Gonzales Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: June 14, 2021
Public Presentation Date: June 14, 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: May 11, 2021

Needs Assessment Overview

The 2021-2022 DEIC conducted a needs assessment in May of 2021. The following were identified as areas of need after careful evaluation of data sets representing student achievement (special pops included), discipline, district programming, and community and family involvement:

- Student Achievement in Reading
- Student Ahievement in Math
- English Learners
- Special Education
- Professional Development
- Family and Community Engagement and Communication
- Vertical and Horizontal Alignment
- PBIS/MTSS

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.

Campuses serve the following grade levels:

- Gonzales Primary Academy: PK (approx 175)
- Gonzales Elementary: K - 2 (approx 556)
- Gonzales North Avenue: 3rd - 5th (approx 574)
- Gonzales Junior High: 6th - 8th (approx 622)
- Gonzales High School: 9th - 12th (approx 832)

According to the 2019-2020 TAPR general demographics are as follows:

- Student enrollment decreased. 2019-2020 Total Students: 2,830 (2,859 students were enrolled for 2018-19 and was 2,840 for 2017-18).
- 66.6% of student population is Hispanic (1,884). 24.8% of student population is White (701). 8.1% of student population is Black/African American (228). 0.1% of student population is American Indian or Alaska Native (4). .2% of student population is Asian/Pacific Islander (6). .2% of student population is Two or More Races (7). 2,052 students are Economically Disadvantaged (72.5%).
- LEP numbers have steadily increased in the last five years with 2019-2020 TAPR reporting 564 English Learners, 19.9%(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 with the 2019-2020 TAPR reporting 380 students, 13.4% (8.51%-2012-13, 9.32%-20013-14, 9.43%-2014-15, 8.9%-2015-16, 10.27%-2016-17, 11.3%-2017-2018. 2018-2019 11.55%(329 students).
- 65.9% (1,864) of the student population is At-Risk.
- Attendance Rate 95.4%

Student Learning

Student Learning Summary

Student cohort performance on the 2020-2021 Mock STAAR indicate growth in 67% of tested content areas. Six weeks common assessments indicate a delcine in Writing in grade 7 as well as 7th & 8th math & Algebra I. Overall, the district is still underperforming in the Meets and Masters performance levels across content areas and grade levels which continues to lead to instructional gaps with our students.

- RLA Overall Student Performance on Mock STAAR: 32% with the Domain III Target at 44%
- Math Overall Student Performance on Mock STAAR: 15% with the Domain III Target at 46%

Economically Disadvantaged students performed between 15%-20% lower than overall students across performance levels on the 2020-2021 Mock STAAR.

- RLA Eco Dis Overall Performance on Mock STAAR: 23% with the Domain III Target at 33%
- Math Eco Dis Overall Performance on Mock STAAR: 13% with the Domain III Target at 36%

Overall SpEd performance on the 2020-2021 Mock STAAR indicates 19% of students performing at Approaches across content areas and grade levels, with 52% of assessments indicating SpEd performance at Approaches and/or Meets.

- RLA SpEd Overall Performance on Mock STAAR: 6% with the Domain III Target at 19%
- Math SpEd Overall Performance on Mock STAAR: 4% with the Domain III Target at 23%

English Learner Mock STAAR Data:

- RLA EL Overall Performance on Mock STAAR: 16% with the Domain III Target at 29%
- Math EL Overall Performance on Mock STAAR: 22% with the Domain III Target at 40%

Gifted and Talented students consistently pass at Approaches, with 43% of assessments indicating Meets and/or Masters performance on the 2020-2021 Mock STAAR.

Campus Overall RLA Performance:

- 3rd-5th RLA 61% Approaches, 26% Meets, 9% Masters
- 6th-8th RLA 68% Approaches, 33% Meets, 9% Masters
- English I & English II 60% Approaches, 41% Meets, 4% Masters

Campus Overall Math Performance:

- 3rd-5th: 58% Approaches, 18% Meets, 6% Masters
- 6th-8th: 45% Approaches, 14% Meets, 3% Masters
- Algebra I: 36% Approaches, 5% Meets, 1% Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). **Root Cause:** The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.

Problem Statement 2 (Prioritized): Professional development of research based best practices has not been implemented consistently across the district. **Root Cause:** A system of monitoring and continuous support for professional development implementation has not been in place.

Problem Statement 3 (Prioritized): GISD has not instilled a passion for literacy in its K-12 students. **Root Cause:** Literacy supports, programming, and practices that are critical to developing a community of readers (libraries, librarians, reading specialists/instructional coaches) have not been in place or prioritized systemically to foster the love of reading and successful literacy practices.

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).
- 2 instructional coaches with RLA or Math expertise for K-8th, Associate Principal of Curriculum and Instruction for grades 9-12
- 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):

- 2019-2020 TAPR: 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,GISD teachers' children are allowed to attend the full-day PK program at no cost, every teacher is issued an iPad, laptop, or Chromebook, ongoing professional development throughout the year, and small town community feel.
  - Total Staff: 415
  - Professional Staff: 242.9, 58.4%
  - Librarians: 1
  - Teachers by Ethnicity:
    - African American: 3.8, 2%
    - Hispanic: 46, 24.5%
    - White: 136.6, 72.9%
    - Asian: 1, .5%
  - Teachers by Highest Degree Held:
    - Bachelors: 157.8, 84.2%
    - Masters: 25, 13.3%
  - Teachers by Years of Experience:
    - Beginning Teachers: 16, 8.5%
    - 1-5 Years: 49, 26.1%
    - 6-10 Years: 29, 15.5%

- 11-20 Years: 53.5, 28.6%
- 20+ Years: 40, 21.3%
  - Turnover Rate for Teachers: 27%
- 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.

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
- Instructional Technologist to support distance learning and technology integration
- Professional Learning Communities (PLC) at each campus

Organizational:

- 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 4 (Prioritized): GISD does not have a research-based framework for PBIS (MTSS/RTI) in place. **Root Cause:** GISD created the APACHE Way as an incentive program aligned to PBIS framework, but implementation of the program as a whole was not rolled out with fidelity due to a lack of expectations, communication, guidance, and a change in leadership.

Problem Statement 5 (Prioritized): High turnover in campus level leadership and content/grade level teams. **Root Cause:** GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.

Problem Statement 6 (Prioritized): Online assessments and online programs are unable to be accessed all at one time by students throughout the district. Schedules must be created to avoid internet disruptions. **Root Cause:** Current technology infrastructure does not support the future need of online testing and program use for all students.

Priority Problem Statements

Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA).

Root Cause 1: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 6: High turnover in campus level leadership and content/grade level teams.

Root Cause 6: GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.

Problem Statement 6 Areas: District Culture and Climate - Staff Quality, Recruitment, and Retention - District Processes & Programs

Problem Statement 2: Families and community members do not feel like a valuable team member in partnership with the campuses and district.

Root Cause 2: GISD has not facilitated a partnership with parents and community members through transparency and involvement in the education process.

Problem Statement 2 Areas: District Culture and Climate - Perceptions

Problem Statement 7: Online assessments and online programs are unable to be accessed all at one time by students throughout the district. Schedules must be created to avoid internet disruptions.

Root Cause 7: Current technology infrastructure does not support the future need of online testing and program use for all students.

Problem Statement 7 Areas: District Context and Organization - Technology - District Processes & Programs

Problem Statement 5: Professional development of research based best practices has not been implemented consistently across the district.

Root Cause 5: A system of monitoring and continuous support for professional development implementation has not been in place.

Problem Statement 5 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Student Learning

Problem Statement 4: GISD has not instilled a passion for literacy in its K-12 students.

Root Cause 4: Literacy supports, programming, and practices that are critical to developing a community of readers (libraries, librarians, reading specialists/instructional coaches) have not been in place or prioritized systemically to foster the love of reading and successful literacy practices.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: GISD does not have a research-based framework for PBIS (MTSS/RTI) in place.

Root Cause 3: GISD created the APACHE Way as an incentive program aligned to PBIS framework, but implementation of the program as a whole was not rolled out with fidelity due to a lack of expectations, communication, guidance, and a change in leadership.

Problem Statement 3 Areas: District Culture and Climate - 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 goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- (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
- 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
- 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
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Study of best practices

Goals

Goal 1: GISD will implement two consistent platforms of communication in both English and Spanish to streamline information that increases home, school, and community relationships and creates a proactive environment for all stakeholders to be involved in student success.

Performance Objective 1: Increase in student attendance rate from 94.5% to 96%.
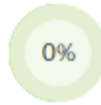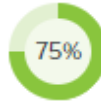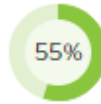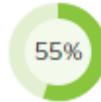Parent/guardian attendance rate at school sponsored events (both in person and virtual) at 60%.

Targeted or ESF High Priority

Evaluation Data Sources: -campus attendance reports
-parent meeting/engagement reports

Strategy 1 Details	Reviews			
Strategy 1: Survey parents and guardians to determine preferred methods of communication. The district will select the top two methods and enforce the expectation districtwide.	**Formative**			**Summative**
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: Streamlined, simplified communication in a format that will meet the needs of all stakeholders. **Staff Responsible for Monitoring:** Assistant Superintendent and Director of Community and Student Services	0%	100%		
Title I Schoolwide Elements: 3.1 - **Results Driven Accountability**				
Problem Statements: District Culture and Climate 1 - Perceptions 1				
Funding Sources: Translation Services - 199 - General Fund - $7,500, App for transportation staff to communicate with parent/guardians from buses - 199 - General Fund, ThoughtExchange Subscription - 199 - General Fund - $18,900				

Strategy 2 Details	Reviews			
Strategy 2: Provide training opportunities for parents/guardians in selected method(s) of communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents/guardians access and use the method of communication. Interaction between the district and parents through the platform.	Sept	Nov	Feb	Mar
Staff Responsible for Monitoring: Technology Department, Assistant Superintendent, Director of Community and Student Services, Campus Administrators	0%	0%		
Title I Schoolwide Elements: 3.1 - **Results Driven Accountability**				
Problem Statements: District Culture and Climate 1 - Perceptions 1				
Funding Sources: Contracted Services: Region 13 Speakers - 199 - General Fund - 199 E 61 6239 87 999 0 99 961 - $600, Supplies for Parental Involvement Meetings - 199 - State Bilingual/ESL - 199 E 61 6399 88 999 0 25 961 - $1,300				

Strategy 3 Details	Reviews			
Strategy 3: Provide training opportunities for teachers in selected method(s) of communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will receive clear, simple communication from district and campus administrators.	**Sept**	**Nov**	**Feb**	**Mar**
Staff Responsible for Monitoring: Technology Department, Campus Administrators **Title I Schoolwide Elements:** 3.1 **Problem Statements:** District Culture and Climate 1 - Perceptions 1	0%	0%		

Strategy 4 Details	Reviews			
Strategy 4: Continue PreK-3rd Grade implementation of Ready Rosie program for family engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent/Guardian understanding and support for student expectations.	**Sept**	**Nov**	**Feb**	**Mar**
Staff Responsible for Monitoring: Director of Community and Student Services **Title I Schoolwide Elements:** 2.4, 3.1 **Problem Statements:** District Culture and Climate 1 - Perceptions 1 **Funding Sources:** Ready Rosie - 199 - General Fund - $16,000	60%	75%		

Strategy 5 Details	Reviews			
Strategy 5: Training and conferences with parents and guardians to explain and support the understanding of student achievement expectations from both state and federal agencies, graduation requirements, attendance policies, and overall instructional objectives and goals tied to student achievement in accordance with the GISD Family Engagement Plan.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Parents and guardians understand the importance of state and federal expectations and their role as a partner in supporting their student's achievement and graduation plan. **Staff Responsible for Monitoring:** Principals, Teachers, Director of Accountability and Strategic Planning, Chief Academic Officer **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **Results Driven Accountability** **Funding Sources:** Supplies for Parental Involvement Meetings - 199 - General Fund - $2,150, Parent & Family Engagement - 211 - Title 1 - $7,833, Supplies for Parental Involvement Meetings - 199 - State Career & Technical Education (CTE) - $500	50%	55%		

Strategy 6 Details	Reviews			
Strategy 6: Implementation of research-based counseling program to improve communication, support, and focus in the following areas: Social Emotional Learning (SEL), College, Career, and Military Readiness (CCMR), and Career and Technical Education alignment and certifications.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: -students and families who understand the opportunities afforded to them by GISD -increase in IBCs earned -SEL lesson integration **Staff Responsible for Monitoring:** Assistant Superintendent, Principals, Counselors **Title I Schoolwide Elements:** 3.1, 3.2 **Problem Statements:** District Culture and Climate 1, 3 - District Processes & Programs 4 - Perceptions 1 **Funding Sources:** Character Strong License(s) - 199 - General Fund - $998, Recipes for Success K-6 - 282 - ESSER III - $688	50%	55%		
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 4: GISD does not have a research-based framework for PBIS (MTSS/RTI) in place. **Root Cause**: GISD created the APACHE Way as an incentive program aligned to PBIS framework, but implementation of the program as a whole was not rolled out with fidelity due to a lack of expectations, communication, guidance, and a change in leadership.

Perceptions
Problem Statement 1: Families and community members do not feel like a valuable team member in partnership with the campuses and district. **Root Cause**: GISD has not facilitated a partnership with parents and community members through transparency and involvement in the education process.

Goal 2: GISD will increase Overall RLA Student Performance on STAAR from 55% approaches to 70% approaches, 32% meets to 45% meets, and 8% masters to 12% masters.

Performance Objective 1: RLA performance on STAAR will increase to the following goals by campus:
Gonzales North Avenue: 70% Approaches, 35% Meets, and 15% Masters
Gonzales Junior High School: 75% Approaches, 45% Meets, and 15% Masters
Gonzales High School: 70% Approaches, 50% Meets, and 10% Masters
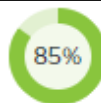
Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: -Six Weeks Assessments
-Mock STAAR
-STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLCs in all content PK-12th grade led by the instructional leadership team to ensure use of curriculum documents, planning protocols, and instructional delivery to increase Tier 1 instruction to meet the requirements of the student expectations.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Student-centered lessons delivered using best instructional practices increasing engagement, student achievement, and vertical and horizontal alignment across campuses. **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Literacy, Principals, Instructional Coaches, and Department Heads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 4 - Student Learning 3 - Curriculum, Instruction, and Assessment 4 **Funding Sources:** Trends Software & Assessments - 199 - General Fund - $24,000, Liberty Source Assessments - 199 - General Fund - $17,000	100%	80%		

Strategy 2 Details	Reviews			
Strategy 2: Implement a continuous process of support for teachers with the following best practices: classroom discourse, common instructional framework, Fundamental Five, Gretchen Bernabei writing strategies, Jennifer Serravallo reading and writing strategies, Notice and Note signposts, Comprehension Toolkit strategies, and the components of balanced literacy.	**Formative**			**Summative**
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: Student engagement and monitoring of comprehension when interacting with any text in reading and application of author's craft in writing. Improved communication skills in both written and verbal expression. **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Literacy, Instructional Coaches, Principals, and Department Heads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 3, 4 - Student Learning 1, 3 - Curriculum, Instruction, and Assessment 4, 5 **Funding Sources:** Gretchen Bernabei Workshop - 199 - General Fund - $23,500, Notice & Note Training - 255 - Title II, TPTR - $0, Comprehension Toolkit Training - 255 - Title II, TPTR - $0	65%	70%		

Strategy 3 Details	Reviews			
Strategy 3: Each campus will implement a walkthrough, coaching, and feedback cycle to support teachers in implementing best practices for reading instruction and drive campus professional development plans.	**Formative**			**Summative**
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: Effective, well-supported teachers who achieve T-TESS student growth goals. Effective feedback to support that achievement and growth mindset in teachers. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Instructional Leadership Team Members **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2, 3, 4 - Student Learning 1, 2, 3 - District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 4, 5	50%	70%		

Strategy 4 Details	Reviews			
Strategy 4: Gretchen Bernabei professional development plan to support teacher implementation of writing strategies across grade levels.	**Formative**			**Summative**
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: Increased writing scores across tested grade levels. Authentic student writing in response to texts, prompts, or open ended questions in all content areas. **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Literacy, Principals, Instructional Coaches, Department Heads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2, 3, 4 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4, 5 **Funding Sources:** Gretchen Bernabei - 199 - General Fund - $4,750	80%	85%		

Strategy 5 Details	Reviews			
Strategy 5: GISD will develop a library mission, vision, and framework built on collective commitments aligned to literacy goals and the function of libraries in the 21st Century.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Increase in RLA STAAR performance, technology integration into RLA instruction, increased circulation on library reports, library facilities use, connections between student interest and reading material **Staff Responsible for Monitoring:** Director of Accountability and Strategic Planning, District Librarian, Library Paraprofessionals **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 3, 4 - Student Learning 1, 3 - Curriculum, Instruction, and Assessment 4, 5 **Funding Sources:** Library Services Training - 199 - General Fund - 199 e 12 6411 00 999 0 99 941 - $500	100%	100%		

Strategy 6 Details	Reviews			
Strategy 6: Notice and Note professional development plan to support teacher implementation of signposts in reading and social studies in grades 6-12.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Increased reading scores across grade levels. Students prepared for content crossover selections in STAAR redesign. **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Literacy, Principals, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2, 3, 4 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4, 5	40%	60%		

Strategy 7 Details	Reviews			
Strategy 7: Smaller class sizes in core classes for all grade levels- no more than 1:24 for 5th-12th grades; 1:9 for PK (adult support); 1:22 for K-4th.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Increased scores across grade levels. Small group instruction. One:One student conferences **Staff Responsible for Monitoring:** Chief Human Resources Officer, Director of Human Resources, Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 3 - Student Learning 1 - District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 5	0%	100%		
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). **Root Cause**: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.
Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. **Root Cause**: A system of monitoring and continuous support for professional development implementation has not been in place.
Problem Statement 3: GISD has not instilled a passion for literacy in its K-12 students. **Root Cause**: Literacy supports, programming, and practices that are critical to developing a community of readers (libraries, librarians, reading specialists/instructional coaches) have not been in place or prioritized systemically to foster the love of reading and successful literacy practices.
District Processes & Programs
Problem Statement 5: High turnover in campus level leadership and content/grade level teams. **Root Cause**: GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.

Goal 2: GISD will increase Overall RLA Student Performance on STAAR from 55% approaches to 70% approaches, 32% meets to 45% meets, and 8% masters to 12% masters.

Performance Objective 2: RLA Performance on Reading Universal Screeners will increase to the following goals per grade level:
Kindergarten: 50% on grade level by the end of the school year
First: 40% on grade level by the end of the school year
Second: 40% on grade level by the end of the school year

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: -BOY, MOY, EOY Universal Screener
-Six Weeks Assessments (spring semester)

Strategy 1 Details	Reviews			
Strategy 1: Implementation of the Science of Reading training received in the 2020-2021 SY.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: -Common language and understanding of instructional practices based on TEA's The Science of Reading. -increase in student performance on universal screeners -increase in student performance on common assessments **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Literacy, Reading Cohort Leader, Principal, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2, 3, 4 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4, 5	40%	60%		
Strategy 2 Details	Reviews			
Strategy 2: Reading Specialist implementation at the K-2 grade levels to support targeted reading instruction at the foundational level.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: -increase in student performance on universal screeners -increase in student performance on common assessments **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Literacy, Principal **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 3, 4 - Student Learning 1, 3 - Curriculum, Instruction, and Assessment 4, 5	100%	100%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). **Root Cause**: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.

Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. **Root Cause**: A system of monitoring and continuous support for professional development implementation has not been in place.

Problem Statement 3: GISD has not instilled a passion for literacy in its K-12 students. **Root Cause**: Literacy supports, programming, and practices that are critical to developing a community of readers (libraries, librarians, reading specialists/instructional coaches) have not been in place or prioritized systemically to foster the love of reading and successful literacy practices.

Goal 3: GISD will increase overall Math performance on STAAR from 46% Approaches to 67% Approaches, 15% Meets to 46% Meets, and 3% Masters to 10% Masters.

Performance Objective 1: Math performance on STAAR will increase to the following goals by campus:
Gonzales North Avenue: 70% Approaches, 47% Meets, and 10% Masters
Gonzales Junior High School: 65% Approaches, 45% Meets, and 10% Masters
Gonzales High School: 65% Approaches, 45% Meets, and 10% Masters

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: -Six Weeks Assessments
-Mock STAAR
-STAAR Results

Strategy 1 Details		Reviews			
Strategy 1: Weekly PLCs in all content PK-12th led by the instructional leadership team to ensure use of curriculum documents, planning protocols, and instructional delivery to increase Tier 1 instruction to meet the requirements of the student expectations.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Student-centered lessons delivered using best instructional practices increasing engagement, student achievement, and vertical and horizontal alignment across campuses. **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Math, Principals, Instructional Coaches, and Department Heads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 4 - Student Learning 3 - Curriculum, Instruction, and Assessment 4		100%	100%		
Strategy 2 Details		Reviews			
Strategy 2: Implement a continuous process of support for teachers across content areas with the following best practices: classroom discourse, common instructional framework, Fundamental Five, Exemplars, Kim Sutton lessons, Deb Dillar workstations, and Creative Mathematics.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Application of problem solving skills in real world situations. Students will make connections between concepts while justifying the solutions to problems that arise in everyday life, society, and the workplace. **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Math, Instructional Coaches, Principals, and Department Heads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2, 3 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 5		40%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Each campus will implement a walkthrough, coaching, and feedback cycle to support teachers in implementing best practices for math instruction and drive campus professional development plans.	Formative			Summative
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: Effective, well-supported teachers who achieve T-TESS student growth goals. Effective feedback to support that achievement and growth mindset in teachers. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Instructional Leadership Team Members **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2, 3, 4 - Student Learning 1, 2, 3 - District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 4, 5 **Funding Sources:** Lead4Ward Training - 199 - General Fund - $5,835	50%	60%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). **Root Cause**: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.
Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. **Root Cause**: A system of monitoring and continuous support for professional development implementation has not been in place.
Problem Statement 3: GISD has not instilled a passion for literacy in its K-12 students. **Root Cause**: Literacy supports, programming, and practices that are critical to developing a community of readers (libraries, librarians, reading specialists/instructional coaches) have not been in place or prioritized systemically to foster the love of reading and successful literacy practices.

District Processes & Programs
Problem Statement 5: High turnover in campus level leadership and content/grade level teams. **Root Cause**: GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.

Goal 3: GISD will increase overall Math performance on STAAR from 46% Approaches to 67% Approaches, 15% Meets to 46% Meets, and 3% Masters to 10% Masters.

Performance Objective 2: Performance on Math Universal Screeners will increase to the following goals per grade level:
Kindergarten: 66% on grade level by the end of the school year
First: 40% on grade level by the end of the school year
Second: 40% on grade level by the end of the school year

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: -BOY, MOY, EOY Universal Screener
-Six Weeks Assessments (spring semester)

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLCs led by the instructional leadership team to ensure use of curriculum documents, planning protocols, and instructional delivery to increase Tier 1 instruction to meet the requirements of the student expectations.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Student-centered lessons delivered using best instructional practices increasing engagement, student achievement, and vertical and horizontal alignment across campuses. **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Math, Principals, Instructional Coaches, and Department Heads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 4 - Student Learning 3 - Curriculum, Instruction, and Assessment 4	100%	100%		

Strategy 2 Details	Reviews			
Strategy 2: Implement a continuous process of support for teachers with the following best practices: classroom discourse, common instructional framework, Fundamental Five, Exemplars, Kim Sutton lessons, Deb Dillar workstations, and Creative Mathematics.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Application of problem solving skills in real world situations. Students will make connections between concepts while justifying the solutions to problems that arise in everyday life, society, and the workplace. **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Math, Instructional Coaches, Principals, and Department Heads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2, 3 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 5	40%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Each campus will implement a walkthrough, coaching, and feedback cycle to support teachers in implementing best practices for math instruction and drive campus professional development plans.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: Effective, well-supported teachers who achieve T-TESS student growth goals. Effective feedback to support that achievement and growth mindset in teachers. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Instructional Leadership Team Members **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2, 3, 4 - Student Learning 1, 2, 3 - District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 4, 5	50%	60%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). **Root Cause**: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.
Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. **Root Cause**: A system of monitoring and continuous support for professional development implementation has not been in place.
Problem Statement 3: GISD has not instilled a passion for literacy in its K-12 students. **Root Cause**: Literacy supports, programming, and practices that are critical to developing a community of readers (libraries, librarians, reading specialists/instructional coaches) have not been in place or prioritized systemically to foster the love of reading and successful literacy practices.

District Processes & Programs
Problem Statement 5: High turnover in campus level leadership and content/grade level teams. **Root Cause**: GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.

Goal 4: GISD will train 100% of staff in a research based Positive Behavioral Interventions and Supports system through Safe and Civil Schools.

Performance Objective 1: GISD will increase Overall RLA Student Performance on STAAR from 55% approaches to 70% approaches, 32% meets to 45% meets, and 8% masters to 12% masters. GISD will increase overall Math performance on STAAR from 46% Approaches to 67% Approaches, 15% Meets to 46% Meets, and 3% Masters to 10% Masters.
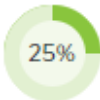
GISD will decrease overall teacher discipline referrals by 50%.
GISD will decrease alternative placements by 30%.
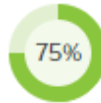
Targeted or ESF High Priority

Evaluation Data Sources: -Skyward Discipline Referrals
-Six Weeks Assessments
-STAAR results

Strategy 1 Details	Reviews			
Strategy 1: GISD will create a behavior matrix aligned to PBIS framework to identify tiered behaviors and supports for consistent expectations of student behavior and adult behavior.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: -system for expected behavior -decrease in discipline referrals -increase in student achievement **Staff Responsible for Monitoring:** Coordinator of Academic and Behavior Intervention Services, Director of Accountability and Strategic Planning, Director of Special Programs **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability** **Problem Statements:** District Culture and Climate 3 - District Processes & Programs 4 **Funding Sources:** CPI Books - 199 - General Fund, PBIS Implementation Training - 199 - General Fund - 199 E 13 6411 00 999 0 99 924 - $6,500	20%	25%		
Strategy 2 Details	Reviews			
Strategy 2: District expectation of campus PBIS committees to monitor behavior data, interventions, and supports.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: -committees meet regularly to monitor data, determine interventions, and support teachers with classroom management **Staff Responsible for Monitoring:** Coordinator of Academic and Behavior Intervention Services, Principals, Assistant Principals, Counselors, PBIS Committee **Title I Schoolwide Elements:** 2.5, 2.6 - **Results Driven Accountability** **Problem Statements:** District Culture and Climate 3 - District Processes & Programs 4 **Funding Sources:** ESC Region 13 Conference - 199 - General Fund - $2,000, Counselor & LSSP Training for SEL - 199 - General Fund - $1,500	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: GISD will continue implementation of its anonymous bully reporting system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -student mental and physical well-being -parent/community support for students **Staff Responsible for Monitoring:** Principals, Assistant Principals, Coordinator of Academic and Behavior Intervention Services **Problem Statements:** District Culture and Climate 3 - District Processes & Programs 4	Sept 50%	Nov 75%	Feb	Mar

Strategy 4 Details	Reviews			
Strategy 4: Continue support for campus and districtwide behavior expectations with the role of district police officers. District PD will assist principals and staff in maintaining order, resolving conflicts, and ensuring the campus behavior matrixes are followed on school grounds and at related events.	**Formative**			**Summative**
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: -decrease in violent behavior, substance abuse, and noncompliance with the student code of conduct **Staff Responsible for Monitoring:** GISD Chief of Police **Funding Sources:** Police Dept Supplies/Services - 199 - General Fund - $32,027	60%	60%		
0% No Progress 100% Accomplished ⟶ Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 4: GISD does not have a research-based framework for PBIS (MTSS/RTI) in place. **Root Cause**: GISD created the APACHE Way as an incentive program aligned to PBIS framework, but implementation of the program as a whole was not rolled out with fidelity due to a lack of expectations, communication, guidance, and a change in leadership.

Goal 5: Gonzales ISD will increase the percentage of English Learners in the four year longitudinal cohort graduating from 58% to 71%.

**Performance Objective 1:** Overall Performance on STAAR in both reading and math will increase from 47% Approaches to 70% Approaches.

    Targeted or ESF High Priority
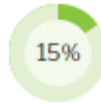
    Evaluation Data Sources: -Six Weeks Assessments
-Mock STAAR Assessments
-STAAR Results
-TELPAS performance

Strategy 1 Details	Reviews			
Strategy 1: GISD will have 100% of core content staff ESL certified for grades 6-12 by May 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -meet the needs of ELs through differentiation determined by their level language acquisition	**Sept**	**Nov**	**Feb**	**Mar**
Staff Responsible for Monitoring: Director of Accountability and Strategic Planning, Principals	25%	30%		
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Demographics 1 - Student Achievement 2, 3 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 5				
Funding Sources: Bilingual Consulting Services - 199 - State Bilingual/ESL - 199 E 21 6291 00 999 0 25 941 - $3,000, ESL Academy Trainer of Trainers - 199 - State Bilingual/ESL - 199 E 13 6239 00 999 0 25 941 - $1,000 , ESL Certification for Teachers - 199 - State Bilingual/ESL - $7,400				
Strategy 2 Details	Reviews			
Strategy 2: K-12 Summit Assessments implemented to support all four components of TELPAS in grades K-12.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -increased performance on TELPAS -students exited from Bilingual programming in alignment with program goals	**Sept**	**Nov**	**Feb**	**Mar**
Staff Responsible for Monitoring: Principals, LPAC Members	25%	50%		
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Demographics 1 - Student Achievement 3 - Student Learning 1 - Curriculum, Instruction, and Assessment 5				
Funding Sources: Summit K-12 - 199 - State Bilingual/ESL - 199 E 11 6399 00 xxx 0 25 941 - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: GISD will utilize After School Centers for Education (ACE) for EL student support- tutoring, enrichment, and remediation.	**Formative**			**Summative**
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: -system of support for EL students and families -increased academic achievement -decrease in EL dropout rate **Staff Responsible for Monitoring:** ACE Site Coordinators, Principals, LPAC Members **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 3 - Student Learning 1 - District Culture and Climate 1 - Perceptions 1 - Curriculum, Instruction, and Assessment 5 **Funding Sources:** Frontline LPAC - 199 - State Bilingual/ESL - 199 E 13 6399 00 999 0 25 941 - $7,850	15%	15%		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). **Root Cause**: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.
Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. **Root Cause**: A system of monitoring and continuous support for professional development implementation has not been in place.

Perceptions
Problem Statement 1: Families and community members do not feel like a valuable team member in partnership with the campuses and district. **Root Cause**: GISD has not facilitated a partnership with parents and community members through transparency and involvement in the education process.

Goal 6: Gonzales ISD will reduce the rate of removals of special education students due to behavior from 77% to 40%.

Performance Objective 1: RLA SpEd Overall Performance on STAAR will increase from 29% Approaches to 40%. Math SpEd Overall Performance on STAAR will increase from 16% Approaches to 30%.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** -Discipline referrals
> -Six Weeks Assessments
> -Mock STAAR
> -Progress toward IEP Goals

Strategy 1 Details	Reviews			
Strategy 1: GISD will create a behavior matrix aligned to PBIS framework to identify tiered behaviors and supports for consistent expectations of student behavior and adult behavior.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: -system for expected behavior -decrease in discipline referrals -increase in student achievement **Staff Responsible for Monitoring:** Coordinator of Academic and Behavior Intervention Services, Director of Accountability and Strategic Planning, Director of Special Programs **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability** **Problem Statements:** District Culture and Climate 3 - District Processes & Programs 4	25%	25%		

Strategy 2 Details	Reviews			
Strategy 2: District expectation of campus PBIS committees to monitor behavior data, interventions, and supports.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**Mar**
Strategy's Expected Result/Impact: -committees meet regularly to monitor data, determine interventions, and support teachers with classroom management **Staff Responsible for Monitoring:** Coordinator of Academic and Behavior Intervention Services, Principals, Assistant Principals, Counselors, PBIS Committee **Title I Schoolwide Elements:** 2.5, 2.6 - **Results Driven Accountability** **Problem Statements:** District Culture and Climate 3 - District Processes & Programs 4 **Funding Sources:** Frontline RTI - 199 - State Comp Ed (SCE) - 199 E 11 6399 00 999 0 30 924 - $1,800	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: A minimum of 3 staff members on each campus will be trained during the 2021-2022 school year using the Crisis Prevention Intervention Model and program.	**Formative**			**Summative**
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: -system for expected behavior -decrease in discipline referrals -increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators, Special Services Staff, Director of Special Services, Coordinator of Academic and Behavioral Intervention Services **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2, 3 - Student Learning 1, 2 - District Culture and Climate 3 - District Processes & Programs 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 5 **Funding Sources:** CPI Training - 199 - General Fund - $3,000	75%	75%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). **Root Cause**: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.
Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. **Root Cause**: A system of monitoring and continuous support for professional development implementation has not been in place.

District Processes & Programs
Problem Statement 4: GISD does not have a research-based framework for PBIS (MTSS/RTI) in place. **Root Cause**: GISD created the APACHE Way as an incentive program aligned to PBIS framework, but implementation of the program as a whole was not rolled out with fidelity due to a lack of expectations, communication, guidance, and a change in leadership.

Goal 7: GISD will decrease the teacher turnover rate from 27% to 15% while increasing campus administrator experience with the district from an average of 3 years to 6 years.

Performance Objective 1: 100% of campus administrators evaluated through the T-PESS process.

GISD will increase Overall RLA Student Performance on STAAR from 55% approaches to 70% approaches, 32% meets to 45% meets, and 8% masters to 12% masters. GISD will increase overall Math performance on STAAR from 46% Approaches to 67% Approaches, 15% Meets to 46% Meets, and 3% Masters to 10% Masters.
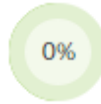
Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: -TPESS goals
-student achievement on assessments

Strategy 1 Details	Reviews			
Strategy 1: GISD will implement a research-based mentor program for teachers with less than 3 years of experience in the classroom.	**Formative**			**Summative**
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: -teacher retention **Staff Responsible for Monitoring:** Director of Human Resources, Principals **Problem Statements:** District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** New Teacher Training through ESCs for new CTE Teachers - 199 - State Career & Technical Education (CTE) - 199 E 11 6239 00 001 0 22 922 - $3,500, Stipend for Mentor Teachers - 199 - General Fund - $15,000, Pre Assessment UT - 199 - General Fund - 199 E 41 6399 05 749 0 99 949 - $3,771, Leadership (and Aspiring Leaders) Academy Supplies - 199 - General Fund - 199 E 23 6399 00 999 0 99 924 - $3,250	65%	80%		
Strategy 2 Details	Reviews			
Strategy 2: GISD will implement Cognitive Coaching practices for district and campus leadership teams.	**Formative**			**Summative**
	Sept	Nov	Feb	Mar
Strategy's Expected Result/Impact: -increase staff quality -growth mindset -capacity amongst team members **Staff Responsible for Monitoring:** Chief Academic Officer, Superintendent, Director of Math, Director of Literacy **Problem Statements:** District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1	20%	25%		

Strategy 3 Details	Reviews			
Strategy 3: Teacher leader opportunities for professional development sessions with the Superintendent.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -collaboration between campus and district leadership -common mission and vision **Staff Responsible for Monitoring:** Superintendent, Principals, Teachers **Problem Statements:** District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1	**Sept**	**Nov**	**Feb**	**Mar**
	100%	100%		

Strategy 4 Details	Reviews			
Strategy 4: Smaller class sizes in core classes for all grade levels- no more than 1:24 for 5th-12th grades; 1:9 for PK (adult support); 1:22 for K-4th.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased scores across grade levels. Small group instruction. One:One student conferences **Staff Responsible for Monitoring:** Chief Human Resources Officer, Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 3 - Student Learning 1 - District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 5	**Sept**	**Nov**	**Feb**	**Mar**
	0%	100%		

Strategy 5 Details	Reviews			
Strategy 5: Recruit substitute teachers by increasing substitute pay to a competitive rate with surrounding districts while increasing training and expectations for substitutes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fewer substitute vacancies so specialized teachers, aids, instructional coaches are not pulled to cover **Staff Responsible for Monitoring:** Chief Human Resources Officer **Title I Schoolwide Elements:** 2.4 **Problem Statements:** District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Increase Substitute Pay for Junior High Teachers to be in alignment with High School - 199 - General Fund	**Sept**	**Nov**	**Feb**	**Mar**
	50%	100%		

Strategy 6 Details	Reviews			
Strategy 6: Research opportunities to increase student teacher recruitment and retention to increase qualified staff.	Formative			Summative
Strategy's Expected Result/Impact: -improve recruitment of qualified staff -fill the need for substitute teachers -quality substitute staff **Staff Responsible for Monitoring:** Director of Human Resources, Principals **Problem Statements:** District Culture and Climate 2 - District Processes & Programs 5 - Staff Quality, Recruitment, and Retention 1	Sept	Nov	Feb	Mar
	0%	0%		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). **Root Cause**: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.
District Processes & Programs
Problem Statement 5: High turnover in campus level leadership and content/grade level teams. **Root Cause**: GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.

District Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Translation Services		$7,500.00
1	1	1	App for transportation staff to communicate with parent/guardians from buses		$0.00
1	1	1	ThoughtExchange Subscription		$18,900.00
1	1	2	Contracted Services: Region 13 Speakers	199 E 61 6239 87 999 0 99 961	$600.00
1	1	4	Ready Rosie		$16,000.00
1	1	5	Supplies for Parental Involvement Meetings		$2,150.00
1	1	6	Character Strong License(s)		$998.00
2	1	1	Trends Software & Assessments		$24,000.00
2	1	1	Liberty Source Assessments		$17,000.00
2	1	2	Gretchen Bernabei Workshop		$23,500.00
2	1	4	Gretchen Bernabei		$4,750.00
2	1	5	Library Services Training	199 e 12 6411 00 999 0 99 941	$500.00
3	1	3	Lead4Ward Training		$5,835.00
4	1	1	CPI Books		$0.00
4	1	1	PBIS Implementation Training	199 E 13 6411 00 999 0 99 924	$6,500.00
4	1	2	ESC Region 13 Conference		$2,000.00
4	1	2	Counselor & LSSP Training for SEL		$1,500.00
4	1	4	Police Dept Supplies/Services		$32,027.00
6	1	3	CPI Training		$3,000.00
7	1	1	Stipend for Mentor Teachers		$15,000.00
7	1	1	Pre Assessment UT	199 E 41 6399 05 749 0 99 949	$3,771.00
7	1	1	Leadership (and Aspiring Leaders) Academy Supplies	199 E 23 6399 00 999 0 99 924	$3,250.00
7	1	5	Increase Substitute Pay for Junior High Teachers to be in alignment with High School		$0.00
				Sub-Total	$188,781.00
				Budgeted Fund Source Amount	$21,055,056.00
				+/- Difference	$20,866,275.00

199 - State Career & Technical Education (CTE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplies for Parental Involvement Meetings		$500.00
7	1	1	New Teacher Training through ESCs for new CTE Teachers	199 E 11 6239 00 001 0 22 922	$3,500.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$1,263,372.00
				+/- Difference	$1,259,372.00

199 - State Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,289,614.00
				+/- Difference	$2,289,614.00

199 - State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies for Parental Involvement Meetings	199 E 61 6399 88 999 0 25 961	$1,300.00
5	1	1	Bilingual Consulting Services	199 E 21 6291 00 999 0 25 941	$3,000.00
5	1	1	ESL Academy Trainer of Trainers	199 E 13 6239 00 999 0 25 941	$1,000.00
5	1	1	ESL Certification for Teachers		$7,400.00
5	1	2	Summit K-12	199 E 11 6399 00 xxx 0 25 941	$10,000.00
5	1	3	Frontline LPAC	199 E 13 6399 00 999 0 25 941	$7,850.00
				Sub-Total	$30,550.00
				Budgeted Fund Source Amount	$321,176.00
				+/- Difference	$290,626.00

199 - State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Frontline RTI	199 E 11 6399 00 999 0 30 924	$1,800.00
				Sub-Total	$1,800.00
				Budgeted Fund Source Amount	$1,401,852.00
				+/- Difference	$1,400,052.00

199 - Early Education Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$322,045.00
				+/- Difference	$322,045.00
199 - Dyslexia					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$130,189.00
				+/- Difference	$130,189.00
199 - CCMR Outcomes Bonus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$261,173.00
				+/- Difference	$261,173.00
199 - State Gifted & Talented (GT)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$65,197.00
				+/- Difference	$65,197.00
211 - Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Parent & Family Engagement		$7,833.00
				Sub-Total	$7,833.00
				Budgeted Fund Source Amount	$783,239.00
				+/- Difference	$775,406.00

255 - Title II, TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Notice & Note Training		$0.00
2	1	2	Comprehension Toolkit Training		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$97,840.00
				+/- Difference	$97,840.00
263 - Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$62,171.00
				+/- Difference	$62,171.00
289 - Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$60,084.00
				+/- Difference	$60,084.00
282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Recipes for Success K-6		$688.00
				Sub-Total	$688.00
				Budgeted Fund Source Amount	$1,258,869.00
				+/- Difference	$1,258,181.00
				Grand Total	$233,652.00

Addendums