

Godley Independent School District
District Improvement Plan
2016-2017



Mission Statement

The mission of Godley Independent School District is to graduate students with the problem solving tools that enable them to reach their highest potential as responsible, productive citizens who are prepared to be self-motivated, life-long learners in an ever changing world.

Vision

All Learners of GISD will:

Develop a solid foundation in reading, writing, and math.

Utilize a variety of multi-media tools for learning and communicating.

Have the ability to differentiate and apply appropriate social and professional communication skills.

Develop and apply critical thinking and problem solving skills.

Exhibit integrity and moral character.

Which results in:

Students who are capable of consistently setting personal and professional goals.

Students who are capable of applying persistence and reason when pursuing endeavors.

Students who are productive contributing citizens.

Students who show academic growth from year to year and demonstrate a continued interest in learning.

Students who are able to communicate effectively using a variety of media.

Students who will graduate prepared with the knowledge to continue their education in college and/or a career.

Core Beliefs

We believe that:

Community engagement is vital to learning and promoting accountability in all students.

Education gives students a solid foundation for a successful future.

Balancing and understanding academic and personal goals will prepare students for the future.

All learners with proper guidance can develop the motivation to persevere through any challenge.

Meaningful and relevant work engages students in profound learning.

A safe and friendly environment is essential for student learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the Texas Academic Performance Report (TAPR) from 2015-16 and current PEIMS data, the demographics for Godley ISD are as reported below. PEIMS fall submission indicates current enrollment as 1890 which is up 109 students or roughly 6% from the past year. GISD is composed of 4 Title I School-wide campuses.

- Economic Disadvantaged 56.4%
- English Language Learners 10.67%
- Career and Technical Ed. 29.42%
- Gifted and Talented 3.27%
- Special Education 11.35%
- At Risk 45.41%
- African American 1.16%
- Hispanic 27.03%
- White: 67.90%
- American Indian 1.06%
- Asian .26%
- Pacific .11%
- Two or More Races 2.48%
- Mobility Rate 17.1%
- Dyslexia 8.55%

The ELL population continues to grow and currently comprises 10.67% of the total student population (up 2% from last year). In addition, Economically Disadvantaged student populations and Hispanic populations (up 4.23%) are on the rise. There are 9 new housing editions with hundreds of lots and many new homes already available or under construction.

Demographics Strengths

Based on 2014-15 data for the TAPR the following strengths can be found:

- Class size average for grades K-6 is 18.3 compared to state average of 19.6
- Class size average for the secondary level is 14.8 compared to state average of 18.6
- 100% of High School graduation rate (Grads, GED, or Continued HS)
- Increase in percentage of students who are college ready in both reading and math
- 96.2% attendance rate
- 0% Class of 2014 drop out

Demographics Needs

Demographic changes indicate the following needs:

- Growth of student population and new homes under construction require expansion and building of facilities.
- Growth of student population requiring additional staff.
- Growth of ELL population requiring a future need for bi-lingual teaching staff.
- Additional and continued training for staff concerning ELL population needs and ELL teaching strategies

Student Achievement

Student Achievement Summary

Godley ISD and all campuses met standard in all 4 indexes in the state accountability system and received 5 Distinctions. The district met 70% of the System Safeguards for the State accountability and 81% of the federal accountability safeguards. District and campus administrators, District Improvement Committee, and staff members have disaggregated student achievement data and will address areas of concern in 2016-17. An area that has been identified for focus is reading and writing.

Student Achievement Strengths

The following areas were determined to be strengths in student achievement:

- Training of staff to develop high-quality, engaging lessons to help students work on a deep student cognitive level.
- Progress made in grades 3-5, 8 reading, 5 and 8 science, and 8th grade Social Studies
- Gains were noted in ELL Math 3-8 and Writing in grades 4 & 7
- Progress made in EOC Algebra 1, Biology, US History
- Increase in percent of students meeting STAAR advanced standard
- CTE students continue to far exceed performance standard.

Student Achievement Needs

The following areas show a need for improvement:

- Increase in writing performance for the Hispanic and Economic Disadvantage populations to meet both federal and state targets.
- Increase in writing performance across grade levels with a focus on critical writing.
- Increase math and reading performance of the LEP students to meet state standards.
- Increase academic achievement in the core subject areas of the SpEd population.
- Increase number of students meeting standard and reaching Level III performance in all areas and all grades.
- Increase the performance on science and social studies grades 3-8 & EOC.
- Continue to move SPED students to inclusion classroom setting.

District Culture and Climate

District Culture and Climate Summary

Godley ISD is committed to both student engagement and achievement. Community and parent surveys indicate high satisfaction with the district.

District Culture and Climate Strengths

- GISD has low to no violent and criminal incidents involving students.
- Low to no drug and alcohol incidents.
- Most students participate in clubs and/or extracurricular activities.
- UIL - all four campuses won their respective District UIL Academic Competition
- Campuses have the District Strategic Plan to look to for guidance
- Leader-in-Me is providing character development in addition to staff development at the elementary and intermediate campuses

District Culture and Climate Needs

- Surveys indicate low morale amongst staff related to job stress and so many initiatives rolled out this year.
- Concerns are present regarding a large number of days that staff missed for staff development, field trips, and other student events.
- Concerns are present regarding classes missed by students because of various school events and competitions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- The teaching and support staff at Godley ISD continues to strengthen their skills through various types of staff development.
- The district is very proactive in providing training for teachers and staff.
- 100% of teachers are Highly Qualified.
- We collaborate with local universities and alternative certification programs to acquire top quality teachers.

Staff Quality, Recruitment, and Retention Strengths

- 100% of our teachers are Highly Qualified.
- Staff feedback continues to drive staff-development.
- TCU partners with appropriate campuses to provide training targeting intermediate and middle school working with teachers of students who are learning disabled and have behavioral challenges.
- PLCs which allows the strengths of effective teachers to be shared with others.
- Ongoing professional development in the area of technology as well as academics in addition to trained professionals conducting on-site training and staff development in the areas of Dyslexia, reading, PBL and digital learning.

Staff Quality, Recruitment, and Retention Needs

- Continue to improve the mentoring program in place for new teachers.
- TAPR indicates Godley ISD teacher salaries to be below state averages.
- Staff members were absorbed because of funding constraints.
- Explore options as a District of Innovation to increase teacher morale by possibly decreasing Chapter 21 contract days without losing pay.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district is located in a small community with many of rural attributes. The district is focusing on instructional methods that will benefit students who are economically disadvantaged, English language learners, students served through special education, and gifted and talented. The district is rich in technology and provides an extensive amount of technology professional development. It was noted by the committee that many teachers still could benefit on PD that trains teachers in sound teaching methods.

Curriculum, Instruction, and Assessment Strengths

- Asking process based questions
- Eduphoria for lesson plans
- Many staff remains that were trained under Margaret Kilgo for TEKS-based instruction
- Lead4ward on all campuses
- Daily 5 at elementary
- Empowering Writers on elementary and intermediate
- Exemplars for Math
- iStation
- High-Quality Pre-K Grant & Parent Engagement events
- Leader in Me at elementary and intermediate including Leader in Me notebooks
- Reading and writing focus at elementary with an expanded leveled-reader library
- Fundamental 5 at intermediate
- DEAR (Drop Everything and Read) at elementary and intermediate
- Campus-wide book studies including, Jensen's *Engaging Students With Poverty in Mind* and Schmoker's *Focus*
- Thinking Maps at middle school expanding to high school
- Mega-lunches at middle and high school campuses
- Utilizing PBL when appropriate for student engagement
- Focus on critical vocabulary including roots & affixes
- Campus-wide book study of Dweck's *Mindset* at high school
- Relationship focus utilizing the 3 E's - Engaging, Enthusiastic, Encouraging
- Think P.I.N.K. Positive, Inclusive, Nurturing & Knowledgeable at high school

Curriculum, Instruction, and Assessment Needs

- Writing across all grade levels and content areas.
- Special Ed academic progress and inclusion across all campuses
- GT identification and service
- Fine Arts variety in choices in K-8
- Lack of language interpreters on all campuses
- Limited classroom supports for ESL students
- Vertical alignment

Family and Community Involvement

Family and Community Involvement Summary

The District provides a wide variety of activities and functions for parents to be actively involved. Information pertaining to the November Bond Election will be provided in a variety of formats including community meetings, website, and brochures. The District strives to provide a variety of formats to allow parents and the community to become involved.

Family and Community Involvement Strengths

According to Parent Engagement Survey taken in May of 2015 parents feel:

- Welcome and respected
- Comfortable communicating with Administrators and teachers
- Informed about students progress in school
- Information meetings such as open house, freshman orientation, and parent/teachers conferences to be the most helpful and informative

Systems in place:

- A variety of communication formats provided including twitter, skylerts, text alerts, websites, blogs, facebook
- WATCH Dog Dads
- Information meetings for parents of Freshmen
- PTO and Booster Clubs
- Latino Family Literacy Night
- CLI Night
- Open House

Family and Community Involvement Needs

According to Parent Engagement Survey taken in May of 2015 parents feel the following would help improve Parent Engagement :

- Communicate in a more timely manner
- Timing of events does not always allow parents to attend events
- Receiving information concerning grade level expectations

- Receiving information pertaining to preparing their child for college or careers

Technology

Technology Summary

Godley ISD is committed to providing up to date technology resources to help our students lead in a Future-Ready environment. Student instruction integrates a variety of technology resources as a tool for learning such as desktops, laptops, Chromebooks, iPads, iPods, projection devices, distance learning, maker spaces and online management systems. Teachers receive individualized and differentiated professional development on the integration of these tools. On-line instructional materials provide students with an alternative way to access written text and research information.

Technology Strengths

- Godley ISD is one to one with devices in grades 7-12.
- Grade 4-6 share 3 carts of 25 Chromebooks for each grade level.
- New Chromebooks for every student in High School.
- Classroom sets of devices in grades K-5.
- Intensive training for all teachers new to the district focusing on teaching in a relevant, real-world context.
- 3 Educational Technology Specialists for the district.
- Technology available for students before and after school in grades 7-12.
- Readily available technology staff that strives for immediate response.
- Robust bandwidth to handle Godley ISD network traffic.
- Continuity within the district with intensive use of Google Apps for Education.

Technology Needs

- Infrastructure upgrade across the district.
- Additional devices for student use in the primary grades.
- Refresh of older computers, Chromebooks and devices.
- Educate teachers and students on the importance of digital citizenship.
- Upgrade to digital projection system and IP based electronic door access system.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: GISD will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

Performance Objective 1: Align PK-12 standards, vertically at a high attainable level to adequately prepare our students for post-secondary education and career readiness.

Evaluation Data Source(s) 1: Increased college and career readiness assessment scores.


Summative Evaluation 1:

Goal 1: GISD will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

Performance Objective 2: Create Professional Learning Communities (PLC) that are flexible and adapt to the needs of the student.

Evaluation Data Source(s) 2: Increased academic and personal growth for teachers.

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 3 CSF 7 1) Schedule time for PLC meetings to occur on each campus	4, 8, 9	Campus administrators	Teacher satisfaction and increased student achievement.			
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Administrators will investigate and plan for training with Professional Learning Community training via Solution Tree.	4, 8, 9	District Administrators.	Meaningful PLC meetings occurring on a regular basis on each campus.			
						

Goal 1: GISD will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

Performance Objective 3: GISD will maintain a completion rate of 98% with 85% of students graduating on the Recommended, Distinguished or Endorsement graduation plans.

Evaluation Data Source(s) 3: Percentage of students who graduate on the Recommended, Distinguished or Endorsement Plan and the number of students listed on the drop-out list.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) School officials will monitor students' attendance and maintain contact with the parents in regards to attendance policy. Truancy court will be utilized as necessary to adhere to Compulsory Attendance Laws.	10	Assistant Principals, Principals, School Resource Officer, PEIMS clerks	Increased student attendance as evident in the State Accounting report and the PEIMS 400 records.			
2) All GISD Leavers and BOY no shows will be tracked to insure that they have enrolled in another school district or home school.	10	Assistant Principals, Principals, PEIMS clerks	PBMAS Leaver Data Integrity Report			
3) Identify students as homeless and provide services according to the district's homeless plan in accordance the McKinney-Vento Homeless Education Assistance Act of 2001.	10	Homeless Liaison, PEIMS clerks, Counselors, Principals	State and Federal Reports, Student Data Reports, Graduation rates			
4) Provide Comprehensive Education Homebound Instruction (CEHI) to pregnant students during the prenatal and postpartum period in order to help students adjust academically, mentally, and physically.	2, 3	Counselors, School Nurses, Principals, Assistant Principals	Graduation rates, promotion, retention records			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 1: GISD will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

Performance Objective 4: GISD will provide opportunities for teachers to participate in Professional Development activities that will enhance student groups such as but not limited to ESL/Bilingual/Migrant/Dyslexia/GT/SPED/Compensatory Ed students.

Evaluation Data Source(s) 4: Increased academic and personal growth for all students.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>1) GISD will provide Professional Development activities to meet the diverse needs of the district including but not limited to Project/Problem-Based Learning (PBL).</p>	4, 5	Principals, Assistant Principals, Director of Special Programs, Teachers	Increased academic growth for all students as reported in grades and STAAR test scores, and increased satisfaction with school and personal growth.			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>2) Teachers will be trained to utilize data and research methods to drive instruction and programs will be implemented to address the needs of all students including those in need of targeted RtI methods.</p>	2, 3, 8, 9	Principals, Assistant Principals, Director of Special Programs, Teachers	Increased academic growth for all students as reported in grades and STAAR test scores, and increase student satisfaction with school, personal growth and extracurricular involvement.			
<p>Critical Success Factors CSF 1</p> <p>3) Staff members will be given the opportunity to attend GT professional development opportunities in the areas of identification of GT students, implementation of GT program, and GT practices in order to better serve GT students and improve GT program.</p>	1, 2, 3, 4, 8	Principals, Assistant Principals, Director of Special Programs, Teachers	Increased academic growth for all students as reported in grades and STAAR test scores, and increase student satisfaction with school, personal growth and extracurricular involvement.			
<p>4) Maintain an effective teacher-mentoring program through the use of departmental lead teachers in order to retain highly qualified staff.</p>	2, 3, 4, 5	Principals, Department Heads, Teachers	Highly Qualified report, # of teachers returning each year.			
<p>5) Provide staff development to assist in meeting the highly qualified status and increasing personal growth and capacity in addition to leadership opportunities for department heads.</p>	3, 4, 5	Principals, Department Heads, Curriculum Director	Highly Qualified report, # of teachers returning each year.			






<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) Pursue and implement Empowering Writers Professional Development opportunities for all ELAR teachers for Empowering Writers.</p>	<p>1, 4, 9</p>	<p>Principals, Curriculum Director</p>	<p>Completion of training, implementation of Empowering Writers in the classroom, PDAS observations, writing improvement on assessments for all students</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: GISD will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

Performance Objective 5: GISD will subscribe to LearningList as our agent to examine all supplemental materials in all formats including online and test banks for alignment percentages in all content areas.

Evaluation Data Source(s) 5: Review meetings with grade-level and content specific teachers and administrators regarding materials purchased and subscriptions prior to making such purchases.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Subscribe to Learning List as a vendor/partner to evaluate all materials both printed and electronic prior to purchasing.</p>	1, 8	Direct of Learning and Innovation, Administrators	Increased academic growth for all students as reported in grades and STAAR test scores			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: GISD will incorporate a balanced and focused instructional setting.

Performance Objective 1: Create lesson plans that will engage students in relevant learning that will build self-confidence.

Evaluation Data Source(s) 1: Quality of Student produced outcomes on projects and problems.






Summative Evaluation 1:

Goal 2: GISD will incorporate a balanced and focused instructional setting.

Performance Objective 2: Provide many opportunities for explicit instruction in content area, in both whole group and small group situations.

Evaluation Data Source(s) 2: Evidence seen in lesson plans, classroom observations, and walk-throughs.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy 1) Administrators will collaborate both within and across campuses with teachers utilizing Skyward scheduler for optimizing opportunities for student mastery of the state standards.</p>	1, 2, 3, 9	Campus administration.	Increased student performance and schedule efficiency.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: GISD will empower students with the digital tools necessary to lead in tomorrow's world.

Performance Objective 1: Provide students PK-12 with digital tools so they have access to resources and are the ability to collaborate in the classroom.

Evaluation Data Source(s) 1:









Summative Evaluation 1:

Goal 3: GISD will empower students with the digital tools necessary to lead in tomorrow's world.

Performance Objective 2: Develop internet literacy/ethics curriculum and educate staff and students on digital citizenship.

Evaluation Data Source(s) 2: Evidence through lesson plans, walk-through, surveys and observations. Student documentation in records.

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Use digital citizenship curriculum to continually educate elementary and intermediate students during lab rotation and keyboarding periods.	1	Technology teachers and aides.	Evidence of lesson activities completed as well as classroom observation.			
2) Use digital citizenship curriculum to continually educate middle and high school students by adding relevant, age appropriate videos and information to announcements.	1	Technology teachers and staff	Observation of proper decision making by students and less violations reported through our district's monitoring systems.			
3) Continue to educate staff on the themes of digital citizenship during professional development.	1, 4	Technology Staff	Observation of proper decision making by staff.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: GISD will empower students with the digital tools necessary to lead in tomorrow's world.

Performance Objective 3: District will develop and implement Centers for Learning and Innovations. (CLI)

Evaluation Data Source(s) 3: 100% student participation and access district wide.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Innovative Events scheduled in each campus for parent and community participation and the scheduling of students to be exposed all the learning opportunities the CL&I has to offer.	1, 2, 3, 6	District/campus administration and technology personnel.	Parent sign in sheets along with student participation in the CL&I.			
2) Investigating in the latest technology available for the campus CL&Is and maintaining present devices including investigating 3D printers for each campus.	1, 2, 6	District/campus administration and Technology personnel.	Well-supplied, maintained and visited CL&I including visits from other school districts.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: GISD will proactively plan and prepare for the growth of our community.

Performance Objective 1: Transparently communicate student needs and how those factors correlate to future growth.

Evaluation Data Source(s) 1:


Summative Evaluation 1:

Goal 4: GISD will proactively plan and prepare for the growth of our community.

Performance Objective 2: Transparently communicate student needs and how those factors correlate to future growth.

Evaluation Data Source(s) 2: Passage of Bond.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Identify available land and contact landowners in GISD for future purchase for use.	1	Superintendent	Plan for managing the growth at Godley ISD.			
2) Purchase land supporting GISD growth strategy.	1	Superintendent	Plan for managing the growth at Godley ISD.			
3) Conduct community, parent, and campus informational meetings to discuss the needs of the district.	1, 6	Superintendent	Attendance at meetings and bond success.			
						

Goal 5: GISD will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.

Performance Objective 1: Expose career opportunities to K-12 students to broaden career awareness.

Evaluation Data Source(s) 1: Number of career opportunities available to students per campus

Summative Evaluation 1:

Goal 5: GISD will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.

Performance Objective 2: Develop regional partnerships with post-secondary education and businesses to support career pathways.

Evaluation Data Source(s) 2: Number of partnerships developed with active student participation.

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 5 CSF 6 1) Host a Education/Workforce Summit with teachers and businesses to develop contacts and build partnerships.	1, 7, 10	CTE Coordinator	Partnerships established			
Critical Success Factors CSF 5 CSF 6 2) GISD will seek agreements with Institutions of Higher Ed to provide dual credit opportunities.	1, 7, 10	HB5 Coordinator	Number of students who complete dual credit courses.			

Goal 5: GISD will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.

Performance Objective 3: Students will be provided opportunities to participate in National assessments such as PSAT, SAT, and ACT, and to enroll in institutions of Higher Education.

Evaluation Data Source(s) 3: Number of students participating each year.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Counselors will provide students and parents information regarding high-stake assessments available through the PSAT, ACT, SAT, Duke Talent Search and the TSI test. Students will be given opportunities to take the PSAT, and the TSI test on the High School campus.</p>	2, 8	Principals, Counselors, Teachers	Number of students who take the tests. THECB State Report, and College Readiness Indicators			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: GISD will utilize various forms of assessments and feedback to evaluate student performance and growth.

Performance Objective 1: Employ authentic forms of formative assessment to accommodate various styles of learning and expression to monitor growth.

Evaluation Data Source(s) 1: Increased student performance.






Summative Evaluation 1:

Goal 6: GISD will utilize various forms of assessments and feedback to evaluate student performance and growth.

Performance Objective 2: Exercise the use of rubrics to communicate objectives along with requirements to demonstrate associated learning and allow choices.

Evaluation Data Source(s) 2: Increased academic growth and TEKS mastery will be evidenced in student projects and assignments.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Teachers will utilize rubrics to evaluate various student projects and assignments.</p>	2, 8, 9	Administrators	Academic growth by students.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 6: GISD will utilize various forms of assessments and feedback to evaluate student performance and growth.

Performance Objective 3: The Administrative Team will provide effective leadership for the district by utilizing data-driven decision making, provide quality technical and program support and increase communication with staff, parents, and community.

Evaluation Data Source(s) 3: Student growth will be evident in data and program evaluations.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>Critical Success Factors CSF 3</p> <p>1) Administrators will collaborate and ensure the implementation of local, state, and federal programs/policies and explore options to enhance and impact student learning.</p>	4, 10	Superintendent, Assistant Superintendent, Curriculum and Special Programs Coordinator, Executive Director of Finance, HB5 Coordinator	Program evaluations, ATM meeting notes			
<p>Critical Success Factors CSF 7</p> <p>2) Administrators will recruit and maintain highly qualified personnel in all positions.</p>	3	Human Resources Certification Specialist, Campus Administrators	Teacher certificates found in district files, Highly qualified worksheets, Principal attestations.			
<p>Critical Success Factors CSF 3</p> <p>3) Administrators will explore options to enhance student learning, attend professional development opportunities, and seek membership in professional organizations to enhance leadership skills and ultimately impact student learning.</p>	4	Superintendent	Certificates for professional development, ATM meetings, program evaluations			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Administrators and department heads will disaggregate, analyze, and use district data to guide instruction, evaluate programs, and provide opportunities for departments to collaborate.</p>	1, 4, 8	Superintendent, Curriculum and Special Programs Director, Principals, Lead Teachers	Student progress, State and Federal Accountability reports			






<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) Evaluate, coordinate, and collaborate with Johnson County Shared Service Arrangement (JCSSA) regarding the continuum of placement options for SPED population.</p>	<p align="center">10</p>	<p>JCSSA, Principals Diagnosticians Superintendent, Curriculum Dir., Counselors, 504 Coord., SPED Dept</p>	<p>State and Federal Accountability Reports, PIEMS reports,</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: GISD will utilize a system that promotes accountability and transparency to ensure our actions align with our core beliefs.

Performance Objective 1: Create an accountability system to address the 9 components of HB5 including state accountability.

Evaluation Data Source(s) 1: Creation of Balanced Report Card.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Provide the Latino Family Literacy Project to assist Spanish speaking parents in helping their children develop reading and writing skills.</p>	1, 6, 10	ESL Director, other trained personal	Parent Surveys, Parent participation, student progress in reading			
<p>Critical Success Factors CSF 5</p> <p>2) An informational training for parents of dyslexic students will be conducted.</p>	6, 10	Special programs Coordinator, MTA teachers	Parent sign in sheets, parent survey			
<p>Critical Success Factors CSF 5</p> <p>3) Skyward data management system will be utilized to track financial and student data and communicate with parents.</p>	6	Principals, Campus Office staff, Teachers	Skyward Access Reports Family Access reports Skyward PO's & student performance reports			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: GISD will utilize a system that promotes accountability and transparency to ensure our actions align with our core beliefs.






Performance Objective 2: Students will achieve or exceed grade-level or higher expectations on appropriate state assessments via quality research-based instruction, interventions, and enrichment activities.

Evaluation Data Source(s) 2: Student progress and achievement as reported in State and Federal Accountability Reports.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Assess student mastery via benchmark assessments and other appropriate assessment tools.</p>	1, 8, 9	Teachers, Lead teachers, Administrators	Student progress, progress monitoring using AWARE, Lead4ward,			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide tutorials, remediation, and enrichment opportunities based on progress monitoring results associated with Response to Intervention (RtI) utilizing researched based materials and programs including, but not limited to summer school, after school tutorials, and OdysseyWare credit recovery</p>	2, 8, 9, 10	Principals, Intervention specialists	Student benchmarks, RtI monitoring, progress monitoring			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Each campus will disaggregate local, state, and federal assessment data and track individual student progress.</p>	1, 8, 9	Principals, Asst. Principals, Teachers	State and Federal Acct. Reports			

<p>Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Implementation of a wide variety of mathematical instructional strategies, programs, and tools for all students to use to practice, reinforce, and improve math skills.</p>	1, 2, 9	Principals, math intervention specialist, lead teachers	Reports generated by programs. Student progress in math			
<p>Critical Success Factors CSF 1</p> <p>5) A dyslexia program will be implemented by trained professionals on each campus using programs and strategies designed to address phonemic awareness.</p>	1, 3, 4, 9, 10	Special Programs Coordinator, Campus 504 Coordinator	Students successfully completing program, student progress in reading			
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) The district will provide and maintain the necessary supplemental equipment, supplies and research-based materials and programs to equip teachers/staff in successfully increasing student learning.</p>	2, 9	Principals, Lead teachers	Program Evaluations			
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) Monitor SPED students participation in the districts academic tutoring program, evaluate progress, and revise students program depending on students academic growth in all core subjects.</p>	1, 9, 10	JCSSA, Administrators, SPED staff	Program assessments, student work samples			
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>8) Provide inclusion aides and co- teach classes to assist with students who are struggling. Including but not limited to: SPED, 504, ESL, and dyslexia students.</p>	9	Campus Administrators	Progress monitoring, student progress			
<p>9) Maintain the Shared Services Arrangement (SSA) with ESC XI regarding the Migrant Education Program and adhere to the Priority for Service Action Plan in order to meet the needs of students identified as Migrant in the seven ares of focus: parental engagement, early childhood education, secondary credit accrual, graduation enhancement, identification and recruitment, new generation system, and migrant services coordination.</p>	9, 10	Special Programs Director, ESC XI	Migrant records, Student report cards, test scores, graduation rates.			

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5</p> <p>10) Increase and improve parent communication with Hispanic population.</p>	1, 6, 9	Principals, Lead teachers	Various forms of communication in students home language.			
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>11) Teachers will implement ESL strategies and ELPS in classroom, seek ESL Professional Development, and use ESL program tools including but not limited to use of DyNed to improve LEP student achievement.</p>	1, 2, 4, 9, 10	Principals, ESL Director	Classroom observations, PDAS, Professional Development certificates			
<p>Critical Success Factors CSF 1</p> <p>12) Evaluate, Coordinate, and Implement a GT program and improve identification of GT students and GT programming.</p>	1, 10	GT coordinator, principals	Increase number of identified GT students and programs offered			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 8: GISD will provide a safe, clean, well-maintained and orderly environment.

Performance Objective 1: GISD will adhere to the principles of a Safe and Drug-Free School District and will not condone or tolerate acts concerning unwanted physical or verbal aggression, sexual harassment and other forms of bullying in school, on school grounds, in school vehicles, or at school sponsored events.

Evaluation Data Source(s) 1: Number of reports received concerning violence, harassment, or bullying.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Implementation and training of the district Crisis Management Plan with components including; bus safety/evacuation, conflict resolution [TEC 11.252(3)(B)], suicide prevention, violence prevention [TEC 11.252 (3)(B)], discipline, student code of conduct, classroom management [TEC11.252 (a)(3)(E)], recognition of child sexual abuse and other maltreatment of children [TEC 38.0041, harassment] and dating violence [TEC 37.011], Family Code[71.0021]. [TEC 37.0831]. Safety drills will be scheduled and conducted.	4, 10	Principals, Assistant Principals, Counselors	Number of incidences reporting in PEIMS discipline records			
2) Provide a comprehensive education program regarding the dangers of using alcohol, drugs, tobacco as well as prevention/intervention strategies for bullying, physical and verbal aggression, dating violence and conflict resolution.	9, 10	Principals, Assistant Principals, Counselors	PEIMS Reports, student discipline records			
3) Contract with outside agencies to conduct periodic contraband inspections.	10	Principals, Assistant Principals	PEIMS Reports, student discipline records			
4) Implement Character Education on all campuses.	2	Principals, Assistant Principals, Counselors	Student discipline records			
5) The district will maintain an agreement with Johnson County Sheriff's Department to furnish a School Resource Officer and subscribe to CopSync.	10	Superintendent, Sheriff's Department	Police Reports			
6) The district will maintain a partnership with Keene ISD's DEAP for long-term disciplinary placement.	10	Principal, Assistant Principals, Diagnosticians	Attendance, Assessment, Drop-out and graduation rates, ad recidivism rates.			
7) The district will implement a Dating Violence Prevention Policy as required by HB 121.	9, 10	Principals, Assistant Principals, Counselors	Police Report and Student Discipline reports.			


8) The district will manage behavior by implementing the Positive Behavior Support strategies derived from the 7 Modules of the Texas Behavior Support Initiative including; School & classroom interventions, Positive Supports, Time out, Severe Behavior Action Planning and CPI restraint training.	9, 10	Principals, Assistant Principals, Counselors	Student Discipline reports			
						

Goal 8: GISD will provide a safe, clean, well-maintained and orderly environment.

Performance Objective 2: GISD will provide clean, safe, secure and well-maintained facilities to ensure students and employees are able to perform their duties safely, effectively and efficiently.

Evaluation Data Source(s) 2: Maintenance and custodial reports.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) The district will provide adequate personnel in order to schedule regular maintenance tasks and make necessary repairs to all facilities and transportation vehicles.		Maintenance Director	Maintenance records			
2) The custodial staff will provide clean facilities for all students, staff, and guests working or visiting the district.		Custodial Supervisor, Principals, Assistant Principals	Custodial and maintenance reports.			
3) All district equipment and facilities will be maintained and updates will be made to meet Health Code standards and actions to increase energy conservation will be utilized as prescribed by the State of Texas.		Maintenance Director, Custodial Supervisor	Maintenance records, Health Department reports			
4) To increase student and staff safety, the district will utilize ID technology and keyless entry systems on all campuses to screen visitors.		Director of Technology, Campus Secretaries, Principals, Assistant Principals, School Resource Officer.	Campus documentation			
5) Internet content filtering devices and other software will be used to monitor school internet use to assure students and staff are following the GISD Technology Acceptable Use Policy.		Director of Technology, Principals, Assistant Principals, Teachers	Number of incidences of students/staff breaking the Acceptable Use Policy.			
						

Goal 8: GISD will provide a safe, clean, well-maintained and orderly environment.

Performance Objective 3: The district will budget funds that includes staff, food and equipment, and the repair or replacement of equipment in order to provide breakfast and lunch meals to students.

Evaluation Data Source(s) 3: Food Service Reports

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) The Child Nutrition Director will follow all state and federal guidelines while ordering food, preparing menus and serving food to students.	10	Child Nutrition Director, Cafeteria Managers	Food Services Reports			
						

Goal 8: GISD will provide a safe, clean, well-maintained and orderly environment.

Performance Objective 4: The District will sponsor the School Health Advisory Committee (SHAC) and will consider the recommendations of the committee regarding health education, physical activity, human sexuality, healthy habits and prevention activities and nutrition.

Evaluation Data Source(s) 4: Number of activities promoting healthy choices and prevention activities across the district.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) The district will hold annual SHAC meetings to develop plans for educating students about the healthy choices and prevention activities for unhealthy habits.	10	SHAC Committee Chair, School Nurses, Counselors, Principals, Assistant Principals.	Number of referrals to nurses for ailments regarding unhealthy habits.			
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	2	Administrators will investigate and plan for training with Professional Learning Community training via Solution Tree.
1	4	1	GISD will provide Professional Development activities to meet the diverse needs of the district including but not limited to Project/Problem-Based Learning (PBL).
1	4	2	Teachers will be trained to utilize data and research methods to drive instruction and programs will be implemented to address the needs of all students including those in need of targeted RtI methods.
1	4	6	Pursue and implement Empowering Writers Professional Development opportunities for all ELAR teachers for Empowering Writers.
1	5	1	Subscribe to Learning List as a vendor/partner to evaluate all materials both printed and electronic prior to purchasing.
2	2	1	Administrators will collaborate both within and across campuses with teachers utilizing Skyward scheduler for optimizing opportunities for student mastery of the state standards.
6	2	1	Teachers will utilize rubrics to evaluate various student projects and assignments.
6	3	5	Evaluate, coordinate, and collaborate with Johnson County Shared Service Arrangement (JCSSA) regarding the continuum of placement options for SPED population.
7	1	1	Provide the Latino Family Literacy Project to assist Spanish speaking parents in helping their children develop reading and writing skills.
7	2	1	Assess student mastery via benchmark assessments and other appropriate assessment tools.
7	2	2	Provide tutorials, remediation, and enrichment opportunities based on progress monitoring results associated with Response to Intervention (RtI) utilizing researched based materials and programs including, but not limited to summer school, after school tutorials, and OdysseyWare credit recovery
7	2	3	Each campus will disaggregate local, state, and federal assessment data and track individual student progress.
7	2	6	The district will provide and maintain the necessary supplemental equipment, supplies and research-based materials and programs to equip teachers/staff in successfully increasing student learning.
7	2	7	Monitor SPED students participation in the districts academic tutoring program, evaluate progress, and revise students program depending on students academic growth in all core subjects.
7	2	8	Provide inclusion aides and co- teach classes to assist with students who are struggling. Including but not limited to: SPED, 504, ESL, and dyslexia students.
7	2	10	Increase and improve parent communication with Hispanic population.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	2	Administrators will investigate and plan for training with Professional Learning Community training via Solution Tree.
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1	5	1	Subscribe to Learning List as a vendor/partner to evaluate all materials both printed and electronic prior to purchasing.
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7	2	1	Assess student mastery via benchmark assessments and other appropriate assessment tools.
7	2	2	Provide tutorials, remediation, and enrichment opportunities based on progress monitoring results associated with Response to Intervention (RtI) utilizing researched based materials and programs including, but not limited to summer school, after school tutorials, and OdysseyWare credit recovery
7	2	3	Each campus will disaggregate local, state, and federal assessment data and track individual student progress.
7	2	4	Implementation of a wide variety of mathematical instructional strategies, programs, and tools for all students to use to practice, reinforce, and improve math skills.
7	2	6	The district will provide and maintain the necessary supplemental equipment, supplies and research-based materials and programs to equip teachers/staff in successfully increasing student learning.
7	2	7	Monitor SPED students participation in the districts academic tutoring program, evaluate progress, and revise students program depending on students academic growth in all core subjects.
7	2	8	Provide inclusion aides and co- teach classes to assist with students who are struggling. Including but not limited to: SPED, 504, ESL, and dyslexia students.
7	2	10	Increase and improve parent communication with Hispanic population.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6121 00 999 0 30 000	6121 Extra Duty Pay/Overtime - Support Personnel	\$30,000.00
6100 Subtotal:		\$30,000.00

District Improvement Committee

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