

# Granger Independent School District

2009-2010

District/Campus Improvement Plan

October 14, 2009

# Granger ISD Board of Trustees

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Granger ISD  
2009-2010  
Faculty and Staff

Teachers

Nicki Krueger	Pre-Kindergarten
Lisa Repa	Kindergarten
Lisa Vanek	Kindergarten
Nikki Marek	Grade 1
Jennifer Fehrle	Grade 1
Karen Red	Grade 2
Heather Laurence	Grade 2
Tawnya Rother	Grade 3
Pamela Yarborough	Grade 3
Patricia LaTouf	Grade 4
Donna Terwilliger	Grade 4
Sara Cooper	Grade 5
Nicole Davis	Grade 5
Michelle Bassett	9-12 Language Arts / Journalism
Kay McNeil	9-12 Language Arts
Carlin Hohman	6-8 Language Arts / Athletics
Thomas Pickerill	6-8 Language Arts / Athletics
Lyndsey Reed	6-12 Math
Kenneth Cooper	6-12 Math
Steve Wisdom	6-12 Math / Athletics
Cody Kuhl	6-12 Math / Athletics
Chuck Bassett	6-12 Multimedia/Yearbook / Speech
Kelli Jo Hood	6-12 Social Studies / Athletics
Rebecca Lang	6-12 Social Studies
Todd Grandjean	6-12 Social Studies / Athletics / Maintenance
Natalie Enderlin	Elementary PE / Athletics
Ramon Fuentes	PE / Athletics
Joy Drosche	9-12 Science
Ernie Laurence	9-12 Science

Mike Abbott  
Michael Moller  
Linda Huebner  
Andrea Dolan  
Ernest Valdez  
Eloy Perez  
Michael Juranek  
Janet Nehring  
Cynthia Butler  
Clayton Capps  
Tami Cooper

6-8 Science and Athletics  
2-5, 9-12 Spanish  
Family/Consumer Science  
Computer Applications  
Technology  
Vocational Agriculture  
Building Trades / Maintenance  
Content Mastery  
Special Education / Migrant  
Band/Music  
Art

## Support Staff

Jimmy Birch  
Jenifer Hernandez

Technology Coordinator  
Registered Nurse

## Aides

Dawn Filla / Inclusion / ISS  
Becky Kubacak  
Beatrice Perez  
Jackie Rollie / Pre-K  
Mildred Michalik / Library

## Cafeteria

Amy Vargas  
Teresa Lizardo  
Laura Robles  
Martha Estrada

Cafeteria Director

## Maintenance

Joe Perez  
David Blomquist  
Mary Avila  
Janice Hajda  
Minnie Perez

## Administrative Staff

Steve White	Superintendent
Margaret Vrana	Superintendent's Secretary
Charles Hammond	Principal
Marisol Buenrostro	HS Principal's Secretary
Jon Ramos	Elementary Principal
Joy Michalek	Elem Principal's Secretary
Allen Dews	Athletic Director
Louise Thornton	Business Manager
Johnnie Thornton	Student Advisor/Grant Administrator
Karen Horak	Testing Coordinator
Donna Griffis	Librarian
Sandi Dunn	Accounts Payable
Tracie Niskern	PEIMS
Tracy Glaeser	Attendance Clerk

## Mission Statement

The mission of Granger Independent School District is to provide its students with a quality education which enables them to graduate with the knowledge and skills necessary to become capable, productive, community conscious citizens.

# Executive Summary

The information gathering stages of our district effort to write the 2009-2010 District Improvement Plan began in September 2009. The District Site Based Committee reviewed the plan and made recommendations. Each member considered and recommended strategies for improvement to attain each objective, with resource allocation, staffing, timeline, and evaluation criteria listed for each strategy.

## Dual Credit

Granger students will be able to receive dual credit (high school and college) through Temple College and Texas State Technical College. Courses include college freshman Composition 1 and 2, sophomore British Literature 1 and 2, and Welding Fabrication taken at Granger ISD. Dual Credit classes offered by Temple College include Government, Economics, US History, Art, Speech and Algebra. Dual credit online courses are also available from other universities.

## Technology

Teachers have Internet email and access to the Internet from their classrooms. Teachers will continue to keep electronic grade books and submit attendance via the network. Students will have to provide identification for Internet access. Filtering software used by the district allows better control of Internet usage. Classes in American Sign Language I and II are offered via Distance Learning. There is an ongoing effort to continually update all forms of technology used by Granger ISD. Teachers use C-Scope as a curriculum for the core-subject areas and as a resource for improving TAKS scores. The District website will be upgraded to be more user-friendly and aesthetic. Student to computer ratios will be applied to computer classes. The district will inform parents of any changes affecting students through mass email and notifications on the district web page.

## Grants

Federal and state grants have been awarded for REAP Small School Rural Achievement, Title I, Title II-Part A TPTR, Title II-Part D Technology, Title VI-Innovative Programs, 21<sup>st</sup> Century, Migrant, and Title III ESL.

# Granger ISD Board of Trustees' Goals for 2009-2010

## Academics:

- Earn a rating of recognized
- Increase the percentage of students taking the SAT and ACT and improve their scores
- 100% of the senior class will meet completion standards.
- Enhance and improve academics
- Increase UIL participation and success rates
- Expand technology capabilities

## Facilities:

- Provide for a safe, clean and orderly environment and quality facilities that will meet the current and future needs of all students in the district.

## Finances:

- Ensure all expenses are cost-effective and appropriately accounted for within the approved budget.

## Discipline:

- All district employees will enforce the Discipline Management Plan.

## Family and Community Involvement:

- Promote programs, including an up-to-date website, that inform and engage parents in the academic and social development of their children.
- Welcome partnerships with community, business, civic, and faith-based organizations.
- Celebrate and advertise the accomplishments of students, staff, the district and GHS alumni.

## Ten Required Components of a Title I, Part A School-Wide Program

Component 1	Comprehensive Needs Assessment
Component 2	Reform Strategies
Component 3	Instruction by Highly Qualified Teachers
Component 4	High-Quality Staff Development
Component 5	Strategies to Attract HQ Teachers
Component 6	Strategies to Increase Parental Involvement
Component 7	Transition
Component 8	Teacher Decision-Making Regarding Assessments
Component 9	Effective and Timely Assistance to Students
Component 10	Coordination and Integration

These components are identified throughout the District Improvement Plan

**District Improvement Plan  
2009 – 2010**

**School Goal: Earn a Rating of Recognized**

Disaggregate TAKS data at Staff Development Meetings 8, 9

Persons Responsible: Principals, Teachers

Timeline: August 2009

Resources: TAKS Results

Formative Evaluation: benchmark test results, fewer referrals, student grade improvement, fewer progress reports sent home

Evidence of Implementation: Completed Disaggregated data; AEIS report

Inform PTO members of testing dates so they can furnish snacks 6, 9

Persons Responsible: Horak (Test Coordinator)

Timeline: March 1,3,4,5,6; April 6,7,9,27,28,29,30; May 1

Resources: Test Calendar, PTO president's contact information, volunteers

Formative Evaluation: notices in newspapers, notes sent home, PTO minutes

Evidence of Implementation: snacks provided

Disaggregate TAKS data from mid-year practice tests 2, 8, 9

Persons Responsible: Principals, Teachers

Timeline: Jan. 2009

Resources: Reported results of practice tests administered by classroom teachers, staff, Horak

Formative Evaluation: Teacher reports of results

Evidence of Implementation: completed disaggregated data

Tutor students who show signs of not passing subjects and TAKS 2, 9

Persons Responsible: Classroom teachers and Instructional Aides

Timeline: Aug – May

Resources: Commercial materials, state compensatory education funds, TAKS study guides, benchmark tests, classroom tests

Formative Evaluation: grades, progress reports, student roll from tutoring sessions

Evidence of Implementation: TAKS results

Identify at-risk students 2, 9  
Persons Responsible: Principals, Teachers  
Timeline: Oct. 2009  
Resources: ITBS, TPRI, TAKS, PEIMS, SPED, DAR2  
Formative Evaluation: Report completed on time, PEIMS list of at-risk students  
Evidence of Implementation: Classroom teachers can identify at-risk students.

Utilize Title I Reading and Math Programs 2, 9  
Persons Responsible: Principals, Teachers  
Timeline: Aug – May  
Resources: Title I funds, computers, commercial materials  
Formative Evaluation: classroom progress, benchmark tests  
Evidence of Implementation: Success of students participating in the program on ITBS, TAKS, SDAA, TPRI

Provide necessary materials to teachers 2, 5  
Persons Responsible: Principals  
Timeline: Aug – May  
Resources: catalogs, teacher requests, Title I funds  
Formative Evaluation: Grades, Test results, teacher evaluations, principal walk-through, check-out record  
Evidence of Implementation: use of materials

Align Curriculum to TAKS objectives 2, 8  
Persons Responsible: Principals, Teachers  
Timeline: 6 week rotation  
Resources: Text books, TEKS, TAKS, Curriculum templates in notebooks, C-scope  
Formative Evaluation: e-mails, meetings, agendas, sign-in sheets  
Evidence of Implementation: completed notebooks turned in at staff development

**School Goal: Increase the % of students taking the SAT and ACT and improve their scores**

Arrange on-site testing for all students to take the PLAN, PSAT, and ASVAB, and provide information on test dates for SAT, ACT

Person Responsible: J. Thornton, Horak 2

Timeline: Fall 2009

Resources: Local Funds

Formative Evaluation: state comparison, number of tests taken, attendance from test

Evidence of Implementation: Score Reports

Provide access to Upward Bound Program 2

Person Responsible: J. Thornton

Timeline: Aug – May

Resources: Southwestern University – Upward Bound Representatives

Formative Evaluation: documentation from Upward Bound Representative of meetings, attendance at programs

Evidence of Implementation: Number of the Upward Bound Participants that enroll in college

Send testing information to parents 6, 9

Person Responsible: J. Thornton, Horak

Timeline: 3 weeks before registration deadlines

Resources: local newspaper, school newspaper, school website,

Formative Evaluation: inquiries answered by counselor about tests

Evidence of Implementation: number of students taking tests

Prep classes for SAT and ACT 2

Person Responsible: Hammond, J.Thornton

Timeline: Aug-May

Resources: SAT and ACT prep materials

Formative Evaluation: improved scores on SAT and ACT

Evidence of Implementation: Number of students taking prep classes

**School Goal: 100% of the Senior Class will meet completion standards**

Encourage students to attend class everyday and complete their work on time 5  
Persons responsible: Principals, Liendo  
Timeline: All year  
Resources: Attendance Requirements, Graduation Requirements  
Formative Evaluation: daily attendance and grade checks by the principal  
Evidence of Implementation: Number of Students meeting grade and attendance requirements

Tutor students who show signs of not passing exit level TAKS 2, 9  
Person Responsible: Teachers, Aides  
Timeline: Aug – May  
Resources: Commercial materials, state compensatory education funds, TAKS study guides, benchmark tests, classroom tests  
Formative Evaluation: grades, progress reports, student role from tutoring sessions, assign to TAKS study classes  
Evidence of Implementation: TAKS results

**School Goal: Enhance and Improve Academics**

Provide Quality Instruction throughout the school day 4, 9  
Persons Responsible: Teachers, Principals  
Timeline: each semester  
Resources: Curriculum, TEKS  
Formative Evaluation: grades, credits earned, teacher observations by the principals  
Evidence of Implementation: students' success

50% of students who take THEA will pass 2  
Persons Responsible: Teachers, Hammond, J.Thornton  
Timeline: various times throughout the year  
Resources: Local funds, buses, counselor,  
Formative Evaluation: sign-up sheets, copy of bill, transportation record  
Evidence of Implementation: 50% of students who take THEA pass it.

Make more dual credit classes available at Granger ISD & inform parents of their availability 3, 6

Persons Responsible: Hammond, J.Thornton

Timeline: Fall 2009

Resources: local funds, dual credit classes

Formative Evaluation: letters, schedules, grades

Evidence of Implementation: District Class Schedule

Encourage students to pursue Recommended Program or higher 2

Persons Responsible: Hammond, Teachers, Parents

Timeline: Fall 2009

Resources: Counselor, Secondary Teachers

Formative Evaluation: grades, attendance, course selection

Evidence of Implementation: Number of seniors completing Recommended Program

Require all 11<sup>th</sup> grade students to take ASVAB 2

Person Responsible: Hammond, J.Thornton

Timeline: Sept 2009

Resources: ASVAB personnel

Formative Evaluation: Attendance of students taking test, share reports with students, course choice of students

Evidence of Implementation: Test results from ASVAB

Teachers are involved in the decision making process 8

Persons Responsible: Principals, Teachers

Timeline: all year

Resources: Needs Assessments, Test Scores, Curriculum Requirements

Formative Evaluation: participation by teachers at meetings

Evidence of Implementation: District Improvement Plan

## School Goal: Increase UIL Participation and Success Rates

Elementary, jr. high, and high school will place in the Top 50% on an annual basis 2, 3

Persons Responsible: Principals, Teachers

Timeline: June – September

Resources: Staff

Formative Evaluation: all teams have coaches

Evidence of Implementation: coaching jobs filled

Inventory & replace outdated or missing UIL materials 1, 9

Persons Responsible: Ramos, Teachers

Timeline: October 2009

Resources: budget, catalogs

Formative Evaluation: inventory completed, P.O. placed

Evidence of Implementation: materials on hand are current

Hold regular practice sessions during the school day 3, 8, 9

Persons Responsible: Ramos, Teachers

Timeline: October – May

Resources: students, materials, coaches

Formative Evaluation: attendance at practices, practice schedule

Evidence of Implementation: success of UIL teams

Attend practice meets 9

Persons Responsible: Ramos, coaches

Timeline: November – May

Resources: bus, local funds,

Formative Evaluation: records from practice meets

Evidence of Implementation: success of UIL teams

Report standings after competition given & recognize participants 6, 9

Persons Responsible: Teachers, Principals

Timeline: after competitions

Resources: journalism classes, yearbook staff, local papers, awards ceremony, local funds

Formative Evaluation: articles in papers, yearbook, awards presented

Evidence of Implementation: finished products, program of ceremony

Recruit for the following season & field complete teams for each event 2

Persons Responsible: Ramos, Teachers

Timeline: May

Resources: staff, student body

Formative Evaluation: teams set for start of school year

Evidence of Implementation: names of students on teams

### **School Goal: Expand Technology Capabilities**

Persons Responsible: Birch 1, 10

Timeline: On-going

Resources: Technology grants, computer

Formative Evaluation: acquisition of new technology, receipts,

Evidence of Implementation: technology capability improved compared to last year

Encourage teachers to attend technology workshops and offer onsite training sessions 3, 4,5,10

Persons Responsible: Principals, Birch

Timeline: All year

Resources: ESC, TCEA, other districts, computer labs

Formative Evaluation: certificates from workshops attended

Evidence of Implementation: more effective use of technology in the classrooms

Encourage teachers to attend training on integrating technology into curriculum 3, 4,5,10

Persons Responsible: Principals, Birch

Timeline: All year

Resources: ESC

Formative Evaluation: records of attended training; credit for GT training

Evidence of Implementation: technology is integrated into the classroom activities

**School Goal: Provide for a safe, clean and orderly environment and quality facilities that will meet the current and future needs of all students in the district.**

Persons Responsible: Everyone 1

Timeline: all year

Resources: Student Handbook, Faculty Handbook, emergency plan, full time police officer, excellent custodial staff

Formative Evaluation: clean and functional facility, adequate staffing

Evidence of Implementation: The facility is clean, functional and safe. There is an environment conducive to learning.

**School Goal: Ensure all expenses are cost-effective and appropriately accounted for within the approved budget.**

Persons Responsible: White, L.Thornton, Principals, Dews 10

Timeline: all year

Resources: budget, purchase orders, financial checks and balances, monthly bank reconciliation, price comparison of goods and services

Formative Evaluation: Annual Budget Audit

Evidence of Implementation: procedures and guidelines for expenditures are monitored.

**School Goal: All district employees will enforce the Discipline Management Plan.**

Persons Responsible: Principals, Teachers 2, 5

Timeline: All year

Resources: Student Handbook, CHAMPS and Positive Behavior Support, Discipline Management Plans are required from each teacher.

Classroom rules are posted in each classroom.

Formative Evaluation: administrative and teacher evaluations

Evidence of Implementation: Well behaved students

**School Goal: Promote programs, including an up-to-date website that informs and engages parents in the academic and social development of their children.**

Persons Responsible: Principals, Teachers, Birch 6

Timeline: All year

Resources: Granger ISD Website, Parent Connect Portal, local newspaper

Formative Evaluation: parent and community feedback

Evidence of Implementation: effective communication between school district and community

**School Goal: Welcome partnerships with community, business, civic, and faith-based organizations.**

Persons Responsible: Principals, Teachers, Superintendent 1, 6

Timeline: All year

Resources: Lions Club, Athletic and Band Booster Clubs, FCCLA, Student Council, National Honor Society, local Banks, local Churches, City of Granger, PTO

Formative Evaluation: business Donations, shared Services

Evidence of Implementation: new football stadium scoreboard, community acknowledgment

**School Goal: Celebrate and advertise the accomplishments of students, staff, the district and GHS alumni.**

Persons Responsible: Everyone 6

Timeline: All year

Resources: local newspaper, school website, Paw Prints Newspaper, bulletin boards

Formative Evaluation: community feedback

Evidence of Implementation: newspaper articles, website articles, graduation pictures displayed on walls

### **Policy addressing Sexual Abuse of Children**

A complaint alleging sexual abuse of a student by another student or staff member may be presented by the student and/or parents in a conference with the Principal or designee. The first conference with the student will be held by a person who is the same gender as the student. The conference will be scheduled as soon as possible. The Principal will investigate the allegation along with the district police chief and our district social worker. The student will not be required to present a complaint to the subject of the complaint. If the resolution to the complaint is not satisfactory to the parents or the student, they can follow the grievance procedure set out in policy FNCJ (local).

Complaints of sexual abuse of a child will be taken very seriously by the GISD staff. When it is suspected that a child has been abused, Child Protective Services will be notified as required by law.

## 2009-2010 District Improvement Committee Members

Ken Cooper—Secondary Teacher  
Raymond (Doc) Etheridge—Community Member  
Jennifer Ferhle—Elementary Teacher  
Charles Hammond—Secondary Principal  
Linda Huebner—Secondary Teacher  
Kathy Janke—Parent Member  
Dan Johnson—Business Member  
Virginia Lee—Parent Member  
John Pavelka—Business Member  
Jon Ramos—Elementary Principal  
Steve White—Superintendent and Committee Chair  
Pamela Yarborough—Elementary Teacher