



**GANADO SECONDARY SCHOOL
CAMPUS IMPROVEMENT PLAN
2021-2022**

Ganado ISD Strategic Priorities:

School Safety and Climate

Ganado ISD will provide a safe and secure learning environment that fosters a community of trust and promotes student excellence. GISD will enhance security and safety while providing systems of support to guide and strengthen students' physical and emotional well-being in both academics and extra-curricular systems.

High Academic Performance and Student Success

Ganado ISD will improve the maximum potential for every student through an unwavering focus on high academic achievement by diverse, meaningful, and engaging learning experiences that prepare our students for success in continued education, the workforce, and life. GISD staff will deliver quality instruction that fosters an academic, positive social and emotional environment, that includes college, career, and military readiness through rigorous and individualized pathways of study.

Effective Communication with All Stakeholders

Ganado ISD will effectively communicate, in both English and Spanish, with all stakeholders throughout the District and the community in a positive, consistent, authentic, and timely manner by using a variety of media and resources. GISD will consistently implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.

Operational Excellence and Financial Stewardship

Ganado ISD will promote fiscal responsibility that reflects a commitment to student learning while also providing sufficient resources for optimal operation of all District departments and facilities. GISD will develop a written budget and spending process that adheres to sound financial practices, involves effective communication with all stakeholders, provides a clear picture of all programs and needs, and provides adequate resources so that all District programs and departments can operate successfully.

Staff Quality, Recruitment, and Retention

Ganado ISD will be composed of qualified professionals who are inspiring, invested, and committed to the growth of all members of the District. GISD will recruit, retain, and competitively compensate employees who are dedicated, innovative, inclusive, and committed to educational excellence.

GSS Planning and Decision Making Committee

Name	Position
Katherine Edwards	Principal
Brian Whitecotton	Assistant Principal
Mandi Bures	Secondary Counselor
Gwen Finegan	Instructional Coach
Ventura Gobellan	Community In School liaison
Kaly Vallejo	Character Strong Teacher
John Harkrider	Computer Technology Teacher
Jessica Ferguson/Nick Quattrone	AFNR Teachers
Sarah Ardner	Fine Arts/VASE Teacher
Allison Bennett	ELA HS Teacher
LeiAnn Girndt	7 th /8 th Math Teacher
Elizabeth Teague	Math HS Teacher
Cindy Charron	6 th /7 th Reading Teacher
Kendra Guerrero	Campus SPED Coordinator
Cassie Tomanek	Parents of child in SPED Program
Rosaura Hernandez	JH Parent
Amy Thedford	JH/HS Parent
Rosaura Hernandez	EL Parent
Joe Garza	Business Representative
OPEN	Business Representative
Judy Rodriguez	Community Representative
Joyce Snell	Community Representative

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GISD Strategic Priority: School Safety and Climate

Ganado ISD will provide a safe and secure learning environment that fosters a community of trust and promotes student excellence. GISD will enhance security and safety while providing systems of support to guide and strengthen students' physical and emotional well-being in both academics and extra-curricular systems.

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

- **GSS Goal 1.1** Ganado Secondary School will provide and promote a positive, high achievement-based climate and positive culture that is safe and conducive to maximized, data-driven student instruction and learning.
- **GSS Goal 1.2** Ganado Secondary School will regularly recognize and celebrate student academic and social performance. GSS will consistently recognize and celebrate teachers who exhibit exceptional instructional skills and dedication.
- **GSS Goal 1.3** Ganado Secondary School will establish a strong partnership with all student families to maximize learning and to establish a consistent collaboration between school staff and home support systems.
- **GSS Goal 1.4** Ganado Secondary School will follow the GISD Comprehensive Safety Plan.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Continue implementation and consistent use of GSS Discipline Management Plan as well as campus incentive initiatives: Character Strong Recognition program; Texas Farm Bureau Student Athlete of the Week	Local Funds Community Sponsor	K. Edwards, Principal; B. Whitecotton, Asst. Principal	M. Bures, Counselor K. Vallejo, Character Strong Teacher Teachers and Staff	Reduction in Disciplinary Referrals; Consistent Positive Reinforcement of students; Identification of Character Strong 6 th /7 th grade student each month, beginning in September
2. Continue campus Incentive program involving earned "spirit sticks" for positive behaviors exhibited across the campus by students.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Teachers and Staff	Reduction in Disciplinary Referrals; Consistent Positive Reinforcement of students
3. Consistent use of Student Assessment Binders in Grades 6-12, where student scores and work will be monitored by staff and students periodically.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Gwen Finegan, IC; Teachers and Staff	100% Binder use in Grades 6-12; Parent Night (2 times a year) where students will show and explain binders to parents
4. All administrators, teachers, and staff will understand and carryout all aspects of GISD Comprehensive Safety Plan.	Local Funds, Title IV funding	K. Edwards, Principal; B. Whitecotton, Asst. Principal	All staff on campus	Adherence to all Safety Plan components; Appropriate documentation
5. GJHS (6 th & 7 th Grade) will utilize the Character Strong education program. Character Strong addresses Social-Emotional Learning and Character Development. SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making. Character Development:	Community Sponsor – Colere Group	K. Edwards, Principal; B. Whitecotton, Asst. Principal; Mandi Bures, Counselor	Kaly Vallejo, Character Strong Teacher Junior High teachers/coaches	Reduction of disciplinary referrals; Improved social interaction with peers and teachers; Improved attendance; Reduction of peer-peer conflicts;

Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility				Monthly recognition of student who exhibits positive character traits
6. Continue to provide training in Restorative Justice practices, and continue to receive training through Edu-Hero, Region 3, and local MHMR agencies.	Local Funds	K. Edwards, Principal; B. Whitecotton	Brian Whitecotton, AP; A. Bures, Counselor	Reduction of Disciplinary referrals Positive classroom management systems to reduce office referrals

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GISD Strategic Priority #2: High Academic Performance and Student Success

Ganado ISD will improve the maximum potential for every student through an unwavering focus on high academic achievement by diverse, meaningful, and engaging learning experiences that prepare our students for success in continued education, the workforce, and life. GISD staff will deliver quality instruction that fosters an academic, positive social and emotional environment, that includes college, career, and military readiness through rigorous and individualized pathways of study.

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

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

- **GSS Goal 2.1** 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.
- **GSS Goal 2.2** Ganado Secondary School will implement programs that enable ALL students, including Special Education, Dyslexic, and 504 students, to demonstrate progress as defined by federal, state, district, and campus guidelines.
- **GSS Goal 2.3** 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 following the guidelines of the Ganado 7 Instructional Framework.
- **GSS Goal 2.4** Ganado Secondary School will ensure our Tier I, II, and III Instruction enables our students to make a minimum one-year's growth on Reading, Math, Writing, and Science STAAR/EOC scores; Scores will increase by 10% from scores in 2021.
- **GSS Goal 2.5** Ganado Secondary students will be diagnostically screened using research-based diagnostic instruments.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. 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) Pacing calendar.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	S. Woodring, C,I,&A Director; Gwen Finegan, Instructional Coach; Teachers	Adherence to TEKS Resource units; Increase in state assessment scores; Evidenced in teacher lesson plans with documented Admin observations/

				walkthroughs; Agendas and regular lesson plan review
2. Secondary teachers will engage in data-driven instruction, teaching all grade level & subject area TEKS, using the Ganado 7 Instructional Framework. Teachers will engage in regular PLC's with Secondary Instructional Coach	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Gwen Finegan, IC; Teachers	Increased student performance in reading and math; improvement in grades and state assessments scores
3. Purchase supplemental materials to assist students with reading, math, writing, and science	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	S. Woodring, C,I,&A Director	Consistent utilization of supplemental materials
4. Improve the Master Schedule to maximize time for instruction and intervention supports. A 30-minute Enrichment/Intervention time for Grades 6-12 will be incorporated into the daily schedule to ensure adequate time is spent providing instructional support and/or enrichment for ALL students daily. Students not requiring Intervention will be allowed to practice/participate in UIL Academics. All student organizations will utilize the Enrichment period for the club/organization meetings.	Funding not required	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Teachers	Increased student performance in all core classes; improvement in grades and state assessments scores; opportunities for tutoring; opportunities for students to participate in UIL Academics; club and organization meetings
5. All core-subject teachers will use TEKS Resource System Performance-Based Assessments and other formative assessments in their teaching units to guide the instruction of students. This will allow them to modify and adjust for students in need of enrichment, reteach, and intervention.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	S. Woodring, C,I,&A Director; G. Finegan, Instructional Coach; Core-Content Teachers	Increased Data-Driven Instructional practices tailored to students' needs; Increased student performance in all subjects; improvement in grades and state assessments scores
6. Utilize progress monitoring assessments to track student data (STAAR/EOC Benchmarks in Grades 6-8, and HS tested areas, running records, Benchmarks, checkpoints, unit exams) and utilize the results of the assessments to plan intervention and assistance for students.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	G. Finegan, Instructional Coach Teachers	Increased Data-Driven Instructional practices tailored to students' needs; Increased student performance in all subjects; improvement in grades and state assessments scores
7. Weekly PLC's will have set agendas and will use data tracking from Unit Assessments and other accumulated data to monitor student performance to ensure data-driven instruction.	Funding not required	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Gwen Finegan, Instructional Coach Teachers	PLC Agendas reflecting consistent data talks/instructional strategies discussions; Improvement of State scores and diagnostic scores
8. Incorporate individualized data monitoring for each student in every subject and grade level.	Funding not required	K. Edwards, Principal; B. Whitecotton, Asst. Principal	G. Finegan, Instructional Coach; Teachers	Increased student performance in all subjects;

				improvement in grades and state assessments scores
9. Develop and implement a campus T-TESS calendar, with administrative walkthroughs and observations occurring frequently to ensure instructional excellence.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Executive Leadership Team; Teachers	Successful adherence to schedule and minimum number of observations for each teacher met and performed
10. Monitor the progress of ESL students and provide additional support for students to become proficient in English and to obtain mastery of the grade-level/content specifics TEKS. (1) ESL Progress Monitoring Spreadsheets (2) Small group instruction (3) TELPAS results (4) Progress notices; Secondary teachers will incorporate ELPS strategies in classroom instruction, and 100% of ELA/R teachers will be ESL Supplemental certified.	Title III Funding; Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	LPAC/ESL teacher Teachers	Daily direct intervention and supplemental instruction provided to all EL's; Improvement of diagnostic scores and State Assessment scores
11. Provide accommodations for instruction and assessments as appropriate, and focus on differentiated instruction to meet the needs of various student populations (SPED, ELLs, GT, 504, Migrant, Dyslexia, and At-Risk students).	Title I, II, and III Funding; Local Funds; SPED Funding	K. Edwards, Principal; B. Whitecotton, Asst. Principal	N. Holub, Dyslexia Coordinator; SPED Coordinator Teachers	Documented Differentiation strategies in Tier I Instruction, as well as Tier II/III Instructional strategies
12. The Secondary instructional staff will continue to improve and evaluate their Multi-Tiered Systems of Support(MTSS), Student Success Initiative (SSI), and Dyslexia Identification Program and Referral processes.	Title II Funds; Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Campus ESL; N. Holub, Dyslexia Coordinator; SPED teachers on campus; SpEd Coordinator; Teachers	Accurate referrals to Dyslexia Coordinator; Documentation of effective system; Improvement in diagnostic and assessment scores
13. The Secondary Campus will utilize services provided through Communities in School. The mission of Communities In Schools (CIS) in Texas is to surround students with a community of support , empowering students to stay in school and achieve in life. The CIS model is designed to keep students persisting in education and ultimately graduate from high school. CIS partners with educators, students, and parents to identify the specific needs of students who are at-risk of dropping out of school.	Community Support – Colere Foundation	K. Edwards, Principal A. Bures, Counselor	V. Gobellan, CIS Liaison	Improved attendance; improved grades; reduction in students withdrawing to homeschool programs; increased awareness of students in need of assistance

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GISD Strategic Priority: Effective Communication with All Stakeholders

Ganado ISD will effectively communicate, in both English and Spanish, with all stakeholders throughout the District and the community in a positive, consistent, authentic, and timely manner by using a variety of media and resources. GISD will consistently implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.

TEA Strategic Priority 4: Improvement of Low-Performing Schools

- **GSS 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.
- **GSS Goal 3.2** Ganado Secondary School will update and follow the campus Parent and Family Engagement Plan to continue to build a strong partnership with parents and family members throughout the school year.
- **GSS Goal 3.3** Ganado Secondary School will increase parent and family communications throughout multiple face-to-face meetings in order to create a climate of trust and collaboration in decision making across the campus.
- **GSS Goal 3.4** Ganado Secondary School administrators, teachers, and instructional staff will maintain teacher webpage to ensure continual communication and collaboration between school and parents in regards to student expectations and performance.
- **GSS Goal 3.5** Ganado Secondary School will promote opportunities for family involvement in school activities.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Weekly communications with parents in both English and Spanish, via Blackboard messaging, Newsletters, website, school marquee, etc.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	M. Zavala, Admin. Asst.; Teachers and Staff	Positive Feedback on MOY and EOY Parent Surveys and feedback of consistent communications with Spanish-speaking families.
2. Review and Continued implementation of GSS Parent and Family Engagement Plan	Local Funds	B. Whitecotton, Asst. Principal	A. Bures, Counselor; Teachers and Staff	Successful Implementations of this years' Plans with all families
3. Teacher creation of informative webpage to disseminate information and provide student expectations to parents and guardians. Admins and instructional staff will also create Virtual Offices that parents/guardians may visit to receive needed information. Secondary Website will be revamped to be more user-friendly and information-rich, for both parents of face-to-face learners and virtual/online learners.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	A. Bures, Counselor; Teachers and Staff	100% creation of teacher/staff webpage GSS; Successful revamp of Secondary Website with positive feedback from parents in EOY Parent Survey
4. Scheduling of parent and family evening activities such as Meet the Teacher; Open House; Booster Club Meetings; Data Reflection Nights	Local Funding	K. Edwards, Principal; B. Whitecotton, Asst. Principal	A. Bures, Counselor; Gwen Finegan, IC Secondary Club Sponsors	Successful events and documentation of attendance at events
5. Public recognition of teachers and students, as well as regular postings of campus events and happenings.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Teachers and Staff	Awards and Recognition records throughout the school year; Newsletters and

				postings completed by campus throughout the school year Student & Staff Monthly recognition at the School Board Meeting T.A.F.E. Teacher of the Month
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Ganado Secondary School Campus Improvement Plan 2021-2022

GISD Strategic Priority #4: Operational Excellence and Financial Stewardship
 Ganado ISD will promote fiscal responsibility that reflects a commitment to student learning while also providing sufficient resources for optimal operation of all District departments and facilities. GISD will develop a written budget and spending process that adheres to sound financial practices, involves effective communication with all stakeholders, provides a clear picture of all programs and needs, and provides adequate resources so that all District programs and departments can operate successfully.

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

TEA Strategic Priority 4: Improvement of Low-Performing Schools

- **GSS Goal 4.1** Ganado Secondary School will follow the Secondary Master Schedule daily to ensure maximized data-driven instructional time and emphasis on Intervention/Enrichment efforts daily.
- **GSS Goal 4.2** Ganado Secondary School administrators, teachers, staff, and students will follow all operational protocols to ensure adherence to campus procedures and Board Policy.
- **GSS Goal 4.3** Ganado Secondary School administrators will establish a T-TESS Observation cycle to ensure all instruction and learning on the campus is at the Proficient or higher level of performance.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Strict adherence to Secondary Master Schedule daily, with minimal academic interruptions and maximized instructional efforts.	Local funds	K. Edwards, Principal Mandi Bures, Counselor	All Teachers and Staff	Observation and monitoring of schedule daily
2. Daily adherence to all campus procedures and Board policies.	No funding required	K. Edwards, Principal; B. Whitecotton, Asst. Principal	All teachers and staff	Adherence to all policies based on observation and monitoring of all staff by Administrators throughout the year

3. Regularly scheduled observations and walkthroughs, as well as Administrative rounds on campus to provide instructional support and monitor effectiveness of teaching strategies being used across the campus.	No funding required	K. Edwards, Principal; B. Whitecotton, Asst. Principal	District Admin staff; Instructional Coaches	T-TESS Observation data and schedules; Improvement of teachers throughout the year
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Ganado Secondary School Campus Improvement Plan 2021-2022

GISD Strategic Priority #5: Staff Quality, Recruitment, and Retention

Ganado ISD will be composed of qualified professionals who are inspiring, invested, and committed to the growth of all members of the District.

GISD will recruit, retain, and competitively compensate employees who are dedicated, innovative, inclusive, and committed to educational excellence.

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

- **GSS Goal 1.1** Ganado Secondary School administration and teachers will continue Professional Learning Communities (PLCs) where data-driven instruction will be the focus, as well as teacher support and achievement for ALL students.
- **GSS Goal 1.2** Ganado Secondary School will support teachers by following the GISD Teacher Mentor Program, providing ongoing support and job-embedded professional development and data disaggregation through weekly PLC (Professional Learning Communities) meetings, Administrator walkthroughs and observations, and Administrative Rounds where the focus will be on instructional excellence, teacher support, and data-driven instruction. will regularly recognize and celebrate student academic and social performance.
- **GSS Goal 1.3** Ganado Secondary School will consistently recognize and celebrate teachers who exhibit exceptional instructional skills and dedication.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Initiate and implement campus Incentive program involving earned “spirit sticks” for positive behaviors exhibited across the campus by teachers/staff.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Teachers and Staff	Consistent Positive Reinforcement of teachers
2. Identify Mentors for each new teacher to the District, as well as less-experienced teachers in need of instructional and/or emotional support. Train and establish times for these Mentors to hands-on assist these teachers.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	S. Woodring, C,I, & A Director: Teachers and Staff	Successful implementation of GISD Mentor Program; Positive feedback from teachers in program via EOY survey
3. Conduct job-recruitment strategies to fill vacant positions on campus.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal	Central Admin Staff	Successful filling of all positions.

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Every Student Succeeds Act (ESSA)					
TEA Strategic Priority 2: Build a Foundation in Reading and Mathematics					
TEA Strategic Priority 4: Improvement of Low-Performing Schools					
<ul style="list-style-type: none"> • GSS Goal 5.1 Ganado Secondary School will increase student scores at Meets Grade Level or above on STAAR/EOC Reading. • GSS Goal 5.2 Ganado Secondary School will increase student scores at Meets Grade Level or above on STAAR/EOC Math. 					
AREAS TO ADDRESS and STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	BASELINE DATA%	3-5 Year Goal %	Data Sources
1. Daily 30-minute intervention for students, addressing Reading identified through MTSS systems and screening procedures. Enrichment/Intervention period built into the daily schedule.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal Grade Level Teachers; S. Woodring, Director C,I,&A	Baseline data from CBAs	80%	MTSS Documentation
2. Daily 30-minute intervention for students, addressing Math identified through MTSS systems and screening procedures. Enrichment/Intervention period built into the daily schedule.	Local Funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal Grade Level Teachers; S. Woodring, Director C,I,&A	Baseline data from CBAs	80%	MTSS Documentation
3. Benchmark testing at BOY, MOY, and EOY; Interim assessments to monitor student progress; Eduphoria assessments; Instruction based on data.	Local funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal Grade Level Teachers; S. Woodring, Director C,I,&A	Baseline Scores	Minimum one-year's growth for EVERY student on campus.	Diagnostics, STAAR
4. In Grades 6-8 and 9-11 (tested subjects), decrease the number of "failures" on the testing rosters; review the "sub-pops" to determine specific areas of growth and provide tutoring to address those areas. Provide tutoring before/during/after school and on designated Saturdays.	ESSER III Funds; local funds	K. Edwards, Principal; B. Whitecotton, Asst. Principal; G. Finegan, Instructional Coach	2020 STAAR/EOC assessments	Minimum one-year's growth for EVERY student on campus.	Eduphoria Assessments to progress monitor individual student growth

COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Ganado Secondary school is a 6th – 12th Grade school located in Ganado, Texas. A campus of approximately 390 students

Summary of Demographics

Total Secondary Enrollment: 387 students (6th – 58; 7th – 65; 8th – 49; 9th – 59; 10th – 52; 11th – 48; 12th - 56)

Gender Percentage: 52.19% Male; 47.84%Female

215 (55.5%) Identified Economically Disadvantaged

Ethnicity Breakdown: 14 African American; 213 Hispanic/Latino; 157 White; 3 2 or More Races

At-Risk Population: 3.618% Black/African American; 55.039% Hispanic/Latino; 40.568% White; 0.775% 2 or More Races

Special Populations: 11 (2.842%) ESL/LEP 33(8.527%) SPED

1 (0.258%) Migrant Students

Gifted/Talented Program:30 students [7(23.333%) Hispanic/Latin 21(70%) White 2(6.67%) 2 or More Races]

Demographic Strengths

- SPED rate is below 8%.
- Average class size is below state recommended 22:1 Student to Teacher Ratio.
- Attendance Rates are higher than state average.

Demographic Needs

- Reading/Math Performance of ELL and Special Education students

Data Sources Reviewed

Demographics

Enrollment by grade and gender
Enrollment by ethnicity
Enrollment by student pop/program
PEIMS student data
Staff Mobility/Stability
PEIMS Attendance

Student Achievement

State Accountability Reports
Benchmark Results (in absence of 2020 STAAR)
TELPAS Report
STAAR Results
Promotion/Retention Rates

School Culture and Climate

PEIMS Discipline Summary
School Climate Surveys
PEIMS Discipline Reports
Title I Surveys (Teacher/Community)
Parent Conferences/Meetings

Staff Quality, Recruitment and Retention

Teacher Certifications
Paraprofessional Qualifications
Teacher FTE by Gender and Ethnicity
Teacher Yrs. Experience/Years in ISD
Parental Participation Logs
Teacher/Student Ratios
Special Program Qualifications
Professional Development Data
Recruitment/Retention Strategies

Curriculum, Instruction and Assessment

TEKS Resource System Documents
Unit Assessments/Benchmarks
Instructional Resources/Class Materials
School/Special Program Schedules
Enrichment Resources
Lesson Development
Instr. Delivery Strategies/ Techniques
Professional Development Surveys

Family and Community Engagement

Family/Community Participation Logs
Parent Volunteer Information
Parent Activity Evaluations/Feedback
Event and/or Meeting Calendars
Community Agencies/Support Services

School Context and Organization

School Structure (Teams, etc.)
Decision-Making Committee(s)
Mentor Teachers
Duty Rosters
Schedule for Student Support Services
Campus Communication
School Map & Physical Environment
Extracurricular/School Program Services

Technology

Technology Plan
Technology Professional Development
Technology Policies and Procedures
Resource Allocations

Summary of Findings

Student Achievement

Improved performance of all EOC States Assessments in the following categories from 2019-2021

- Algebra I (JH): 100% Approaches; 95% Meets; 60% Masters
- Algebra I (HS): 88% Approaches; 55% Meets
- Biology: 85% Approaches
- English I: 74% Approaches; 48% Meets; 11% Masters
- English II: 73% Approaches; 61% Meets; 7% Masters
- U.S. History: 93% Approaches; 78% Meets; 47% Masters

Addressing the STAAR State Assessments (6th – 8th grade) comparison 2019-2021

- 6th Grade Reading: 67% Approaches
- All other 6th – 8th grade STAAR Assessments show a decrease since 2019 State Assessment

Continued training on effective instructional strategies for tiered instruction, utilizing the MTSS system

Data-driven PLC meetings to progress monitor student growth and improved instructional strategies

Increase the number of students at the Meets performance standards on all STAAR/EOC assessments

School Culture and Climate

Enhancement of high-achieving climate on campus

Implement Character Strong and Communities in School programs

Raise awareness to support safety of all students

Increase staff morale with teacher incentive and communication

Additional training for special programs

Increase staff morale with the addition of a Sunshine Committee for staff celebrations

Curriculum, Instruction, and Assessment

Improvement needed in lesson plan development utilizing Ganado 7 strategies

Differentiation of instruction

Vertical planning opportunities

Time and resources for building common assessments/benchmarks

Training on disaggregation of data; and how to use the data to increase rigor and close gaps

Family and Community Engagement

Need for Parent Teacher Association (PTA)

Increase parent engagement including parents of EL and low SES students

Spanish updates to campus and teacher Web pages

Staff Quality, Recruitment, and Retention

Increase diversity in staff

Improve campus culture and climate to retain staff

High, and retain, quality certified staff

School Context and Organization

Improvement of Teacher Mentor program

Clear lines of communication

Collaborative team/department planning

Time for campus professional development meetings

Technology

Continued allocations for technology resources

Teacher web-page training

Utilization of educational software for progress monitoring

Maintain updated campus website