

Groesbeck Independent School District

Groesbeck High School

2018-2019 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 rural 3A district in central Texas. The community consists of the town of Groesbeck and the surrounding area including ranch and farm land. Groesbeck ISD is one of the oldest school districts in Texas and is located near historic Ft. Parker. Groesbeck is home to a coal-based power plant, various small mining enterprises and manufacturing industries. The total assessed property value in the school district has decreased by 48% in the last 8 years.

Currently the district serves 1685 students in grade pre-kindergarten - 12. The number of students has decreased in the past year. During the 2017-18 school year, the student population declined by just over 4%. The student number at the beginning of the 2018-19 school year represents an additional 4% decrease. Groesbeck ISD does accept transfer students who meet attendance and discipline standards. Students are housed in four campuses: H.O. Whitehurst Elementary (PK - 3), Enge-Washington Intermediate School (4-6), Groesbeck Middle School (7-8), and Groesbeck High School (9-12). Groesbeck ISD also serves students who are incarcerated at the Limestone County Juvenile Detention Center. The student population is approximately 56% white; 26% Hispanic; 12% African American; 4% two or more races; and the remaining 2% American Indian, Asian, or Hawaiian/Pacific Islander. The majority of the students (70%) qualify for free or reduced meals. English learners comprise about 5% of the population, and about 11% of the students qualify for special education services. Specific information about performance for students as a whole and specific sub-populations is included in the Academic Achievement section of this report. In an effort to save paper, those results will not be duplicated in this section.

Groesbeck ISD employees 266 individuals of which 123 are teachers and 8 are campus based administrators. Teachers and administrators do meet state certification requirements. The 2017-18 Equity Plan indicated no disparity for teachers with less experience with slightly over 50% of the teachers having 10 or more years of experience. Each campus is also served by at least one licensed school counselor. The district is governed by an elected 7-member Board of Trustees.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- State certified and high quality staff data

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Review and maintain consistency in the district RtI process.		Special Education Director, Special Education Teachers, Classroom Teachers, Principal, Assistant Principal, Counselors	RtI will be aligned and enforced within GISD.			
Comprehensive Support Strategy 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.		Special Education Director, Campus Administration	Student achievement will increase as interventions become targeted/specific.			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 3) Master schedules include RtI time with responsible teacher/s listed.		Registrar, Counselor, Campus Administration, Success Teachers, Credit Recovery Teacher	Time specifically utilized for targeted instructions/interventions.			
Comprehensive Support Strategy 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.		Success Teachers, Campus Administration, Teachers, Counselors	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 campus will include all disciplines using writing as an educational tool.

Evaluation Data Source(s) 2: Lesson plans, warm-ups, exit tickets, individual lesson responses

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 1) Teachers will incorporate writing across the curriculum to support the writing process.		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 to the 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Comprehensive Support Strategy 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, TEKS Resource System.		Campus Administration	Teachers will utilize research-based pedagogy (TEKS Resource System), 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, peer tutorials, SUCCESS classes, content mastery, RtI and 504.

Evaluation Data Source(s) 4: Schedules, RtI Documentation

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 1) ZAP, SUCCESS classes, credit recovery, content mastery will be available for all students.		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 agendas, sign-in sheets, campus calendars, and use of Remind.

Summative Evaluation 1:

Strategy Description	ELEMENTS	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, Dual Enrollment, Remind, Athletic events, Fine Arts performances, UIL, FFA activities, etc.		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.		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: Skyward, Remind, Google Classroom, conferences, GHS web page, 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	ELEMENTS	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, student assemblies, posters/flyers (both student and administration generated).		Administration and counselors	Reduce the incidents of bullying and cyber bullying. Resources will be easily accessible.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: Student attendance rate for GHS will increase by 0.5%

Evaluation Data Source(s) 4: Student attendance reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) Campuses will work with parents and students to create Truancy Prevention Plans.	2.5	Principal, Assistant Principal	The students attendance rate will be at least 94.5%			
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) GHS will enforce state attendance laws in regards to course credit and truancy.	2.5	Principal, Assistant Principal	The students attendance rate will be at least 94.5%			
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 3) School personnel will increase awareness among students, parents, and community members of the importance of regular school attendance through social media posts, personal communication.	2.5	Principal, Assistant Principal	The students attendance rate will be at least 94.5%			
 = 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: TEKS Resource System, Eduphoria (processes/lesson plans), technology, and 21st century classroom support (tools).

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) GHS teachers will be trained in TEKS Resource System, Lead4ward, and Eduphoria. Best practices are consistently supported by faculty and staff.		Administration	Trainings			
 = 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	ELEMENTS	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 TEKS Resource System).		Administration	Forethought, Aware, Unit assessments/CBA's, TEKS Resource System			
 = 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:

Comprehensive Support 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	Master schedules include RtI time with responsible teacher/s listed.
1	1	4	Student Data is updated and available in Eduphoria in the student profile.
1	2	1	Teachers will incorporate writing across the curriculum to support the writing process.
1	3	1	Administration will maintain a focus on teachers engaged in District processes: TEKS, lesson plans, SE posted in classrooms, TEKS Resource System.
1	4	1	ZAP, SUCCESS classes, credit recovery, content mastery will be available for all students.
3	1	1	GHS teachers will be trained in TEKS Resource System, Lead4ward, and Eduphoria. Best practices are consistently supported by faculty and staff.

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Richard Cooper	Principal
Classroom Teacher	Hollye Reynolds	Social Studies Chair
Classroom Teacher	Sandy Neal	Math Chair
Classroom Teacher	Sherri Killingsworth	English Chair
Classroom Teacher	Sue Waller	Science Chair
Administrator	Staci Kirk	Assistant Principal
Classroom Teacher	Nancy Sutton	CTE Chair
Classroom Teacher	Shannon Casto	ELA Teacher
Classroom Teacher	Jill Flatt	Science Teacher
Classroom Teacher	Debra Brown	Math Teacher
Classroom Teacher	Mary Wurts	CTE/Social Studies Teacher
Non-classroom Professional	Susan Swick	Counselor