |
| <p>August 2021 - May 2022</p> | <p>A-2 Participate in ZOOM Staff Meetings/PLC Meetings to continue the planning and implementation of COVID-19 Distance Learning</p> | <p>ZOOM Platform</p> | <p>Administrators Teachers Counselors</p> | <p>Bilingual Title I Migrant Socioeconomic</p> | <p></p> | <p>Google ClassroomContact Log Return of instructional packets</p> |



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|--|--|--|--|--|---|--|
| | | | | | Distance Learning Curriculum Implementation | |
|--|--|--|--|--|---|--|

***Funding Source:**

(LOC) Local^(SEP)

(SCE) State Compensatory Education

(TIA) Title I part A^(SEP)

(TIM) Title I part C- Migrant^(SEP)

(CTE) State Career & Tech. Education

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(IBP) IDEA-B-preschool^(SEP)

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(TIII) Title III-LEP

(CDP) Carl D Perkins- CTE Basic

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(GU) Gear Up^(SEP)

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(SSE) State Special Education

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(ESL) English as a Second Language

(BIL) Bilingual

(AR) At Risk^(SEP)

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education

GRULLA HIGH SCHOOL



| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|-----------------------|---|---|---|---|--|---|
| Aug.-May 2020-2021 | <p>WRITING: 9th – 12th Grade</p> <p>INITIATIVE 5: 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 after school 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</p> <p>TEKS Guides</p> <p>TEKS 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</p> <p>Bilingual</p> | <p>Principal</p> <p>Asst. Principals</p> <p>Dean</p> <p>Teachers</p> <p>Teacher aides</p> <p>Tutors</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> |
| August 2021- May 2022 | <p>A - 8 Ensure that all teachers are implementing District and Campus COVID - 19 Procedures</p> | <p>STAAR EOC videos</p> <p>Google Classroom</p> <p>Google Meets</p> | <p>Administrators</p> <p>Teachers</p> <p>Counselors</p> | <p>Bilingual</p> <p>Title I</p> <p>Migrant</p> <p>Socioeconomic</p> | <p>Distance Learning Curriculum Implementation</p> | <p>Google Contact Log</p> <p>Return of instructional packets</p> |



GRULLA HIGH SCHOOL

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|------------------------|--|--|--|--|---|---|
| August 2021 - May 2022 | A-9 Develop and distribute curriculum instructional packets for Distance Learning 9th -12th for all classes. | Zoom Platform Instructional Packets Google Logs Social Media Outlets | | Bilingual Title I Migrant Socioeconomic | Distance Learning Curriculum Implementation | Google Contact Log Return of instructional packets |
| August 2021 - May 2022 | A-10 Participate in ZOOM Staff Meetings/PLC Meetings to continue the planning and implementation of COVID-19 Distance Learning | Curriculum Materials Online Resources Google Classroom ZOOM Platforms | Administrators Teachers Counselors Administrators Teachers Counselors | Bilingual Title I Migrant Socioeconomic | Distance Learning Curriculum Implementation | Google Contact Log Return of instructional packets |

***Funding Source:**

(LOC) Local^[SEP] (IBF) IDEA-B-formula (Sp. Ed.) (TFC) 21st CCLC^[SEP]
 (SCE) State Compensatory Education (IBP) IDEA-B-preschool^[SEP] (GU) Gear Up^[SEP]
 (TIA) Title I part A^[SEP] (TII) Title II, part A^[SEP] (SGT) Gifted & Talented^[SEP]
 (TIM) Title I part C- Migrant^[SEP] (TIII) Title III-LEP (SSE) State Special Education
 (CTE) State Career & Tech. Education (CDP) Carl D Perkins- CTE Basic (SBE) State Bilingual Education
 (HAS) High School Allotment

****Special Populations Targeted**

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

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--------------------|---|--|--|---|---|---|
| Aug.-May 2021-2022 | MATH: 9th – 12th Grade INITIATIVE 6: Grulla High School will implement a comprehensive Math program in grades 9th – 12th to address strategies and activities that target problem solving. S-1 Improve student performance by focusing on problem solving using estimation, reasonableness, and solution strategies. 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. | Asst. Supt. for C & I and Staff TEKS Resource System State Adopted Text Supplemental Resource Materials Teacher-Made Materials STAAR Materials TEKS Guides TI-Nspires (100) | Monitors: *Principal *Asst. Principal *Dean of Instruction *Tutors Implemented By: *Math Department Evaluators: *Principal *Asst. Principal | All Populations Bilingual Title I Migrant Socioeconomic | Ensure student gains by at least 3% Improve calculator skills Ensure student growth by 15% Algebra I EOC goal 69% to 84% Quality Instructional Curriculum | Review student <i>Math</i> performance scores on the following: -STAAR/EOC (S) -Campus/District Benchmarks (F) -Week 3 Assessments -Six Weeks Assessments |



GRULLA HIGH SCHOOL

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|------------------------|--|---|--|--|---|--|
| August 2021 - May 2022 | 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 Agile Mind- Agile Assessment A-12 TCMPC, TEKS Resource System A-13 Vertical Alignment A-14 5 days of Teacher trainings | Laptops for Online Curriculum (6) Projectors (2) \$30,000 SCE | | | | |
| | INITIATIVE 7: Grulla High School will become a Pre-AP designated high school for participation in Algebra 1 and Geometry pre-AP classes. | Director for Academic Enhancement CollegeBoard | Principal Teachers AP Coordinator | Pre-AP Students | provide academic enhancement opportunities for students | |
| | A-15 Ensure that all teachers are implementing District and Campus COVID-19 procedures | Google Classroom Google Meets ZOOM Platform | Administrators Teachers Counselors | Bilingual Title I Migrant Socioeconomic | Distance Learning Curriculum Implementation | Google Contact logs Return of instructional packets |
| August 2021 - May 2022 | A-10 Participate in ZOOM Staff Meetings/PLC Meetings to continue the planning and implementation of COVID-19 Distance Learning | ZOOM Platform | Administrators Teachers Counselors | Bilingual Title I Migrant Socioeconomic | Distance Learning Curriculum Implementation | Google Contact logs Return of instructional packets |

***Funding Source:**

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

(TFC) 21st CCLC^(SEP)
 (GU) Gear Up^(SEP)
 (SGT) Gifted & Talented^(SEP)
 (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^(SEP)
 (GT) Gifted and Talented
 (ED) Economically Disadvantaged
 (SE) Special Education



| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--------------------|--|--|--|---|---|---|
| Aug.-May 2021-2022 | <p>SCIENCE: 9th – 12th Grade</p> <p>INITIATIVE 7: 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</p> <p>A-1 Utilize District Scope and Sequence & Year-at-a-Glance</p> <p>A-2 Utilize District's recommended time-line for sci. 9th-12th</p> <p>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</p> <p>S-3 Implement the use of Summit K-12 program</p> <p>S-4 Agile Mind</p> <p>S-5 Implement an afterschool tutorial program</p> <p>S-6 Utilize College Board platform</p> <p>A-1 Utilize AP progress checks</p> <p>A-2 Utilize Pre-AP Learning checkpoints</p> | <p>Asst. Supt. for C & I and Staff</p> <p>TEKS Resource System</p> <p>TEKS Guide</p> <p>Science Journals</p> <p>Teacher-made Materials</p> <p>STAAR/EOC Materials</p> <p>Commercial Resources</p> <p>Supplemental Materials, Class set of iPads/ Headphones Lab Materials AP</p> <p>Style Questioned, Practice Exams, and assignments for Reinforcement</p> <p>AP Training for Teachers during the year.</p> <p>Expandable binders (100)</p> <p>Sheet protectors (300)</p> | <p>Monitors:</p> <p>*Principal</p> <p>*Asst. Principal</p> <p>*Dean of Instruction</p> <p>*Tutors</p> <p>Implemented By:</p> <p>*Science Department</p> <p>Evaluators:</p> <p>*Principal</p> <p>*Asst. Principal</p> <p>*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):</p> <p>-Week 3 assessments</p> <p>-Six Weeks Assessments</p> <p>STAAR/EOC (S)</p> <p>AP performance</p> |



GRULLA HIGH SCHOOL

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|---|--|--|--|---|---|--|
| <p>August 2021 - May 2022</p> <p>August 2021 - May 2022</p> | <p>INITIATIVE 8: Grulla High School will become a Pre-AP designated high school for participation in Biology and Chemistry pre-AP classes.</p> | <p>College Board Gondran 8 days Teacher trainings Streamlining TEKS--\$14,000 SCE \$9,280 out of Title I Funds</p> | | | | <p>Benchmarks (F)</p> <p>Assessments/STAAR EOC/DBM</p> |
| | <p>A-8 Ensure that all teachers are Implementing District and Campus COVID-19 Procedures</p> | <p>Director for Academic Enhancement CollegeBoard</p> <p>Google Classroom Google Meets ZOOM Platform</p> <p>Curriculum Materials Online Resources Google Classroom</p> | <p>Principal Teachers AP Coordinator</p> <p>Administrators Teachers Counselors</p> | <p>Pre-AP Students</p> <p>Bilingual Title I Migrant Socioeconomic</p> | <p>provide academic enhancement opportunities for students</p> <p>Distance Learning Curriculum Implementation</p> | <p>Google Contact Logs Return of instructional packets</p> |
| | <p>A-10 Participate in ZOOM/Google Classroom Staff Meetings/PLC Meetings to continue the planning and implementation of COVID-19 Distance Learning</p> | <p>ZOOM Platform Google Classroom</p> | <p>Administrators Teachers Counselors</p> | <p>Bilingual Title I Migrant Socioeconomic</p> | <p>Distance Learning Curriculum Implementation</p> | <p>Google Contact Logs Return of instructional packets</p> |

***Funding Source:**(LOC) Local^(SEP)

(SCE) State Compensatory Education

(TIA) Title I part A^(SEP)(TIM) Title I part C- Migrant^(SEP)

(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

(IBP) IDEA-B-preschool^(SEP)(TII) Title II, part A^(SEP)

(TIII) Title III-LEP

(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC^(SEP)(GU) Gear Up^(SEP)(SGT) Gifted & Talented^(SEP)

(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^(SEP)

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education



| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|------------------------|--|--|--|--|--|---|
| Aug.-May 2021-2022 | 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 Train and implement for European History S-10 AP Curriculum/Scope & Sequence/Pacing Guide S-11 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 | Principal Asst. Principal Teachers Tutors | 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 students 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 |
| August 2021 - May 2022 | S-12 Implement COVID-19 Procedures S-13 Ensure contact with students/parents | Google Classroom Google Meets ZOOM Platform | Administrators Teachers Counselors | Bilingual Title I Migrant Socioeconomic | Distance Learning Curriculum Implementation | Google Contact Log Return of instructional packets |



GRULLA HIGH SCHOOL

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|--|--|---|--|--|---|--|
| | S-14 Participate in ZOOM Staff Meetings/PLC Meetings to continue the planning and implementation of COVID-19 Distance Learning | Instructional Packets Google Logs Remind Google Voice ZOOM Platform | Administrators Teachers Counselors | Bilingual Title I Migrant Socioeconomic | Distance Learning Curriculum Implementation | Google Contact Log Return of instructional packets |
|--|--|---|--|--|---|--|

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****Special Populations Targeted**

(ED) Economically Disadvantaged

(SE) Special Education

(ESL) English as a Second Language

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| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--------------------|---|--|--|-----------------------|--|--|
| Aug.-May 2021-2022 | INITIATIVE 8: Grulla High School will implement a Response To Intervention program to enhance and improve students reading performance S-1 Continue a literacy research (evidenced)-based program allowing consistent transition throughout the grade levels. A-1 Coordinate staff development in-services to continue effective literacy acquisition strategies in grades 9th – 12th. A-2 Utilize a three tiered intervention model for reading intervention services at all levels. A-3 Utilize practices that focus on language structure, vocabulary development and reading fluency A-4 Utilize library services A-5 Utilize resources to develop fluency A-6 Utilize Chapter Books for each grade level A-7 Ensure schedules and lesson plans provide extended opportunities for varied types of readings A-8 Provide students with 30 minutes of sustained oral reading (SOR) as needed A-9 Provide for practice of reading through activities such as: | Asst. Supt. for C & I and Staff Response to Intervention Model TEKS Resource System Region I ESC Imagine Learning | District Directors Principals Asst. Principals Deans Teachers Teacher aides | All Populations | Increase student proficiency in Reading Improve fluency and proficiency in reading for at-risk population | Review student performance scores on the following: STAAR/EOC (S) District Benchmarks (F) TELPAS (S) |



GRULLA HIGH SCHOOL

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|------------------------|---|---|---|--|---|--|
| August 2021 - May 2022 | <ul style="list-style-type: none"> Paired Reading Echo Reading Interactive reading Buddy Reading Guided Reading Shared Reading Literacy Circles | | | | | |
| | A-10 Provide for practice of writing through activities such as: <ul style="list-style-type: none"> Shared writing Guided writing Independent writing A-11 I-Ready instructional program A-12 Ensure 100% contact with students | iPads and headphones Google Voice Google Docs | Special Education Teachers Administration Teachers | Special Education Students Bilingual Title I Migrant Socioeconomic | Improve student reading performance 100% Contact | Diagnostic test/ reports Contact Logs |

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GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--------------------|--|---|---|-----------------------|--|---|
| Aug.-May 2021-2022 | 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 Local & Federal Funds | Principal Asst. Principals Deans Teachers | All Populations | Provide a high level of motivation to enhance learning | Student participation Competition Placements (F) |
| Aug.-May 2021-2022 | 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 a letter to parents of students who are candidates for truancy. A-6 Request that parents turn in a 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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| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
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GRULLA HIGH SCHOOL

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|-----------------------|--|---|---|-----------------|--|---|
| Aug.-May 2021-2022 | <p>S-2 Establish a consistent system of making home visits on students with an 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 visits 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>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>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>Improve daily attendance</p> | <p>Assess TAPR (Texas Academic Performance Reports) on student average daily attendance. (S) Increase ADA by 1% (S)</p> |
| Aug.-May 2021-2022 | <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>Attendance Team</p> | All populations | | Weekly overall attendance data |
| | | | <p>Principal</p> <p>Asst. Principals Teachers</p> <p>Paraprofessionals Attendance Clerk</p> | All Populations | <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> |
| | | | <p>Attendance Team</p> | All Populations | <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> |

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****Special Populations Targeted**

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(BIL) Bilingual

(AR) At Risk^{SEP}

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education



| 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 2022 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 2022 STAAR EOC | | | | | | |
| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |



GRULLA HIGH SCHOOL

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|-----------------------|---|---|---|-----------------|---|--|
| Aug.-May 2021-2022 | <p>INITIATIVE 1: Grulla High School will implement educationally sound research based instructional arrangement at all grade levels 9th – 12th</p> <p>S-1 Students and teachers will have access to materials in multiple formats at different levels for all students populations.</p> <p>A-1 Provide motivating reading materials, reference, and literature base resources to enhance student and staff learning.</p> <p>~ Update collation yearly</p> <p>~Accept students and staff recommendation for materials</p> | TEKS Region I ESC National Standards TEA mandates for graduation | Asst. Superintendent for C&I Directors Principal Asst. Principals. Deans Classroom Teachers Librarian, paraprofessionals | 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 2021-2022 | <p>A-2 Provide a balance between print, multimedia and electronic resources.</p> <p>A-3 Provide access to resources via the internet including facilities and/ or building space to accommodate student computer workstation.</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> <p>~ access information efficiently and effectively appreciate literature</p> <p>~ appreciate literature</p> <p>~ practice ethical behavior in regards to accessing information through technology</p> <p>~ Teen Library Services (ages 12-18)</p> <p>~ Outreach Efforts (all ages)</p> <p>~ Serve all special population (All Ages)</p> | TEKS Region I ESC Resources: Tex Quest, Brain Hive, Gale, Brain Pop, Power Videos, EBSCO, etc. Nat. Standards Technology Director | 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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|--|--|--|--|--|--|--|

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****Special Populations Targeted**

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 (BIL) Bilingual
 (AR) At Risk^{SEP}
 (GT) Gifted and Talented
 (ED) Economically Disadvantaged
 (SE) Special Education



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--------------------|--------------------------------------|--|---|-----------------------|---|---|
| Aug.-May 2021-2022 | | TEA Region 1 Resources & Professional Development Opportunities for Librarians District Directors National Standards | Director for Library Services Director for Technology Principal Asst. Principals Deans Classroom Teachers Librarian | 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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| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--------------------|--|---|--|-----------------------|--|--|
| Aug.-May 2021-2022 | 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. | 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) |



GRULLA HIGH SCHOOL

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| | <ul style="list-style-type: none"> Implementation of RTI Creation and implementation of PLCs at each campus Computer aided instruction (labs) through Agile Min, Summit K-12 etc. | | | | | |
|--|--|--|--|--|--|--|

***Funding Source:**

(LOC) Local^[SEP]

(SCE) State Compensatory Education

(TIA) Title I part A^[SEP]

(TIM) Title I part C- Migrant^[SEP]

(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

(IBP) IDEA-B-preschool^[SEP]

(TII) Title II, part A^[SEP]

(TIII) Title III-LEP

(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC^[SEP]

(GU) Gear Up^[SEP]

(SGT) Gifted & Talented^[SEP]

(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^[SEP]

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education

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 in the spring 2022 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 2022 STAAR administration.

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
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GRULLA HIGH SCHOOL

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| Aug.- May 2021-2022 | 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 2021-2022 | INITIATIVE 2: Grulla High School will implement appropriate assessment and evaluation instruments to monitor the performance of English Learners. | | | | | |
| 20 Days from Initial Entry | S-1 Ensure proper identification and initial placement of English Learners (EL). 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) |

***Funding Source:**(LOC) Local^{SEP}

(SCE) State Compensatory Education

(TIA) Title I part A^{SEP}(TIM) Title I part C- Migrant^{SEP}

(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

(IBP) IDEA-B-preschool^{SEP}(TII) Title II, part A^{SEP}

(TIII) Title III-LEP

(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC^{SEP}(GU) Gear Up^{SEP}(SGT) Gifted & Talented^{SEP}

(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^{SEP}

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
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GRULLA HIGH SCHOOL

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| <p>Monthly Aug.- May 2021-2022 Nov. & Feb.</p> | <p>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:</p> <ul style="list-style-type: none"> Summit K-12 Reports Weekly tests District Benchmarks Six Weeks Grades | <p>LPAC Binder Region I ESC Bilingual Director Summit K-12: \$100,000—Title III, \$100,000— State Bilingual (199) \$160,000-- SCE</p> | <p>Principal Asst. Principal Classroom Teachers</p> | <p>TIM ESL BIL SE</p> | <p>Increase Knowledge of LPAC procedures. Increase Knowledge of LPAC procedures. Increase the performance of LEP Students</p> | <p>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)</p> |
| | <p>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:</p> <ul style="list-style-type: none"> TELPAS Standard Instructional Observation Protocol <p>A-2 Administer the TELPAS in grades 9th - 12th grade.</p> | <p>District Bilingual Director TEKS Bilingual Program Manual Region I ESC LPAC Committee</p> | <p>Principal Asst. Principal Classroom Teachers</p> | <p>TIM ESL BIL SE</p> | <p>Improve the performance of Bilingual Students</p> | <p>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)</p> |
| | <p>INITIATIVE: 3: Grulla High School will ensure that the appropriate Bilingual instruction is provided to facilitate transition for EL students.</p> <p>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.</p> <p>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.</p> | | | | | |
| <p>Aug. - May 2021-2022 Daily</p> | | | | | | |
| <p>May 2022</p> | <p>S-3 Utilize Agile Mind during RTI days</p> <p>Generate list of potential exits as per TEA exit criteria.</p> | <p>TELPAS Writing scores 2021 TELPAS scores</p> | <p>Principal Asst. Principal Classroom Teachers ESL/ESOL teacher LPAC</p> | <p>EL students TIM ESL BIL SE</p> | <p>Improve the performance of LEP & Bilingual Students Improve Student Achievement for ELLs (STAAR/TELPAS) Potential Exit list</p> | <p>2021 TELPAS scores 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)</p> |



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(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

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|---------------------|---|---|--|-----------------------|---|---|
| Aug.– May 2021-2022 | MIGRANT POPULATION: | Bilingual Director | Program Coordinator | TIM | | |
| Aug – May 2021-2022 | INITIATIVE 1: 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 | Principal Asst. Principal, Classroom Teachers Migrant Community Aide | Gear Up Students | 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) |
| Aug.– May 2021-2022 | S-1 Participate in the recruitment of migrants and follow through with appropriate educational services. | Computers, iPads, Headphones with Microphone | | | | |
| Aug.– May 2021-2022 | S-2 Follow through with appropriate district requirements in the identification process of all migrants. | | | | | |
| Aug.– May 2021-2022 | S-3 Provide instructional opportunities to accelerate learning for all migrants by using Migrant Tutors in each campus. | | | | | |
| Aug.– May 2021-2022 | S-4 Provide opportunities for all migrants to attend all tutorial programs and extracurricular activities. A-1 Morning Tutoring A-2 Extended day tutoring A-3 Sat. Tutoring (Sec. Schools)—OEW (Opt. Ext. Wk.) A-4 STEM Camps A-5 Summer program, including Project Smart—OEY (Optional Extended Year) | Federal Programs Director Migrant Coordinator District Migrant Recruiters, Teachers, and Counselors, Tutors: \$202,300—Title I Part C (Migrant) | | | | |



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(TIM) Title I part C- Migrant^[SEP]

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(IBF) IDEA-B-formula (Sp. Ed.)


(1BP) IDEA-B-preschool^[SEP]


(TII) Title II, part A ^[SEP]

(TIII) Title III-LEP

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****Special Populations Targeted**

(ESL) English as a Second Language

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| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--|---|---|---|------------------------------|---|---|
| Aug. - May 2021-2022 Fall and Spring Mon., Wed., and Sat. Daily | AT RISK POPULATION: INITIATIVE 1: Grulla High School will provide intense corrective intervention for closing gaps in student performance in grades 9th through 12th. | 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) Odysseyware: \$42,500—SCE (Licenses/Trainin g) ELPS Standards PowerTeacher List of students with an I | 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) |
| | 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 | | | | | |
| | 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. | | | | | |
| | 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. | | | | | |
| | | | | | | |
| | | | | | | |
| March -May 2022 | S-3 Implement systematic steps to communicate with students who show and Incomplete on Reporting Category 5 in their progress report. | | Administration Teachers District Personnel | TIM ESL BIL SE | 100% contact with students | Final Contact Logs |



GRULLA HIGH SCHOOL

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***Funding Source:**

(LOC) Local^(SEP)
 (SCE) State Compensatory Education
 (TIA) Title I part A^(SEP)
 (TIM) Title I part C- Migrant^(SEP)
 (CTE) State Career & Tech. Education
 (IBF) IDEA-B-formula (Sp. Ed.)
 (IBP) IDEA-B-preschool^(SEP)
 (TII) Title II, part A^(SEP)
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(TFC) 21st CCLC^(SEP)
 (GU) Gear Up^(SEP)
 (SGT) Gifted & Talented^(SEP)
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****Special Populations Targeted**

(ESL) English as a Second Language
 (BIL) Bilingual
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| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|-----------------------------|---|---|---|------------------------|---|---|
| Daily | INITIATIVE 2: Provide computerized instructional programs for closing academic gaps in student performance in grades 1st through 12th. | Asst. Supt. for C & I and Staff Federal Programs Director PEIMS Clerk Region I ESC District Early Childhood Supervisor Agile Mind \$90,000—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 2021-2022 | S-1: Utilize the Agile Mind in grades PK to 5th grade to improve the At-Risk Students' reading proficiency. A-1 Provide updated training for teachers on effective implementation of the program. A-2 Identify and purchase materials/incentives to ensure effective implementation of the program. A-3 Provide teachers with weekly student reports of progress. A-4 Assess/analyze students' performance weekly. | | | | | |
| Daily | S-2: Utilize the Rosetta Stone programs in PK-12th grade to enhance student achievement for students struggling and in need of additional assistance. A-1 Enroll students and schedule in ESOL class. A-2 Provide proper training for teachers/staff using Rosetta Stone A-3 Analyze students' performance using weekly reports | \$100,000—Title III, \$100,000—State Bilingual (199) \$160,000--SCE | Principal Asst. Principal Classroom Teachers | ESOL | Increase proficiency of all Recent Immigrants | STAAR/EOC Data (S) District Benchmarks (F) OWL (S) ISIP (F) TELPAS (S) Observation Protocol (S) PEIMS Attendance Reports |
| Aug.- May 2021-2022 | | | | | | |

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****Special Populations Targeted**

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GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------------------|---|--|--|---|---|--|
| Aug. – May 2021-2022 | INITIATIVE 3: Continue providing Pregnancy Related Services (PRS) and Student Parent Services for identified RGCCISD students. S-1 The Pregnancy Education and Parenting (PEP) Social Worker will provide assessment, counseling, and outside agency referrals for identified students. S-2 The Compensatory Educating Home Instruction (CEHI) Teacher will provide student instruction as prescribed by the student's attending physician. | PEP Social Worker CEHI Teacher Fed. Programs Director PRS Title IX Guidelines Asst. Supt. for C & I and Staff PEIMS Coordinator | Fed. Program Director PEP Social Worker CEHI Teacher Counselor | Identified Pregnant Student and Students' Parents | Increase student attendance, Increase graduation rate for pregnant and student parents, Decrease Dropout Rate | Graduation Rates Dropout Rate Reports |
| Aug. – May 2021-2022 | INITIATIVE 4: 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 S-1 Provide Dyslexia services for identified students as an assigned class according to their Individualized Education Plan (IEP). S-2 Provide Dyslexia services for identified students on a "pull-out" basis according to their Individualized Education Plan (IEP) | Region One Asst. Supt. for C & I Director of Guidance and Counseling Dyslexia Specialist Dyslexia Teachers | Principal Asst. Principals Deans Dyslexia Teacher Dyslexia Aids | Dyslexia Student | Improve the Reading abilities and fluency of identified students to reflect progress | Campus assessments (F) District Benchmarks (F) STAAR/EOC (S) |

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****Special Populations Targeted**

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GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------------------|---|---|---|------------------------------|--|---|
| Aug. - May 2021-2022 | SPECIAL EDUCATION POPULATION: INITIATIVE 1: Grulla High School will implement appropriate and effective daily procedures to enhance the learning of all special education students. | Special Education Director Special Ed. Program Manual | 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) |
| Daily | S-1 Monitor the appropriate implementation of accommodations/IEP for all identified Special Education students. | TEKS Guides | | | | |
| Every 6 Wks. | S-2 Ensure that coordination meetings between regular classroom and Special Education teachers take place every six weeks to ensure proper implementation of student IEPs in an inclusion setting. | TEKS Resource System | 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 the 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 Assessment data | Evaluators: *Principal *Asst. Principal *Dean of Instruction | SPED population | Increase STAAR performance by 10% | DBM/STAAR |
| | S-4 Develop a tracking system to monitor student progress including a team of members to monitor student | | | | | |
| | S-5 Agile Mind in the areas of Math and Science | | | | | |

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(SCE) State Compensatory Education

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(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

(IBP) IDEA-B-preschool^(SEP)(TII) Title II, part A^(SEP)

(TIII) Title III-LEP

(CDP) Carl D Perkins- CTE Basic

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(SSE) State Special Education

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(HAS) High School Allotment

****Special Populations Targeted**

(ESL) English as a Second Language

(BIL) Bilingual

(AR) At Risk^(SEP)

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
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GRULLA HIGH SCHOOL

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|------------------------------------|---|--|--|-----------|--|---|
| <p>Aug. - May 2021-2022</p> | <p>GIFTED AND TALENTED POPULATION:</p> <p>INITIATIVE 1: 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.</p> <p>S-1 Provide teachers of gifted and talented students with appropriate curriculum designed to meet the needs of the gifted and talented students.</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 maintain the appropriate number of clock hours to meet the state requirements in GT setting.</p> <p>A-2 Utilize a variety of grouping strategies so that these students will have opportunities to work independently and as a group.</p> <p>A-3 Provide opportunities for UIL participation and extracurricular activities.</p> <p>S-3 Maximize the number of GT students enrolled in Pre- AP/AP courses</p> | <p>Director of Advanced Academics and Instructional Support Services Asst. Supt. for C & I and Staff Counselors/recruitment Tutorials for Enrichment</p> | <p>Principal Asst. Principal Classroom Teachers Counselors/DOI</p> | <p>GT</p> | <p>Ensure maximized performance for all GT Students 100% pass rate in all test areas Increase enrollment for Pre-AP/AP and Increase masters level performance on STAAR EOC</p> | <p>STAAR/EOC/AP Data (S) District Benchmarks (F) TELPAS (S)</p> |
|------------------------------------|---|--|--|-----------|--|---|

***Funding Source:**

(LOC) Local^(SEP) (IBF) IDEA-B-formula (Sp. Ed.) (TFC) 21st CCLC^(SEP)
 (SCE) State Compensatory Education (IBP) IDEA-B-preschool^(SEP) (GU) Gear Up^(SEP)
 (TIA) Title I part A^(SEP) (TII) Title II, part A^(SEP) (SGT) Gifted & Talented^(SEP)
 (TIM) Title I part C- Migrant^(SEP) (TIII) Title III-LEP (SSE) State Special Education
 (CTE) State Career & Tech. Education (CDP) Carl D Perkins- CTE Basic (SBE) State Bilingual Education
 (HAS) High School Allotment

****Special Populations Targeted**

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

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|------------------------------------|--|--|---|-----------------------|---|---|
| <p>Aug. - May 2021-2022</p> | <p>INITIATIVE 2: 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 maintain the appropriate number of clock hours to meet the state requirements in GT setting.</p> | <p>Director for Advanced Academics Asst. Supt. for C & I and Staff</p> | <p>Principal Asst. Principal Classroom Teachers</p> | <p>GT</p> | <p>Ensure maximized performance for all GT students</p> | <p>STAAR/EOC/AP Data (S) District Benchmarks (F) TELPAS (S)</p> |



GRULLA HIGH SCHOOL

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 (TII) Title II, part A^(SEP)
 (TIII) Title III-LEP
 (CDP) Carl D Perkins- CTE Basic

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

****Special Populations Targeted**

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

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------------------|--|--|------------------------------------|------------------------|--|---|
| Aug. - May 2021-2022 | INITIATIVE 1: Grulla High School will provide the Texas District Guidance Content in a systematic way to all students. | Director for Guidance and Counseling Contracted Svcs. Region I ESC TEA Guidelines | Principal Counselor Teachers | AR TIM BIL SE | 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 2021-2022 | 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 | Director for Guidance and Counseling Contracted Svcs. Anti-Bullying Handbook and Resources Region I ESC | Principal Counselor Teachers | AR TIM BIL SE | Provide support and guidance to students | Assess the amount of counseling referrals submitted |



GRULLA HIGH SCHOOL

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|--|--|--|---|---|---|---|
| <p>Aug. - May 2021-2022</p> | <p>S-2 The counselor will focus on prevention & intervention strategies to ensure the development of the whole child.</p> <p>A-1 Provide lessons to address the following areas:</p> <ul style="list-style-type: none"> • Academic Concerns • Absences/Truancy • Misbehavior/ School Avoidance • Relationship Concerns • Grief/Loss Death • Substance Abuse • Family/Child Abuse • Anti-Bullying <p>A-2 Plan and schedule group counseling sessions w/stu./parents.</p> <p>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.</p> | <p>TEA Guidelines</p> <p>Substance and Alcohol Abuse Counselor/Prevention Intervention Specialist</p> <p>Director for Guidance and Counseling Contracted Svcs. Region I ESC TEA Guidelines</p> | <p>Principal Counselor Teachers</p> <p>Principal Counselor Teachers</p> | <p>AR TIM BIL SE</p> <p>AR TIM BIL SE</p> | <p>Improve a child's self - concept and development</p> <p>Provide support and guidance to students</p> | <p>Counselor Activity Powerschool Log Entries (F) Counselor's Daily Log Monthly Calendar of Activities</p> <p>Counselor Activity Powerschool Log Entries (F) Counselor's Daily Log Monthly Calendar of Activities</p> |
|--|--|--|---|---|---|---|

***Funding Source:**(LOC) Local^[SEP]

(SCE) State Compensatory Education

(TIA) Title I part A^[SEP](TIM) Title I part C- Migrant^[SEP]

(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

(IBP) IDEA-B-preschool^[SEP](TII) Title II, part A^[SEP]

(TIII) Title III-LEP

(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC^[SEP](GU) Gear Up^[SEP](SGT) Gifted & Talented^[SEP]

(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^[SEP]

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education



| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
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GRULLA HIGH SCHOOL

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|-------------------------|---|--|---------------------------------|------------------------------|--|--|
| Aug. - May 2021-2022 | INITIATIVE 2: 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 | AR TIM BIL SE GT | Improved self - concept and whole development | PEIMS data Counselors' Daily Log Monthly Calendar of Activities Counselor Activity Powerschool Log Entries (F) |
| Aug. - May 2021-2022 | INITIATIVE 3: Grulla High School will include programs and staff support activities and services in guidance and counseling programs. 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 | AR TIM BIL SE GT | To ensure appropriate counseling services are provided | PEIMS data Counselors' Daily Log Monthly Calendar of Activities Counselor Activity Powerschool Log Entries (F) |
| Aug. - May 2021-2022 | INITIATIVE 4: Grulla High School will provide opportunities for individual planning by assisting students in monitoring and 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 | Director for Guidance and Counseling Region I ESC TEA Guidelines District | Principal Counselor Teachers | AR TIM BIL SE GT | Address the students' own particular needs | Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Powerschool Log Entries (F) |
| Aug. - May 2021-2022 | 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 | AR TIM BIL SE GT | Provide support and guidance to students | Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Powerschool Log Entries (F) |

***Funding Source:**

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(SCE) State Compensatory Education

(TIA) Title I part A^(SEP)

(TIM) Title I part C- Migrant^(SEP)

(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

(IBP) IDEA-B-preschool^(SEP)

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(TIII) Title III-LEP

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(SGT) Gifted & Talented^(SEP)

(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^(SEP)

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------------------|---|--|--|--|---|--|
| Aug. - May 2021-2022 | INITIATIVE 5: 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 | AR TIM BIL SE GT | 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 Powerschool Log Entries (F) |
| Aug. – May 2021-2022 | INITIATIVE 6: 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 Principal Counselor | AR TIM BIL SE GT AR TIM BIL SE GT | 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) PEIMS data Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Powerschool Log Entries (F) |

***Funding Source:**

(LOC) Local^(SEP) (IBF) IDEA-B-formula (Sp. Ed.) (TFC) 21st CCLC^(SEP)
(SCE) State Compensatory Education (IBP) IDEA-B-preschool^(SEP) (GU) Gear Up^(SEP)
(TIA) Title I part A^(SEP) (TII) Title II, part A^(SEP) (SGT) Gifted & Talented^(SEP)
(TIM) Title I part C- Migrant^(SEP) (TIII) Title III-LEP (SSE) State Special Education
(CTE) State Career & Tech. Education (CDP) Carl D Perkins- CTE Basic (SBE) State Bilingual Education
(HAS) High School Allotment

****Special Populations Targeted**

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

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|



GRULLA HIGH SCHOOL

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|-------------------------|---|--|---------------------|------------------------------|--------------------------|---|
| Aug. - May 2021-2022 | INITIATIVE 7: The counselor will continuously support the district's comprehensive plan of academic guidance. 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 | Director for Guidance and Counseling Region I ESC TEA Guidelines | Principal Counselor | AR TIM BIL SE GT | Improved graduation rate | PEIMS data Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Lesson Plan Book (F) |
| Fall and Spring | 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 | Director for Guidance and Counseling Region I ESC TEA Guidelines | Principal Counselor | AR TIM BIL SE GT | Improved graduation rate | PEIMS data Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Lesson Plan Book (F) |

***Funding Source:**(LOC) Local^{[1][2]}

(SCE) State Compensatory Education

(TIA) Title I part A^{[1][2]}(TIM) Title I part C- Migrant^{[1][2]}

(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

(IBP) IDEA-B-preschool^{[1][2]}(TII) Title II, part A^{[1][2]}

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(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^{[1][2]}

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education

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 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 5: GHS will plan and develop the integration of technology into the classroom by providing staff members with quality training and all available resources.



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|------------------------|---|---|---|-------------------------------|---------------------------------|--|
| Aug.- May 2021-2022 | INITIATIVE 1: Grulla High School will integrate the state mandated Technology Applications TEKS into the Content Area TEKS in grades 9-12. S-1 Complete a needs assessment to ensure that all classroom have appropriate number of technology resources A-1 Assign Contact person responsible for retrieving results. A-2 Utilize the needs assessment for future planning. S-2 Ensure access to libraries 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. 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 schedules so that all students have equal access to computer time. | Region I Dir. of Tech. Tech Supervisor Tech. Funds District Region I Dir. of Tech. Tech Supervisor Tech. Funds Region I Dir. of Tech. Tech Supervisor Tech. Funds | Principal Assist. Principals Teachers Technology Contact Person Principal Assist. Principals Teachers Technology Contact Person Principal Assist. Principals Teachers Technology Contact Person | All Populations | Increase Tech. Skills | Needs Assessment Survey (S) Library Daily Logs (F) Tech. Contact of Activity Log (F) PO's (S) Increase Tech. Skills (F) Lesson plans (S) Increase Tech. Skills (F) Computer Lab Schedules (F) Lesson plans (S) |
| | | | | | | |
| Aug., 2021 - May, 2022 | S-6 Ensure that all students have access to an electronic device to utilize at home. | Laptops Hotspots TI Nspire Calculators | Administrators Counselors | TIM ESL BIL SE AR | Endure technology accessibility | List of students with electronic devices |

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****Special Populations Targeted**

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

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|---------------------|---|--------------------------------|---|-----------------------|--------------------------|---|
| Aug - May 2021-2022 | 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. | Principal Assist. Principal Teachers | All Populations | Provide Support to staff | Personnel Office (S) Funding Salary (S) Surveys (S) |



GRULLA HIGH SCHOOL

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|----------|--|---|--|-----------------|-----------------------------|---|
| May-2022 | 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 the 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 pages. | Supervisor | Technology Contact Person | | | Contact Log of Activities (F) |
| | 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 2021-2022 | 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 | 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) |



GRULLA HIGH SCHOOL

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|---|---|---|---|------------------------|--|---|
| <p>Aug 2021 - May 2022</p> <p>Bi Monthly</p> <p>Every Six Weeks</p> | <p>in technology purchases as appropriate according to students' IEPs.</p> <p>S-2 Provide parents and other community members access to the infrastructure for educational purposes.</p> <p>S-3 Expand community access to school information through the use of technology.</p> <p>A-1 Maintain an internet web-site which provides general campus information to parents and the community.</p> <p>INITIATIVE 4: Grulla High School administration and teachers will monitor student progress and plan instruction accordingly.</p> <p>S-1 Generate and share reports to discuss students' progress.</p> <p>A-1 Course Performance</p> <p>A-2 Student Levels/Gains and Times</p> <p>A-3 Course Reports (Weak Strands)</p> <p>A-4 Skills Grouping Reports</p> <p>A-5 Class Summary Reports</p> <p>S-2 Utilize grade level and department planning to discuss special restructuring to improve student performance.</p> | <p>DMAC--\$47,542</p> <p>SCE Region I</p> <p>Dir of Tech</p> <p>Tech Supervisor</p> <p>Tech Funds</p> | <p>Principal</p> <p>Asst. Principal Teachers</p> <p>Technology Contact Person</p> | <p>All Populations</p> | <p>Increase student achievement and teaching performance</p> | <p>DMAC reports Email</p> <p>Internet Ser. Rpt Technology Reports (F)</p> |
|---|---|---|---|------------------------|--|---|

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| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|



GRULLA HIGH SCHOOL

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|-----------------------|--|---|---|------------------------|---|---|
| Aug 2021- May 2022 | <p>INITIATIVE 5: Grulla High School will integrate technology into the classroom instruction</p> <p>S-1 Utilize the resources to incorporate and enhance the use of the internet into daily instruction.</p> <p>A-1 Provide training to staff to ensure students have opportunities to utilize the internet for class projects</p> <p>A-2 Utilize the on-line library resources</p> <p>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)</p> <p>S-2 Allow teachers to participate in training to develop class modules for effective instruction.</p> <p>INITIATIVE 6: Grulla High School will upgrade current technology resources to ensure appropriate use of technological tools.</p> <p>S-1 Provide office staff with resources and training on upgraded district technological programs</p> <p>A-1 Install upgrade hardware and software</p> <p>A-2 Train all staff on effective use of comp. student records</p> <p>A-3 Generate and monitor reports for accurate data</p> <p>A-4 Ensure staff attends upgrade training on use of electronic PO's</p> <p>A-5 Do needs assessments on efficiency of computer literacy skills for Office staff</p> <p>S-2 Purchase software for administrative functions</p> <p>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)</p> <p>Provide opportunity to attend workshops on:</p> <ul style="list-style-type: none">• Computer Basics• Management Tools | <p>Region I Dir of Tech Tech Supervisor Tech Funds District Support Staff</p> | <p>Principal Asst. Principal Teachers Technology Contact Person</p> | <p>All Populations</p> | <p>Increase student achievement and teaching performance</p> | <p>Lesson Plans (F) Lesson Products (ie. PowerPoints, etc.) (F) Observations (S) STAAR Data (S)</p> |
| | <p>Region I Dir of Tech Tech Supervisor Tech Funds Director of Student Information Systems District Support Staff Computer Labs: \$54,000--SCE</p> | <p>Principal Asst. Principal Teachers Technology Contact Person</p> | <p>Office Staff Administration</p> | <p>Work Efficacy</p> | <p>Reports (S) Needs Assessments (S) POs (S) Certificates of Completion (S)</p> | |

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****Special Populations Targeted**

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

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|



GRULLA HIGH SCHOOL

| | | | | | | |
|------------------------|---|---|---------------------------|------------------------|----------------------------------|-------------------------------|
| Daily | <ul style="list-style-type: none"> Presentation Software Internet Use/E-Mail | | | | | |
| Aug 2021-- May 2022 | <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> | <p>Dir. of Technology</p> | <p>All Populations</p> | <p>Improve Communication</p> | <p>S-Internet Service (F)</p> |

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(ESL) English as a Second Language
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 (GT) Gifted and Talented

(ED) Economically Disadvantaged
 (SE) Special Education

| District GOAL 1: ACADEMIC EXCELLENCE: Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary. | | | | | | |
|--|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
| Annual District Performance Objective 6: RGCCISD will provide support in the social and educational requisites of all students, and increase attendance rate by 1%. | | | | | | |
| Annual Campus Performance Objective 6: 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 |



GRULLA HIGH SCHOOL

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|-----------------------|--|---|---|-----------------|----------------------------------|--|
| Aug, 2021 - May, 2022 | INITIATIVE 1: Grulla High School administration, faculty, and ancillary personnel will address absences, truancy, and mandatory requisites for compulsory attendance. | | | | | |
| Weekly | 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 | Asst. Supt. for Administrative Support PEIMS Services District Attendance Administrators/ Officer | Asst. Supt. for Administrative Support Truancy Officer | All Populations | Increase annual attendance of 1% | Weekly Reports (F) Six Weeks Reports (F) 3rd, 6th, and 9th Unexcused Student Absence Reports (F) |
| Every 6 weeks | 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. | | | | | |
| Daily | A-1 Provide monetary incentives to schools with highest attendance averages or most improvement from last school year A-2 Award "traveling trophies" and certificates for schools earning 1st, 2nd, and 3rd Places for highest attendance averages S-3 Monitor attendance, truancy hearings, and alternative educational setting placements. S-4 Conduct educational meetings with parents on the issue of compulsory attendance and the impact on academic progress. | | | | I | Annual Attendance Rate (S) |
| Bi-Annually | INITIATIVE 2: Grulla High School will recognize and reward students with perfect attendance. 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: <ul style="list-style-type: none">Weekly announcementsSix-Week Awards A-2 Annual Perfect Attendance: Trophies and Certificates, gift cards, prizes | Parental Involvement Coordinator/ Attendance Administrators | | All Populations | increase annual attendance of 1% | |

***Funding Source:**

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(TIII) Title III-LEP
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(TFC) 21st CCLC^{SEP}
(GU) Gear Up^{SEP}
(SGT) Gifted & Talented^{SEP}
(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^{SEP}
(GT) Gifted and Talented
(ED) Economically Disadvantaged
(SE) Special Education



| 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 |



GRULLA HIGH SCHOOL

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|--------------------|--|--|--|-------------------------------|---|--|
| August 2021 | INITIATIVE 1: Grulla High School will conduct a comprehensive study of our campus facilities to ensure an appropriate learning environment. | | | | | Assess surveys and facility studies Compliance with all Federal & ADA Guidelines (F) |
| Aug.-May 2021-2022 | S-1 Analyze the safety features of our current facilities to ensure compliance to safety codes. A-1 Implement appropriate fire drill procedures <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 • Standard Response Protocol Training | 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 | |
| August 2021 | S-2 Study effectiveness of current utilization of our facility A-1 Formulate long range plans which include the following: <ul style="list-style-type: none"> • Provide landscaping for front of school • Provide grass for playground | Principals SBDM SRP Video | Principals Safety Director and Safety Coordinator | All Populations | A learning environment free from drug and safety violations | Assess surveys and facility studies Compliance with all Federal & ADA Guidelines (F) |
| Aug.-May 2021-2022 | S-3 Prioritize school safety <ul style="list-style-type: none"> • Conduct staff/teacher safety survey • Online survey • I LOVE YOU GUYS Foundation training (each semester) | I LOVE YOU Foundation | Administration | TIM ESL BIL SE AR | A safe learning environment | Data from surveys |

***Funding Source:**(LOC) Local^(SEP)

(SCE) State Compensatory Education

(TIA) Title I part A^(SEP)(TIM) Title I part C- Migrant^(SEP)

(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

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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 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 |
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GRULLA HIGH SCHOOL

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|-----------------------|--|---|--|-----------------|-------------------------------|---|
| Aug.-May 2021-2022 | INITIATIVE 1: Grulla High School will study and restructure current discipline practices to 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) |
| Aug.-May 2021-2022 | 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 2021-2022 | 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 models periodically through surveys. | Administrator of Student Services Principals Asst. Principals | Principals Asst. Principals Counselors Teachers PEIMS Clerk | 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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|-----------------------|---|--|---|-----------------------|---|---|
| Aug.-May 2021-2022 | S-3 Establish the incentive(s) to recognize students with good behavior. A-1 Train staff with a system to track and monitor daily student behavior. | 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) |
| August 2021 | A-2 Inform students of the expected behaviors and/or consequences for inappropriate actions. | | | | | |



GRULLA HIGH SCHOOL

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|--|--|--|--|--|--|--|
| Daily as needed | 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. | | | | | |
| August 2021 Every Six Weeks | INITIATIVE 2: Grulla High School will study the staffing patterns and personnel to ensure a healthy, safe learning environment. | 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) |
| Aug.-May 2021-2022 | 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. | | | | | |
| Every Six weeks | | | | | | |
| August- May 2021-2022 | 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 2021-2022 | 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 educational information on the nature of bullying. A-2 Establish and implement an 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 |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|

GRULLA HIGH SCHOOL



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|-------------------------------------|--|--|--|------------------------|--|--|
| <p>August- May 2020-2021</p> | <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, including the Standard Response Protocol Program, so they practice and experience what is expected of them during an emergency</p> <ul style="list-style-type: none"> • (Secure) Lock Out • Lock-Down • Evacuate • Shelter • Hold <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> | <p>Student Services Director Nursing Director Child Nutrition Director</p> | <p>Student Services Director Nursing Director Child Nutrition Director Principal Campus Safety Coordinator</p> | <p>All population</p> | <p>Positive environment responsive to the affective needs of medical and nutritional concern</p> | <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> |
| <p>Aug.-May 2020-2021</p> | <p>S-2 Provide 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 the District Nutrition Program at regular lunch intervals at each campus.</p> | <p>Student Services Director Nursing Director Child Nutrition Director</p> | <p>Student Services Director Nursing Director Child Nutrition Director Principal</p> | <p>All populations</p> | <p>Positive environment responsive to the affective needs of medical and nutritional concern</p> | <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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| District GOAL 2: LEARNING ENVIRONMENT: Provide school facilities that are conducive to a safe and orderly environment. | | | | | | |
|---|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
| 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 |

GRULLA HIGH SCHOOL



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|----------------------|---|---|--|-----------------|---|--|
| August-May 2020-2021 | INITIATIVE 1: Grulla High School will upgrade current technology resources to ensure an 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 | | | | | |
| Aug.-May 2020-2021 | 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 | |
| | S-2 Provide training on electronic PO's and computerized work orders to maintain campus needs efficiently. | | | All Populations | | |
| Aug.-May 2020-2021 | INITIATIVE 2: Grulla High School will provide staff with state-of-the-art facilities and resources. | 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) |
| | 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. | | | | | |

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| 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 |



GRULLA HIGH SCHOOL

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|------------------------------|---|---|--------------------------|--------------|--|---|
| Aug. 2021 | INITIATIVE 1: The District will recruit qualified an responsible staff for all vacancies | 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 | Ensure Highly Qualified Personnel (F/S) |
| Aug. to May 2021-2022 | 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 | | | | | |
| Aug. to May 2021-2022 | 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 candidates. A-5 Follow up all recommendations references to ensure the 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) |
| April 2022 | 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 |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
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GRULLA HIGH SCHOOL

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|------------------------|---|--|---|--------------|---|---|
| Aug. to May 2021-2022 | INITIATIVE 2: Implement mentorship program for new teachers. | Region 1 ESC Asst. Superintendent of Human Resources | Principal Deans Asst. Prin. Teachers | All Students | Provide appropriate support to new teachers | observations Retain new teachers Meeting Logs (F) |
| August 2021 | 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. | | | | Retain Teachers | Turnover at the end- of-year |
| August 2021 - May 2022 | INITIATIVE 3: The District will utilize the Training of Trainers for T-TESS Evaluation System | Assistant Superintendent for Human Resources Curriculum & Instruction Dept. Personnel Region 1 ESC | Principal Asst. Principal | All Students | Properly trained staff | Agendas/Evaluations Sign Ins T-TESS Evaluation Sheets (F/S) |
| | S-1 Provide update training for all experienced teachers (second year and on) S-2 Ensure that new teachers attend district trainings on T- TESS (Full Day) | | | | | |

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District GOAL 3: QUALITY PERSONNEL: Attract, retain, and develop 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.



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------------------|--|---|--|-----------------------|---|--|
| Aug. - May 2021-2022 | <p>MATH:</p> <p>INITIATIVE 1: Provide opportunities for teachers to attend training on effective strategies that are aligned to the TEKS.</p> <p>S-1 Support training for Math, computer-based software programs, and technology training for classroom equipment.</p> <p>S-2 Ensure that all 9th-12th teachers receive training for Agile Mind.</p> <p>S-3 Provide vertical alignment meetings at the district level.</p> <p>S-4 Provide opportunities for teachers to attend local, and state conferences to receive training in the latest innovative strategies and techniques for improving student achievement in mathematics.</p> <p>S-5 Provide training in 5E Model for all teachers.</p> <p>S-6 Provide training on On Ramps for Physics</p> | Curriculum & Instruction Dept. Personnel Region 1 TEKS Guide | Principal Deans Asst. Principals Teachers | All Students | <p>Increase performance In Math</p> <p>Increase in Teacher proficiency in delivery of instruction</p> | <p>Increase performance STAAR Benchmarks (F)</p> <p>T-TESS (F/S)</p> |

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| | SCIENCE: | | Principal | All Students | | |



GRULLA HIGH SCHOOL

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|-----------------------|--|--|--|--------------|---|--|
| Aug. to May 2021-2022 | INITIATIVE 1: The District will encourage teachers to attend training for implementing the science TEKS. S-1 Provide training in the Science TEKS, language intervention, and 5E Model S-2 Provide training on building Science Units S-3 Provide training on On Ramps for Chemistry | Curriculum & Instr. Dept. Personnel Region 1 ESC TEKS Guide | Deans Asst. Principals Teachers | | Effective use of Science strategies | Increase student performance on 5th and 8th grade Science STAAR/EOC (S) Benchmarks (F) T-TESS (F/S) |
| Aug. to May 2021-2022 | SOCIAL STUDIES: INITIATIVE 1: The District will provide teachers with the training 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. S-3 Provide training on On Ramps for US History S-4 Provide training for streamlined TEKS in US History | Curriculum & Instr. Dept. Personnel TEKS Guide Region 1 ESC | Principal Asst. Principals Deans Teachers | All Students | Enhance the Soc. Studies curriculum Increase in Teacher proficiency in delivery of instruction | Increase student performance on 8th grade STAAR/EOC (S) Benchmarks (F) T-TESS (F/S) |
| Aug. to May 2021-2022 | LANGUAGE ARTS: INITIATIVE 1: Provide opportunities for all teachers to attend training to acquire knowledge and skills on effective strategies in Lang. Arts 9th - 12th grade. S-1 Provide opportunities to attend all District Reading Intervention Training such as RtI, vertical alignment meetings at the district level, and receive 5E Model training. S-2 Promote trainings on latest research-based Writing S-3 Provide training on research-based Reading Strategies aligned to the TEKS. - Language Intervention - RtL - Dual Language - Computer-based Software Programs S-4 Provide training on Jane Shaeffer Workshop which includes Video conferences | Curriculum & Instr. Dept. Personnel TEKS Guide Region I | 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) |
| Aug. 2021 - May 2022 | | | | | | |

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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.



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--|--|--|---|-----------------------|---|--|
| Aug. to May 2021-2022 | LIMITED ENGLISH PROFICIENT: INITIATIVE 1: The District will ensure that teachers attend training 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 2021-2022 | INITIATIVE 2: The District will provide opportunities for teachers to attend training 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 EL Students). A-2 Send teachers to attend the Bilingual Consortium Trainings at Region 1. A-3 EL Leadership Academy for Assistant Principals MIGRANTS: | 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 2021-2022 Aug. and Sept. 2021 | INITIATIVE 1: The District will provide Migrant Dept. Staff and teachers opportunities to attend training 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) |

***Funding Source:**(LOC) Local⁽¹⁾_(SEP)

(SCE) State Compensatory Education

(TIA) Title I part A⁽¹⁾_(SEP)(TIM) Title I part C- Migrant⁽¹⁾_(SEP)

(CTE) State Career & Tech. Education

(IBF) IDEA-B-formula (Sp. Ed.)

(IBP) IDEA-B-preschool⁽¹⁾_(SEP)(TII) Title II, part A⁽¹⁾_(SEP)

(TIII) Title III-LEP

(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC⁽¹⁾_(SEP)(GU) Gear Up⁽¹⁾_(SEP)(SGT) Gifted & Talented⁽¹⁾_(SEP)

(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⁽¹⁾_(SEP)

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
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GRULLA HIGH SCHOOL

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|--|---|--|---|-----------------------------|---|---|
| | <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 meetings 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> |
|--|---|--|---|-----------------------------|---|---|

***Funding Source:**

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

****Special Populations Targeted**

(ED) Economically Disadvantaged
 (SE) Special Education

(ESL) English as a Second Language
 (BIL) Bilingual
 (AR) At Risk^{SEP}
 (GT) Gifted and Talented

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|-----------------------|--|-----------|--------------------|-----------------------|------------------|--------------------------------|
| Aug. to May 2021-2022 | <p>AT-RISK:</p> <p>INITIATIVE 1: The District will provide opportunities for</p> | | | | | |



GRULLA HIGH SCHOOL

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|--------------------------|---|--|--|---|---|--|
| Aug. to May 2021-2022 | staff to attend training on effective strategies in addressing the At-Risk population. S-1 Provide campus training on intervention programs to help close the gap in student learning. S-2 Promote staff training 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) |
| | 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 Odysseyware: \$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) |
| | S-1 Provide SCE Tutors and Professionals to work in a small setting with all enrolled students. S-2 Utilize Odysseyware Credit Recovery Program for students on a flexible schedule. S-3 Add a new computer lab to meet the demands of the increasing population. | 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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(TFC) 21st CCLC^(SEP)
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 (SGT) Gifted & Talented^(SEP)
 (SSE) State Special Education
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****Special Populations Targeted**

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

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|



| | | | | | | |
|-----------------------|---|--|---|------------------------|--|--|
| Aug. to May 2021-2022 | S-1 The District will update staff with training on referral process which addresses the following areas: | 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) |
| Aug. 2021 | <ul style="list-style-type: none"> Least Restrictive Environment Related Services Initial Evaluation Timelines Re-evaluation Timelines Transition 504 Procedures and Guidelines | | | | | T-TESS (F/S) |
| Aug. to May 2021-2022 | S-2 The District will provide new staff members with training on behavior intervention. | | | | Increase performance of Sp. Ed. Students | Sign Ins Agendas |
| Aug. to May 2021-2022 | S-3 Provide staff with training on inclusion of students with disabilities. S-4 Staff will receive training on ARD procedures and on understanding IEP documents. | | | | | Evaluations (F) T-TESS (F/S) |
| Aug. to May 2021-2022 | GIFTED AND TALENTED: 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 | T-TESS (F/S) |
| Aug. to May 2021-2022 | 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. | | | | Increase in Teacher proficiency in delivery of instruction | Maximize academic performance and development of gifts and talents (S) |
| Aug. to May 2021-2022 | S-2 Provide opportunities for teachers to attend training on effective implementation of the Parallel Curriculum correlation to the 5-E model. | | | | | |
| Aug. to May 2021-2022 | S-3 Provide opportunities for staff to attend training 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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 (TIM) Title I part C- Migrant^(SEP)
 (CTE) State Career & Tech. Education
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 (IBP) IDEA-B-preschool^(SEP)
 (TII) Title II, part A^(SEP)
 (TIII) Title III-LEP
 (CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC^(SEP)
 (GU) Gear Up^(SEP)
 (SGT) Gifted & Talented^(SEP)
 (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^(SEP)
 (GT) Gifted and Talented



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--|---|---|----------------------------|---|---|
| | <p>A-2 Participate in Region I Trainings</p> <p>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</p> <p>Curriculum & Instruction Dept.</p> <p>Personnel Region 1 ESC Online Trainings</p> | <p>Principal</p> <p>Assistant Principals</p> <p>Deans</p> <p>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> |

***Funding Source:**(LOC) Local^[1]_{SEP}

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****Special Populations Targeted**

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(BIL) Bilingual

(AR) At Risk^[1]_{SEP}

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education

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.**



GRULLA HIGH SCHOOL

| 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 2021-2022 | INITIATIVE 1: Grulla High School will develop and implement a systemic protocol governing fiscal affairs. | Federal and State regulations | 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) |
| August-May 2021-2022 | 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 | External legal counsel Chief Financial Officer | | | | |
| August-May 2021-2022 | 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 | | | | | |

***Funding Source:**

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****Special Populations Targeted**

(ESL) English as a Second Language
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District GOAL 5: PARENTAL INVOLVEMENT: Embrace school/community partnerships.

Annual District Performance Objective 1: RGCCISD will ensure that 90% of parents 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.



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--------------------|---|---|--|---|---|--|
| Aug.-May 2021-2022 | <p>INITIATIVE 1: Grulla High School will implement a comprehensive plan to examine and develop methods of assisting parents in the education of their child.</p> <p>S-1 Ensures that parents serve and are adequately represented at the District SBDM and campus SBDM committees.</p> <p>A-1 Invite parents to serve as members of the respective SBDM committees</p> <p>A-2 Provide orientation and in-services for parents on the SBDM Policy and procedures.</p> <p>S-2 Increase participation in the district Parent Advisory Council.</p> <p>A-1 Parents will increase participation in the district Parent Advisory Council.</p> <p>A-2 Meetings for parents will be conducted in both languages with all literature, handouts, and resources being bilingual.</p> <p>A-3 A special federal program orientation session will be provided to inform parents of the different programs and their services.</p> <p>A-4 Inform and provide orientation on the District LPAC policy.</p> <p>S-3 Strive to achieve a high number of parents attending required meetings such as ARDs, LPAC, and 504s.</p> | 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 | <p>Increase parent support</p> <p>Increase the knowledge and accountability of parents</p> <p>Keep parents informed</p> | <p>Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2020</p> <p>Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2020</p> <p>Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2020</p> |

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

(TFC) 21st CCLC^(SEP)
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****Special Populations Targeted**

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



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|-----------------------|--|--|---|--|---|--|
| Aug-May 2021-2022 | <p>S-4 Collaborative meetings to ensure support and connectivity to campus goals.</p> <p>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.</p> <p>A-1 Interpretation of the TAPR report.</p> <p>A-2 Parent Literacy training to help them with at home literature based activities.</p> <p>A-3 Parent training in addressing responsibility and self- discipline</p> <p>A-4 Address trainings on character education and home values</p> <p>A-5 Parent Trainings on their role in the accountability of their child's performance.</p> <p>A-6 Parent Training on newly adopted TEA Student Confidential Reports (SCRs)</p> | <p>Principal</p> <p>Region I ESC</p> <p>Coordinator for Parental Involvement</p> <p>Curriculum Dept. Personnel</p> <p>Dir. of Fed. Prog. Principal</p> <p>Region I ESC</p> <p>Coordinator for Parental Involvement</p> <p>Curriculum Dept. Personnel</p> <p>Dir. of Fed. Prog. Principal</p> | <p>Principal</p> <p>Asst. Principal Community Aides Teachers Counselors</p> <p>Principal</p> <p>Asst. Principal Community Aides Teachers Counselors</p> <p>Principal</p> <p>Asst. Principal Community Aides Teachers Counselors</p> | <p>All Populations</p> <p>All Populations</p> <p>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</p> <p>Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log TAPR</p> <p>Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log TAPR</p> |
| Aug, 2021 - May, 2022 | <p>INITIATIVE 2: Grulla High School will disseminate information to parents and staff to ensure participation in Special Population programs.</p> <p>S-1 Conduct informative sessions on programs for parents of Special Populations: Sp. Ed., Bil./LEP, G.T., At-Risk, and Migrant.</p> <p>A-1 Conduct coordination of services with Head start to Public Schools.</p> <p>On-site visits to familiarize them with facility</p> | <p>Region I</p> <p>Coordinator for Parental Involvement</p> <p>Curriculum Dept. Personnel</p> <p>Dir. of Fed. Prog</p> | | | | |

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****Special Populations Targeted**

(ESL) English as a Second Language

(BIL) Bilingual

(AR) At Risk^(SEP)

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education



GRULLA HIGH SCHOOL

| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|--------------------|--|---|---|------------------------------------|---|--|
| Aug.-May 2021-2022 | 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 | Region I ESC Dir. of Personnel District Migrant Coordinator District Testing Director Bilingual Director Attendance/Truancy Office Personnel Sp. Ed. 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 |
| August 2021 | 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. | Region I District Parental Involvement Administrator Curriculum Dept. Personnel Dir. of Fed. Programs District Testing Director | | | | |
| Summer 2022 | 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 | | | | | |

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| Timeline | Initiatives / Strategies/ Activities | Resources | Person Responsible | ** Special Population | Expected Outcome | Evaluation Formative/Summative |
|----------|--------------------------------------|-----------|--------------------|-----------------------|------------------|--------------------------------|
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GRULLA HIGH SCHOOL

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|-----------------------|---|---|--|-----------------------------|--|--|
| Aug.-May 2021-2022 | 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 S-1 Ensure effective communication flow. A-1 Parent to Parents PLN Parent Learning Network Training Open Door Policy School Parent Compact Needs Assessment Calendar of School Activities Flyers and Special Notices | Region I ESC Parental Involvement Administrator Curriculum Dept. Personnel Dir. of Fed. Prog. Principal Region I ESC Parental Involvement Administrator Curriculum Dept. Personnel Dir. of Fed. Prog. Principal Transportation Director Food Service Program Director Attendance/Truancy Dept. Personnel | Principals Asst. Principals Community Aides Teachers Counselors Principals Asst. Principals Community Aides Teachers Counselors | Populations All Students | Increase parent support Increase parent support | Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2020 Increase parent support to at least 90% as evidenced in School/Parent/ Teacher Contact Log in Spring 2020 |
| Aug.-May 2021-2022 | INITIATIVE 5: Grulla High School will provide educational opportunities for parents to assist them in their child's education. S-1 Implement programs to ensure educational opportunities for our parent population. S-2 To empower parents to become self-sufficient and responsible. A-1 Provide skills training in the following: Filling out Job Applications Operating Office Equipment Communication Skill Discipline Management Training A-2 Nutritional Programs A-3 Bus Safety Meeting A-4 Responsibility of Parent in the school setting Attendance/Truancy Laws Parent Compact A-5 Development of positive Self-Esteem in all students | | | | | |

***Funding Source:**

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****Special Populations Targeted**

(ESL) English as a Second Language (ED) Economically Disadvantaged
 (BIL) Bilingual (SE) Special Education
 (AR) At Risk⁽¹⁾_(SEP)
 (GT) Gifted and Talented