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%-20013-14, 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%-20013-14, 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%-20013-14, 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 Stystem (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 desinated 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 practics to support teachers and administrators
- Aligned assessments with database to provide teachers and administratiors 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? Professinoal 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 Stystem (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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- RDA data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

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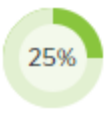
Performance Objective 1: Closing the Gap (Domain III) by meeting the federal targets set for our special populations.

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

Summative Evaluation: None

Strategy 1: 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Student growth in both reading and math and common language and approach to instruction between general education and special services staff	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Reading Academy Cohort Leaders, Principals, Administration Team, Instructional Coaches, Curriculum and Instruction	25%			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**				
Problem Statements: Demographics 1, 2				
Funding Sources: - 199 - General Fund				
Strategy 2: 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline referrals and increase in student achievement in Domain I, II, and III.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Administrative Team, Teachers, Curriculum and Instruction	10%			
Title I Schoolwide Elements: 2.6				
Problem Statements: Student Learning 3				
Funding Sources: - 199 - General Fund				

Strategy 3: Provide professional development opportunities and collaborative opportunities for general education and special population leadership teams.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Performance in Domain I and III will increase.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principals, Administrative Team	10%			
Title I Schoolwide Elements: 2.5				
Problem Statements: Demographics 1, 2 - Student Learning 3				
Funding Sources: - 276 - Instructional Continuity, - 263 - Title III, LEP, Professional Development/Training Opportunities - 255 - Title II, TPTR				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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: GISD's English Language Learners (ELLs) are performing below the 2 year growth requirement for the Texas English Language Proficiency Assessment Stystem (TELPAS). **Root Cause:** Student programs and service models were not aligned across campuses or systematic.
Student Learning
Problem Statement 3: 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.

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

Summative Evaluation: None

Strategy 1: Professional Learning Communities (PLCs) with structured agendas facilitated by instructional leaders.	Reviews			
Strategy's Expected Result/Impact: Focused PLC centered on student learning and purposeful planning	**Formative**			**Summative**
Staff Responsible for Monitoring: Principals, Administration Team, Instructional Coaches, Department Heads, Curriculum and Instruction	Oct	Jan	Mar	May
Title I Schoolwide Elements: 2.4, 2.5	50%			
Problem Statements: Student Learning 1 - District Processes & Programs 1				
Funding Sources: Training and Resources - 255 - Title II, TPTR				

Strategy 2: Professional development based off needs determined by data. (Walkthroughs, Assessments, Attendance, Discipline, etc.)	Reviews			
Strategy's Expected Result/Impact: Increase in student performance as linked to achievement, behavior, and attendance.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches	Oct	Jan	Mar	May
Title I Schoolwide Elements: 2.5	50%			
Problem Statements: Student Learning 1 - District Processes & Programs 1				
Funding Sources: Training and Resources - 255 - Title II, TPTR				

Strategy 3: The Infinite Game by Simon Sinek book study for campus and district leadership.	Reviews			
Strategy's Expected Result/Impact: An internalized growth mindset in district and campus leaders that promotes reflective and proactive approaches to improvement. Provide a common language for reflection.	**Formative**			**Summative**
Staff Responsible for Monitoring: Superintendent	Oct	Jan	Mar	May
Problem Statements: District Processes & Programs 1	20%			
Funding Sources: - 199 - General Fund				

Strategy 4: Collaborative Leadership book study with Instructional Cabinet members.	Reviews			
Strategy's Expected Result/Impact: Build instructional leadership capacity across campuses. **Staff Responsible for Monitoring:** Curriculum and Instruction **Problem Statements:** District Processes & Programs 1 **Funding Sources:** Resources for book study - 255 - Title II, TPTR	Formative			Summative
	Oct	Jan	Mar	May
	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 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.

District Processes & Programs
Problem Statement 1: 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.

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

Summative Evaluation: None

Strategy 1: Multi-Tiered System of Support Training for district and campus leadership.	Reviews			
Strategy's Expected Result/Impact: Restructured approach to MTSS and update to current practices	Formative			Summative
Staff Responsible for Monitoring: Curriculum and Instruction, Principals	Oct	Jan	Mar	May
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 2	0%			
Funding Sources: Training through research based company or region center. - 211 - Title 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 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.

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

    Summative Evaluation: None

Strategy 1: The Infinite Game by Simon Sinek book study for campus and district leadership.		Reviews		
Strategy's Expected Result/Impact: An internalized growth mindset in district and campus leaders that promotes reflective and proactive approaches to improvement. Provide a common language for reflection.		Formative		Summative
Staff Responsible for Monitoring: Superintendent		Oct Jan Mar May		
Problem Statements: District Processes & Programs 1		20%		
Funding Sources: - 199 - General Fund				

Strategy 2: Instructional support that is consistent across campuses.		Reviews		
Strategy's Expected Result/Impact: Instructional coaches partner with teachers and administrators to build collective efficacy and collaborative practices.		Formative		Summative
Staff Responsible for Monitoring: Curriculum and Instruction, Principals, Superintendent		Oct Jan Mar May		
Problem Statements: District Processes & Programs 1		65%		
Funding Sources: - 276 - Instructional Continuity, Instructional Support Professional Development - 211 - Title 1				

Strategy 3: Define roles for all key personnel to create common and consistent expectations.		Reviews		
Strategy's Expected Result/Impact: Retain effective staff and increase student achievement		Formative		Summative
Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches		Oct Jan Mar May		
Problem Statements: District Processes & Programs 1		0%		

Strategy 4: Distance Learning Playbook by Douglas Fisher, Nancy Fry, and John Hattie professional development.	Reviews			
Strategy's Expected Result/Impact: Teacher, instructional coach, instructional technologist efficacy in distance learning strategies.	Formative			Summative
Staff Responsible for Monitoring: Instructional Coaches, Administrators, Instructional Technologists, Curriculum and Instruction	Oct	Jan	Mar	May
Title I Schoolwide Elements: 2.5	30%			
Problem Statements: District Processes & Programs 1				
Funding Sources: - 276 - Instructional Continuity, Training and book resources - 211 - Title 1				
Strategy 5: Implement Educational Professional Inventory as a part of the application process.	Reviews			
Strategy's Expected Result/Impact: Identify possible candidates and their strengths or needs to better place them in the district.	Formative			Summative
Staff Responsible for Monitoring: Director of Human Resources, Principals	Oct	Jan	Mar	May
Problem Statements: District Processes & Programs 1	30%			
Funding Sources: Power School - 255 - Title II, TPTR				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: 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.

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)

Summative Evaluation: None

Strategy 1: Develop campus calendars for family and community engagement events.	Reviews			
Strategy's Expected Result/Impact: Family and community members valued as stakeholders in the education of GISD students.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors	Oct	Jan	Mar	May
Problem Statements: Perceptions 1	0%			

Strategy 2: Increase opportunities for parents and community members to volunteer on campuses.	Reviews			
Strategy's Expected Result/Impact: Parents and community members present during school hours	**Formative**			**Summative**
Staff Responsible for Monitoring: Principals, Assistant Principals, and Counselors	Oct	Jan	Mar	May
Problem Statements: Perceptions 1	0%			

Strategy 3: Hold Zoom or Google Meets parent and community Frequently Asked Questions (FAQs) events in both English and Spanish each grading period.	Reviews			
Strategy's Expected Result/Impact: Increased communication and collaboration between the district, parents, and community members.	**Formative**			**Summative**
Staff Responsible for Monitoring: Superintendent, Director of Public Relations, Administrative Team	Oct	Jan	Mar	May
Problem Statements: Perceptions 1	30%			

Strategy 4: Implement an effective, research based family and community engagement program.	Reviews			
Strategy's Expected Result/Impact: Decrease in dropout rate, increase in student achievement, decrease in referrals	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrative Team, Principals, Counselors	Oct	Jan	Mar	May
Title I Schoolwide Elements: 3.1	25%			
Problem Statements: Perceptions 1				
Funding Sources: - 211 - Title 1				

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

Summative Evaluation: None

Strategy 1: Implement support for translating documents from English to Spanish.	Reviews			
Strategy's Expected Result/Impact: All documents available in both English and Spanish.	Formative			Summative
Staff Responsible for Monitoring: Director of Public Relations, Principals, Assistant Principals, Administrative Team	Oct	Jan	Mar	May
Problem Statements: Perceptions 1				
Funding Sources: - 211 - Title 1	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 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.

State Compensatory

Budget for District Improvement Plan

Account Code	Account Title	Budget
6100 Payroll Costs		
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
	6100 Subtotal:	**$1,500,459.00**
6200 Professional and Contracted Services		
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
	6200 Subtotal:	**$135,000.00**
6300 Supplies and Services		
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
	6300 Subtotal:	**$65,700.00**
6400 Other Operating Costs		
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

Account Code	Account Title	Budget
	6400 Subtotal:	**$5,200.00**

Personnel for District Improvement Plan

Name	Position	Program	FTE
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

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

Name	Position	Program	FTE
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.	Bus Aide		1
M.G.	Teacher		.1047
M.H.	Teacher Aide		.15
M.J.	Teacher		.1023
M.L.	Teacher		.1023
M.M.	Teacher		.1023
M.P.	Teacher		1
M.P.	Teacher		.0714
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

Name	Position	Program	FTE
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

<table>
<tr><td colspan="6" align="center">199 - General Fund</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$22,393,509.00</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$22,393,509.00</td></tr>
<tr><td colspan="6" align="center">199 - State Career & Technical Education (CTE)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$1,387,821.00</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$1,387,821.00</td></tr>
<tr><td colspan="6" align="center">199 - State Special Education</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$2,015,913.00</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$2,015,913.00</td></tr>
<tr><td colspan="6" align="center">199 - State Bilingual/ESL</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$302,496.00</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$302,496.00</td></tr>
</table>

199 - State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$1,706,359.00
			+/- Difference		$1,706,359.00

199 - Early Education Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$445,162.00
			+/- Difference		$445,162.00

199 - Dyslexia

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$137,991.00
			+/- Difference		$137,991.00

199 - CCMR Outcomes Bonus

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$266,269.00
			+/- Difference		$266,269.00

199 - State Gifted & Talented (GT)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$61,891.00
			+/- Difference		$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
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$741,287.82
				+/- Difference	$741,287.82
			224 - IDEA-B Formula		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$515,281.28
				+/- Difference	$515,281.28
			225 - IDEA-B Preschool		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,688.22
				+/- Difference	$9,688.22
			244 - Carl D. Perkins		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$27,741.21
				+/- Difference	$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
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$107,849.00
				+/- Difference	$107,849.00

263 - Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$50,687.43
				+/- Difference	$50,687.43

265 - 21st CCLC (ACE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$390,000.00
				+/- Difference	$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
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$24,000.00
				+/- Difference	$24,000.00

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

Addendums