

Groesbeck Independent School District
Groesbeck High School
2017-2018 Campus Improvement Plan



Mission Statement

The mission of Groesbeck ISD is to ensure that every student achieves maximum potential.

Vision

The Vision of Groesbeck ISD it to be an EDUCATIONAL BEACON that exceeds the state's highest standards in all areas of education.

Value Statement

Every Kid a Winner!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Groesbeck ISD is a visionary and progressive 3A district with a growing student population surpassing 1,826 students. The district encompasses the cities of Groesbeck, Thornton, and Kosse, Texas. The community is primarily rural, and the district, at approximately 528 square miles, spans Limestone, Falls, and Robertson counties. It is composed of four traditional campuses: H. O. Whitehurst Elementary (PK-2nd), Enge-Washington Intermediate School (3rd-6th), Groesbeck Middle School (7th-8th), and Groesbeck High School (9th-12th). The district also provides services to the Limestone County Juvenile Detention Center. The student population is 59.4% white, 22.6% Hispanic, and 13.3% African American, and 4.8% other. Students identified as economically disadvantaged make up 66.5% of the population, and 52.7% of students are considered to be at-risk. (According to 2015-16 TAPR data compiled in January 2017.)

Demographics Strengths

- The dropout rate at 0% is lower than state average.
- The graduation rate at 95.8% is much higher than state average.
- 50% of 11th and 12th graders completed some dual credit hours.
- 68.3% of GISD graduates meet College and Career Readiness Standards
- 51.2% of graduates completed a CATE coherent sequence.
- GISD retention rates are significantly below state average.
- Secondary class size averages are below state class size averages.
- The teacher to student ratio is 13.9.
- More than 79.9% of GISD teachers have more than 10 years of teaching experience, with the average years of teaching experience being 15.6.
- At 4.3% the district has a low number of students with Limited English Proficiency.

Student Achievement

Student Achievement Summary

For the fifth rating of the STAAR testing system, the high school and middle school were rated “Met Standard,” while the District, intermediate school and elementary school (paired by default) were rated "Improvement Required," with 64% of students district-wide approaching grade level in reading; 61% in math; 52% in writing; 68% in science; and 64% in social studies. The district and all tested campuses have received several “System Safeguard” warnings.

District warnings include: African American students, economically disadvantaged students, special education students, and English Language Learners - all tested areas; Hispanic students - all tested areas except science; White students - writing. Each system safeguard is addressed in the DIP or CIP. The district was rated in 4 indexes, Index 1 *Student Achievement* (District 63/Target 60), Index 2 *Student Progress* (District 35/Target 22), Index 3 *Closing Performance Gaps* (District 27/Target 28), and Index 4 *Postsecondary Readiness* (District 61/Target 60). The District was rated IR because the floor for Index 3 was not met. The Community Engagement Rating shows exemplary progress in Wellness and PE, Community and Parent Involvement, Fine Arts, 21st Century Workforce, 2nd Language Acquisition, Digital Learning, and Dropout Prevention; it shows recognized progress in Educational Programs for the Gifted and Talented. Compliance and policy reporting requirements are met.

Student Achievement Strengths

District-Wide: 1. Participation status 2. Federal graduation status 3. Number of students completing dual credit hours 4. Number of students earning an Associate's degree 5. Postsecondary readiness 6. Student growth on all campuses

Throughout the District more students showed progress on each campus than the previous year.

School Culture and Climate

School Culture and Climate Summary

ISD foundation programs include Capturing Kids' Hearts, which focuses on culture.

The Culture:

Capturing Kids' Hearts

The Excel Model

- Engage *Meet and Greet*
- X-plore *Explore Needs*
- Communicate *That We Care*
- Empower *Use and Do*
- Launch *A Meaningful Ending*

Social Contracts

The Four Questions

- What are you doing?
- What should you be doing?
- Are you doing it?
- So what are you going to do?

School Culture and Climate Strengths

GISD is committed to a culture that nurtures students and fosters life-long learners. GISD focuses on dropout prevention from the onset. The district offers a full-day 3- and 4-year-old Pre-K program for students who are economically disadvantaged to give them an early academic advantage and prevent them from being behind their peers in kindergarten. Research shows that retention increases the likelihood of a student dropping out of school, so the district does everything possible to prevent dropping out at the youngest age possible. The focus on keeping students in school and helping them be successful academically continues on every campus through everything from character education to tutorial programs to social activities designed to keep the students interested in school life. The district also strives to partner and communicate with parents to prevent dropouts. The district has many teachers and other staff members trained in Capturing Kids' Hearts to create a positive culture throughout the district that encourages adults to build positive and appropriate

relationships with students to further ensure that students will stay in school and be successful; however, CKH training is not longer funded and Principals are responsible for maintaining campus culture.

The District is starting the third year of restorative discipline. The process focuses on returning students to an academic setting as quickly as possible, getting more parent involvement and input in the disciplinary process, providing opportunities for students to restore relationships or right the wrong, and more monitoring and requirements of students post-placement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers have the required state certification or the equivalent in the areas that they are teaching.

Staff Quality, Recruitment, and Retention Strengths

Retention Strategies:

- Competitive salaries
- High-needs stipends: Foreign language, secondary math certifications (Algebra I & II, Geometry, Pre-Cal, Calculus)
- District pays portion of health insurance
- District purchases life insurance for each employee
- Provides health and wellness initiatives for employees: Health Matters, flu shots, access to weight room and employee workout areas
- Professional development opportunities: Capturing Kids' Hearts retreat, Design & Delivery, technology conference, Eduhero on-line trainings, Region 12 Enhanced Coop

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

GISD core curriculum is the TEKS Resource System.

The Curriculum: TEKS Resource System

Components:

- Vertical Alignment Document (VAD)
- TEKS Verification Documents
- Year at a Glance
- Instructional Focus Documents (IFD)
- Unit Assessments

The Five E's (Math, Science, Social Studies):

- Engage
- Explore
- Explain
- Elaborate
- Evaluate

Balanced Literacy Model (English Language Arts & Reading)

The process for instruction is Design and Delivery, based on Marzano's research and delivered by Learning Keys.

The Process:

- · Instructional Practices
 - Deconstructing Standards and Creating Learning Objectives
 - Engagement
 - Research-Based Instructional Strategies
 - Higher-Level Thinking/Rigor Rate
 - Questioning Strategies
- · GISD Absolutes = TEKS Readiness Standards

Curriculum, Instruction, and Assessment Strengths

- A vertically and horizontally aligned viable curriculum is in place.
- The curriculum is continually updated via the TEKS Resource System to keep pace with changing standards and changing standardized testing programs.
- Teachers receive a great deal of staff development on instructional strategies and instructional technology.
- The teachers are provided exceptional resources and tools to help them in their classrooms.

Family and Community Involvement

Family and Community Involvement Summary

The Community Engagement Rating shows exemplary progress in Wellness and PE, Community and Parent Involvement, 21st Century Workforce, Fine Arts, 2nd Language Acquisition, Digital Learning, and Dropout Prevention; it shows recognized progress in Educational Programs for the Gifted and Talented. Compliance and policy reporting requirements are met.

Family and Community Involvement Strengths

The school district and community of Groesbeck maintain a strong, symbiotic, and supportive relationship. School activities are well-attended by parents and community members, including parent night events, sporting events, student performances, and public meetings. The school communicates with parents through comprehensive and varied means, including letters, documents, newsletters, phone calls, emails, a community outreach system, the GISD website, Facebook, the marquee, the local newspaper, and face-to-face meetings and conferences. Each campus showcases students in awards assemblies that recognize students for a variety of accomplishments, including grades, attendance, scholarships, and competitions. Banquets are held by various groups, such as athletics and FFA, to showcase students and recognize the efforts of their parents and other supporters as well. The community supports the students through generous donations in the form of scholarships, Goat Backer packages, and foundation contributions. The counselors and principals provide a plethora of information to parents to help them make informed decisions concerning their children. This information includes everything from character education to homework help to college enrollment (including help with FASFA forms) and much, much more. The parents support the schools through a variety of booster clubs and other parent-led initiatives, such as Project Graduation. The school also supports the community by allowing the use of facilities by non-profit organizations, such as Little Dribblers, and by hosting community-wide events, such as the Chamber of Commerce Banquet. The district provides a community-wide Pep Rally at Homecoming and a breakfast for the community during Public School Week and other events that welcome community members, parents, and business leaders. The district also partners with various colleges to provide opportunities for students to earn dual credit and expose them to opportunities beyond graduation.

School Context and Organization

School Context and Organization Summary

The 2017-18 GHS Leadership Team consists of: Keri Allen, Principal; Susan Swick, new Assistant Principal; Athletic Director, Steve Hale. GHS is organized around a matrix of duties - both lead and support.

School Context and Organization Strengths

Campus leadership is already familiar with the trainings and organizational aspects of the District.

Technology

Technology Summary

In 2010, the district became one of the first and the largest public school districts in the state of Texas to issue a laptop to every student K-12. With the support of the community and Board of Trustees, the district was able to pass a bond to purchase not only the laptops but to also equip every classroom in the district with 21st century technology: an interactive whiteboard, document camera, projector, sound system and DVD player that all synced to the teacher's laptop and were controlled by a single access panel on the wall. The district also increase its technology infrastructure and band width to support this massive endeavor. Teachers attended workshops and began to learn how to use the hardware. Also, numerous software purchases have been made, and the teachers have also been trained in how to use these tools to increase student achievement and engagement. The community has continued to support this initiative with additional bonds. The district has expanded training to include hosting an annual Technology Conference for our teachers. The capacity of this conference has expanded to allow neighboring districts to send their teachers for a small fee. The district's philosophy is that technology is an amplifier. In other words, it can magnify good teaching strategies and good classroom management, but it can also magnify poor teaching strategies and classroom management; however, technology competency and mastery are a must in today's workforce. With this knowledge, the district has worked to educate students, parents, and teachers on the proper use of technology and the importance of a positive digital footprint.

A community facilities committee has identified numerous needs throughout the District, including the need to upgrade our current equipment and infrastructure. The last two bonds have now failed (each by a small margin), and a third one has been proposed for November 2017.

Technology Strengths

The foundation tools include a laptop for every student K-12 and 21st century classrooms for every teacher.

The Tools:

1:1 Laptop Initiative

- K-12 Chromebook Laptop for Every Student/Teacher
- Social and Academic Tool
- Software/Web-Based Tools

21st Century Classrooms

- Interactive White Board (ENO)
- Mounted Projector w/ Sound System

- Document Camera (Lumens)
- DVD Player
- Laptops
- Graphing Calculators and T-I Navigator System, Nspire (Math Only)

Website - The District Website has been revamped and reorganized. The Website has a great deal of information and is updated regularly.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: All Students exceeding state and federal performance standards.

Performance Objective 1: RtI process will be aligned within the district with GHS following RtI district process including targeted interventions.

Evaluation Data Source(s) 1: Documentation, RtI Meetings with parents and/or teachers, Eduphoria documentation (teachers, counselors, parents)

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Review and maintain consistency in the district RtI process.	1, 2, 8, 9, 10	Special Education Director, Special Education Teachers, Interventionists	RtI will be aligned and enforced within GISD.			
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Teachers will be trained in RtI and will participate in the processes, review data and progress in order to modify and/or enforce RtI processes.	1, 2, 3, 4, 8, 9, 10	Special Education Director, Campus Administration	Student achievement will increase as interventions become targeted/specific.			
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 3) Masters schedules include RtI time with responsible teacher/s listed.	1, 2, 3, 8, 9, 10	Registrar, Counselor, Campus Administration	Time specifically utilized for targeted instructions/interventions.			

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) Student Data is updated and available in Eduphoria in the student profile, War Boards and/or Digital Notebooks.	1, 2, 8, 9	Department Leaders, Campus Administration, Teachers	Data is utilized to monitor and/or adjust instruction as needed.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: All Students exceeding state and federal performance standards.

Performance Objective 2: Writing processes across the District will be aligned and teachers will be trained in the new writing curriculum and processes.

Evaluation Data Source(s) 2: Sign-in sheets, Minutes, Lesson Plans, TTESS documentation

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 1) Teachers will incorporate writing across the curriculum to support the writing process (Science, Social Studies, Math).	1, 2, 3, 7, 9, 10	Teachers, Campus Administration	As students write more, skills will improve.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: All Students exceeding state and federal performance standards.

Performance Objective 3: Campus Administrators will conduct walkthroughs and provide feedback tot he teachers and observe that District processes are in place.

Evaluation Data Source(s) 3: Walkthrough documentation, Meeting Minutes (Full Staff and Department), SE posted in classrooms.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Administration will maintain a focus on teachers engaged in District processes: TEKS, lesson plans, SE posted in classrooms, RBI strategies, questioning strategies and positive school culture. Feedback will be provided to teachers (TTESS).	1, 3, 5, 9, 10	Campus Administration	Teachers will utilize research-based pedagogy, teachers will grow as professionals, improve in their craft and add to their expertise.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: All Students exceeding state and federal performance standards.

Performance Objective 4: GHS will support at-risk students through teacher tutorials, Groesbeck University tutorials, SUCCESS classes, content mastery, interventionists, RtI and 504.

Evaluation Data Source(s) 4: Schedules, RtI Documentation, Groesbeck University dates/times

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 1) GU offerings, SUCCESS classes, credit recovery, content mastery will be available for at-risk students.	1, 2, 3, 7, 8, 9, 10	Campus Administration and Teachers	At-risk students will have increased academic performance.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Supportive parents and community members proactively involved in the education of our students.

Performance Objective 1: GHS will partner with parents, the community and other stakeholders for GHS students through involvement and participation in school planning, activities and campus events.

Evaluation Data Source(s) 1: Committees and activities will be documented through SHAM and campus calendars.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 3 CSF 5 CSF 6 1) GHS will maintain a partnership with community by: Dual Credit, CATE, GU, etc.	6, 7	Administration	Stakeholders will become actively vested in student achievement.			
Critical Success Factors CSF 3 CSF 5 CSF 6 2) GHS will maintain partnerships with parents through communication and activities to which they are invited.	6, 7	Administration	Parent participation will increase and they will become actively involved in student achievement.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Supportive parents and community members proactively involved in the education of our students.

Performance Objective 2: GHS will continue to increase communication with parents and community.

Evaluation Data Source(s) 2: Call-outs system, Newsletters, conferences, GHS webpage, District social media pages, GHS marquee, etc.

Summative Evaluation 2:

Goal 2: Supportive parents and community members proactively involved in the education of our students.

Performance Objective 3: Provide student with policies and procedures to combat bullying.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 5 CSF 6 1) GHS staff will be trained in David's Law and implement procedures to be in compliance with the law. Resources will be made available to faculty, staff, students and community via GISD website.	6, 10	Administration and counselors	Reduce the incidents of bullying and cyberbullying. Resources will be easily accessible.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment.

Performance Objective 1: To provide GHS staff with a systemic plan for professional development that aligns with GISD foundation programs and school improvement: CKH culture, TEKS curriculum, Design and Delivery (processes/lesson plans) and technology and 21st century classroom support (tools).

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) GHS teachers will be trained in Design and Delivery (district). Best practices are consistently supported with faculty and staff.	2, 3, 4, 5, 9	Administration	Trainings, SHAM documentation			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment.

Performance Objective 2: Teachers will continue to submit lesson plans and use District processes to plan and deliver quality instruction to students.

Evaluation Data Source(s) 2: Lesson plans (Forethought), TTESS, TEKS documentation

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 7 1) Continue to review and support processes with teachers (TTESS, Forethought and Design and Delivery).	3	Administration	SHAM documentation			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students.

Performance Objective 1: GHS will maintain a safe and orderly environment and updated clean facilities. A District Facility Committee will review facility needs, including issues of safety and present them to the Board.

Evaluation Data Source(s) 1: GHS will follow and suggest modifications as needed to:

Facilities plan

Maintenance and custodial schedules

Crisis Management Plan

Safety and discipline procedures

Energy Conservation Plan

Summative Evaluation 1:

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Review and maintain consistency in the district RtI process.
1	1	2	Teachers will be trained in RtI and will participate in the processes, review data and progress in order to modify and/or enforce RtI processes.
1	1	3	Masters schedules include RtI time with responsible teacher/s listed.
1	1	4	Student Data is updated and available in Eduphoria in the student profile, War Boards and/or Digital Notebooks.
1	2	1	Teachers will incorporate writing across the curriculum to support the writing process (Science, Social Studies, Math).
1	3	1	Administration will maintain a focus on teachers engaged in District processes: TEKS, lesson plans, SE posted in classrooms, RBI strategies, questioning strategies and positive school culture. Feedback will be provided to teachers (TTESS).
1	4	1	GU offerings, SUCCESS classes, credit recovery, content mastery will be available for at-risk students.
3	1	1	GHS teachers will be trained in Design and Delivery (district). Best practices are consistently supported with faculty and staff.