

# **Grapeland ISD Secondary Campus Improvement Plan 2018-2019**



## **MISSION STATEMENT**

***To educate all students to their fullest potential through the six A's of success: Attendance, Attitudes, Academics, Attention, Appearance, and Aspiration***

## **VISION STATEMENT**

***The vision of Grapeland Independent School District, in full partnership with the parents/guardians of our students, is to encourage and challenge all students to achieve their greatest potential through a well-balanced and appropriate curriculum taught by highly qualified and highly effective personnel in an exemplary school district, focused on preparing our students for a successful life.***

**Grapeland High School**

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**Don Jackson, Superintendent**

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**Kimberly Osborne, Administrative Assistant (Junior High)**

### **I. District Characteristics**

The Grapeland ISD Secondary Campus maintains a student population of approximately 267 students. Our students benefit from diverse student demographics and the opportunity to obtain an outstanding education. GISD Secondary Campus consists of grades 6-12. Our community and surrounding area maintain a vital interest in our schools and we continually develop new partnerships that benefit our students and connect them with our community. School Board members take an active role in setting high expectations for the district and campus and provide support to reach the goals. Campus Administration believes in developing strong instructional leadership skills of lead teachers and passionate individuals, ensuring effective instructional models are utilized with the students. Student success is the focus of the district and all GISD employees and GISD Secondary Campus.

### **II. Community Characteristics**

Grapeland is a rural and peaceful community-minded town located in Houston County with a population of 1,400. The area offers opportunities for residents and visitors to enjoy parks, lakes, unique shops, festivals, sports activities and year-round events. The Grapeland community has a rich heritage of academic, agricultural and athletic tradition which continues due to the "Sandie Pride Never Dies" mentality of our GISD alumni. Major area employers span the fields of industry, education, and agriculture. Area students have access to two outstanding avenues of higher education, a community college campus in Crockett, Angelina College, and four year universities, Stephen F. Austin State University and Sam Houston State University, are a short commute from our town. A bright future exists for the students and residents of Grapeland, Texas.

### **III. Student Demographics (2017-2018 TAPR)**

Grapeland ISD Secondary Campus student population consists of:

- 5.7% Hispanic
- 65.7% White
- 28.6% African American
- 0% American Indian
- 0% Pacific Islander
- 0% Asian
- 0% Two or more races

### **IV. Beliefs and Mission**

*It shall be the mission of the Grapeland Independent School District to educate all of its students to their fullest potential.*

*We believe that all students can learn.*

*We believe that community involvement maximizes student learning.*

*We believe that the students of Grapeland ISD are our greatest assets.*

*We believe in clearly defined goals and high expectations for all students.*

### **Needs Assessment (2017-2018 TAPR)**

- D1. The Economically Disadvantaged student population is increasing. We need to pursue opportunities to inform, inspire, and motivate students to reach their potential. We need to provide staff development in teaching children of poverty.
- D2. Create intervention groups and target instruction based on data and assessments to address the needs of At-Risk/Low-performing students. Unified RTI to meet targeted needs based on data and assessments. Review/Reteach effectively and efficiently. Provide quality staff development. Must decrease the percent of students performing below grade level.

### **Student Achievement**

- SA1. Utilize data to drive instruction, interpret data, and assess program effectiveness. Continue DMAC training to teachers.
- SA2. Continued improvement needed in Math, Writing and Social Studies.
- SA3. Close gaps in performance of 2 lowest sub-groups: African American and Economically Disadvantaged.
- SA4. Continued Implementation of Motivational Math and STAAR Ready.
- SA5. Raise campus curriculum standards and attendance standards.
- SA6. Hands on approach from central office to build student relationships to inspire and motivate.
- SA7. Influence the expectations of SPED students toward progress in reading, math & science in 6-12 grades.

### **School Culture and Climate**

- SC1. Focus on the six A's of success to initiate a culture change
- SC2. Evaluate organizational effectiveness, through communication, collaborations, connections, and caring
- SC3. Ensure safety and security of all students
- SC4. Utilize various resources the community has to offer.
- SC5. Establish communication and collaboration through regular meetings with staff

### **Staff Quality and Professional Development**

- PD1. Utilize DMAC and Lead4Ward training for creating reports/analyze data.
- PD2. Provide and maintain a quality mentorship program.
- PD3. Provide professional development including effective instructional strategies on core curriculum alignment for working with Special Populations.
- PD4. Include planning time as a component to staff development with subject/grade level teachers to create an implementation plan.
- PD5. Recruit and hire highly qualified staff.

**Curriculum, Assessment, and Instruction**

- CI1. Continue to monitor the curriculum for effectiveness and rigor and facilitate vertical alignment
- CI2. Provide uniform response to intervention with strategic scheduling and after school tutorials.
- CI3. Utilize TEKS Resource System for core curriculum alignment.
- CI4. Establish and implementation of a STAAR Action Plan that is feasible and operational.

**Family and Community Involvement**

- FI1. Work to develop additional ways for the campus parents to be involved in the educational process with their children and support their academic needs. And to strengthen the connections between the school and the home to improve student learning.
- FI2. Continue to create a positive perception of our campus.
- FI3. Increase communication with all stakeholders. Utilize School Messenger calling system, social media resources, neighborhood centers and churches for distributing information.
- FI4. Publicize parent access features for the campus on our district website and student data management systems with data available for: grades, attendance, school calendars and activities.
- FI5. Increase student community involvement and service.

**School Context and Organization**

- SO1. Provide data-driven instruction and intervention while utilizing class time and encouraging class participation.
- SO2. Develop consistency in instruction, resources, and discipline procedures.
- SO3. Allow time for teachers to collaborate and plan for more rigorous instruction as well as departmental team meetings for vertical alignment.
- SO4. Emphasize staff accountability through supervision and evaluation.

**Technology**

- T1. Provide campus standardization of intervention software and programs. Remove and replace less effective versions with software equipped to address current testing standards.
- T2. Teacher training for the utilization of technological resources.

## 1. VISION AND PURPOSE INFLUENCING STUDENT ACHIEVEMENT

Action Step/Strategy/Intervention	Person(s) Responsible	Timeline	Cost/Funding	Evaluation/Rubrics
<b>Shared Purpose through campus branding, communications, events and daily interactions:</b> <ol style="list-style-type: none"> <li>1. Communicate the vision during meetings with staff, community and parents.</li> <li>2. Monitor campus enrollment and attendance</li> </ol>	Principal	Ongoing		Sign-in sheets, PEIMS reports
<b>Target increased student achievement for all students:</b> <ol style="list-style-type: none"> <li>1. Maximize time on task for all students.</li> <li>2. Ensure continuity of campus curriculum.</li> <li>3. Train administrators and teachers to analyze and utilize data for improving performance.</li> <li>4. Monitor instruction daily for quality standards.</li> </ol>	Principal, Director of Instruction	Ongoing	Local/State	DMAC reports, Master Schedule, Lesson Plans
<b>Provide staff development to teachers to help them meet the needs of children in poverty.</b>	Director of Instruction	In-service (Beginning of Year)	Title II	Sign-in sheets, Agendas, Evaluations
<b>Involve parents in school and campus activities, bridging the school and home experience</b>	Principal, Teachers	Ongoing		Surveys
<b>Increase recruitment, enrollment, and support of high school students in CTE "education and training" program.</b>	Director of Instruction, Principal, Teachers	Ongoing	CTE, Title IV	Student Enrollment and Course List

## 2. GOVERNANCE AND LEADERSHIP INFLUENCING SCHOOL

## CULTURE/CLIMATE

Action Step/Strategy/Intervention	Person(s) Responsible	Timeline	Cost/Funding	Evaluation/Rubrics
<b>Data driven leadership based on reading data from a variety of data and constant evaluation from stakeholders seeking input and suggestions:</b> <ol style="list-style-type: none"> <li>1. Curriculum data</li> <li>2. Instructional data</li> <li>3. Assessment data</li> <li>4. Community feedback</li> <li>5. Administrative data</li> </ol>	Director of Instruction, Principal, Teachers	Ongoing	Local/State	DMAC reports, lesson plans, scope and sequence, T-Tess
<b>Strategic planning based on the data studied that will make the difference in a person or program and improve results:</b> <ol style="list-style-type: none"> <li>1. Administrative Team Meetings</li> <li>2. Faculty Meetings</li> <li>3. CEIC Meetings</li> <li>4. Student Advisor Meetings</li> <li>5. Pastors for Children Meetings</li> <li>6. Student Ambassadors</li> </ol>	Director of Instruction, Principal, Teachers, Community Pastors, Passionate Individuals	Ongoing		Sign-in sheets, agendas
<b>Expectations and guidelines governing the observation and feedback of the instructional process will be given:</b> <ol style="list-style-type: none"> <li>1. Number of walkthroughs per week.</li> <li>2. Raise the learning and behavioral expectations of students and teachers.</li> <li>3. Increase CEIC role in decision-making</li> <li>4. Communicate with parents regarding student expectations</li> </ol>	Director of Instruction, Principal, Teachers	Ongoing	Local/State	T-Tess, Lesson Plans, Curriculum, Walkthrough Data, Flyers, Mail outs, Callout System, Social Media
<b>Ensure that campus' policies and procedures are consistent with Mission and Beliefs and are designed to maximize opportunities for successful learning:</b> <ol style="list-style-type: none"> <li>1. TASB Guidance</li> <li>2. Annual review of campus handbook, code of conduct, family engagement plan, technology plan, DIP, CIP.</li> </ol>	Director of Instruction, Principal, Technology Director	Beginning and End of School Year	Local/State	Training materials, sign in sheets, agendas, meeting minutes
<b>Finance:</b> <b>Create a long range financial plan to ensure student success:</b> <ol style="list-style-type: none"> <li>1. Analyze and adjust expenditures for maximum efficiency</li> </ol>	Superintendent, Business Manager	Ongoing		Audit Results

2. Ensure funding necessary for preventative maintenance program.				
<b>Transition:</b> <ol style="list-style-type: none"> <li>1. Well designed plan to transition students effectively from grade levels and campuses through planning, parent partnerships, welcoming environments and timely processing of paperwork and data entry.</li> <li>2. Provide collaboration time between campus administration and teachers through CEIC and Faculty Team Meetings.</li> <li>3. Provide collaboration time with HTC Coop to ensure SPED program is viable.</li> <li>4. Support Orientation for 6<sup>th</sup> and 9<sup>th</sup> graders.</li> <li>5. Acknowledge the Bilingual students on campus and provide services.</li> </ol>	Principal, Teachers, Counselor, Director of Student Services, ESL Coordinator	Ongoing		Sign-in sheets, agendas, enrollment data
<b>Recognition:</b> <ol style="list-style-type: none"> <li>1. Demonstrate that the campus values academic achievement and recognizes excellence including:               <ul style="list-style-type: none"> <li>*Academic jackets, pins, honor roll</li> <li>*Newsletter articles</li> <li>*Website, Facebook and Twitter</li> </ul> </li> <li>2. Encourage and reward exceptional effort</li> <li>3. Acknowledge the value of teacher/staff input by offering increased opportunities in CEIC and campus decisions.</li> </ol>	Principal, Class Sponsors, Media Administrator, Secretaries, BETA Club, Gates Award	Ongoing		Media releases, Sign-in sheets, Agendas
<b>Demographics:</b> <ol style="list-style-type: none"> <li>1. Monitor SPED enrollment data, number of students, appropriate placement, maximum educational benefits and assessment decisions.</li> <li>2. Evaluate number/percentage of economically disadvantaged students and their performance and offer services.</li> <li>3. Monitor students in each sub-population to provide support and instruction that will significantly increase student achievement.</li> </ol>	Director of Instruction, Principal	Ongoing		TAPR, PBM Report, School Report Cards

### 3. TEACHING AND LEARNING INFLUENCED BY CURRICULUM, ASSESSMENT AND INSTRUCTION

Action Step/Strategy/Intervention	Person(s)	Timeline	Cost/Fundin	Evaluation/Rubrics
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	Responsible		g	
<p><b>All learners at the Grapeland Secondary Campus will achieve their full potential through the implementation of monitoring of a challenging curriculum focused on student achievement Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Assess the effectiveness of the curriculum through examining trends of performance on STAAR, TEA Accountability ratings for the Performance Index Criteria and System Safeguards. (ELAR, M, SCI, SS), and PBM reports for SPED progress.</li> <li>2. Instructors teach the campus curriculum and administer the corresponding assessments aligned with the curriculum, providing scaffolding where needed.</li> <li>3. Documentation of curricular programs.</li> <li>4. Provide assistance for teachers in need of assistance.</li> <li>5. Provide instructional supplies and resources needed.</li> <li>6. Monitor implementation of curriculum and ensure scope and sequence is being followed.</li> <li>7. Establish subject time allotments and Master Schedule effectiveness.</li> <li>8. Analyze student mastery of curriculum through CBA (Curriculum Benchmarks and Assessments)</li> <li>9. Design curriculum to provide for academic rigor for all students, including GT, PreAP and AP students.</li> </ol>	<p>Director of Instruction, Principal, Teachers</p>	<p>Ongoing</p>	<p>SCE</p>	<p>DMAC Data Analysis Reports, Training Attendance Logs, TAPR, PBM Report, TEKS Resource System Usage Report, Lesson Plans</p>
<p><b>Design engaging, quality instructional model for students and teachers. Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Ensure instruction is differentiated and SPED students are included to enable maximum understanding for each student. Intervention is intentionally planned and is consistent with appropriate grade levels.</li> <li>2. Campus diagnostic tools must be collaborated upon to uncover the present level of performance for students and allow teachers to determine gaps in learning.</li> <li>3. Lesson plans are supported by researched based practices and procedures which will enhance learning</li> </ol>	<p>Director of Instruction, Principal, Teachers</p>	<p>Ongoing</p>		<p>Lesson Plans, DMAC, TEKS Resource System</p>
<p><b>The campus will integrate technology into the curriculum. Technology:</b></p>	<p>Director of Instruction,</p>	<p>Ongoing</p>		<p>Technology Survey Results</p>

<ol style="list-style-type: none"> <li>1. Provide flexible times and dates for PD</li> <li>2. Investigate and implement software and hardware evaluation and replacement cycle</li> <li>3. Implement cutting edge materials for technology to engage students</li> <li>4. Investigate (BYOD) Bring Your Own Device to implement to school curriculum.</li> <li>5. Develop a technology infrastructure that will maximize student learning opportunities</li> </ol>	Principal; Teachers, Technology Director			
<b>Achievement:</b> <ol style="list-style-type: none"> <li>1. Utilize DMAC for tracking achievement of students and identifying skills to be developed and goals to be obtained.</li> <li>2. Maintain a continual focus on improving curriculum, instruction and assessment to enable students to meet high expectations and prepare for future success.</li> <li>3. Ensure that curriculum, assessment and instruction are aligned to increase validity of data: Report Cards, Benchmarks, CBAs</li> </ol>	Director of Instruction, Principal	Ongoing		DMAC Reports, Sign-in Sheets, Horizontal/Vertical Collaboration Meeting Notes, Improvement in Common Assessment Data
<b>Science, Math, ELAR, Social Studies:</b> <ol style="list-style-type: none"> <li>1. Select high quality instructional resources through adoptions.</li> <li>2. Align curriculum with CCRS (College and Career Readiness Standards)</li> <li>3. Provide scaffolding for students not attaining grade level TEKS mastery.</li> <li>4. Investigate STEM application to science; recruit more 8<sup>th</sup> graders for Algebra I; Emphasize Figure 19 to help students to become critical thinkers; provide strategic writing instruction and intervention to students in targeted sub-populations; in history, provide instruction based on global concepts and application/evaluation skills with strategic instruction and intervention to students in each sub-population.</li> </ol>	Director of Instruction, Principal, Teachers	Ongoing		Class Enrollment Numbers, Lesson Plans, Curriculum Meeting Sign In Sheets and Agendas

#### 4. RESOURCES AND SUPPORT SYSTEM INFLUENCING STAFF QUALITY/PROFESSIONAL DEVELOPMENT UTILIZING 21<sup>ST</sup> CENTURY

## TECHNOLOGY

Action Step/Strategy/Intervention	Person(s) Responsible	Timeline	Cost/Funding	Evaluation/Rubrics
<b>Funding and Finance:</b> Grapeland ISD will create a long range financial plan to ensure student success <ol style="list-style-type: none"> <li>1. Pursue an additional source of revenue. (Seek fund source for research based successful programs. Seek state and federal grants.)</li> <li>2. Analyze and adjust expenditures for maximum efficiency. (All campuses utilize resources more efficiently ex: consumables, energy, utilities, human resources)</li> </ol>	Director of Instruction, Principal, Business Manager, Campus Staff	Beginning of Year/ Ongoing		Audit Report, List of Grants Received, Monthly Utility Usage
<b>Facilities: Safety and Security:</b> Transform the perception of GISD by creating a safe environment and facilities conducive to producing an exceptional learning experience <ol style="list-style-type: none"> <li>1. Develop a continuous improvement plan to address safety and security issues.</li> <li>2. Analyze facilities on an ongoing basis to assure they support exceptional learning experiences.</li> <li>3. Develop a preventative maintenance schedule to help maintain facilities.</li> </ol>	Principal, Maintenance Department, Business Manager	Ongoing	Local/State	Documentation of Monthly Drills by Campus, Maintenance Calendar
<b>Support Resources (Transportation):</b> <ol style="list-style-type: none"> <li>1. Provide a safe transportations system that supports the instructional program. (Punctual pickup, delivery, and effective student monitoring; Co-curricular trips efficiently planned; Research and communicate hazardous traffic patterns)</li> </ol>	Transportation Director, Co-Curricular Sponsors	Ongoing		Transportation Reports, Parent Surveys
<b>Support Resources (Nutrition):</b> <ol style="list-style-type: none"> <li>1. The campus will maintain a nutrition program that supports the instructional program and promotes healthy lifestyles. (Nutritional meals provided; Parent communications; Free breakfast and lunch for all campuses; After school snacks during tutorials; Summer feeding program)</li> </ol>	Nutrition/Cafeteria Manager, Principal	Ongoing		Flyers, Student Surveys
<b>Support Resources (Technology):</b> <ol style="list-style-type: none"> <li>1. A Technology Plan will be adopted and updates will be added annually. (Evaluate infrastructure; Analyze hardware and</li> </ol>	Principal, Technology Director	Ongoing		Faculty and Student Surveys

<p>software instructional needs; Develop recycle/replacement plan for computers and software)</p> <ol style="list-style-type: none"> <li>2. Ensure sufficient computer/equipment availability for classroom use, online testing, diagnostic assessment, and response to intervention to accommodate students.</li> <li>3. Support appropriate student utilization of personal electronic devices to enhance classroom experience (BYOD).</li> <li>4. Facilitate opportunities for parents to connect with school to obtain real time progress of their children; stay informed of homework projects, events, schedules, calendars and other classroom information.</li> </ol>				
<p><b>Support Resources (Student Support):</b></p> <ol style="list-style-type: none"> <li>1. Students will receive additional assistance to improve knowledge and skill acquisition for deficiencies identified through standardized diagnostic assessments. (Speech Therapy; Content Mastery Labs; Supplies/Materials; Equipment; Dyslexia Therapy; Credit Recovery; Teacher Aides; Teacher Cadets</li> <li>2. The campus will provide and support accelerated programs through: Pre-AP and AP ELAR, Math, Science, SS; Vertical Teacher Team Planning; Defined GT Curriculum; High School endorsement options; Technology to enhance learning; Student preparation for the THEA/SAT/ACT</li> </ol>	<p>Director of Instruction, Director of Student Services, Principal, HTCSS Staff, Campus Support Staff</p>	Ongoing	SPED, SCE	<p>ESPED Reports, Schedules, RTI Data</p>
<p><b>Support Services (Guidance Services):</b></p> <ol style="list-style-type: none"> <li>1. The campus will provide supplemental service for dropout prevention. (Identify all students not meeting state standards; Assist campuses in establishing programs that will individually address student needs; Alternative education center availability; Counseling; Pregnancy related services)</li> </ol>	<p>Principal, District Nurse, Counselor, Director of Student Services</p>	Ongoing		<p>PEIMS Reports, Counseling Reports, DMAC and State Testing Reports, Calendar of Events for Scheduling Outside Sources</p>
<p><b>Support Services (Wellness):</b> Support wellness program on each campus.</p> <ol style="list-style-type: none"> <li>1. Utilize the SHAC committee as advisory group to the coordinated school health program</li> <li>2. Monitor fitness gram testing requirements</li> <li>3. Train appropriate staff on the use of AEDs</li> </ol>	<p>Principal, District Nurse, PE Coaches</p>	Ongoing		<p>SHAC Sign-in and Agendas, Documentation of Trainings, Fitness Gram Submission Data</p>

<b>Support Services (STAAR Performance):</b> <ol style="list-style-type: none"> <li>1. All students will know their prior performance on STAAR and be encouraged to improve yearly.</li> <li>2. SPED students will be monitored for yearly progress in all subjects tested.</li> </ol>	Director of Instruction, Principal, Lead Teachers	After each local and state test		Local and State Performance Reports, PM Reports
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## 5.COMMITMENT TO CONTINUOUS IMPROVEMENT INFLUENCING INSTITUTIONAL INNOVATION AND IMPROVEMENT

Action Step/Strategy/Intervention	Person(s) Responsible	Timeline	Funding	Evaluation/Rubrics
1. Disaggregate individual student data and focus on specific weaknesses per domain, to help guide PBM.	Director of Instruction, Principal, Teachers	Every 3 weeks during academic year		STAAR Results, Report Cards, EPS Universal Screener & Progress Monitoring Data, PBM

2. Require attendance during tutorials that focus on STAAR/EOC weaknesses for at risk students.	Principal, Core Teachers, Director of Instruction	3-6 weeks	SCE	STAAR results, report cards, benchmark results
3. Core subject tested areas will administer one STAAR/EOC MOCK benchmark test each year.	Principal, Core Teachers, Director of Instruction, Counselors	Once a year		MOCK benchmark results, STAAR/EOC state results
4. Recognize students with perfect attendance.	Principal, Secretaries, Attendance Committee	Every 6 week period	Local Funds Donations	Attendance Reports
5. Implement required after school. Clock hour classes or Saturday school for students who violate attendance requirements.	Principal, Dean of Students	Every 6 week period	Local/State	Contact logs, PEIMS attendance reports
6. Facilitate continuous improvement in meeting high quality standards in: PEIMS, PBM, Curriculum, Policy Review, Program Evaluation in Wellness, Fine Arts, GT, Parent Involvement, JH Turnaround Plan, Drop Out Prevention, 21 <sup>st</sup> Century Work Force development	Director of Instruction, Principal	Ongoing and end of year evaluations		End of year program evaluations, Student STAAR reports, PEIMS reports
7. Obtain Approaches Grade Level on TEA Performance Index on standards 1-4 and on the Texas Academic Performance Report.	Director of Instruction, Principal, Teachers	End of school year		TAPR
8. Provide customized instruction in closing performance gaps in sub pops by increasing the percentage of student attaining "approaching grade level."	Director of Instruction, Teachers	Ongoing	SCE	STAAR Reports, Professional Development Plan, agendas, training materials
9. Ensure that CIP's are in place and used as true guides that drive campus efforts toward high expectations and improved performance.	Principal, CEIC Committee	Beginning of school year with ongoing review		Campus Needs Assessment, Current copy of CIP's

## 6. STAKEHOLDERS COMMUNICATION AND RELATIONSHIP INFLUENCING FAMILY AND COMMUNITY INVOLVEMENT

Action Step/Strategy/Intervention	Person(s) Responsible	Timeline	Funding	Evaluation/Rubrics
<b>All stakeholders will engage in consistent authentic communication that improves the perception of Grapeland ISD Secondary Campus. (Strategic Plan Goal)</b>	Superintendent, Director of Instruction, Principal, Media Contacts	Throughout year	Local/State	Participation within social media outlets Surveys and questionnaires
1. Celebrate and communicate the achievements of all				

students and staff through all media sources: <ul style="list-style-type: none"> <li>• Newspaper/School Messenger</li> <li>• Campus Web pages</li> <li>• Facebook page</li> <li>• Twitter account</li> <li>• Local TV and radio station</li> <li>• School board educational focus in monthly school board meetings</li> <li>• Awards ceremonies</li> </ul> 2. Welcome community dialogue and participation in order to instill pride in our campus. (Strategic Plan Strategy)				
<b>GISD Secondary Campus develops productive partnerships to achieve excellence in education through:</b> <ul style="list-style-type: none"> <li>• Community Forums</li> <li>• Chamber of Commerce</li> <li>• Region VI</li> <li>• Community utilization of GISD facilities</li> </ul>	Superintendent, Director of Instruction, Principal, Teachers, Community Liaisons	Throughout year	Local/State	Sign in sheets for events, agendas

## 7. QUALIFIED PERSONNEL INFLUENCING THE SCHOOL CONTEXT AND ORGANIZATION

Action Step/Strategy/Intervention	Person(s) Responsible	Timeline	Funding	Evaluation/Rubrics
<b>Grapeland Secondary Campus will design a system to attract and retain a highly qualified diverse staff:</b> <ol style="list-style-type: none"> <li>1. Develop and implement an exceptional recruiting and hiring process for all staff positions. (Strategic Plan Strategy)             <ul style="list-style-type: none"> <li>• Utilize GISD we site, Facebook, twitter and</li> </ul> </li> </ol>	Superintendent Director of Instruction Principal Business Manager	Ongoing	Title II	STAAR Results, Report Cards, Retention of Teachers, Professional Development Plan,

<p>other social media avenues to recruit high quality teachers.</p> <ul style="list-style-type: none"> <li>• Provide incentives for high area of need.</li> <li>• Recruit highly qualified, certified teachers.</li> <li>• Expedite application process through the GISD centralized electronic application system.</li> <li>• Select recruits based on campus vision and mission.</li> <li>• Investigate day care for employees.</li> <li>• Follow up contact with prospective recruits.</li> </ul> <p>2. Explore teacher/staff retention strategies such as:</p> <ul style="list-style-type: none"> <li>• Compensation for unused sick days.</li> <li>• Create competitive salary schedule.</li> <li>• Increased involvement in CEIC.</li> <li>• Value added professional development.</li> <li>• Supportive and comprehensive induction, mentorship program.</li> <li>• Campus peer coaching.</li> </ul> <p>3. Design and implement a quality induction and career development plan which enhances loyalty and dedication to Grapeland ISD:</p> <ul style="list-style-type: none"> <li>• Training on TEKS Resource in August.</li> <li>• Induction session prior to In-Service on systems/procedures and technology.</li> <li>• Mentorship program begins in September with specific program features to provide support, modeling, assistance, and guidance to the new teachers throughout the first year.</li> <li>• Continue to provide staff development training to all teachers and aides for targeting instructional strategies in reading, math and writing.</li> <li>• Guide and support teachers in need of assistance through an intervention plan.</li> <li>• Encourage and support teachers seeking</li> </ul>	<p>Superintendent Director of Instruction Principal Mentor Teachers</p> <p>Principal</p> <p>Director of Instruction</p>	<p>Beginning of school year</p> <p>As needed</p> <p>Beginning</p>	<p>Local/State</p>	<p>Agendas, Training Materials</p> <p>TEKS Resource Usage Report, Sign-in Sheets, Agendas, Training Materials, Mentor Handbooks</p>
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additional certifications. • Provide substitute orientation.	Campus Secretaries	of school year and as needed throughout the school year		
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<p>             The campus will develop a continuous improvement plan to address safety and security. (Strategic Plan Strategy):              1. Monitor crisis management plan updates and support training at each site.              2. Identify and resolve security and safety concerns, ie. Enforcement of protective orders, handling issues of           </p>				
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## 8.STAFF/STUDENT ACCOUNTABILITY INFLUENCING STUDENT GROWTH IN CHARACTER AND CURRICULUM

Action Step/Strategy/Intervention	Person(s) Responsible	Timeline	Funding	Evaluation/Rubrics
<b>The campus will develop a continuous improvement plan to address safety and security. (Strategic Plan Strategy):</b> 1. Monitor crisis management plan updates and support training at each site. 2. Identify and resolve security and safety concerns, ie. Enforcement of protective orders, handling issues of	Principal	Ongoing	Local/State	Sign in sheets, documentation of campus safety drills, Agendas, training materials

maltreatment of children. 3. Service security cameras consistently to ensure they function properly. 4. Provide training and ensure availability of counselors and social workers to focus on safety such as prevention techniques and warning signs of maltreatment of children.	Counselors Social workers	Ongoing	Title II	
<b>Attendance:</b> 1. Provide PEIMS training for administrators and attendance clerks. 2. Establish campus-wide attendance procedures consistent with PEIMS guidelines. 3. Monitor attendance at the campus level. 4. Recognize and reward high attendance. 5. Support court proceedings for chronic truancy. 6. Encourage communication among social workers, counselors, liaisons, and local agencies to help parents resolve issues leading to attendance concerns. 7. Campus nurses work with medical agencies to provide and expedite care.	Principal PEIMS coordinator Attendance clerks	Throughout year	Title II	Training reports, PEIMS attendance reports
<b>Character and Citizenship:</b> 1. Provide effective classroom management professional development for teachers. 2. Investigate the benefits of a character building program for the campus. 3. Teach students how to engage in conflict resolution. 4. Provide training to campus administrators to ensure proper procedures are followed to address bullying and harassment incidents. 5. Consistently define and highlight good citizenship in the schools and community and teach students the benefits of being a good citizen. 6. Partner with mentor groups and character building organizations to bring personnel and role models into the schools. 7. Participate in the following:	Principal Counselors Dean of Students	Ongoing	Title II       Local/State	Discipline reports, student interest/needs survey

<ul style="list-style-type: none"><li>• Red Ribbon Week</li><li>• Alcohol and Drug Abuse Council visits</li><li>• Drug testing program</li><li>• Anti-dating violence</li></ul>				
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