

Fredericksburg Independent School District
Gillespie County High School
2023-2024 Campus Improvement Plan



Mission Statement

Fredericksburg Independent School District Mission Statement

FISD will guide students to be the best version of themselves and achieve unlimited potential.

Vision

Fredericksburg Independent School District Shared Vision Statement

Fredericksburg ISD is inspiring excellence.

Goals

High Performing Students: Fredericksburg ISD will provide innovative and diverse learning programs to ensure high performing students.

Highly Engaged Staff: Fredericksburg ISD will provide a quality work environment so every employee is effective, high engaged and can perform at the highest levels.

Strong Community Partnerships: Fredericksburg ISD community members will partner in the continuing improvement of the educational system.

Strategic Resource Management: Fredericksburg ISD will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Core Beliefs

In Fredericksburg ISD we believe:

- Students will be challenged and engaged as creative and collaborative problem solvers with academic confidence.
- Parents and Families are engaged partners who both need and provide appropriate levels of support and good communication so that all partners can be accountable.
- Teachers build individualized relationships with students and families to strengthen academic confidence, inspire an ongoing desire to learn and to be a positive, contributing member of society.
- Campus Leaders are accountable to the community, staff, and students through active engagement, academic confidence, and team driven results.
- The Superintendent and Central Office Staff have a supportive role in the district, to facilitate, communicate, evaluate, and monitor all aspects of the district's goals.
- The School Board is the voice of the community by demonstrating accountability, instituting checks and balances, providing governance oversight, and bridging the gap between the community and the district.

Core Values

Respect

Integrity

Students First

Excellence

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Comprehensive Needs Assessment

Revised/Approved: October 13, 2023

Demographics

Demographics Summary

Enrollment (as of 9/5/23): 22 students

Male: 11 (50%)

Female: 11 (50%)

At Risk: 20 (91%)

Special Education: 5 (23%)

504 Program: 4 (18%)

Emerging Bilingual: 5 (23%)

Age as of September 1, 2023: age 16 - 7 students, age 17 - 12 students, age 18 - 3 students

Race/Ethnicity: White 19 students (86%), American Indian 1 student (.5%), Multi Race 2 students (10%), Hispanic 11 student (50%)

Economically Disadvantaged 13 students (59%)

Years in Education:

Sarah Southard - 17 years

Cayle Koennecke - 9 years

Mark Edwards - 27 years

TOTAL - 53 years combined experience

Demographics Strengths

We are a diverse campus with students that come from unique backgrounds. Our students are grateful for the opportunity that GCHS provides.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Almost all of our students are coded "At Risk" and require additional supports and encouragement to remain focused on coursework needed to meet minimum graduation requirements. **Root Cause:** We are an alternative high school with an "At Risk" population.

Student Achievement

Student Achievement Summary

Students work in Imagine Edgenuity to complete graduation course requirements. Students meet STAAR/EOC requirements or participate in accelerated instruction.

Student Achievement Strengths

Attendance Rates Through Week:

Week 1 - 96.74%

Week 2 - 95.93%

Week 3 - 90.78%

Week 4 - 90.81%

*Attendance rates have increased 9% from the first four weeks of school in 2022.

100% Graduation Rate

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our students struggle with seeing the value of school and find it difficult to stay motivated. **Root Cause:** The root cause is lack of parental support and struggles with their home/personal lives.

School Culture and Climate

School Culture and Climate Summary

GCHS provides all students with a fresh start and opportunity to find success. We strive to be respectful, understanding, and encouraging.

School Culture and Climate Strengths

We have created a welcoming environment and worked to create a space where students feel valued. We have added 30 laptops, 20 Bluetooth wireless noise-cancelling headphones, six collaborative hexagon tables, and fourteen individual desks. We also received a grant to add flexible seating for students' comfort.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): GCHS strives to provide a safe, positive, and encouraging environment. However, many of our students have a negative opinion of school in general and don't always see the value in education. **Root Cause:** Many of our students had negative experiences in middle school and high school and/or made poor choices that resulted in discipline.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our three staff member have a combined 53 years of experience in education.

Staff Quality, Recruitment, and Retention Strengths

Sarah Southard serves as the principal and is ELAR certified. Cayle Koenneck serves as our counselor and is ESL certified. Mark Edwards is certified in social studies composite. Our staff are members of the Fredericksburg community and have a strong desire to see this campus and district succeed.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): GCHS is a small campus with minimal staff, but we still have all the responsibilities and duties to function as a high school. Our principal and counselor serve multiple roles in the district which takes the focus away from the students at GCHS. We need certified teachers in Biology and Algebra. **Root Cause:** The root cause is limited funding.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Imagine Edgenuity online accredited curriculum

STAAR/EOC Assessments and Accelerated instruction

TSIA

ASVAB

Curriculum, Instruction, and Assessment Strengths

Our instructional strengths include a small environment with flexibility in scheduling courses for completion. We also offer small group accelerated instruction for STAAR tested subjects.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): With a self-paced online curriculum, intrinsic motivation is sometimes a struggle for our students.

Parent and Community Engagement

Parent and Community Engagement Summary

GCHS strives to build and maintain positive relationships with families and community members to serve the best interests of its students.

Parent and Community Engagement Strengths

GCHS produces an online newsletter twice per month to increase campus awareness among GCHS families. GCHS partners with community members to present information about available college/career/military opportunities for students. Community members support students by conducting mock interviews to prepare students for real work-life scenarios.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Increase opportunities for family involvement

School Context and Organization

School Context and Organization Summary

GCHS has implemented processes and systems to improve the quality of teaching and learning. Campus goals and expectations are communicated through weekly staff meetings.

School Context and Organization Strengths

GCHS Student Handbook

Admissions Application

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Continue refining and evaluating our systems and processes to maximize student success.

Technology

Technology Summary

GCHS is an online curriculum. Our campus utilizes laptops to access Imagine Edgenuity. Students have access to Bluetooth wireless noise-cancelling headphones.

Technology Strengths

Imagine Edgenuity is our online accredited curriculum with a vast selection of courses to meet the needs of high school students. Our students have the flexibility to work at their pace at school and at home. This gives students the opportunity to meet their needs beyond school. They are able to work around the demands of family and jobs.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): We currently operate one hundred percent online using laptops and wireless internet connection. If our internet or system is down, we lose valuable time. (Although this is on rare occasions) **Root Cause:** We solely rely on technology.

Priority Problem Statements

Problem Statement 1: Almost all of our students are coded "At Risk" and require additional supports and encouragement to remain focused on coursework needed to meet minimum graduation requirements.

Root Cause 1: We are an alternative high school with an "At Risk" population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our students struggle with seeing the value of school and find it difficult to stay motivated.

Root Cause 2: The root cause is lack of parental support and struggles with their home/personal lives.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: GCHS strives to provide a safe, positive, and encouraging environment. However, many of our students have a negative opinion of school in general and don't always see the value in education.

Root Cause 3: Many of our students had negative experiences in middle school and high school and/or made poor choices that resulted in discipline.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: GCHS is a small campus with minimal staff, but we still have all the responsibilities and duties to function as a high school. Our principal and counselor serve multiple roles in the district which takes the focus away from the students at GCHS. We need certified teachers in Biology and Algebra.

Root Cause 4: The root cause is limited funding.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: With a self-paced online curriculum, intrinsic motivation is sometimes a struggle for our students.

Root Cause 5:

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Increase opportunities for family involvement

Root Cause 6:

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Continue refining and evaluating our systems and processes to maximize student success.

Root Cause 7:

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: We currently operate one hundred percent online using laptops and wireless internet connection. If our internet or system is down, we lose valuable time.
(Although this is on rare occasions)

Root Cause 8: We solely rely on technology.

Problem Statement 8 Areas: Technology






Goals

Revised/Approved: December 1, 2023

Goal 1: High Performing Students: Gillespie County High School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 1: Gillespie County High School will provide an instructional environment that is aligned to state standards and that promotes student ownership and engagement.







Evaluation Data Sources: student achievement data, course completion, classroom observation

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Gillespie County High School will use Imagine Edgenuity accredited courseware curriculum to meet students' needs.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and graduation</p> <p>Staff Responsible for Monitoring: GCHS Staff</p> <p>Funding Sources: Imagine Edgenuity - 199 Local Funds</p> | Formative | | |
| | Jan | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 1: High Performing Students: Gillespie County High School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 2: Gillespie County High School will build and utilize systems to ensure that each student makes measured progress and meets graduation requirements.







Evaluation Data Sources: weekly student/teacher conferences, tracking folders with course progress reports and completed activities, course completion checklist

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| Strategy 1: Complete credit check overview upon enrollment and create tracking folders to regularly monitor student coursework progress Strategy's Expected Result/Impact: Improved student achievement, student ownership, graduation Staff Responsible for Monitoring: GCHS Staff | Formative | | |
| | Jan | Mar | June |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: GCHS teacher, Mark Edwards, will meet with students weekly to track progress and success. | Formative | | |
| | Jan | Mar | June |
| |  | | |
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Goal 1: High Performing Students: Gillespie County High School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 3: Gillespie County High School will prepare students for college, career, military, and life readiness and increase their ability to succeed after high school by providing them with opportunities to increase their knowledge of tools and resources available to them.








Evaluation Data Sources: student achievement data, student postsecondary readiness and outcome data, records of participation in targeted activities

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| Strategy 1: Students will be provided the opportunity to participate in the following assessments: ASVAB, TSIA, SAT School Day Strategy's Expected Result/Impact: Improved student participation in assessments | Formative | | |
| | Jan | Mar | June |
| |  25% | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote work experience and engage students through industry specific speakers and presentations Strategy's Expected Result/Impact: Postsecondary career readiness | Formative | | |
| | Jan | Mar | June |
| |  25% | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: Highly Engaged Staff: Gillespie County High School will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

Performance Objective 1: Gillespie County High School will provide a safe and supportive environment for all students and staff.







Evaluation Data Sources: Safety and facility evaluations

| Strategy 1 Details | Formative Reviews | | |
|--|---|------------|-------------|
| Strategy 1: Gillespie County High School will provide safety training for staff and students Strategy's Expected Result/Impact: An understanding of best practices to ensure campus safety Staff Responsible for Monitoring: GCHS Staff | Formative | | |
| | Jan | Mar | June |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Gillespie County High School will provide monthly emergency evacuation safety drills with students and staff. Strategy's Expected Result/Impact: An understanding of best practices to ensure school safety Staff Responsible for Monitoring: GCHS Staff | Formative | | |
| | Jan | Mar | June |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: GCHS staff will conduct weekly exterior door checks to ensure doors are locked and secure at all times. Strategy's Expected Result/Impact: Ensure campus safety Staff Responsible for Monitoring: GCHS Staff | Formative | | |
| | Jan | Mar | June |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Highly Engaged Staff: Gillespie County High School will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

Performance Objective 2: Gillespie County High School will implement a safe and positive culture of pride for all staff and students.






Evaluation Data Sources: Program participation and student satisfaction

| Strategy 1 Details | Formative Reviews | | |
|--|---|------------|-------------|
| <p>Strategy 1: The campus guidance counselor will be readily available to all students and promote social-emotional learning and wellness.</p> <p>Strategy's Expected Result/Impact: Positive student behaviors</p> <p>Funding Sources: - 199 Local Funds</p> | Formative | | |
| | Jan | Mar | June |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide truancy prevention plans and provide support to promote increased attendance.</p> <p>Strategy's Expected Result/Impact: Improved student attendance rates</p> <p>Staff Responsible for Monitoring: GCHS Staff and District Truancy Officer, Regina Weidenfeller</p> | Formative | | |
| | Jan | Mar | June |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: Strong Community Partnerships: Gillespie County High School community members will partner in the continuing improvement of the educational system.

Performance Objective 1: Gillespie County High School will build a positive climate by utilizing multiple methods of communication to partner with and engage all stakeholders.






Evaluation Data Sources: Communication plans, community partnerships

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| Strategy 1: Utilize district website and social media to promote campus happenings. Provide families with a bi-monthly newsletter. Strategy's Expected Result/Impact: Improved stakeholder awareness Staff Responsible for Monitoring: GCHS Staff | Formative | | |
| | 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: Strong Community Partnerships: Gillespie County High School community members will partner in the continuing improvement of the educational system.






Performance Objective 2: Gillespie County High School will promote community partnerships.

Evaluation Data Sources: Communication plans, public feedback

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: GCHS will partner with and collaborate with community members.</p> <p>Strategy's Expected Result/Impact: Improved communication and collaboration with all stakeholders.</p> <p>Staff Responsible for Monitoring: GCHS Staff</p> | Formative | | |
| | Jan | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 4: Strategic Resource Management: Gillespie County High School will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 1: Effective and efficient operations and strong financial stewardship

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| Strategy 1: Adhere to district processes and procedures when creating the GCHS budget Strategy's Expected Result/Impact: budgetary efficiency and needs met within the budget Staff Responsible for Monitoring: Sarah Sourhard | Formative | | |
| | 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> | | | |

Campus Administrator

| Committee Role | Name | Position |
|----------------|----------------|-----------|
| Administrator | Sarah Southard | Principal |

2023-2024 Needs Assessment Team

| Committee Role | Name | Position |
|----------------------------|-----------------|-----------|
| Administrator | Sarah Southard | Principal |
| Non-classroom Professional | Cayle Koennecke | Counselor |

Emergency Operations Lockdown Committee

| Committee Role | Name | Position |
|----------------------------|-----------------|-----------|
| Administrator | Sarah Southard | Principal |
| Non-classroom Professional | Cayle Koennecke | Counselor |
| Classroom Teacher | Mark Edwards | Teacher |

Campus Based Leadership Team

| Committee Role | Name | Position |
|----------------------------|-----------------|-----------|
| Administrator | Sarah Southard | Principal |
| Non-classroom Professional | Cayle Koennecke | Counselor |

Campus Funding Summary

| 199 Local Funds | | | | | |
|------------------|-----------|----------|-------------------|--------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Imagine Edgenuity | | \$0.00 |
| 2 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |