

Kaufman Independent School District

Gary Campbell High

2023-2024 Campus Improvement Plan

Accountability Rating: A



Mission Statement

Gary W. Campbell High School strives to provide a quality educational opportunity for students in a non-traditional high school setting by: Providing a nurturing environment; developing life-long learners who demonstrate positive social skills. Preparing students for successful post-secondary responsibility and opportunities.

Vision

Gary Campbell High School: Success: Every Student, Every Day

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Comprehensive Needs Assessment

Revised/Approved: October 25, 2023

Demographics

Demographics Summary

Gary Campbell High School is a non-traditional, student-centered, alternative campus focused on student success. In 2022-23, GCHS had over 92% Economically Disadvantaged students, African American, 3.70%, Hispanic, 59.26%, Native Hawaiian-Pacific Islander, 3.70% and White, 33.33%. 74.07% of our students identify as At-Risk. 22.22% of our students identify as Emergent Bilingual (EB), 3.7% identify as Dyslexic, 11.11% were classified as 504, and 14.81% were identified as students with disabilities requiring Special Education services.

Demographics Strengths

Smaller class sizes and individualized pacing of curriculum, as compared to a traditional high school setting, fosters buy in from at risk students who take ownership of their academic success. This campus attained a graduation rate of 100% for the 2022-2023 academic school year.

Student Achievement

Student Achievement Summary

In 2023 GCHS students EOC scores were as follows: English I - 43%, English II - 71%. Biology - 67%, US History - 90% and Algebra - 100%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student standardized assessment academic growth data does not accurately reflect year over year changes in academic performance of students on our campus. **Root Cause:** The population of GCHS students is fluid, and we lack the capacity to support the minimum number of testers for accurate sample distribution.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

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
- Male / Female performance, progress, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data



- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices







Goals

Goal 1: Improve Student Achievement

Performance Objective 1: End of course assessment scores will meet or exceed the scores for English I, English II, Algebra I, Biology, and US History from comparable alternative education institutions.

Evaluation Data Sources: STAAR Results






Strategy 1 Details	Reviews			
<p>Strategy 1: Student areas of need will be identified, and learning goals will be set by students and teachers. Student progress on assessments and benchmarks will be graphed individually, and interventions will be provided to promote academic growth.</p> <p>Strategy's Expected Result/Impact: Students will master content and transfer mastery to assessments.</p> <p>Staff Responsible for Monitoring: Core Teachers, Fowler, Smith</p> <p>Title I: 2.4, 2.6</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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will utilize daily informal assessments, (i.e., bell ringers, exit tickets, notebooking)</p> <p>Strategy's Expected Result/Impact: Students will show improvement in writing complete thoughts and sentences in response to written prompts.</p> <p>Staff Responsible for Monitoring: Core Teachers, Fowler</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details	Reviews			
<p>Strategy 3: ELAR teachers will implement Empower writing techniques and Read/Write strategies.</p> <p>Strategy's Expected Result/Impact: Students will draft longer, more detailed responses utilizing academic vocabulary.</p> <p>Staff Responsible for Monitoring: ELAR teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
<p>Strategy 4: STAAR EOC assessment data and interim benchmark data will be analyzed to identify and address instructional and performance deficiencies.</p> <p>Strategy's Expected Result/Impact: Students will receive intense targeted instruction to master identified areas of need.</p> <p>Staff Responsible for Monitoring: Core Teachers, Fowler, Smith</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: Improve Student Achievement

Performance Objective 2: Successfully implement the requirements of House Bill 4545 during the 2023-2024 school year.




Evaluation Data Sources: Accelerated Instruction documentation and 2023-2024 STAAR results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule and document Accelerated Instruction hours for all students who have not demonstrated mastery in STAAR content areas.</p> <p>Strategy's Expected Result/Impact: Satisfy the requirements of HB 4545 and increase student achievement on 2023-2024 STAAR exam.</p> <p>Staff Responsible for Monitoring: Fowler, Smith</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Improve Student Achievement

Performance Objective 3: Completion and Attendance rates will meet or exceed those of comparable alternative education programs.

Evaluation Data Sources: PIEMS Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Office staff will run daily attendance reports and file truancy documentation, as needed. Strategy's Expected Result/Impact: Attendance will improve over the 2022-2023 rates. Staff Responsible for Monitoring: Calderon, Fowler</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily phone calls will be made to absent students' parents/guardians. Strategy's Expected Result/Impact: Attendance will improve over the 2022-2023 rates. Staff Responsible for Monitoring: Calderon, Fowler</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be recognized for perfect attendance during each three week progress period. Strategy's Expected Result/Impact: Student attendance rates will improve. Staff Responsible for Monitoring: Calderon, Fowler</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				



No Progress



Accomplished



Continue/Modify















Discontinue

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: 85% of graduating seniors will be qualified as College, Career, or Military ready.

Evaluation Data Sources: TSI test results, SAT/ACT test scores, ASVAB scores, college acceptance, and College Bridge completion







Strategy 1 Details	Reviews			
<p>Strategy 1: College Bridge courses will be taught to all students who have not passed the TSI, and who are in their fourth Math and/or fourth English course.</p> <p>Strategy's Expected Result/Impact: Students will be able to pass the College Bridge prep courses and be considered CCMR complete.</p> <p>Staff Responsible for Monitoring: Roland, Mason, Smith, Fowler</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GCHS students will have the opportunity to participate in a College Fair and/or Trade School day.</p> <p>Strategy's Expected Result/Impact: Students will be familiar with post-secondary education options.</p> <p>Staff Responsible for Monitoring: Smith, Fowler</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Senior folders containing information about dates and deadlines for post-secondary opportunities will be provided to students and parents.</p> <p>Strategy's Expected Result/Impact: Students and parents will be well informed about admissions, FAFSA, and application deadlines.</p> <p>Staff Responsible for Monitoring: Smith</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
<p>Strategy 4: GCHS will offer SAT, TSI, and ASVAB testing on campus during a school day.</p> <p>Strategy's Expected Result/Impact: Students will have access to college admissions assessments.</p> <p>Staff Responsible for Monitoring: Smith</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Dec	Mar	July	July
				
<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: Recruit, Retain, and Train Fully Certified and Highly Qualified Principals, Teachers and Staff

Performance Objective 1: Improve collaboration opportunities among teachers and staff.

Evaluation Data Sources: Teacher and staff surveys






Strategy 1 Details	Reviews			
<p>Strategy 1: Team meetings will take place on planning days built into the 2023-2024 calendar, or at least once every two weeks.</p> <p>Strategy's Expected Result/Impact: Teachers will have opportunity to collaborate, discuss cross-curricular strategies, and receive support from colleagues and administration.</p> <p>Staff Responsible for Monitoring: Fowler</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Friday Updates will be issued to all staff via email, highlighting weekly information, due dates, and instructional and/or motivational articles.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will be informed, and successes will be highlighted.</p> <p>Staff Responsible for Monitoring: Fowler, Smith</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Recruit, Retain, and Train Fully Certified and Highly Qualified Principals, Teachers and Staff

Performance Objective 2: GCHS will recruit and hire fully certified and highly qualified administrators, teachers, and staff.






HB3 Goal

Evaluation Data Sources: Students will have access to effective educators.

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development surveys will be conducted to address identified areas of need for teachers and staff. Strategy's Expected Result/Impact: Students will have equal access to high quality educators and support staff. Staff Responsible for Monitoring: Fowler</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Mar	July	July
				
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Goal 4: Improve Student Programs and Services










Performance Objective 1: Technology will be an integral part of the campus learning experience.

Strategy 1 Details	Reviews			
<p>Strategy 1: Every GCHS student will be provided a chromebook for individual use. Strategy's Expected Result/Impact: Students will have access to technology at home and school. Staff Responsible for Monitoring: Rodriguez, Calderon, Fowler, Smith</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve Student Programs and Services

Performance Objective 2: Parental and community involvement will be encouraged.







Evaluation Data Sources: Parent and community surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will receive important information via REMIND, email, postal mail. Strategy's Expected Result/Impact: Parents/guardians will be well informed and involved in their student's education. Staff Responsible for Monitoring: Fowler, Smith</p> <p>Title I: 4.2 - ESF Levels: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GCHS will utilize social media and the local newspaper to communicate positive events on campus. Strategy's Expected Result/Impact: Parents and community members will recognize GCHS success. Staff Responsible for Monitoring: Fowler, Smith</p> <p>ESF Levels: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will have the opportunity to meet with teachers and staff in person at Family Fiesta and Family Night. Strategy's Expected Result/Impact: Parents/guardians will be well informed and involved in their student's education. Staff Responsible for Monitoring: Fowler, Smith</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve Student Programs and Services

Performance Objective 3: Properly identify and serve students in need of specialized programs or services.







Evaluation Data Sources: Student enrollment and graduation metrics.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Pregnant Related Services during pregnancy and postpartum period.</p> <p>Strategy's Expected Result/Impact: Identify students in need, assist in locating services, and provide counseling for pregnant students. Students stay on track for graduation.</p> <p>Staff Responsible for Monitoring: District PRS counselor, Homebound teachers.</p> <p>Title I: 2.6</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Funding Sources: Staff - State Comp Ed</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer flexible scheduling for students who are employed.</p> <p>Strategy's Expected Result/Impact: Students will be able to successfully complete school. Attendance and progress will improve.</p> <p>Staff Responsible for Monitoring: Smith, Fowler</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Hazel HEART will be utilized on campus.</p> <p>Strategy's Expected Result/Impact: Students and parents will have access to medical care.</p> <p>Staff Responsible for Monitoring: Smith</p> <p>ESF Levels: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Provide a Safe and Orderly Learning Environment

Performance Objective 1: Provide students with programs and structures that promote social and emotional well-being.










Evaluation Data Sources: Discipline reports, counselor, teacher, student, parent feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: GCHS administration and staff will use anti-bullying training and protocol</p> <p>Strategy's Expected Result/Impact: Students will have a safe and positive learning experience.</p> <p>Staff Responsible for Monitoring: Fowler, Smith</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All GCHS and assigned DAEP/BIC students will be assigned BASE modules tailored to their identified areas of need.</p> <p>Strategy's Expected Result/Impact: Students will gain coping strategies and make better choices. The program will promote student mental health and wellbeing.</p> <p>Staff Responsible for Monitoring: Smith</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
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Goal 5: Provide a Safe and Orderly Learning Environment

Performance Objective 2: The campus Emergency Operations Plan will be maintained and practiced.

Evaluation Data Sources: Updated plan and drill logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Required drills will be planned and practiced. Strategy's Expected Result/Impact: Students and staff will be prepared in the event of an emergency. Staff Responsible for Monitoring: Fowler, EOPT</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Multiple staff members will be trained in the Nonviolent Crisis Intervention program. Strategy's Expected Result/Impact: Staff members will possess skills to recognize, de-escalate, and respond to crisis situations that may involve challenging behaviors. Staff Responsible for Monitoring: Fowler, CPI team</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All students assigned to DAEP or BIC will be checked in each day to assure the safety of all students. Strategy's Expected Result/Impact: Students will learn in a safe environment. Staff Responsible for Monitoring: Fowler, Hamsher, Tharp, Grace</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Cindy Fowler	
Counselor	DeAnn Smith	
Classroom Teacher	Mary Crouch	
Classroom Teacher	Terry Mason	
Paraprofessional	Christina Calderon	
Parent	Nancy Pina	
Parent	Tayde Juarez	
Parent	Chance Grimes	
Community Representative	Sherrie Teel	
Student	Michael Ibarra	
Student	Jesus Castaneda	

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Staff		\$0.00
Sub-Total					\$0.00