Gainesville Independent School District

Gainesville High School

2025-2026 Campus Improvement Plan

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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.

Value Statement

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

Summary

65% **Hispanic**, 26.5% **White,** 7% **African American**

Economically Disadvantage 47%; **EB** 23%; **Mobility** 12 %

At- Risk 62%

Attendance Rate 91.7% **CCMR** 79% met

Graduates w/ Dual Credit courses 46%; **IBCs** 52%

TSI Reading 38%; **Math** 52%; **Both** 26%

Special Ed is 11%. SpEd staff includes 6 inclusion teachers, 2 life skills teachers and 2 aides.

Teacher to student ratio 15.2 (state 14.8)

GHS has four paraprofessionals. All but one paraprofessional are fluent in Spanish.

Teachers with the same subjects (not content) get same conf; Increase SpEd support; Tutorial time during instructional time

Staff retention; leveling classrooms

Teachers paid to sub; Salary scale; Technical support; Curriculum support; Tutorials before/ after school

Strengths

of students taking advantage of dual credit program with NCTC

Special Ed support staff is strong. #'s and staff quality

CCMR performance is strong. % met, IBC %, # of students taking TSI reflect solid work of CTE.

Diversity in students and staff

Pay increase; Instructional coaches; Job fairs

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Problem Statements: Low SES students struggle to be successful at post secondary institutions.	AVID program must be strengthened.
2	Attendance rate is below state average.	GHS must utilize all mitigating procedures to reduce absenteeism.
3	Teacher retention in key subject areas.	GHS needs to continue to support teachers in high need areas- instructional courses, # of preps, accolades, technology support

★ = Priority

Student Learning

Summary

EOC **Eng. I** 53% (48% last year) **Eng. II** 63% (61%) **Alg. I** 73% (83%) **Biology** 80% (74%) **US History** 89% (83%)

SpEd EOC **Eng. I** 34% (13% last year) **Eng. II** 24% (17%) **Alg. I** 65% (47%) **Biology** 56% (23%) **US History** 58% (35%)

EB EOC **Eng. I** 41% (31% last year) **Eng. II** 39% (36%) **Alg. I** 65% (86%) **Biology** 69% (61%) **US History** 83% (64%)

Graduates w/ Dual Credit courses 46%; **IBCs** 52%

TSI **Reading** 38%; **Math** 52%; **Both** 26%

Strengths

EOC scores rose in every EOC except Algebra I

SpEd students are showing in growth in every subject.

EB students are improving in all subjects except Algebra I.

14 EB students were exited from the program.

Nearly half of GHS graduates took a dual credit course at NCTC and over half received an IBC.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Problem Statements: EB students are not seeing the same gains that other sub populations are.	SIOP strategies are nota focus of PD and are not utilized enough in class.
2 ★	Problem Statements: Students are struggling in Algebra I.	GHS is not providing enough support to Algebra I students
3 ★	Problem Statement: English scores continue to lag despite yearly improvement.	English teachers need support to teach below grade level students
4 ★	Problem Statements: Low SES students struggle to be successful at post secondary institutions.	AVID program must be strengthened.

★ = Priority

School Processes & Programs

Summary

GHS sends out a weekly school update newsletter via email and texts each week.

The ILT and department heads have been combined. Department heads are all on the ILT.

Core classes utilize TEKS RS for their curriculum. CTE courses use ICV.

GHS no longer has an advisory period.

Technology support has been timely, effective.

Instructional support from instructional coaches benefits both new and veteran teachers.

Strengths

The GHS newsletter gets over 1200 responses each week.

Campus decision making has been centralized into the ILT.

Technology support- resources, maintenance, instruction- has been outstanding.

Student have multitude of organizations and clubs that they can join. Directors and sponsors take advantage of opportunities to get students experience and, even, compete in activities that hold their interest.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	GHS does not have an intervention period during the school day with the loss of advisory period	State laws with comp de/ CTE required longer class periods
2	Staff does not utilize curriculum to highest level of effectiveness	GHS has not trained staff on how to fully implement their specific curriculum.
3	Student Intervention attendance is not 80%.	The loss of the advisory period necessitates Monday interventions. Students do not want to attend when they believe they have Monday off regardless of their academic standing.

★ = Priority

Perceptions

Summary

Campus level communication is read at a high percentage by community members, parents, students and staff when it is sent out.

The district sends out campus surveys to students, parents and staff at the end of the year.

GISD and GHS work hard at staff retention.

Surveys are completed and submitted in complete anonymity.

Strengths

Our media platforms- Facebook, Smore, Instagram- receive many views.

Staff retention is up- 4 day student instructional week, improved support, pay increase and enjoyable/supportive environment (per survey)- and includes two returnees.

Survey results reflect well upon GHS staff.

Partnership with NCTC is strong and benefits GHS greatly.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	GHS loses staff in high need subjects	Teachers have many options and, sometimes, are not necessarily sewn to Gainesville.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Problem Statements: Students are struggling in Algebra I.	GHS is not providing enough support to Algebra I students
2 ★	Problem Statement: English scores continue to lag despite yearly improvement.	English teachers need support to teach below grade level students
3 ★	Problem Statements: Low SES students struggle to be successful at post secondary institutions.	AVID program must be strengthened.
4 ★	Problem Statements: EB students are not seeing the same gains that other sub populations are.	SIOP strategies are nota focus of PD and are not utilized enough in class.
5 ★	GHS does not have an intervention period during the school day with the loss of advisory period	State laws with comp de/ CTE required longer class periods

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**

Employee Data

- [x] **T-TESS data**
- [x] **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 ☑ High Priority

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

Evaluation Data Source: English EOC 1 & 2 and Algebra I "meets" level, TSI (Reading & Math) data, Dual credit enrollment #'s then, performance

Strategy 1

READ 180 will be utilized for low performing freshmen and sophomores; Quill/ IXL will used for juniors and seniors

Strategy's Expected Result/Impact: Increase academic performance of struggling students

Staff Responsible for Monitoring: Principal, APs

Funding Sources: 199 General Fund for Instruction, 11-6222, $24,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Advisory interventions will target students who have failed previous year EOCs.

Strategy's Expected Result/Impact: Increased scores. Students stay on graduation track.

Staff Responsible for Monitoring: Intervention teachers, Principal

Funding Sources: 199 General Fund for Instruction, 11 6399, $1,200

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

By May 2026, 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.

Evaluation Data Source: Lesson plans, Walk thrus, STAAR data; Beginning/Middle/End of year district universal screener data.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

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.

Strategy's Expected Result/Impact: Improve Tier 1 Instruction

Staff Responsible for Monitoring: Principal, APs

Funding Sources: 199 General Fund for Instruction, 23 6399, $850

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	January	March	June

Strategy 2

AVID will be used to prepare first generation college students

Strategy's Expected Result/Impact: GHS will have the tools to be successful at the collegiate level.

Staff Responsible for Monitoring: Principal, APs

Funding Sources: 199 General Fund for Instruction, 11 6219, $36,000

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March	June

Strategy 3

GHS will provide a high quality CTE program that prepares students for employment after graduation and strengthens campus accountability.

Strategy's Expected Result/Impact: Students electing to join the workforce after graduation will have employable, marketable skills

Funding Sources: 199 General Fund for Instruction, 11 6399, $88,500

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

GISD will increase student performance for each STAAR/EOC assessment by 40% placing an emphasis on students reaching the Meets Grade Level Distinction.

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

Strategy 1

Inclusion teachers will have the same conference period as the content teacher they support and be present the entire period.

Strategy's Expected Result/Impact: SpEd students will receive more content- specific support

Staff Responsible for Monitoring: Principal, APs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	January	March	June

Strategy 2

GHS will provide instructional supplies to assist teachers in delivering quality instruction.

Strategy's Expected Result/Impact: Teachers will have supplies they need to instruct

Staff Responsible for Monitoring: Principals, APs

Formative Reviews

November	January	March	June

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 encoruages student literacy."

Strategy's Expected Result/Impact: Students will have a large selection of books to choose from.

Formative Reviews

November	January	March	June

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

☑ **High Priority**

By May 2026, 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.

Evaluation Data Source: PLC agendas and data analyzed; Instructional coach support; Campus professional learning plans; Eduphoria repository of trainings

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy** ☑ **Results Driven Accountability**

PLCs will be used to support new teachers in the classroom

Strategy's Expected Result/Impact: New teachers will receive high-level instructional support to meet the demands of their teaching schedule

Staff Responsible for Monitoring: Principal, APs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Performance Objective 2

☑ **High Priority**

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.

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

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 Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

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

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

New teachers that perform well will be slowly assigned leadership roles among the various committees.

Strategy's Expected Result/Impact: New teachers will feel be know district-wide procedures

Staff Responsible for Monitoring: Principals, APs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

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 ☑ High Priority

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.

Evaluation Data Source: Maintain weekly newsletter; Highlight "stand outs"; Parental surveys, SBDM documents.

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.

Strategy's Expected Result/Impact: GHS enrollment at NCTC will continue to grow

Staff Responsible for Monitoring: Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

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.

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.

Staff Responsible for Monitoring: Principals, APs

Formative Reviews

November	January	March	June

Performance Objective 2 ✅ High Priority

Foster 100% of district and campus quality communication between home, school and community.

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

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.

Strategy's Expected Result/Impact: Students and parents will be fully aware of the opportunities they have at GHS

Staff Responsible for Monitoring: Principals, APs

Formative Reviews

November	January	March	June

Performance Objective 3 ✅ High Priority

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

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

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 Reviews

November	January	March	June

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 2026, 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 Source: NCTC- Red River Promise/ College Fairs/ Career Day; Talent Search; Data Sources: Documentation of transition activities.

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.

Strategy's Expected Result/Impact: Students and Parents play a vital role in the development of graduation plans.

Staff Responsible for Monitoring: Principals, Counselors

Formative Reviews

November	January	March	June

Strategy 2

Each CTE Program will visit GJH for an entire day and present the details and benefits of their pathway.

Strategy's Expected Result/Impact: Incoming 9th graders will have a solid understanding of each CTE career pathway.

Staff Responsible for Monitoring: Principal, APs, CTE programs

Formative Reviews

November January March June

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.

Strategy's Expected Result/Impact: Students will become aware of the employable opportunities that exist from local businesses and educational opportunities through NCTC.

Staff Responsible for Monitoring: Principals, APs, Counselors

Formative Reviews

November January March June

Strategy 4

Talent Search (TRIO) will employee two representatives to guide students through the college process. Students will receive assistance in filling out FASPAs, college applications and college scholarships applications. They will also partner with our AVID program to prepare them for the rigors of college expectations.
4)

Strategy's Expected Result/Impact: Talent Search adds equity to the college application process.

Staff Responsible for Monitoring: Principals

Formative Reviews

November January March June

Performance Objective 2 ☑ High Priority

Develop a budget that reflects equitable distribution of resources to campuses.

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

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

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

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

Evaluation Data Source: Local, State and Federal requirements

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 Reviews

November	January	March	June

State Compensatory Education

State Compensatory

Budget for Gainesville High School

Total SCE Funds: $507,641.35

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Total State Comp Ed Funds: $507,641.35 and 8 FTEs $504,641.35 - Support salaries for general education teachers supporting instruc $3,000.00 - Supplies BIL Allotment Funds: $500.00 - Bilingual/ESL Supplies

Funding Summary

Funding Summary

199 General Fund for Instruction

Goal	Performance 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**