

# Gonzales Independent School District

## District Improvement Plan

2019-2020



# 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

## Demographics

### Demographics Summary

NOTE: DUE TO THE COVID-19 RESTRICTIONS, THE MARCH FORMATIVE REVIEWS WERE NOT HELD.

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 \$35,846 which is below the State median household income of \$55,653. Major employers for the county are: Gonzales ISD, BYK, Tyson Chicken, Wal-Mart, and Gonzales County with additional employers including 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 six campuses. Four campuses and GISD received an accountability rating of Met Standard and two campuses of Improvement Required.

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%-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**

- High attendance rate
- Full day PK
- Class sizes aligned with the State average
- Diverse cultural representation of campus administrators

# Student Academic Achievement

## Student Academic Achievement Summary

- Gonzales ISD is currently a 4A District.
  - In 2018-2019,
    - the three elementary campuses were rated as follows: Gonzales Primary Academy - PK-K and East Avenue Primary 1-2 (paired campuses with GE); Gonzales Elementary 2-3 (rated D).
    - the two Gonzales intermediate campuses scored as follows: North Avenue - 5-6 rated C and Gonzales Junior High - 7-8 rated C.
    - the only high school in GISD, Gonzales High School, is rated F.
    - the final district rating was a B.
- The district continues to struggle in two student sub-population groups – English Learners, Special Education, and 504.
- It is noted that the elementary, intermediate, and junior high campuses were identified as required additional targeted support and the high school identified as comprehensive support.
- There is a significant difference between the performance of Hispanic students to White students as well as African American students to White students.
- In the last six years, there has been a significant decline in percentage of students scoring meets and masters levels of achievement.

## Student Academic Achievement Strengths

- Class of 2018 scored above the State (50.7%) on AP scores (all tests) with a 54.2%.
- The class of 2018-2019 measure of CTE students participating in a coherent sequence. (84.9%) the State (58.4%) and region (55.2%) percentages.
- The class of 2018-2019 surpassed the TSIA state percentages in all areas.
- The continuous analysis of student performance reinforces the district's commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and race, as well as other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** In STAAR Percent at Meets or Masters, English Learners across all grade levels are not performing at the targeted levels for Domain III. **Root Cause:** Structures need to be strengthened to identify the individualized needs of English Learners and the monitoring of student progress.

**Problem Statement 2:** In STAAR Percent at Meets or Masters, SPED students across all grade levels are not performing at the targeted levels for Domain III **Root Cause:** GISD needs to meet the needs of SPED students by providing adequate classroom support with fidelity.

**Problem Statement 3:** An average of 20% of Eco Dis students are scoring Meets or Masters levels in Domain III. **Root Cause:** All stakeholders must be proficient in implementing effective, research based instructional practices.

**Problem Statement 4:** GISD students are not scoring Masters level on all state assessments in all areas. **Root Cause:** Stakeholders must understand curriculum and instruction with emphasizing the implementation of the process standards during lessons.

# District Processes & Programs

## District Processes & Programs Summary

### Instructional:

- Teachers receive year long professional development.
- T-TESS evaluation system is used for all teachers (except for those that submitted waivers).
- Instructional coaches are offered in primary, elementary, intermediate, and secondary grades in the areas of math and ELAR.
- Instructional coaches provide a data platform covering all special populations students (six week grades, unit & benchmark assessments)
- ESL certification classes through ESC 13 are offered.
- District-wide professional development focused on the Data Driven Instruction (Leveraging Leadership) Cycle every six weeks using a formative assessment analysis tool.
- 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.
- 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) and the Campus Education Improvement Committee (CEIC).
- 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.
- High administrative retention for central office and campuses.

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

#### Instructional:

- Instructional coaches for primary, elementary, intermediate, secondary campuses
- Ongoing professional development specific to student and teacher needs

#### Curricular:

- TRS Curriculum Framework
- Use of Trends Database and the universal screener for common assessments and STAAR analysis

#### Personnel:

- Signing bonuses and stipends
- Competitive compensation and employee benefit structure
- Flexibility to attend job fairs and post job postings on the internet
- Principal and teacher mentoring provided

#### Organizational:

- Strong executive leadership team with strong collaboration processes
- Central office handbooks were developed in collaboration with TASB

Administrative:

- Culturally diverse administrative team
- Complete administrative staff on each campus

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

**Problem Statement 1:** District protocols for instructional planning are in place that include teacher action plans and evidence of student progress but are not used consistently. **Root Cause:** Campuses are new at implementing their instructional planning procedures.

# Perceptions

## Perceptions Summary

School culture and climate was addressed in the form of staff, student, and parent surveys. The data obtained from these surveys, combined with data obtained from principal walkthroughs, parent meetings, and feedback data, provided GISD with the tools to assess and evaluate differing perspectives of the school system and process.

## Perceptions Strengths

GISD was committed to improving campus and district culture as evidenced by the year long trainings provided by E3 Alliance.

# Priority Problem Statements

**Problem Statement 1:** In STAAR Percent at Meets or Masters, English Learners across all grade levels are not performing at the targeted levels for Domain III.

**Root Cause 1:** Structures need to be strengthened to identify the individualized needs of English Learners and the monitoring of student progress.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** In STAAR Percent at Meets or Masters, SPED students across all grade levels are not performing at the targeted levels for Domain III

**Root Cause 2:** GISD needs to meet the needs of SPED students by providing adequate classroom support with fidelity.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** An average of 20% of Eco Dis students are scoring Meets or Masters levels in Domain III.

**Root Cause 3:** All stakeholders must be proficient in implementing effective, research based instructional practices.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** GISD students are not scoring Masters level on all state assessments in all areas.

**Root Cause 4:** Stakeholders must understand curriculum and instruction with emphasizing the implementation of the process standards during lessons.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** District protocols for instructional planning are in place that include teacher action plans and evidence of student progress but are not used consistently.

**Root Cause 5:** Campuses are new at implementing their instructional planning procedures.

**Problem Statement 5 Areas:** District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

## **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
- TTESS data

- Equity data

### **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
- Budgets/entitlements and expenditures data
- Study of best practices



# Goals

Revised/Approved: May 21, 2020

## Goal 1: Implementation of TEKS Resource System to fidelity.

**Performance Objective 1:** Strengthen Tier 1 instruction to increase performance of all students at approaches, meets and masters.

**Evaluation Data Source(s) 1:** Formal and Informal Assessments, Learning Walks, PLCs, Federal/State/ Local Data Sources

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

**Next Year's Recommendation 1:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Ensure that instructional staff follow the rigor of Teacher Resource System (TRS) scope and sequence when addressing the TEKS; align with STAAR and EOC objectives.</p>	Principals	Lesson plans reflecting use of Scope and sequence/STAAR/EOC planning calendar and are written in the 5E model.				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Continued support of District ELA Instructional Specialists (Elementary and Secondary) to strengthen curriculum alignment and support for ELA Instructional Staff</p>	Principals, Assistant Superintendent	Domain increase by 5% due to curricular alignment and process TEKS focus.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Implement a universal screener for PK-Alg I and reading.</p>	Principals, Assistant Superintendent	Monitoring of student growth to focus on small group instruction based on student data given at BOY, MOY, and EOY.				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) Support the instructional coach model in Math for continuous cross curricular integration and teacher support.</p>	Principals, Assistant Superintendent	Domain increase by 5% due to curriculum alignment and focus on the process TEKS.				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**Goal 1:** Implementation of TEKS Resource System to fidelity.

**Performance Objective 2:** Close the achievement gap.








**Evaluation Data Source(s) 2:** Formal and Informal Assessments, Learning Walks, PLCs, Federal/State/ Local Data Sources

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

**Next Year's Recommendation 2:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools                      1) Provide training for all teachers (new and continuing) on district and state standards, grade level expectations, use of curriculum standards within the classroom, and assessments their students will be given in all subject areas utilizing TRS as the foundation framework; Provide students a rigorous curriculum utilizing the TRS scope and sequence as the framework for an aligned curriculum.</p>	Assistant Superintendent; Instruction officers	Increase in percentage of students scoring meets and masters on state assessments.				
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools                      2) All campuses will conduct regular grade level and/or department meetings to ensure implementation of a curriculum based on the TRS framework and provide equal accessibility in reading, writing, math, science, and social studies skills to all students. (All Campuses)</p>	Principals	Increase in percentage of student scoring meets and masters on state assessments.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>3) Special education and regular education teachers will utilize assessment data and benchmark testing results to identify student objectives and focus instruction on state assessment standards.</p>	Principals; Director of Special Programs	IEP plans for individual student achievement will show progress toward student achievement goals for on grade level testing.				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>4) Common assessments and Middle of the Year assessments of STAAR/EOC objectives will be administered and used formatively and summatively to support individual student achievement.</p>	Principals; C&I Team	Increase of 5% in students scoring meets and masters on state assessments.				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>5) Rigorous lessons correlated to the TEKS/STAAR and EOC objectives in the 5E model and aligned to the TRS YAG.</p>	Principals	Increase of 5% in each domain.				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>6) Address needs of all student groups by offering special programs such as: ESL/ Bilingual, At-Risk, Dyslexia, Special Education, Title I, Part C, Migrant, Title IV, G/T, Title II, Part A, TPTR; Title III, LEP; Career and Technical Education; State Bilingual Summer School; Learning Labs</p>	District facilitators, directors and coordinators	Increase in student achievement as evidenced by STAAR/EOC results.				
<p>7) Principals will monitor TRS Scope and Sequence implementation and ensure that teachers assess the mastery of the TEKS through testing, disaggregation of data, and provide interventions to attain mastery. (All Campuses)</p>	Principals	Lesson Plan reflecting calendar of scope/sequence review; Use of testing results to disaggregate data by grade, subject, student population, and individual objective. Provide written intervention plan per individual.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>8) By grade level and/or department, follow the sequence of TRS framework allowing time to assess learning with assessments and MOY by following calendar sequence coordinated with TEKS and STAAR/EOC objectives(All Campuses)</p>	Principals and Assistant Superintendent	Lesson plan reflects calendar of TRS Year at a Glance documents, includes attention to needs based on assessment and MOY results				
9) Provide sufficient staff to allow flexibility in scheduling and programming.	Director of Human Resources	Master Schedules, Team Planning time				
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>10) Provide opportunities and pay for all students to take one ACT or SAT</p>	Principal, Counselors, GHS Career Center Specialist	Increased number of students taking college admission tests				
<p><b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools</p> <p>11) Complete Career Pathways Inventories for GHS course selection and prerequisite planning toward future HB5 Endorsements, career studies, and individualized student goals.</p>	CTE Coordinator, HS Special Program Facilitator	Increased student awareness to post secondary goals.				
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>12) Continue to collaborate with Victoria College in providing dual credit classes, transition to college, increase the number of college courses offered, and to ensure successful transition of Career Pathway studies.</p>	Assistant Superintendent, HS Principal and CTE Coordinator	Increased enrollment for dual credit classes.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>13) Continue the implementation and support Dual Language at PK -5 levels by offering continued staff development, benchmark targets and appropriate resources.</p>	Principals and Bilingual Facilitator	Lesson plans, walk through process, feedback reports, CIP, benchmark results, staff development plan				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 14) Review and Support the transitional bilingual education K-5.	Elementary principals, Assistant Superintendent, Bilingual Facilitator	Spreadsheet of all transitional students with their report card grades, benchmark test scores and testing results				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

## Goal 2: Provide for connection of high school to college, career and military readiness.

**Performance Objective 1:** Promote graduates ready for post-secondary success.

**Evaluation Data Source(s) 1:** Formal and Informal Assessments, Learning Walks, PLCs, Federal/State/ Local Data Sources

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**TEA Priorities:** 3. Connect high school to career and college. 4. Improve low-performing schools.

**Next Year's Recommendation 1:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide genuine career guidance and educational counseling services to all students in grades 1-12.	Counselors	Counselor evaluations including listing of all services and activities relating to career and educational services.				
<p><b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools</p> <p>2) Begin individualized career planning at grade 6 via Naviance.</p>	Principal and Special Program Facilitator	Increase percent of students graduating with CCMR criteria.				
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>3) Through Naviance, each student will have an individualized pathways including the role of higher education to achieve desired career goal grades 6-12.</p>	Principal and Special Programs Facilitator	Students will graduate CCMR ready.				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>4) Establish, maintain pre-referral 3-tier intervention process that focuses on team problem solving on each campus (RtI)</p>	Principal and Instructional Officers	Decline in Special Education referrals in all groups as students experience success in regular education.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools 5) Develop process and staff training to ensure that transition starts at age 14, that an ITP is in place by age 16, and that this ITP is linked to IEP and reviewed annually. Provide staff development that clarifies what is needed to determine the scope of re-evaluation	Director of Special Programs	Students experience success through provision of ITP services.				
<b>TEA Priorities</b> Improve low-performing schools 6) Implement an aligned district wide (Pre K-12) curriculum for interpersonal skills including, but not limited to: self-esteem, punctuality, behavior, personal appearance, cooperation, communication, and appropriate socialization.	Counselors	Curriculum Alignment Documents - Positive Behavior Support Initiative plans and activities - Discipline referrals drop by 5% from previous year				
7) Continue to implement various credit recovery solutions for at risk students.	Principal	Each population group will perform at or above 90% in reading as assessed by Spring 2019 EOC testing, 90% of all students regain their credits				
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 8) Continue to identify students for pre-advanced and advanced placement opportunities.	Principals	Increased percent of students participating in AP courses and tests.				
9) Communicate attendance law to parents, monitor attendance and leavers, ensure plans for AYP 95%.	Principals	Meet 95% plan for meeting AYP				
10) Review the plan for attendance monitoring, intervention and notification of truancy.	Principals	Recommendation for attendance, monitoring, intervention and notification plan				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						



### Goal 3: Provide for improvement of campuses not meeting standard.

**Performance Objective 1:** Adherence to the campus improvement plan with fidelity to increasing student performance.

**Evaluation Data Source(s) 1:** Formal and Informal Assessments, Learning Walks, PLCs, Federal/State/ Local Data Sources

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

**Next Year's Recommendation 1:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>1) Provide small group Reading and Math instruction, tutorials and individualized strategies through the classroom and RTI.</p>	Principals	Frequent review of student progress will provide seamless interventions for students as needed.				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>2) Campuses will develop and implement a monitoring system for students at risk of failure (RTI) in Reading and Math</p>	Principals and Instructional Officers	Increased student achievement in Domain III.				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>3) Close gaps in alignment of mathematics curriculum to target needs and implement plan to increase achievement rates by following the YAG.</p>	Principals, Academic Dean	Following the TRS YAG will bring consistency to student learning and increase performance.				
<p>  = Accomplished               = Continue/Modify               = No Progress               = Discontinue         </p>						

**Goal 3:** Provide for improvement of campuses not meeting standard.

**Performance Objective 2:** Close the achievement gap.






**Evaluation Data Source(s) 2:** Formal and Informal Assessments, Learning Walks, PLCs, Federal/State/ Local Data Sources

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

**Next Year's Recommendation 2:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Alternative programs such as DAEP in Nixon Smiley and the Accelerated Program will offer instruction to at-risk students in a variety of instructional deliveries and module based credit recovery/course acquisition.</p>	Principals, District Coordinators	Students will progress toward grade level credit accrual and graduation. Monitoring system will reflect greater amounts of graduates at GHS and 100% success in Alt. program.				
<p><b>TEA Priorities</b> Improve low-performing schools 2) Provide training for all teachers (new and continuing) on district and state standards, grade level expectations, use of curriculum standards within the classroom, and assessments their students will be given in all subject areas utilizing TRS as the foundation framework; Provide students a rigorous curriculum utilizing the TRS scope and sequence as the framework for an aligned curriculum.</p>	Instructional Officers	Number of student failures will decrease.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) All campuses will conduct regular grade level and/or department meetings to ensure implementation of a local curriculum based on the TRS framework and provide equal accessibility in reading, writing, math, science, and social studies skills to all students. (All Campuses)	Principals	Increase of at least 5% in all Domains.				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) All campuses will disaggregate their testing benchmark data to develop targeted tutorial programs for all identified struggling and/or at-risk students using Trends and the DDI Cycle.	Principals	Students will show growth by increasing performance in Domain II.				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 5) Train for and continue to support the GISD Response To Intervention program for math, language arts and science treatments to meet the needs of at-risk, LEP, Special Education, and any other students in need of assistance.	Principals; Instructional Officers and Counselors	Increase of 5% in Domain III.				
6) Provide sufficient staff to allow flexibility in scheduling and programming.	Director of Human Resources	Master Schedules, Team Planning time				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

## Goal 4: Provide for recruitment, support, and retention of teachers and principals

**Performance Objective 1:** Recruit exemplary personnel.

**Evaluation Data Source(s) 1:** Federal/State/ Local Data Sources such as teacher retention and student progress measures.




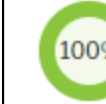




**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

**Next Year's Recommendation 1:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Recruit new employees via job fairs, local website, TASA Net, TASB, TASBO and other local area media.	Human Resource Director	Recruitment activity report				
2) Continue efforts to keep class sizes below 22 students per class at the Elementary level.	Superintendent; Chief Financial Officer; Directors of Federal Programs; Principals	Class size average report				
3) (SW 5) Coordinated recruitment plans will promote acquisition of highly qualified staff at every campus.	Superintendent; Principals	Increased acquisition and retention of staff in critical need areas.				
4) Continually develop a pool of applicants to meet the ethnically diverse populations and linguistically diverse program services.	Superintendent; Human Resources Director, Principals	Increased acquisition and retention of ethnically diverse and linguistically diverse staff				
5) Continue to maintain current compensation and work toward increasingly competitive salary compensation for retention of personnel.	Superintendent; Human Resources Director	Salary Schedule shows an increase in salaries				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
6) Continue to enhance benefits	Superintendent; Human Resources Director	Report of district benefits information				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 4:** Provide for recruitment, support, and retention of teachers and principals

**Performance Objective 2:** Provide high quality training and development based on student performance outcomes and state and federal mandates to assist all personnel in their job performance.

**Evaluation Data Source(s) 2:** Formal and Informal Assessments

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

**Next Year's Recommendation 2:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Provide quality staff development based on an annual needs assessment.</p>	Assistant Superintendent and C&I Team	Increased percent of students scoring meets and masters on state assessments.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 2) Campus administrators to provide feedback within 24 hours of learning walks.</p>	Principals	Immediate feedback will increase the rigor of instruction as well as student engagement and progress.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) Implement Walk-through plans on a regular basis to ensure high quality instruction in each instructional setting in the district.</p>	Superintendent; Principals; Assistant Principals; Assistant Superintendent	Improved instruction will result from a minimum of 3 documented WALKTHROUGHS per teacher are performed by the end of May for each instructor in the district.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>4) Campus administrators will conduct 3 PLCs the first six weeks of school and 6 PLCs every six weeks thereafter.</p>	Principals, Assistant Principals, C&I Team	In implementing the DDI cycle, student progress and achievement will increase as a result of continual professional collaboration centered on student learning.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>5) Campus administrators will meet with each teacher after each assessment period to discuss individual student achievement and remedies as per Regulation EK Local Assessment Policy.</p>	Principals; Assistant Superintendent	Increased student achievement for each student.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>6) Offer numerous opportunities for staff development through the use of technology, the Region Service centers and other state offered meetings according to continuing education requirements; individualized teacher needs and student performance directives.</p>	Superintendent, Directors	Increased teacher retention				
<p>7) Encourage obtaining ESL or GT endorsement by supporting preparatory training in district.</p>	ESL/Bilingual Director, Principals	Number of teachers involved in the program will increase by 5%				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

**Goal 4:** Provide for recruitment, support, and retention of teachers and principals

**Performance Objective 3:** Communicate and invite collaborative input in decision making.

**Evaluation Data Source(s) 3:** Local Data Sources

**Summative Evaluation 3:** Exceeded Performance Objective

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

**Next Year's Recommendation 3:** Mastered all areas: discontinue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Send consistent communication to all staff in form of letter updates and video-casts to open lines of communication and to transfer information and items of interest.	Superintendent, Principals, Teachers	Copies of communications				
2) Work together to promote Involvement in decision making through campus and district based focus groups, surveys/comments, suggestions and committee advisory.	Superintendent, Technology Director, Assistant Superintendent, Principals; Director of Federal Programs	sign-in sheets, agenda, minutes, recommendations				
3) Promote and support time for planning on horizontal and vertical teams at the campus level.	Assistant Superintendent, Principals	Sign-in sheets, agendas, minutes, recommendations				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						



# Supporting Standard 1: GISD ensures safety, order, organizational foundations and legislative compliance supporting learning.

**Performance Objective 1:** Promote awareness programs for students and employees health and safety.

**Evaluation Data Source(s) 1:** Federal/State/ Local Data Sources

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Discontinue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Post sexual abuse of children information on the GISD website and in the student/parent handbook.	Director of Public Relations	Increased awareness of child abuse, how to report, and support children				
2) G.I.S.D. will post and implement a policy addressing the child abuse, neglect and sexual abuse of children. (All Campuses)	Director of Public Relations	To protect the students we serve.				
3) GISD will provide training for district employees and communicate student expectations to all stakeholders in the areas of: Dress Code Attendance Procedures Grading Guidelines Discipline Procedures Bullying Awareness, Character Ed., Internet Safety and Dating Violence as outlined in the student/parent handbook and student code of conduct.	Principals and Counselors	Improved communication and culture.				
4) Provide educational and support programs on the negative effects of drugs and alcohol at least once per semester.	Principal and Chief of Police	Decreased percent of student use of Drug and Alcohol usage				
5) Provide proactive disaster drills as outlined in district emergency operations procedures chart.	Principal and Director of Operations	Increased safety awareness				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
6) Support the School Health Advisory Council (SHAC) in efforts to promote health, safety, nutrition and overall wellness for students and staff.	Director of Public Relations	Improved wellness for students and staff				
7) Provide training on sexual harassment, blood borne pathogens, safety, hazardous materials and pesticides for employees.	Assistant Superintendent, Director of Human Resources, Principals and Director of Transportation	Sign-in sheets				
8) Follow district procedures to identify, investigate, and take appropriate action towards students who are repeatedly absent.	Campus Registrars and Principals	District attendance rates will be at or above state average and state requirement. Agenda, sign in sheets, phone logs dealing with attendance issues.				
9) Support healthy breakfast and lunch, provide for annual review of survey results on portions sizes and choices.	Chief Financial Officer; Food Service Director	Breakfast and Lunch Menus, Survey results				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

**Supporting Standard 1:** GISD ensures safety, order, organizational foundations and legislative compliance supporting learning.

**Performance Objective 2:** Promote awareness for Supporting Safe Schools

**Evaluation Data Source(s) 2:** Federal/State/ Local Data Sources

**Summative Evaluation 2:** Exceeded Performance Objective

**Next Year's Recommendation 2:** Discontinue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide continued locker, parking lot and building drug searches.	Principals and Assistant Principals	Search Schedule				
2) Provide police officer to support campus administrators in proactive identification of potential gang affiliation, drug or campus threat activity.	Superintendent, Principals, Assistant Principals	Officer Sign in sheet, Drop in office referrals as they relate to gangs, drugs and campus threats from 2015-2016 to 2016-2017				
3) Implement a Multi-Hazard Plan including training for all in supporting the development of emergency operations and assisting administrators in Emergency Incident preparedness.	Superintendent, Director of Transportation and Principals	Multi-Hazard Plan, sign-in sheets				
4) Provide for continuous monitoring and improvement of campus safety by proactive planning of necessary camera purchases.	Director of Transportation, Director of Technology, Principals	Camera location chart				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						




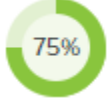














## Supporting Standard 2: GISD ensures collaboration with parents and community supporting learning








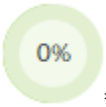

**Performance Objective 1:** Promote parent and family involvement in the education of their children.

**Evaluation Data Source(s) 1:** Federal/State/ Local Data Sources

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Create manual procedures for parent communication, including bilingual communication and full inclusion of English Language Learner (ELL) families in all programs and activities.	Director of Federal Programs and Special Populations	District newsletter, district website, calendar of events, campus parent newsletters				
2) Support parent involvement nights: parent training on special programs, parent center, parent reading/math nights, parent learning nights.	Principals	District newsletter, district website, calendar of events, campus parent newsletters, sign in sheets.				
3) Inform and communicate parent information in English and home language of family.	Director of Federal Programs and Special Populations	Documents translated in Spanish and other languages necessary				
4) Parents of Pre-Kindergarten through 6th grade students will receive reports of performance and attendance every six weeks. Interim progress reports will be sent and/or parent conferences will be held. Parent or Guardian signature of receipt will be required.	Principal	Performance reports every six weeks. Parent conferences with sign-ins and/or three week progress reports.				
5) Require each campus to submit a yearly plan and budget for regularly scheduled parent and student learning skills events/training and activities.	Director of Federal Programs,	Submitted budget plan, campus improvement plans, calendar of campus events				
6) Campus open houses will be held and attended by all populations.	Principals	Increase in attendance by all parent population groups noted by sign-in sheets.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
7) Mandated meetings with students and parents of students identified as at-risk for failure on the state mandated tests to promote achievement and prevent at risk dropout conducted in a language the parents understand.	Principals	Decrease in Economically Disadvantaged dropout rate and at-risk rate.				
8) GHS & GJHS report cards, progress reports and attendance data will be mailed to parents and/or hand delivered for each student. Conferences may be scheduled campus-wide or as needed.	Principals	Record of teacher conferences, signed and returned reports; performance on assessments (at or above the state average)				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Supporting Standard 2:** GISD ensures collaboration with parents and community supporting learning


**Performance Objective 2:** GISD will implement community and business partnerships to expand educational opportunities of district students.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Discontinue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Create a Career and Technical education advisory council. (District-wide)	Director of Federal Programs; GHS Principal; GHS Counselors, CTE Dept. Head; Business Representatives; CTE Coordinator	Committee meeting agenda, minutes, sign-in sheets				
2) Support district level advisory councils: School Health and Safety, Parent Teacher Organization, District Improvement, Special Populations	Superintendent, Assistant Superintendent, Principals	Sign in Sheets, Agendas, Minutes				
3) Establish community volunteer mentor program to support student guidance, safety and education as part of the district volunteer program of activities.	Superintendent, Assistant Superintendent, Principals	Sign in Sheets, Agendas, Minutes, Mentor/student schedule of activities				
4) Support and foster educational and career apprenticeship programs with the Victoria College, Gonzales Public Service Agencies; Fire, Police and EMS, for students who are interested in these career paths.	Superintendent; Assistant Superintendent; Director of Federal Programs.; Director of Technology; Principals; Counselors	Program guide and sign up information sheets				
5) A School Health Advisory Council will meet on a regular basis to provide solutions for district community health concerns.	Assistant Superintendent	Sign in Sheets, Agendas, Minutes				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
						

# Supporting Standard 3: GISD ensures exemplary fiscal responsibility supporting learning

**Performance Objective 1:** Develop a budget that reflects equitable distribution of resources across campuses.

**Evaluation Data Source(s) 1:** Federal/State/ Local Data Sources

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Establish funding, on a per student basis, for the development of the general fund budget.	Superintendent; Chief Financial Officer	Budgetary allocation calculation documents				
2) Analyze expenditures by functional area and compare to peer districts to measure efficiency.	Chief Financial Officer	Report				
3) Update student enrollment projections for the upcoming school year.	Superintendent; Chief Financial Officer; Assistant Superintendent	Report				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						



**Supporting Standard 3:** GISD ensures exemplary fiscal responsibility supporting learning

**Performance Objective 2:** Continuously monitor the current fiscal year financial records and implement changes as required.

**Evaluation Data Source(s) 2:** Federal/State/ Local Data Sources

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continue - Best practices

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Perform reviews of financial information to ensure it is accurate.	Chief Financial Officer	Reports				
2) Monitor changes in accounting rules to ensure compliance.	Chief Financial Officer	Agendas from trainings; Reports				
3) Perform reviews of internal financial processes to identify and minimize risks.	Chief Financial Officer	Reports				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Supporting Standard 3:** GISD ensures exemplary fiscal responsibility supporting learning

**Performance Objective 3:** Provide for budget transparency, award applications, and high accountability ratings.

**Evaluation Data Source(s) 3:** Federal/State/ Local Data Sources

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Increase the information available on the financial transparency web-page as recommended by the Texas Comptroller of Public Accounts.	Chief Financial Officer	Website				
2) Monitor the requirements for available awards and submit applications as eligible.	Chief Financial Officer	Copies of award application and submission documents				
3) Monitor the criteria required and implement processes necessary to earn a superior rating on the Financial Integrity Rating System of Texas.	Superintendent; Chief Financial Officer	Reports; FIRST Rating				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

## **Supporting Standard 4: GISD ensures facilities are conducive in supporting learning**

# 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 11 6112 00 xxx 0 3x 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$17,883.00
199 E 11 6119 xx xxx 0 xx 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,451,051.00
199 E xx 6121 02 xxx 0 xx 000	6121 Extra Duty Pay/Overtime - Support Personnel	\$8,990.00
199 E xx 6129 00 xxx 0 xx 000	6129 Salaries or Wages for Support Personnel	\$70,850.00
199 E xx 6141 xx xxx 0 xx 000	6141 Social Security/Medicare	\$24,737.00
199 E xx 6142 xx xxx 0 xx 000	6142 Group Health and Life Insurance	\$83,422.00
199 E xx 6144 xx xxx 0 xx 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$119,722.00
199 E xx 6145 xx xxx 0 xx 000	6145 Unemployment Compensation	\$1,333.00
199 E xx 6146 xx xxx 0 xx 000	6146 Teacher Retirement/TRS Care	\$32,611.00
<b>6100 Subtotal:</b>		<b>\$1,810,599.00</b>
<b>6200 Professional and Contracted Services</b>		
199 E 11 6222 0x 999 0 28 000	6222 Student Tuition - Public Schools	\$125,000.00
<b>6200 Subtotal:</b>		<b>\$125,000.00</b>
<b>6300 Supplies and Services</b>		
199 E 34 6311 00 999 0 28 934	6311 Gasoline and Other Fuels for Vehicles	\$10,000.00
199 E 11 6329 00 101 0 30 916	6329 Reading Materials	\$1,000.00
199 E xx 6399 xx xxx 0 30 9xx	6399 General Supplies	\$5,600.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
		<b>6300 Subtotal:</b>
		<b>\$16,600.00</b>
<b>6400 Other Operating Costs</b>		
199 E 11 6411 00 102 0 30 915	6411 Employee Travel	\$200.00
		<b>6400 Subtotal:</b>
		<b>\$200.00</b>

# Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A.B.	Teacher		.149
A.D.	Teacher		.142
A.F.	Teacher		.142
A.G.	Instructional Aide		.106
A.O.A.	Teacher		.149
A.R.	Teacher		.149
A.S.	Teacher		.236
A.V.	Teacher		.149
B.B.	Teacher		.236
B.C.	Teacher		.074
B.H.	Teacher		.5
B.K.	Teacher		.149
B.P.	Teacher		.236
C.F.	Teacher		.236
C.M.	Teacher		.236
C.S.	Teacher		.236
C.W.	Teacher		.236
D.B.	Teacher		.149
D.E.	DAEP Route Bus Driver		1
D.E.	Teacher		.128
D.M.	Teacher		.149
D.S.	Teacher		.2766
E.F.	Teacher		.149

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
E.G.	Teacher		.236
E.M.	Teacher		1
E.S.	Teacher		.142
F.G.	Teacher		.236
G.A.	Teacher		.074
J.A.	Teacher		.149
J.B.	Teacher		.5
J.B.	Teacher		.236
J.B.	Teacher		.074
J.C.	Teacher		.578
J.C.M.	Teacher		.149
J.F.	Teacher		.148
J.J.	Teacher		.381
J.L.	Teacher		.074
J.L.H.	Teacher		.142
J.M.	Teacher		.569
J.M.	Teacher		.074
J.N.	Teacher		.074
J.P.	Teacher		.074
J.R.	Teacher		.236
K.B.	Teacher		.236
K.B.	Teacher		.271
K.C.	Teacher		.149
K.F.	Teacher		.5
K.H.	Teacher		.5
K.H.	Teacher		.142

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
K.M.	Teacher		.111
K.P.	Teacher		.149
K.P.	Teacher		.26
K.P.	Teacher		.074
K.P.	Teacher		.149
K.S.	Teacher		.5
K.S.	Teacher		.142
K.W.	Teacher		.074
L.C.	Teacher		.236
L.C.	Instructional Aide		.1643
L.C.	Instructional Aide		.153
L.E.	Instructional Aide		.368
L.F.	Teacher		.611
L.M.	Teacher		.143
L.O.	Teacher		.271
L.S.	Teacher		1
L.S.	Teacher		.373
M.B.	Instructional Aide		.094
M.C.	Teacher		.149
M.D.	Instructional Aide		.2914
M.F.	Instructional Aide		.188
M.M.	Teacher		.236
M.P.	Teacher		.149
M.P.	Teacher		1
M.V.	Teacher		.5
M.Z.	Instructional Aide		.153



<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
N.C.	Teacher		.42
N.V.	Teacher		.236
P.H.	Teacher		.142
P.K.	Teacher		.625
R.B.	Teacher		.142
R.B.	Teacher		.5
R.C.	Teacher		.249
R.C.	Teacher		.611
R.G.	Teacher		.142
R.P.	Teacher		.074
R.P.	Teacher		.142
S.D.	Teacher		.236
S.D.	Teacher		.149
S.D.	Teacher		.149
S.F.	Teacher		.142
S.G.	Instructional Aide		.3315
S.J.	Teacher		1
S.M.	Teacher		1
S.S.	Teacher		.149
S.S.	Teacher		.37
S.T.	Teacher		.142
T.B.	Teacher		.236
T.B.	Teacher		1
T.J.	Teacher		1
T.L.	Teacher		.5
V.N.	Teacher		.236

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vacant at time of entry	Instructional Aide		1
Vacant at time of entry	Teacher		.611
Vacant at time of entry	Teacher		.29
Vacant at time of entry	Teacher		.245
W.C.	Teacher		.149

# District Educational Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Michael Moers	CTE / HS Representative
Classroom Teacher	Kaley Hilbig	Teacher
Classroom Teacher	Pam Kardosz	Teacher
Classroom Teacher	Angelita Vasquez	Teacher
Classroom Teacher	Shannon Sample	Teacher
Classroom Teacher	Leslie Kelley	Teacher
Community Representative	Daisy Scheske	Community Representative
District-level Professional	John Schumacher	Superintendent
District-level Professional	Lydia Bartlett	Asst. Superintendent
District-level Professional	Erin LaBuhn	Director of Student Services
District-level Professional	Robin Trojcak	Director of Public Relations