

Gainesville Independent School District

Gainesville High School

2023-2024 Campus Improvement Plan



Mission Statement

Gainesville ISD Mission:

We ensure students and staff develop the knowledge, skills and attitudes necessary for immediate and future success, through a cooperative effort of school, home and community.

GHS Campus Mission:

Vision

Reaching every student, every day to be learners and leaders.

Core Beliefs

Equity

We believe access to a world class education in Gainesville is a right for all not a privilege for a few. We will never allow race, economic status or our own systems to be barriers to the education all students deserve

Excellence

We believe in challenging ourselves and the bar we have created for academic, social, and emotional success in Gainesville. We will always raise the bar by believing that excellence is in our reach but not quite in our hands.

Diversity

We believe that a diverse student and staff population enriches the learning environment. We value the unique identity of every adult and student in GISD and will actively seek diversity in all that we do

Innovation

We believe we are preparing students for a future we cannot predict. We must empower students with the tools, leadership, and facilities to drive innovation in thought and action

Partnership

We believe strong partnerships are critical to achieving our vision. Partnerships provide innovative ideas and expertise that benefit our staff,

students, families, and community.

Safe and Comfortable Environment

We are committed to creating a learning environment that is safe, secure and comfortable, both physically and emotionally for all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Increase sub pay and support; Same subjects get same conf; Increase SpEd support; Tutorial time during school day

Staff retention; leveling classrooms

Teachers having to sub; Salary scale; Extra duties linked to grants; Curriculum support; Tutorials before/ after school

Demographics Strengths

Diversity in students and staff

Teacher retention bonuses; Instructional coaches; Job fairs

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Problem Statements: Low SES students struggle to be successful at post secondary institutions.

Priority Problem Statements

Problem Statement 1: Problem Statements: ELLs performed markedly worse than other sub populations in all EOCs except Algebra I.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Problem Statement: English teachers need support to teach below grade level students

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Problem Statements: Low SES students struggle to be successful at post secondary institutions.

Root Cause 3:

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Problem Statements: SpEd students have underperformed with their scores remaining relatively the same over the past few years.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: First year teachers face multiple challenges that affect their ability to deliver quality instruction.

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- T-TESS data
- T-PESS data

Goals

Goal 1: In GISD, academics are about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 1: GHS will place an emphasis on literacy across all grade levels and content areas to help ensure that at least 70% of students are reading on or above grade level.

High Priority

Evaluation Data Sources: English EOC 1 &2 passing level, TSI (Reading) data, Advanced Placement Course Performance (AP and Dual Credit)

Strategy 1 Details	Reviews			
<p>Strategy 1: READ 180 will be utilized for low performing freshmen and sophomores; Quill/ IXL will used for juniors and seniors</p> <p>Strategy's Expected Result/Impact: Increase academic performance of struggling students</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund - 11-6222 - \$24,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Advisory interventions will target students who have failed previous year EOCs.</p> <p>Strategy's Expected Result/Impact: Increased scores. Students stay on graduation track.</p> <p>Staff Responsible for Monitoring: Intervention teachers, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 199 General Fund - 11 6399 - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 1: In GISD, academics are about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 2: By May 2025, 100% of students will receive Tier 1 instruction and 100% of students requiring additional support will be placed in RtI with progress documented in the ESPED system.

High Priority

Evaluation Data Sources: STAAR data, Response to Intervention data; Beginning/Middle/End of year district universal screener data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Based off 2022 23 success, teachers will continue to plan in their PLC with an instructional coach and administrator using Lead4ward, TEKS RS and previous year assessment data as resources.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 199 General Fund - 23 6399 - \$850</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AVID will be used to prepare first generation college students</p> <p>Strategy's Expected Result/Impact: GHS will have the tools to be successful at the collegiate level.</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 General Fund - 11 6219 - \$36,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: GHS will provide a high quality CTE program that prepares students for employment after graduation and strengthens campus accountability.</p> <p>Strategy's Expected Result/Impact: Students electing to join the workforce after graduation will have employable, marketable skills</p> <p>Funding Sources: - 199 General Fund - 11 6399 - \$88,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: In GISD, academics are about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 3: GISD will increase student performance for each STAAR/EOC assessment by 8% placing an emphasis on students reaching the Masters Grade Level Distinction.

High Priority

Evaluation Data Sources: End of Course Exams (Eng. 1&2; Algebra; Biology; US History)





Strategy 1 Details	Reviews			
<p>Strategy 1: Inclusion teachers will have the same conference period as the content teacher they support and be present the entire period.</p> <p>Strategy's Expected Result/Impact: SpEd students will receive more content- specific support</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: GHS will provide instructional supplies to assist teachers in delivering quality instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will have supplies they need to instruct</p> <p>Staff Responsible for Monitoring: Principals, APs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: GHS will strategically use book sets purchased with federal funding and will maintain a library that is up to date on current youth literature and encourages student literacy."</p> <p>Strategy's Expected Result/Impact: Students will have a large selection of books to choose from.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 1: By May 2025, 100% GHS teaching staff will have spent one year implementing PLC best practices, as demonstrated by the creation of campus level commitments, team norms, and artifacts demonstrating a focus on the four critical questions.

High Priority

Evaluation Data Sources: Campus professional learning plans; Eduphoria repository of trainings; PLC data





Strategy 1 Details	Reviews			
<p>Strategy 1: PLCs will be used to support new teachers in the classroom</p> <p>Strategy's Expected Result/Impact: New teachers will receive high-level instructional support to meet the demands of their teaching schedule</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 2: GHS will improve ongoing support for first year teaches in GHS with a goal of 90% or higher satisfaction rate on end-of -year survey.

High Priority

Evaluation Data Sources: Ongoing survey feedback from first-year teaches, mentors, and campus administrators; Retention rate of 1st year teachers.





Strategy 1 Details	Reviews			
Strategy 1: First year teachers receive support from a mentor teacher. Strategy's Expected Result/Impact: First year teachers will receive effective, consistent instructional support Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 3: Performance Objective 3: GHS will recruit and retain a pool of quality substitute educators and increase our substitute fill rate to 85%.

High Priority

Evaluation Data Sources: Absence Management reports, feedback from students, teachers, administrators and guest educators.





Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers that perform well will be slowly assigned leadership roles among the various committees.</p> <p>Strategy's Expected Result/Impact: New teachers will feel be know district-wide procedures</p> <p>Staff Responsible for Monitoring: Principals, APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 1: Maintain parental and community involvement programs that promote the academic, social and emotional growth of students. 70% of the total parent population will participate in school activities throughout the year.

High Priority

Evaluation Data Sources: Sign in sheets from program activities, parental surveys, SBDM documents.





Strategy 1 Details	Reviews			
<p>Strategy 1: GHS will continue to promote and strengthen the partnership with NCTC through the Lunch and Learns, class trips, promotion through campus media such as KPAW, the weekly GHS Update and the GHS Facebook page.</p> <p>Strategy's Expected Result/Impact: GHS enrollment at NCTC will continue to grow</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: GHS will hold "Class of 2028 Night" (8th Grade) for the parents of incoming freshmen to explain graduation requirements, career pathways, Talent Search, NCTC, etc. It will be held at the GHS library and St. Mary's.</p> <p>Strategy's Expected Result/Impact: Parents of incoming freshmen will know what to expect for the next four years and how to support their child's success.</p> <p>Staff Responsible for Monitoring: Principals, APs</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 2: Foster 100% of district and campus quality communication between home, school and community.

High Priority

Evaluation Data Sources: Sign in sheets, End of Year program review; data from community events and surveys, district/campus call out reports.





Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will inform and guide students through the multiple secondary and post secondary opportunities that GHS has to offer by meeting with each one individually through grad plans.</p> <p>Strategy's Expected Result/Impact: Students and parents will be fully aware of the opportunities they have at GHS</p> <p>Staff Responsible for Monitoring: Principals, APs</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 3: The Communications department in conjunction will improve communication with all stakeholders by increasing the number of information pathways and parental and community outreach events.

High Priority

Evaluation Data Sources: End of year program review, data from school and community events.

Strategy 1 Details	Reviews			
Strategy 1: GHS will produce a weekly update and promotion of upcoming events, student/ organization accomplishments, counselor updates and any other important information. Strategy's Expected Result/Impact: GHS parents will be informed and updated on everything GHS on a weekly basis Staff Responsible for Monitoring: Principal, APs	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: We acknowledge that access to opportunities and success is not - and has not been - the same for all community members and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 1: By May 2025, all students will have the opportunity to participate in transition activities to promote a positive a variety of careers and connections between schools.

Evaluation Data Sources: Data Sources: Documentation of transition activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will host student career nights in the spring to promote campus opportunities, the importance of maintaining good grades, school attendance, and goal setting for the future. Each student will be met with one-on-one with a counselor.</p> <p>Strategy's Expected Result/Impact: Students and Parents play a vital role in the development of graduation plans.</p> <p>Staff Responsible for Monitoring: Principals, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each CTE Program will visit GJH for an entire day and present the details and benefits of their pathway.</p> <p>Strategy's Expected Result/Impact: Incoming 9th graders will have a solid understanding of each CTE career pathway.</p> <p>Staff Responsible for Monitoring: Principal, APs, CTE programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: GHS will hold bi-monthly Lunch & Learns with NCTC and local businesses to educate our students on opportunities that are available and hold they become qualified.</p> <p>Strategy's Expected Result/Impact: Students will become aware of the employable opportunities that exist from local businesses and educational opportunities through NCTC.</p> <p>Staff Responsible for Monitoring: Principals, APs, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Talent Search (TRIO) will employ two representatives to guide students through the college process. Students will receive assistance in filling out FASPs, college applications and college scholarships applications. They will also partner with our AVID program to prepare them for the rigors of college expectations.</p> <p>4)</p> <p>Strategy's Expected Result/Impact: Talent Search adds equity to the college application process.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: We acknowledge that access to opportunities and success is not - and has not been - the same for all community members and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 2: Develop a budget that reflects equitable distribution of resources to campuses.

High Priority

Evaluation Data Sources: Documentation of per student allocations for each campus in local, state and federal funds





Strategy 1 Details	Reviews			
Strategy 1: GHS will include all stakeholders when developing the campus budget Strategy's Expected Result/Impact: All staff will receive required funding. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: We acknowledge that access to opportunities and success is not - and has not been - the same for all community members and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 3: Maintain equitable, efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state and federal requirements.

High Priority

Evaluation Data Sources: Local, State and Federal requirements

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will meet weekly to discuss and follow up on campus needs Strategy's Expected Result/Impact: Equitable use of campus resources.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	2	Advisory interventions will target students who have failed previous year EOCs.
1	2	1	Based off 2022 23 success, teachers will continue to plan in their PLC with an instructional coach and administrator using Lead4ward, TEKS RS and previous year assessment data as resources.
2	1	1	PLCs will be used to support new teachers in the classroom
2	3	1	New teachers that perform well will be slowly assigned leadership roles among the various committees.
4	2	1	GHS will include all stakeholders when developing the campus budget

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Advisory interventions will target students who have failed previous year EOCs.
1	2	1	Based off 2022 23 success, teachers will continue to plan in their PLC with an instructional coach and administrator using Lead4ward, TEKS RS and previous year assessment data as resources.
2	1	1	PLCs will be used to support new teachers in the classroom
2	3	1	New teachers that perform well will be slowly assigned leadership roles among the various committees.
4	2	1	GHS will include all stakeholders when developing the campus budget

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Advisory interventions will target students who have failed previous year EOCs.
1	2	1	Based off 2022 23 success, teachers will continue to plan in their PLC with an instructional coach and administrator using Lead4ward, TEKS RS and previous year assessment data as resources.
2	1	1	PLCs will be used to support new teachers in the classroom
2	3	1	New teachers that perform well will be slowly assigned leadership roles among the various committees.
4	2	1	GHS will include all stakeholders when developing the campus budget

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		11-6222	\$24,000.00
1	1	2		11 6399	\$1,200.00
1	2	1		23 6399	\$850.00
1	2	2		11 6219	\$36,000.00
1	2	3		11 6399	\$88,500.00
Sub-Total					\$150,550.00
Budgeted Fund Source Amount					\$121,000.00
+/- Difference					-\$29,550.00
Grand Total Budgeted					\$121,000.00
Grand Total Spent					\$150,550.00
+/- Difference					-\$29,550.00