



**GANADO SECONDARY
SCHOOL
CAMPUS IMPROVEMENT PLAN
2020-21**

Ganado Secondary Campus Improvement Plan Committee

2020-2021

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Comprehensive Needs Assessment

Demographics Summary

Ganado Secondary School is comprised of grades 6 – 12, that operate as one campus, and has a total enrollment of 405 students.

- **Ganado Junior High**
- Enrollment – 173 students
 - African American – 4 students 2.3%
 - Hispanic – 91 students 52.6%
 - White – 75 students 43.4%
 - 2 or More races – 3 1.7%
- Enrollment by Student Group
 - Economically Disadvantaged – 85 students, 49.1%
 - Non-Economically Disadvantaged – 88 students, 50.9%
 - Section 504 – 10 students, 5.8%
 - Special Education – 12 students, 6.9%
 - ELL – 11 students, 6.4%
 - At-risk – 77 students, 44.5%
- **Ganado High School**
- Enrollment – 232 students
 - African American - 5 students, 2.2%
 - Hispanic – 127 students, 54.7%
 - White – 97 students, 41.8%
 - 2 or More races – 3 students, 1.3%
- Enrollment by Student Group
 - Economically Disadvantaged – 103 students, 44.4%
 - Non-Economically Disadvantaged – 129 students 55.5%
 - Section 504 – 20 students, 8.6%
 - Special Education – 26 students, 11.2%
 - At-risk – 95 students, 40.9%

Data from Texas Education Agency "Texas Academic Progress Report 2018-19"

Demographic Strengths

- In Grades 9 – 12, class sizes are below state average; in Grade 6 – 8, class sizes are on average with the state.
- Attendance in Grade 6 – 8 is above state average; in Grades 9 – 12, slightly above state average.
- Student mobility rate is well below state average, indicating stability.

Demographic Weaknesses

- Ganado Junior High 2018-19 School Report Card received a D in “Closing the Gaps” (received an overall C) nor did it receive any Distinction Designations (7 opportunities)
- Ganado High School 2018-19 School Report Card received a C in “Closing the Gaps” (received an overall B) and did receive 2 out of 7 Distinction Designations (Comparative Academic Growth and Postsecondary Readiness)

Student Achievement Strength Highlights

- Ganado High School was able to show substantial Academic Growth (All Grades Tested) in both Reading and Math: State Average: 69; Campus Average: 75; 19 points improvement from the 2018 TAPR

Student Achievement Needs Highlights

- Ganado Junior High School and Ganado High School have earned a low performing score in Closing the Gaps between the 2 major ethnic groups. As a result of this, the Junior High has received a D in the Domain of Closing the Gaps and must present a plan on how to address and correct this rating.

School Culture and Climate Summary

As a Secondary Campus, the blending of grades 6 – 12 on the same bell schedule has been more workable for shared staff (teachers/coaches) but more crowded during passing period and lunch.

PLCs are limited to Staff or Professional Days as 15 teachers have shared coaching responsibilities.

Stipends have encouraged teachers to take on additional extracurricular duties/school club and Academic UIL.

School Culture and Climate Strengths

- The majority of teachers continue to help out whenever possible. Every new teacher has a mentor.
- Restorative Justice is being used for student conflict resolution.
- Counselor is providing social-emotional services to our students in conflicts – personally and with others.

School Culture and Climate Needs

- Students and parents have expressed concern over national social injustices; concerns over how to best educate and inform the students.
- Addressing the social-emotional needs of staff as they adapt to new instruction and accountability.

Staff Quality, Recruitment, and Retention

There is a fluctuation of longevity concerning Secondary teachers that reflect a range of zero experience, to 20 years of experience. Limited employment for partners not employed by the District and limited affordable housing are challenges to recruit new teachers/coaches. Staff who are natives or graduates of Ganado are more invested in long-term careers and will raise their families here as well. This is a strength of GISD.

Curriculum, Instruction, and Assessment

Ganado Secondary School utilizes the TEKS Resource system curriculum for planning, instruction, and assessment of our students. To better plan instruction, we will use the Y.A.G., I.F.D. and the vertical alignment document to help ensure appropriate pacing of instruction. The Secondary School has a variety of other supplemental resources and technology to enhance the TEKS Resource system.

Family and Community Involvement

Ganado Secondary School does not presently have a Parent Teacher Organization. The campus can utilize Community Action or other community outreach programs to get parental involvement and engagement. The Athletic Booster Club and The Band Booster Club have strong membership but serve only athletes and band members. The FFA Chapter involves community members through shows and club meetings.

There is a strong community connection and involvement with the Athletic program.

School Context and Organization

From the TAPR December 2019 report, Ganado Secondary School serves grades 6 – 12, with approximately 405 students. In addition to our core classes, we offer 6 Career and Technical Education Elective pathways: Information Technology; Education and Training; Health Science; Human Services; Hospitality and Tourism; Agriculture, Food, & Natural Resources. Other electives include: Athletics, Art/Yearbook, and Band. Our clubs include: HS & JH National Honor Society; HS & JH Student Council; TAFE, Spanish Club; and, UIL Academics.

Technology

Ganado Secondary School has the technological infrastructure to support our 21st century classrooms for staff and students. In grades 6-12, Chromebooks are a 1:1 ratio. Classrooms are equipped with Smartboards and supporting technology to enhance the learning environment. Our technology department provides ongoing support for each new program, and prepares our campuses for teacher in-service and for our students returning to school.

Ganado Secondary School Campus Improvement Plan 2020-21

GISD Strategic Priority: High Academic Performance and Student Success

TEA Strategic Priority 2: Build a Foundation in Reading and Math

TEA Strategic Priority 3: Connect High School to Career and College

- **Goal 1.1** Ganado Secondary School will provide a quality instructional program to meet the needs of all students. GSS will increase academic achievement for all students while closing the achievement gap between student groups and students of special populations.
- **Goal 1.2** Ganado Secondary School teachers will consistently implement TEKS Resource System curriculum 100% of the time in the creation of lessons and delivery of instruction, as well as planning by the Ganado 7 Instructional Framework.
- **Goal 1.3** Ganado Secondary will increase course elective selections for 6th grade students; and grow our Career and Technical Education pathways.
- **Goal 1.4** Ganado Secondary teachers will implement Reading activities to strengthen students reading foundation
- **Goal 1.5** Ganado JH School will increase our Domain 3 (Closing the gaps) scaled score of 68 to a scaled score of 72. Rational: Our Hispanic population represents 52.6% of our student population and the campus is having trouble closing the gaps with this population. Data indicates that our campus needs to implement differentiated instructional strategies to help our sub population groups achieve Meets Grade level.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
The TEKS Resource System will be followed in all core content areas to ensure vertically and horizontally aligned curricula. The following will be used in planning instruction:(1) Year at a Glance/YAG (2) Vertical Alignment Documents/VADs (3) Instructional Focus Documents/IFDs (4) Instructional pacing guides.	Local	Kathy Edwards, Principal William Prats, AP	Sarah Woodring, Director of C,I, & A Core & Content Teachers	Adherence to TEKS Resource units; Increase in state assessment scores; Evidenced in teacher lesson plans with documented Admin observations/ walkthroughs
Teachers will teach all grade level & subject area TEKS during the school year using the Ganado 7 Instructional Framework.	Local	Kathy Edwards William Prats	Core & Content Teachers	Improved Reading and Math Scores on assessments

				throughout the year and state assessments
Surveys will be provided to incoming 6 th grade students to explore course elective options aligned to CTE pathways.	Local	Amanda Bures, Counselor	Kathy Edwards William Prats	Increased enrollment in CTE courses, and future career and college opportunities
All secondary teachers will incorporate 45 minutes per week of silent sustained reading. Upon completion of novel, students will complete a book review/recommendation in Google Forms.	Local	ALL classroom teachers	Kathy Edwards William Prats Gwen Finegan	Documentation in Lesson Plans and observed with Walk-throughs; improvement in SAR
Cross curricula writing will occur in all content classes using S.P.E.A.R. and S.A.R. forms.	Local	All classroom teachers guided by Allison Bennett and Mandy Keen	Kathy Edwards William Prats Gwen Finegan	Increased Reading Comprehension scores and improved Writing scores
Teachers will receive Sheltered Instruction Training to assist with strategies for ELL students.	Local	Region 3	Kathy Edwards William Prats	Improved local assessments scores and improved state assessments scores
Administrative rounds will be conducted to help secondary administrators calibrate the TTESS evaluation process and ensure the instructional growth and retention of teachers.	Local	Kathy Edwards William Prats	Administrative Team	Improved the instructional leadership ability of the principal and assistant principal at the campus.
Teachers will receive professional development on differentiated instruction to help close the gaps within our subpopulations.	Local	Kathy Edwards	Administrative Team	Scores will increase on state and local assessments.
Teachers will implement differentiated instructional strategies into their daily lessons.	Local	All Teachers	Kathy Edwards William Prats	Differentiation will be documented in teacher lesson plans.
Administrators will conduct walkthroughs to target the implementation of differentiated instruction in all teachers daily lessons.	Local	Kathy Edwards William Prats	Administrative Team	Walkthroughs, TTESS, DMAC

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GISD Strategic Priority: School Safety & Climate

TEA Strategic Priority 1: Recruit, Support, and Retain Teachers and Principals

- **Goal 2.1** Ganado Secondary School will support new teachers by following the GISD mentoring program, providing on-going support utilizing our instructional coach and administrative team.
- **Goal 2.2** Ganado Secondary School will actively recruit and retain highly qualified teachers through job fairs at our Education Service Center and those ESCs in proximity to our District.
- **Goal 2.3** Ganado Secondary School will establish a strong partnership with all student families (face-to-face learners and virtual learners) to maximize learning and to establish a collaborative partnership between school staff and home support systems.
- **Goal 2.4** Ganado Secondary School will have monthly celebrations – birthdays, acknowledging teacher/classroom achievements, and “good news” at faculty meetings and monthly school board meetings.
- **Goal 2.5** Ganado Secondary School will utilize the services provided through the counselor’s office to assist and offer social-emotional services to students and staff.
- **Goal 2.6** Ganado Secondary School will use resources developed by the Texas Education Agency for Trauma Informed Care and provide counseling options and train staff through Restorative Justice practices.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
Implement a new teacher mentoring program beginning with in-service and continue throughout the school year with on-going support embedded in professional development.	Local	Kathy Edwards William Prats Mentor Teachers	Erin Fasel	Teacher retention Classroom observations
Provide social etiquette workshops for students to understand “real-world” issues; establish norms i.e. “I understand what you are saying but I disagree because...” in order to have appropriate discussions.	Local	Amanda Bures	Kathy Edwards William Prats All teachers	Improved student relationships
Conduct monthly teacher/staff recognitions at faculty meetings and school board meetings. Teachers will select and acknowledge their peers through a guided checklist.	Local	Teachers/Staff	Kathy Edwards William Prats Erin Fasel	Improved teacher morale

Provide teachers/staff with training to incorporate all learners into the daily learning environment following the “Continuity of Learning Asynchronous Model” and to communicate this plan effectively with parents.	Local	Teachers	Kathy Edwards William Prats	Synchronous and Asynchronous learners are on pace with their face-to-face peers
Attend ESC Region 3 and surrounding ESC and college job fairs to recruit highly-qualified teachers.	Local	Erin Fasel	Kathy Edwards William Prats	Have all teaching positions filled prior to June 30, 2021
Continue to provide training in Restorative Justice practices; receive training through EduHero, the Education Service Center and local mental health agencies.	Local	William Prats	Kathy Edwards Amanda Bures	Improved student morale and mental health issues; ongoing through the school year.

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GISD Strategic Priority: Effective Communication With All Stakeholders

TEA Strategic Priority 4: Improvement of Low-Performing Schools

- **Goal 3.1** Ganado Secondary School will provide consistent communication (in both English and Spanish) to parents and guardians regarding their students' academic and social achievements and needs.
- **Goal 3.2** Ganado Secondary School will utilize Blackboard, the Campus Webpage, and the Campus Facebook page to inform parents and community stakeholders about the activities and upcoming events on campus .
- **Goal 3.3** Each department/staff will create, maintain, and update their school webpage.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
Host a Technology Night with the parents to understand how to use our on-line education programs (Google Classroom, Links, Etc.). Students and staff would provide live demonstrations to the parents to ensure asynchronous/synchronous instruction.	Local	Students Staff Jenny Nelson	Kathy Edwards William Prats Staff	Increased instruction time and completion of assignments by due date
Improve timely and meaningful communication with parents.	Local	Kathy Edwards William Prats Teachers	Erin Fasel Kathy Edwards William Prats	Decrease in the number of attempts to establish effective communication
Utilize GISD technology to communicate upcoming events and to share information about our campus.	Local	Teachers/Staff	Kathy Edwards William Prats Jenny Nelson	Increased parent involvement due to being more informed
Each staff/teacher should have their school webpage built by the first week of school. Information posted should include a schedule, course syllabus, conference time, and contact information.	Local	Teachers	Kathy Edwards William Prats	School Web page

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GISD Strategic Priority: Operational Excellence and Financial Stewardship

TEA Strategic Priority 1: Recruit, support, and retain teachers and principals

- **Goal 4.1** Ganado Secondary School will follow attendance requirements.
- **Goal 4.2** Ganado Secondary School will have an organizational tree indicating role/responsibility.
- **Goal 4.3** Ganado Secondary teachers will do a Needs Assessment each spring to assist in the campus budget planning.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
Each teacher will post their attendance according to state and local requirements.	Local	Teachers	Belinda Diaz Kathy Edwards William Prats	Daily Attendance Reports posted correctly
Attendance will be monitored for truancy.	Local	William Prats	Kathy Edwards	Improved attendance
Develop an Organizational Tree for the roles and responsibility of the office staff to be shared with teachers; information to be included – purchase procedures; announcement/postings; attendance; facility and building use.	Local	Kathy Edwards	William Prats Amanda Bures Belinda Diaz	Better understanding of the process and procedures, and the responsibility of each person
Each teacher will do a Needs Assessment of their course/class and submit each spring.	Local	Teachers	Kathy Edwards	Improved budget as a true reflection of the campus/class needs
All staff will receive and sign designated job descriptions for their assigned position(s).	Local	Administration	Staff Members	Signed documents

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GISD Strategic Priority: ESSA – Every Student Succeeds Act

TEA Strategic Priority 2: Build a Foundation in Reading and Math

Areas to Address 1: Grades 6 – 8: Closing the achievement gaps between ethnicity groups on all subjects; improve “Approaches” “Meets” and “Masters” percentages between ethnicity groups

Areas to Address 2: Grades 9 – 12: Closing the achievement gaps between ethnicity groups on all subjects

STRATEGIES/ACTIVITIES	FUNDING SOURCE	SMART Goal	Base Line Data %	3-5 Year Goal
Explore scheduling options for the 21-22 school year with 6th grade students to ease the transition from elementary to junior high school. Focus will be on math and ELAR courses due to low scores and issues with adjusting to the transitions between classes.	Local	65% by 2020-2021	61% in 2019	By the time this 6 th grade class starts 9 th grade students will perform at or above state level.
Secondary students will receive a minimum of 45 minutes per week for silent sustained reading(SSR) time to increase students’ reading stamina and comprehension. ELAR/SS Teachers will utilize various activities to monitor and assess student reading and utilization of the SSR time.	Local	Grades 9 – 12: 65% by 2020-2021 Approaches Grades 6-8: 41% for Meets Grade Level	Grades 9 – 12: 62% in 2019 (State 75%) Approaches Grades 6 – 8: 38% in 2019 (State 50%) Meets Grade Level	Grades 9 – 12: Improve Reading comprehension across all areas – State Assessments; SAT, ACT, and TSI. No percentage available Grades 6-8: Improve to 45% Meets Grade Level