

# Gonzales Independent School District

## District Improvement Plan

2020-2021



# Mission Statement

Gonzales Independent School District is committed to a spirit of excellence in caring service and partnerships that equip students for continuous learning supporting resilience in achieving personal aspiration, compassionate and dynamic citizenship in an ever changing world.

## Vision

Excellence for All

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# Comprehensive Needs Assessment

Revised/Approved: September 14, 2020

## Demographics

### Demographics Summary

Gonzales, Texas is located in central Gonzales County East of the San Marcos River and Northeast of the Guadalupe River. GISD covers 532 square miles. The median household income is \$49,829 according to the 2019 census which is below the median state income of \$59,570. Major employers for the county are: Gonzales ISD, BYK, and Tyson Chicken. Additional employers include: GVEC, Kitchen Pride Mushroom Farms, Purina, and Gonzales Memorial Hospital.

Gonzales ISD is the sole district in Gonzales, Texas. It is a one feeder system with five campuses and one student center.

Campuses serve the following grade levels (TAPR 2018-2019):

- Gonzales Primary Academy: PK - K (approx 352)
- East Avenue Primary: 1st - 2nd (approx 389)
- Gonzales Elementary: 3rd - 4th (approx 400)
- North Avenue Intermediate: 5th - 6th (approx 431)
- Gonzales Junior High: 7th - 8th (approx 466)
- Gonzales High School: 9th - 12th (approx 821)

According to the 2018-2019 TAPR general demographics are as follows:

- Student enrollment slightly increased. (2,859 students were enrolled for 2018-19 and was 2,840 for 2017-18).
- 24.9% of student population is White (712). 66.76% of student population is Hispanic (1,907). .01% of student population is American Indian or Alaska Native (3). 7.0% of student population is Black/African American (222). .03% of student population is Asian/Pacific Islander (7). .02% of student population is Two or More Races (7).
- 2104 students are Economically Disadvantaged (73.06%). It is noteworthy, Eco. Dis. numbers have steadily increased in the last five years but slightly declined in 2018-2019 (67.90%-2012-13, 70.60%-2013-14, 70.14%-2014-15, 70.10%-2015-16, 70.22%-2016-17, 74.4%-2017-2018). 73.6% of our students on the 2018-2019 TAPR are Economically Disadvantaged.
- LEP numbers have steadily increased in the last five years (13.20%-2012-13, 14.19%-2013-14, 14.32%-2014-15, 15.04%-2015-16, 16.40%-2016-17, 17.92%-2017-2018) TAPR 2018-2019 reports 18.67% of student population is LEP (534 students).
- SPED numbers have steadily increased overall in the last five years (8.51%-2012-13, 9.32%-2013-14, 9.43%-2014-15, 8.9%-2015-16, 10.27%-2016-17, 11.3%-2017-2018. 11.55% of student population is SPED (329 students).

According to 2018-19 TAPR enrollment numbers:

- 64.6% (1,847) of the student population is At-Risk

According to the 2018-2019 TAPR the following was found:

- Attendance Rate was 95.3%.
- Teachers by ethnicity: (AA: 2.2%; H: 23.2%; W: 74.7%; AI: 0%; A: 0%; PI: 0%) compared to the student percentages by ethnicity: (AA: 7.8%; H: 66.7%; W: 24.9%; AI: 0.1%; A: 0.2%; PI: 0.1%)

### Demographics Strengths

- Full day Pre-Kindergarten
- Class size aligned to the state average
- Professional development- What Makes Up Culture? and Ruby Payne: A Framework for Understanding Poverty and Emotional Poverty to support all stakeholders in meeting all student needs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** GISD's high percentage of Special Education students are performing below the Domain III requirements. **Root Cause:** Lack of collaboration among general education and special education teachers to support the inclusion model

**Problem Statement 2 (Prioritized):** GISD's English Language Learners (ELLs) are performing below the 2 year growth requirement for the Texas English Language Proficiency Assessment System (TELPAS). **Root Cause:** Student programs and service models were not aligned across campuses or systematic.

# Student Learning

## Student Learning Summary

Gonzales ISD is currently a 4A district.

- In 2019-2020, TEA announced that all districts would maintain their accountability ratings from the previous 2018-2019 Texas Academic Performance Report (TAPR). The ratings for GISD campuses are as follows:
- 3 elementary campuses: Gonzales Primary Academy (PK-K), East Avenue Primary Academy (1-2), and Gonzales Elementary (3-4) were rated a D.
- 2 intermediate campuses: North Avenue (5-6) and Gonzales Junior High School (7-8) were rated a C.
- the high school in GISD, Gonzales High School, was rated a C, but due to the 2018-2019 rating of an F will maintain its label of Comprehensive Targeted Support.
- The final district rating was a B.

## Student Learning Strengths

- Gonzales ISD has made improvements in the area of College Career and Military Readiness (CCMR)- the following data is from the 2019-2020 TAPR and will be updated with the release of the 2020-2021 TAPR:
- Overall College Career Military Readiness 2017-2018 at 34.9% exceeded the state average of 28.7%
- Approved Industry Based Certifications for 2017-2018 at 4.1% were in alignment with the state average of 4.8%
- Graduates Completing Individual Learning Plans (IEP) and Workforce readiness for 2017-2018 at 10.5% exceeded the state average of 1.7%
- Career and Technical Education (CTE) Coherent Sequences for 2017-2018 at 41.3% exceeded the state average of 38.7%
- Overall student achievement at approaches, meets, and masters has had pockets of improvement among the different content areas over the last 3 years

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student data is not used consistently across campuses and content areas to drive effective instruction to meet all student needs and support the growth of each student. **Root Cause:** A culture of strong instructional leadership to monitor implementation of data driven practices has not been in place.

**Problem Statement 2 (Prioritized):** A district-wide approach to intervention and enrichment is not in place. **Root Cause:** Inconsistent leadership with high turnover has inhibited forward progress toward a systematic approach to intervention for GISD.

**Problem Statement 3 (Prioritized):** Special populations are not meeting the targets outlined in Domain III to Close the Gap. **Root Cause:** Systematic student support is not in place for our special populations.

# District Processes & Programs

## District Processes & Programs Summary

### Instructional:

- Teachers receive professional Development on designated days aligned on district calendar.
- T-TESS evaluation system is used for all teachers (except for those that submitted waivers).
- One Instructional coach at primary, elementary, intermediate, an Academic Dean at the High School.
- Instructional coaches provide a data platform covering all special populations students when looking at data
- ESL certification classes through ESC 13 are offered/ or TEA
- District-wide professional development focused on the Data Driven Instruction (Leveraging Leadership) Cycle every six weeks using a formative assessment analysis tool.
- District-wide professional development Dr. Ruby Payne on Framework of Poverty and Emotional Poverty
- Unit assessment data, benchmark scores, and informal assessments are used for instructional planning during team meetings.
- All resources are aligned to TEKS and instructionally based best practices.
- Additionally, all resources are vertically aligned across the District.

### Curricular:

- The TEKS Resource System (TRS) is utilized and aligned to the TEKS, ELPS, and College and Career Readiness Standards.
- Readiness, supporting, and process standards are addressed in the TRS.
- TEKS Resource System (TRS) provides a scope and sequence, unit plans, TEKS clarification and vertical alignment documents.
- Common assessments are aligned K-12 with each TRS unit of study per six weeks.

### Personnel (recruit/support/retain):

- The recruiting process for GISD includes attending job fairs (ESCs, colleges/universities, and alternative certification programs) as well as posting job listings on TASB, TASA, TCA, and the GISD website. Additionally, GISD offers signing bonuses for bilingual teachers and speech language pathologists.
- Support systems for staff include: new teacher mentor program, health and wellness program, the District pays >33% more than the State required health insurance premium, GISD teachers' children are allowed to attend the full-day PK program at no cost, every teacher is issued an iPad or laptop, ongoing professional development throughout the year, and small town community feel. Implementation of the Absence Management System.
- To retain teachers, GISD offers competitive compensation and employee benefit structure. The starting salary for teachers is above the State average. Teachers are provided ongoing training throughout the year in a variety of settings, ESC, online, and in person. Stipends are offered to high need areas (bilingual, ESL, and coaching).
- All teachers and administrators in GISD will be evaluated according to the guidelines of the T-TESS and T-PESS.

### Organizational:

- Finance: Procedures have been established to examine the specialized departmental needs of campuses for programming, supplies, instruction, training, and curriculum. Additionally, at the end of the year, departments are expected to analyze the impact the purchases had on student achievement.
- Human Resources: A HR handbook has been developed that outlines the procedures related to the management of staff and school personnel.
- District Improvement Plan: Developed through the District Education Improvement Committee (DEIC).
- Central Office Collaboration: The superintendent's leadership team meets monthly with campus administrators.
- Campus Department Chairpersons: Department chairs meet regularly to discuss assessment and campus communication.

Administrative:

- T-PESS evaluation is used for all campus administrators.
- Each campus has a principal, assistant principal, and counselor

### **District Processes & Programs Strengths**

Instructional:

- System is in place and resources are aligned
- Professional Development for best practices to support teachers and administrators
- Aligned assessments with database to provide teachers and administrators quick feedback

Personnel:

- Professional Development tied to resources and adoptions
- Each campus has an assigned Instructional Coach or Academic Dean
- Instructional Technologist at Elementary and Secondary
- Professional Learning Communities (PLC) at each campus

Organizational:

- More systems in place than in the past. Cabinet meetings established at each campus (Campus leadership teams)
- Consistent meetings throughout campuses and district level leadership.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Inconsistency across processes and programs resulting in a lack of communication and accountability. **Root Cause:** Systems are in place, but are not functioning or being monitored to full capacity.



# Perceptions

## Perceptions Summary

Gonzales ISD implemented the What Makes Up Culture? Professional Development for the 2019-2020 school year. Each campus created mission, vision, and commitment statements through the collaboration of all staff members. This process included identifying student incentives and artifacts to promote positive school culture. While the 2019-2020 school year focused on creating, aligning, and revising these components, the 2020-2021 school year will focus on the implementation of these components. Gonzales ISD and its respective campuses are dedicated to meeting all stakeholders where they are.

## Perceptions Strengths

- Campus mission, vision, and commitment statements
- Student incentives (APACHE Way)
- Artifacts (evidence of commitments) are present on campuses
- Campus Leadership Teams (CLTs) are established and meeting regularly

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parents, guardians, and community members do not feel like an active participant or stakeholder within GISD. **Root Cause:** Efforts have been focused on internal, campus and district culture, but have not extended to external stakeholders.

# Priority Problem Statements

**Problem Statement 1:** GISD's high percentage of Special Education students are performing below the Domain III requirements.

**Root Cause 1:** Lack of collaboration among general education and special education teachers to support the inclusion model

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** GISD's English Language Learners (ELLs) are performing below the 2 year growth requirement for the Texas English Language Proficiency Assessment System (TELPAS).

**Root Cause 2:** Student programs and service models were not aligned across campuses or systematic.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student data is not used consistently across campuses and content areas to drive effective instruction to meet all student needs and support the growth of each student.

**Root Cause 3:** A culture of strong instructional leadership to monitor implementation of data driven practices has not been in place.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** A district-wide approach to intervention and enrichment is not in place.

**Root Cause 4:** Inconsistent leadership with high turnover has inhibited forward progress toward a systematic approach to intervention for GISD.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Special populations are not meeting the targets outlined in Domain III to Close the Gap.

**Root Cause 5:** Systematic student support is not in place for our special populations.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Inconsistency across processes and programs resulting in a lack of communication and accountability.

**Root Cause 6:** Systems are in place, but are not functioning or being monitored to full capacity.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** Parents, guardians, and community members do not feel like an active participant or stakeholder within GISD.

**Root Cause 7:** Efforts have been focused on internal, campus and district culture, but have not extended to external stakeholders.

**Problem Statement 7 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject
- School safety data

## Employee Data

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

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

Revised/Approved: September 14, 2020

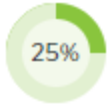





**Goal 1:** Increased alignment and collaboration between general education staff and special services staff to strengthen Tier 1 instruction.








**Performance Objective 1:** Closing the Gap (Domain III) by meeting the federal targets set for our special populations.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Formal and informal assessments, STAAR data, universal screener (LION) (CIRCLE), walkthrough data, PLC minutes, TELPAS data, TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reading Academies implemented in the 2020-2021 school year for all K-3 general education, special education, administrators, instructional coaches, and auxiliary instructional staff. This training will support all content areas because of the impact of early literacy on comprehension in math, science, and social studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in both reading and math and common language and approach to instruction between general education and special services staff</p> <p><b>Staff Responsible for Monitoring:</b> Reading Academy Cohort Leaders, Principals, Administration Team, Instructional Coaches, Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ruby Payne strategies from Framework for Understanding Poverty and Emotional Poverty implemented across the district to build relationships and common language with specific focus on students from low socioeconomic backgrounds.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals and increase in student achievement in Domain I, II, and III.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Administrative Team, Teachers, Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development opportunities and collaborative opportunities for general education and special population leadership teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance in Domain I and III will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Administrative Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3</p> <p><b>Funding Sources:</b> - 276 - Instructional Continuity, - 263 - Title III, LEP, Professional Development/Training Opportunities - 255 - Title II, TPTR</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> GISD's high percentage of Special Education students are performing below the Domain III requirements. <b>Root Cause:</b> Lack of collaboration among general education and special education teachers to support the inclusion model</p>
<p><b>Problem Statement 2:</b> GISD's English Language Learners (ELLs) are performing below the 2 year growth requirement for the Texas English Language Proficiency Assessment System (TELPAS). <b>Root Cause:</b> Student programs and service models were not aligned across campuses or systematic.</p>
Student Learning
<p><b>Problem Statement 3:</b> Special populations are not meeting the targets outlined in Domain III to Close the Gap. <b>Root Cause:</b> Systematic student support is not in place for our special populations.</p>










**Goal 2:** Establish a mindset of instructional leadership within all stakeholders at every level of leadership in GISD.








**Performance Objective 1:** Increase in student performance in Domain I, Domain II, and Domain III.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Formal and informal assessments, STAAR data, universal screener (LION) (CIRCLE), walkthrough data, PLC minutes, TELPAS data, TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Learning Communities (PLCs) with structured agendas facilitated by instructional leaders.  <b>Strategy's Expected Result/Impact:</b> Focused PLC centered on student learning and purposeful planning  <b>Staff Responsible for Monitoring:</b> Principals, Administration Team, Instructional Coaches, Department Heads, Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5  <b>Problem Statements:</b> Student Learning 1 - District Processes &amp; Programs 1  <b>Funding Sources:</b> Training and Resources - 255 - Title II, TPTR</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional development based off needs determined by data. (Walkthroughs, Assessments, Attendance, Discipline, etc.)  <b>Strategy's Expected Result/Impact:</b> Increase in student performance as linked to achievement, behavior, and attendance.  <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.5  <b>Problem Statements:</b> Student Learning 1 - District Processes &amp; Programs 1  <b>Funding Sources:</b> Training and Resources - 255 - Title II, TPTR</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Infinite Game by Simon Sinek book study for campus and district leadership.  <b>Strategy's Expected Result/Impact:</b> An internalized growth mindset in district and campus leaders that promotes reflective and proactive approaches to improvement. Provide a common language for reflection.  <b>Staff Responsible for Monitoring:</b> Superintendent  <b>Problem Statements:</b> District Processes &amp; Programs 1  <b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborative Leadership book study with Instructional Cabinet members. <b>Strategy's Expected Result/Impact:</b> Build instructional leadership capacity across campuses. <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction <b>Problem Statements:</b> District Processes & Programs 1 <b>Funding Sources:</b> Resources for book study - 255 - Title II, TPTR	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Student data is not used consistently across campuses and content areas to drive effective instruction to meet all student needs and support the growth of each student. <b>Root Cause:</b> A culture of strong instructional leadership to monitor implementation of data driven practices has not been in place.
<b>District Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Inconsistency across processes and programs resulting in a lack of communication and accountability. <b>Root Cause:</b> Systems are in place, but are not functioning or being monitored to full capacity.










**Goal 3:** Develop and implement a district-wide Multi-Tiered System of Support (MTSS).

**Performance Objective 1:** Alignment of intervention and enrichment practices across campuses will increase student performance in Domain II.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Formal and informal assessments, STAAR data, universal screener (LION) (CIRCLE), walkthrough data, PLC minutes, TELPAS data, TAPR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Multi-Tiered System of Support Training for district and campus leadership. <b>Strategy's Expected Result/Impact:</b> Restructured approach to MTSS and update to current practices <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Training through research based company or region center. - 211 - Title 1	Formative			Summative
	Oct	Jan	Mar	May
	 0%	 0%	 20%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> A district-wide approach to intervention and enrichment is not in place. <b>Root Cause:</b> Inconsistent leadership with high turnover has inhibited forward progress toward a systematic approach to intervention for GISD.</p>










**Goal 4:** Build efficacy within administrators and campus staff.











**Performance Objective 1:** Teacher and administrator retention will increase.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TAPR data, staff retention data, staff surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Infinite Game by Simon Sinek book study for campus and district leadership.  <b>Strategy's Expected Result/Impact:</b> An internalized growth mindset in district and campus leaders that promotes reflective and proactive approaches to improvement. Provide a common language for reflection.  <b>Staff Responsible for Monitoring:</b> Superintendent  <b>Problem Statements:</b> District Processes &amp; Programs 1  <b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional support that is consistent across campuses.  <b>Strategy's Expected Result/Impact:</b> Instructional coaches partner with teachers and administrators to build collective efficacy and collaborative practices.  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Principals, Superintendent  <b>Problem Statements:</b> District Processes &amp; Programs 1  <b>Funding Sources:</b> - 276 - Instructional Continuity, Instructional Support Professional Development - 211 - Title 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Define roles for all key personnel to create common and consistent expectations.  <b>Strategy's Expected Result/Impact:</b> Retain effective staff and increase student achievement  <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Instructional Coaches  <b>Problem Statements:</b> District Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Distance Learning Playbook by Douglas Fisher, Nancy Fry, and John Hattie professional development. <b>Strategy's Expected Result/Impact:</b> Teacher, instructional coach, instructional technologist efficacy in distance learning strategies. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Administrators, Instructional Technologists, Curriculum and Instruction <b>Title I Schoolwide Elements:</b> 2.5 <b>Problem Statements:</b> District Processes & Programs 1 <b>Funding Sources:</b> - 276 - Instructional Continuity, Training and book resources - 211 - Title 1	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement Educational Professional Inventory as a part of the application process. <b>Strategy's Expected Result/Impact:</b> Identify possible candidates and their strengths or needs to better place them in the district. <b>Staff Responsible for Monitoring:</b> Director of Human Resources, Principals <b>Problem Statements:</b> District Processes & Programs 1 <b>Funding Sources:</b> Power School - 255 - Title II, TPTR	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

District Processes & Programs
<b>Problem Statement 1:</b> Inconsistency across processes and programs resulting in a lack of communication and accountability. <b>Root Cause:</b> Systems are in place, but are not functioning or being monitored to full capacity.

**Goal 5:** Create a positive and inviting atmosphere for all stakeholders in Gonzales ISD.

**Performance Objective 1:** Purposeful parent and community involvement to impact student learning and behavior.

**Targeted or ESF High Priority**


**HB3 Goal**

**Evaluation Data Sources:** Parent and community surveys, student surveys, attendance (on campus events/zooms or online events)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop campus calendars for family and community engagement events. <b>Strategy's Expected Result/Impact:</b> Family and community members valued as stakeholders in the education of GISD students. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	May
	0%	0%	0%	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase opportunities for parents and community members to volunteer on campuses. <b>Strategy's Expected Result/Impact:</b> Parents and community members present during school hours <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, and Counselors <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	May
	0%	30%	30%	
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hold Zoom or Google Meets parent and community Frequently Asked Questions (FAQs) events in both English and Spanish each grading period. <b>Strategy's Expected Result/Impact:</b> Increased communication and collaboration between the district, parents, and community members. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Public Relations, Administrative Team <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	May
	30%	50%	50%	
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement an effective, research based family and community engagement program. <b>Strategy's Expected Result/Impact:</b> Decrease in dropout rate, increase in student achievement, decrease in referrals <b>Staff Responsible for Monitoring:</b> Administrative Team, Principals, Counselors <b>Title I Schoolwide Elements:</b> 3.1 <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 211 - Title 1	Formative			Summative
	Oct	Jan	Mar	May
	25%	65%	100%	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Perceptions**








**Problem Statement 1:** Parents, guardians, and community members do not feel like an active participant or stakeholder within GISD. **Root Cause:** Efforts have been focused on internal, campus and district culture, but have not extended to external stakeholders.

**Goal 5:** Create a positive and inviting atmosphere for all stakeholders in Gonzales ISD.

**Performance Objective 2:** All GISD communication will be available in both English and Spanish.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Robocalls, Facebook Posts, District Web Page, Handbooks, Parent/Guardian Communication, Mission and Vision Statements, Improvement Plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement support for translating documents from English to Spanish. <b>Strategy's Expected Result/Impact:</b> All documents available in both English and Spanish. <b>Staff Responsible for Monitoring:</b> Director of Public Relations, Principals, Assistant Principals, Administrative Team <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 211 - Title 1	Formative			Summative
	Oct	Jan	Mar	May
	 50%	 70%	 75%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Parents, guardians, and community members do not feel like an active participant or stakeholder within GISD. <b>Root Cause:</b> Efforts have been focused on internal, campus and district culture, but have not extended to external stakeholders.

**Goal 5:** Create a positive and inviting atmosphere for all stakeholders in Gonzales ISD.

**Performance Objective 3:** GISD will implement and monitor Campus Eye for anonymous reporting of incidents for student safety and security.

**Evaluation Data Sources:** Reports from campus eye. Decrease in discipline referrals.

**Summative Evaluation:** Significant progress made toward meeting Objective

# State Compensatory

## Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 E xx 6112 xx xxx x xx xxx	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$75,187.00
199 E xx 6119 xx xxx x xx xxx	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,231,469.00
199 E xx 6121 xx xxx x xx xxx	6121 Extra Duty Pay/Overtime - Support Personnel	\$2,498.00
199 E xx 6129 xx xxx x xx xxx	6129 Salaries or Wages for Support Personnel	\$72,202.00
199 E xx 6141 xx xxx x xx xxx	6141 Social Security/Medicare	\$13,923.00
199 E xx 6142 xx xxx x xx xxx	6142 Group Health and Life Insurance	\$25,687.00
199 E xx 6144 xx xxx x xx xxx	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$62,631.00
199 E xx 6145 xx xxx x xx xxx	6145 Unemployment Compensation	\$634.00
199 E xx 6146 xx xxx x xx xxx	6146 Teacher Retirement/TRS Care	\$16,228.00
<b>6100 Subtotal:</b>		<b>\$1,500,459.00</b>
<b>6200 Professional and Contracted Services</b>		
199 E xx 6222 xx xxx x xx xxx	6222 Student Tuition - Public Schools	\$130,000.00
199 E xx 6299 xx xxx x xx xxx	6299 Miscellaneous Contracted Services	\$5,000.00
<b>6200 Subtotal:</b>		<b>\$135,000.00</b>
<b>6300 Supplies and Services</b>		
199 E xx 6311 xx xxx x xx xxx	6311 Gasoline and Other Fuels for Vehicles	\$10,000.00
199 E xx 6399 xx xxx x xx xxx	6399 General Supplies	\$55,700.00
<b>6300 Subtotal:</b>		<b>\$65,700.00</b>
<b>6400 Other Operating Costs</b>		
199 E xx 6411 xx xxx x xx xxx	6411 Employee Travel	\$200.00
199 E xx 6499 xx xxx x xx xxx	6499 Miscellaneous Operating Costs	\$5,000.00



<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
	<b>6400 Subtotal:</b>	<b>\$5,200.00</b>

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A.B.	Teacher		.9772
A.D.	Teacher		.1023
A.F.	Teacher		.1047
A.F.	Teacher		.1023
A.L.	Teacher		.0714
A.O.	Teacher		.0714
A.R.	Teacher		.0714
A.V.	Teacher		.2857
A.V.	Teacher		.0714
B.B.	Teacher		.1023
B.C.	Teacher		.074
B.C.	Teacher Aide		.083
B.H.	Teacher		.08
B.K.	Teacher		.0714
B.K.	Teacher		.0714
B.M.	Teacher		.1023
B.O.	Teacher		.7167
B.P.	Teacher		.1023
C.D.	Teacher		.1023
C.F.	Teacher		.1111
C.M.	Teacher		.1023
D.B.	Teacher		.0714
D.M.	Teacher		.0714
E.F.	Teacher		.0714
E.M.	Teacher		.0714
E.M.	Teacher Aide		.15
E.T.	Teacher		.1023
F.G.	Teacher		.1023

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
G.A.	Teacher		.074
J.A.	Teacher		.0714
J.B.	Teacher		.1111
J.B.	Teacher		.074
J.B.	Teacher		.08
J.C.	Teacher		.0714
J.D.	Teacher		.578
J.K.	Teacher		.0714
J.L.	Teacher		.1023
J.L.	Teacher		.074
J.M.	Teacher		.074
J.N.	Teacher		.1023
J.P.	Teacher		.074
J.S.	Teacher Aide		.07
K.B.	Teacher		.1111
K.B.	Teacher		.1429
K.F.	Teacher		.08
K.H.	Teacher		.1047
K.H.	Teacher		.08
K.K.	Teacher		.1353
K.M.	Teacher		.3352
K.P.	Teacher		.0714
K.P.	Teacher		.074
K.Q.	Teacher		.0714
K.S.	Teacher		.1023
K.S.	Teacher		.08
K.W.	Teacher		.074
L.C.	Teacher		.1111
L.C.	Teacher Aide		.26
L.C.	Teacher Aide		.07

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
L.D.	Teacher		.1023
L.F.	Teacher		.1111
L.O.	Teacher		.1429
L.Z.	Teacher		.1023
M.B.	Teacher Aide		.077
M.C.	Teacher		.0714
M.C.	Teacher		.074
M.D.	Teacher Aide		.083
M.F.	Teacher Aide		.4
M.G.	Teacher		.1047
M.G.	Bus Aide		1
M.H.	Teacher Aide		.15
M.J.	Teacher		.1023
M.L.	Teacher		.1023
M.M.	Teacher		.1023
M.P.	Teacher		.0714
M.P.	Teacher		1
M.Z.	Teacher Aide		.26
N.C.	Teacher Aide		.07
N.V.	Teacher		.1111
N.W.	Teacher		.1023
P.A.	Teacher Aide		.07
P.C.	Teacher		.15
P.H.	Teacher		.1023
P.K.	Teacher		.1125
P.L.	Teacher		.1111
P.S.	Teacher Aide		.083
P.V.	Teacher		.08
R.B.	Teacher		.1023
R.B.	Teacher		.08

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
R.G.	Teacher		.1023
R.P.	Teacher		.1034
R.P.	Teacher		.074
R.V.	Teacher Aide		.083
S.D.	Teacher		.1111
S.D.	Teacher		.0714
S.F.	Teacher		.1047
S.M.	Teacher		1
S.S.	Teacher		.0714
S.S.	Teacher		.087
S.T.	Teacher		.1047
S.V.	Teacher Aide		.26
T.B.	Teacher		.1023
T.L.	Teacher		.08
V.H.	Teacher Aide		.15
V.W.	Teacher		.1111
W.A.	Teacher		.1023
W.C.	Teacher		.0714

# District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
2	1	3			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$22,393,509.00
<b>+/- Difference</b>					\$22,393,509.00
199 - State Career & Technical Education (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,387,821.00
<b>+/- Difference</b>					\$1,387,821.00
199 - State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,015,913.00
<b>+/- Difference</b>					\$2,015,913.00
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$302,496.00
<b>+/- Difference</b>					\$302,496.00

199 - State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,706,359.00
<b>+/- Difference</b>					\$1,706,359.00
199 - Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$445,162.00
<b>+/- Difference</b>					\$445,162.00
199 - Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$137,991.00
<b>+/- Difference</b>					\$137,991.00
199 - CCMR Outcomes Bonus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$266,269.00
<b>+/- Difference</b>					\$266,269.00
199 - State Gifted & Talented (GT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$61,891.00
<b>+/- Difference</b>					\$61,891.00

211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Training through research based company or region center.		\$0.00
4	1	2	Instructional Support Professional Development		\$0.00
4	1	4	Training and book resources		\$0.00
5	1	4			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$741,287.82
<b>+/- Difference</b>					\$741,287.82
224 - IDEA-B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$515,281.28
<b>+/- Difference</b>					\$515,281.28
225 - IDEA-B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$9,688.22
<b>+/- Difference</b>					\$9,688.22
244 - Carl D. Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$27,741.21
<b>+/- Difference</b>					\$27,741.21
255 - Title II, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional Development/Training Opportunities		\$0.00



255 - Title II, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Training and Resources		\$0.00
2	1	2	Training and Resources		\$0.00
2	1	4	Resources for book study		\$0.00
4	1	5	Power School		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$107,849.00
<b>+/- Difference</b>					\$107,849.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$50,687.43
<b>+/- Difference</b>					\$50,687.43
265 - 21st CCLC (ACE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$390,000.00
<b>+/- Difference</b>					\$390,000.00
276 - Instructional Continuity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$24,000.00
<b>+/- Difference</b>					\$24,000.00

289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$56,621.00
<b>+/- Difference</b>					\$56,621.00
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$197,029.97
<b>+/- Difference</b>					\$197,029.97
429 - Safety & Security					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$8,161.73
<b>+/- Difference</b>					\$8,161.73
<b>Grand Total</b>					\$0.00

# Addendums



# Gonzales Independent School District

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## Incident Report Form (Student)

Student's name *(if you wish to provide it)*: \_\_\_\_\_

Date: \_\_\_\_\_

### Details of the incident(s)

Name of the student(s) the incident happened to: \_\_\_\_\_

Name(s) of student(s) alleged in causing the incident(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date the incident happened: \_\_\_\_\_

Time the incident happened: \_\_\_\_\_

Where did the incident happen? \_\_\_\_\_

Name(s) of anyone else who knows about what happened:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What happened? *(Attach additional pages if needed)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

926 St. Lawrence  
Post Office Box 157  
Gonzales, TX 78629-0157  
830-672-9551  
830-672-7159 fax  
[www.gonzales.txed.net](http://www.gonzales.txed.net)



# Gonzales Independent School District

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Student's signature (optional): \_\_\_\_\_

Date: \_\_\_\_\_

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

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## ***For Office Use Only***

### **Parent notification of allegation confirmed**

***Note to the administrator:*** Notice to the parent of the alleged victim is required within three business days of the reporting of the incident.

- Notification provided to the parent or guardian of alleged victim:

Parent's name: \_\_\_\_\_

Date notification made: \_\_\_\_\_

Method of notification: \_\_\_\_\_

***Note to the administrator:*** Notice to the parent of the student(s) alleged to have engaged in bullying is required within a reasonable time after the incident is reported.

- Notification provided to the parent or guardian of student(s) who allegedly engaged in bullying:

Parent's name: \_\_\_\_\_

Date notification made: \_\_\_\_\_

Method of notification: \_\_\_\_\_

926 St. Lawrence  
Post Office Box 157  
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