

Granbury Independent School District

District Improvement Plan

2013-2014

Accountability Rating: Met Standard



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Granbury ISD Comprehensive Needs Assessment

2013-2014

Vision: All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Beliefs:

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Mission: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Objectives:

- Beginning in 2013-2014, every student will participate in a community service project of their choosing each year.
- By 2016, Granbury ISD will have the technology infrastructure required to provide 100% of our learners access to the technology tools necessary to compete in an ever-changing world.
- All students will plan, monitor, and assess their own individualized academic goals.
- In order to enhance academic rigor, project-based learning will be implemented on all campuses (K-12) to enhance critical thinking, problem-solving, and communication in an optimal environment.

District Profile: For the 2013-14 school year, Granbury ISD had a total of 6,668 students which is a growth of 50 students. The ethnic make-up of those students was:

▪ White	74%
▪ Hispanic/Latino	22%
▪ Multi-Racial	2%
▪ Black/African-American	<1%
▪ Asian	<1%
▪ American Indian/Alaskan Native	<1%
▪ Native Hawaiian	<1%

The white population declined 2% while the Hispanic/Latino group grew by 2%. For the 2013-14 school year, the district's free/reduced percentage is 51% which is the same reflected in 2012-2013. The following data shows the order of campuses in priority ranking in regards to poverty levels:

▪ Baccus Elementary	71.4%
▪ Roberson Elementary	66.5%
▪ Granbury Middle	63.7%
▪ Brawner Intermediate	63.4%
▪ Crossland Ninth Grade	63.4%
▪ STARS Academy	56.9%
▪ Mambrino Elementary	53.8%
▪ Oakwoods Elementary	44.8%
▪ Granbury High School	41.9%
▪ Acton Elementary	41.3%
▪ Acton Middle	38.5%

District Needs: GISD has recently completed a strategic planning process which identified new goals for the 2013-14 school year. A District Advisory Council meeting was held on October 10, 2013. According to the data and documents reviewed, GISD has determined five major areas of concern to be addressed for the 2013-14 school year. These items are:

- Student Progress in Reading – all sub pops
- Student Progress in Math – all sub pops
- Writing performance for all students
 - Writing Performance for ELL students – District Safeguard
- Access to general curriculum for all student populations – District Safeguard
- Reading performance for Bilingual population – District Safeguard

Granbury ISD has earned the accountability rating of Met Standard from the Texas Education Agency and was Recognized the previous two years under the AEIS system. STAAR EOC implementation is a big concern since "end game" for students now begins in the 9th grade as opposed to the 11th grade. GISD recognizes the biggest concern to be English I Writing. Since the state has combined the reading and writing portions once again for the assessment, the district is now charged with acclimating to yet another set of blue prints. Another concern is the implementation of new Math TEKS that GISD has chosen to phase in over two years beginning with 2013-14. GISD will continue to work at the achievement gap between student populations with a special emphasis on LEP and Special education sub populations. Granbury ISD will use its state, local, and federal funds to address the needs of these students. GISD has six campuses receiving Title I federal funds during the 2013-14 school year. Some of these campuses will employ specialized interventionist to help address the needs of the struggling students. Academic intervention personnel will continue to be part the Granbury High School staff with special emphasis on the LEP, Hispanic population, and particular emphasis for students that have yet to pass EOC assessments from the 9th grade year. The campuses will also utilize funds for accelerated instruction for students that have not met the mean score for a specific assessment on STAAR and to address credit recovery so that they are on track to graduate.

Another area of concern regarding the English language learners and economically disadvantaged students of GISD is the under representation of these two subpopulations graduating on a plan above the minimum or foundation. Granbury ISD will take steps to ensure that there are no barriers for students to participate in the dual credit or advanced placement tracks and ensure that all students are advised into endorsement areas.

After a review of the master schedules and feedback from students, GISD has identified a need for academic advising. Counselors and teachers will be trained on how to advise students regarding post-secondary goals. The Bridge Assessment will be given in 7th grade and CTE will partner with general ed to ensure that students are on the correct pathway that compliments their goals. All GISD 5th grade students will visit the high school specifically to observe the CTE programs.

GISD has maintained a steady system of common assessment which enables teachers, campuses, and the district to monitor student growth and learning. The data is indicating that GISD needs to provide some ongoing professional development for Tier 1 academic intervention. Teachers need to recognize the need and implement differentiated strategies to meet the needs of all learners within the classroom so that all students have access to the general curriculum. GISD will partner with several

professional development providers while implementing a best practice model of professional development in the areas of Reading, Writing, and Math. GISD will also be training and implementing Project Based Learning in the next couple of years for all instructional staff in an effort to better meet 21st century skills.

The district will continue its push for attendance and encouraging students and staff members to be in class and at work. CTE courses provide the high interest and cater to individual student goals. CTE will provide more recruiting events and increase the number of certifications available to students. Campuses will also provide incentives for students and staff members for attendance.







The district and community will continue the partnerships established during the strategic planning process and will move forward with the planning of a bond to improve programs to meet an ever changing community and world.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Provide a community outreach avenue







Summative Evaluation: At least 6 outreach activities

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Research the cost and implementation of a mobile unit to provide community outreach	Public Information Officer, Director of Technology, Director of Transportation	Recommendation proposal				
2) Current resources will be identified	Director of Curriculum, Counselors	Common digital access point				
 = Discontinue  = No Progress  = Some Progress  = Accomplished						

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Annual review of district initiatives








Summative Evaluation: Program evaluation documentaiton

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Form a committee to monitor current district-wide initiatives	Admin Team	Agendas, Minutes, Recommendations				
2) Identify the current district initiatives	Admin Team	List of current initiatives				
 = Discontinue  = No Progress  = Some Progress  = Accomplished						

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 3: Consider district liaison






Summative Evaluation: Approve or disapprove position

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Research financial means to fund a position	Director of Human Resources, Director of Curriculum and Instruction	Approval or disapproval of position, written job description				
2) Research other districts with like positions	Director of Curriculum and Instruction, Director of Human Resources	Documentation from other districts				
<p> = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished</p>						

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 4: Research forms of social media







Summative Evaluation: At least 4 avenues will be implemented

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Define how social media and other medias can be utilized to promote GISD	Superintendent, Director of Technology, Public Information Officer	Examples of promotions				
<p> = Discontinue</p> <p> = No Progress</p> <p> = Some Progress</p> <p> = Accomplished</p>						

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 5: Provide district-wide professional development through-out school year to foster relationships






Summative Evaluation: All staff will attend at least 6 meetings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide networking opportunities for all staff (administrators, teachers, counselors, food services, nurses, etc) across the district	Superintendent, Asst Superintendent, Director of Curriculum and Instruction, Principals	Calendar of invites, schedule of meetings				
<p> = Discontinue</p> <p> = No Progress</p> <p> = Some Progress</p> <p> = Considerable</p> <p> = Accomplished</p>						

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 6: Utilize a phone translation program





Summative Evaluation: Purchase of a translating system

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Research cost and funding source for a phone translating system	Director of Curriculum and Instruction, Director of Technology, Public Information Officer	Proposal				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning






Summative Evaluation: 70 educators will be trained have implemented 2 PBL's by the end of the school year in 2014

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Create a 3 year implementation plan	Director of Curriculum and Instruction, Asst Superintendent, Superintendent, Principals, CBP's Funding Sources: Title II (255) - \$65000.00	Calendar of training, digital scrapbook of implementation of PBL's, Sign In sheets of training	✓			
<p>X = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished</p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Summative Evaluation: All student groups will grow by 2%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implement District Intervention Activities	Director of Curriculum and Instruction, Asst. Superintendent Funding Sources: State Comp Ed (24) - \$5000.00, State Comp Ed (24) - \$4000.00	Increase in STAAR scores for students that are at-risk				
<p> = Discontinue  = No Progress  = Some Progress  = Accomplished</p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance






Summative Evaluation: SAT and ACT Scores, Number of students in AP and DC courses, Number of students scoring Level III on STAAR in Reading and Math

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) SA T/ACT Help sessions will be offered at GHS	Director of Curriculum, High School Principal	College Ready Indicator of TAIS	✓			
2) College Ready software will be reviewed	Asst Superintendent, Director of Curriculum, Director of CTE, Director of Technology, High School Principals	Student usage on software program	🍌			
<p style="text-align: center;"> ✗ = Discontinue 🍌 = No Progress 🍌 = Some Progress ✓ = Considerable ✓ = Accomplished </p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide flexible opportunities for students that are at-risk of dropping out or not completing





Summative Evaluation: Drop out and graduation data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Continue with SOAR lab and adding courses to that program	Asst Superintendent, Director of Curriculum, Director of CTE, High School Principals	Number of courses completed within the program, student schedules	✓			
Funding Sources: State Comp Ed (24) - \$50000.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Improve graduation rate according to the new graduation plans








Summative Evaluation: Percentage of students earning endorsements

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) College Ready software will be reviewed	Asst Superintendent, Director of Curriculum, Director of CTE, Director of Technology, High School Principals	Increase in graduation rates according to state and federal data				
<p> = Discontinue = No Progress  = Some Progress  = Accomplished</p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Increase access to the general curriculum for all students.

Summative Evaluation: Increase STAAR participation for students with disabilities by 5%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategy 1) Ongoing professional development for Tier I intervention	Asst Superintendent, Director of Curriculum, Director of Special Education, Curriculum Coordinators Funding Sources: State Comp Ed (24) - \$7000.00	Common Assessment Data				
System Safeguard Strategy 2) Provide individual intervention for Tier I students	Asst Superintendent, Director of Curriculum, Director of Special Ed, campus principals, teachers	Common Assessment Data, Progress Monitoring Data,				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 7: Improve writing achievement for ESL students

Summative Evaluation: Improve writing performance by 3%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
<p>System Safeguard Strategy</p> <p>1) Provide 2-day training for all Pre-K through 5 ELA teacher with support resources</p>	<p>Asst Superintendent, Director of Curriculum, Elementary Principals, Elementary Coordinators</p> <p>Funding Sources: Title I (211) - \$53000.00</p>	<p>Sign In sheets, Curriculum documents, lesson plans</p>	✓			
<p>System Safeguard Strategy</p> <p>2) Ongoing professional development to build instructional capacity</p>	<p>Asst Superintendent, Director of Curriculum, Secondary ELA Coordinator, District Intervention Coordinator, ESL/Bilingual Coordinator</p> <p>Funding Sources: State Comp Ed (24) - \$7000.00</p>	<p>Common Assessments Data</p>	🍊			
<p>3) Provide 2-day training for all 7th grade ELA teachers with support resources</p>	<p>Asst Superintendent, Director of Curriculum, Secondary ELA Coordinator</p> <p>Funding Sources: ESL/Bilingual (25) - \$1000.00</p>	<p>Sign In sheets, Curriculum Documents, Lesson plans</p>	✓			
<p>System Safeguard Strategy</p> <p>4) Implement Elements of Success for Secondary ELA Writing program</p>	<p>Director of Curriculum, ELA Coordinator, ESL/Bilingual Coordinator, Campus Principals</p>	<p>Training agendas, walk-through documentation</p>	🍊			
<p style="text-align: center;"> ✗ = Discontinue = No Progress = Some Progress = Considerable = Accomplished </p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 8: Improve reading achievement for Bilingual students





Summative Evaluation: Improve reading performance by 5%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
<p>System Safeguard Strategy</p> <p>1) Complete an in depth review of student performance by campus</p>	<p>Brawner Principal, Asst Superintendent, Director of Curriculum, ESL/Bilingual Coordinator</p>	<p>Disaggregation of data</p>				
<p>System Safeguard Strategy</p> <p>2) Implement plan to facilitate in depth language rich activities</p>	<p>Brawner Principal, ESL/Bilingual Coordinator, Bilingual Teachers</p>	<p>Lesson plans, common assessment data, iStation data</p>				
<p>Funding Sources: ESL/Bilingual (25) - \$1000.00</p>						
<p> = Discontinue = No Progress = Some Progress = Considerable = Accomplished</p>						

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Evaluate existing tech infrastructure






Summative Evaluation: Needs assessment

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Contract with outside entity to determine need.	Director of Technology, Assistant Superintendent, Superintendent Funding Sources: Local (199)	Reports and recommendations				
<p> = Discontinue = No Progress  = Some Progress  = Considerable = Accomplished</p>						

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Identify model classroom equipped with technology

Summative Evaluation: Illustration of model with equipment list

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews				
			Dec	Feb	Apr	June	
1) Identify technology components in an elementary model classroom.	Director of Technology, Principals, Assistant Superintendent, Superintendent	Blueprint of model classroom in place	✓				
 = Discontinue		 = No Progress		 = Some Progress		 = Considerable  = Accomplished	
Funding Sources: Local (199)							

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Implement 1:X wireless access across the district






Summative Evaluation: Infrastructure Upgrade

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Calendar implementation guide will be created	Director of Technology	Calendar				
<p> = Discontinue = No Progress = Some Progress = Accomplished</p>						

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 4: Provide technology professional development to support instruction






Summative Evaluation: Catalog of offerings and sign in sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Survey for parents, students, teachers, and administrators to determine professional development needs.	Director of Technology, Instructional Technology Coordinator, Assistant Superintendent, Superintendent Funding Sources: Local (199)	Survey results to determine need.				
2) Implement a professional development framework that will be implemented for all staff.	Director of Technology, Assistant Superintendent, Superintendent Funding Sources: Local (199)	Framework				
<p> = Discontinue  = No Progress  = Some Progress  = Accomplished</p>						

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 5: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: Student Lesson Documentation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide cyber-safety lessons for all students.	Director of Technology, Instructional Technology Coordinator, Assistant Superintendent, Superintendent Funding Sources: Local (199)	Lessons	✓			
<p>  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>						

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 6: Expose students to a variety of digital tools and software







Summative Evaluation: Model Technical Classrooms

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	Apr June
1) Investigate new technologies for students.	Director of Technology, Assistant Superintendent, Superintendent. Funding Sources: Local (199)	New technologies available.			
<p> = Discontinue = No Progress = Some Progress = Considerable = Accomplished</p>					

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 7: Work with tech consultants on a timeline if bond is passed






Summative Evaluation: Calendar and implementation of bond

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	Apr June
1) An implementation plan for bond in place.	Director of Technology, Assistant Superintendent, Superintendent Funding Sources: Local (199)	Plan and timeline.			
<p> = Discontinue</p> <p> = No Progress</p> <p> = Some Progress</p> <p> = Considerable</p> <p> = Accomplished</p>					

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: Implementation calendar will be created





Summative Evaluation: Projects will begin in summer of 2014

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Architect firm will begin the process	Superintendent School Board Assistant Superintendent Executive Director of Finance Funding Sources: Local (199)	Board Approval Contract with Firm				
<p> = Discontinue  = No Progress  = Some Progress  = Accomplished</p>						

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Summative Evaluation: School calendar

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Apply for Early Release Waiver	Director of C&I	Waiver Approval, Calendar	✓			
 = Discontinue  = No Progress  = Some Progress  = Accomplished						

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Establish a professional development committee






Summative Evaluation: A district professional development framework will be created and distributed to 100% of the core instructional staff

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Create a professional development survey	Director of C&I, Professional Development District Committee	Survey	✔			
2) Create a professional development framework that will be implemented for all core instructional staff	Director of Curriculum and Instruction, Asst Superintendent, Superintendent	Framework	🟡			
<p style="text-align: center;"> ✘ = Discontinue 🟡 = No Progress 🟡 = Some Progress ✔ = Considerable ✔ = Accomplished </p>						

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Implement a comprehensive list of resources to the district







Summative Evaluation: 100% of counselors will have a list of current resources

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Invite community entities to present to counseling team	Director of C&I, Community Outreach Liaison,	Meeting agendas, minutes, and list of entities				
 = Discontinue  = No Progress  = Some Progress  = Accomplished						

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Consider district liaison







Summative Evaluation: Approve or disapprove position

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Research financial means to fund a position	Director of Human Resources, Director of Curriculum and Instruction	Approval or disapproval of position, written job description				
2) Research other districts with like positions	Director of Curriculum and Instruction, Director of Human Resources	Documentation from other districts				
<p> = Discontinue  = No Progress  = Some Progress  = Accomplished</p>						

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: Maintain and improve the Speaker's Bureau

Summative Evaluation: 10 more people will sign up to be on the Speaker's Bureau

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Use all types of media to solicit other qualified participants  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished	Public Information Office	Speaker's Bureau				

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 13 6117 00 731 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$32,014.00
199 E 21 6117 00 731 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$17,409.00
199 E 31 6117 00 731 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$26,488.00
199 E 13 6141 00 731 0 24 000	6141 Social Security/Medicare	\$464.00
199 E 21 6141 00 731 0 24 000	6141 Social Security/Medicare	\$252.00
199 E 31 6141 00 731 0 24 000	6141 Social Security/Medicare	\$384.00
199 E 31 6142 00 731 0 24 000	6142 Group Health and Life Insurance	\$2,113.00
199 E 13 6142 00 731 0 24 000	6142 Group Health and Life Insurance	\$851.00
199 E 21 6142 00 731 0 24 000	6142 Group Health and Life Insurance	\$6.00
199 E 21 6143 00 731 0 24 000	6143 Workers' Compensation	\$232.00
199 E 31 6143 00 731 0 24 000	6143 Workers' Compensation	\$353.00
199 E 21 6144 00 731 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,081.00
199 E 31 6144 00 731 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,802.00
199 E 21 6145 00 731 0 24 000	6145 Unemployment Compensation	\$18.00
199 E 31 6145 00 731 0 24 000	6145 Unemployment Compensation	\$27.00
199 E 13 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	\$697.00
199 E 21 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	\$373.00
199 E 31 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	\$410.00
	6100 Subtotal:	\$84,974.00
6200 Professional and Contracted Services		
199 E 13 6299 00 731 0 24 000	6299 Miscellaneous Contracted Services	\$1,058.00

		6200 Subtotal:	\$1,058.00
6300 Supplies and Services			
199 E 13 6395 00 731 0 24 000	6395 Supplies, DP Operations - Locally Defined		\$2,932.00
		6300 Subtotal:	\$2,932.00
6400 Other Operating Costs			
199 E 13 6411 00 731 0 24 000	6411 Employee Travel		\$4,000.00
		6400 Subtotal:	\$4,000.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heather Dollines	Sec ELA/Science and 504 Coord	State Comp	20%

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Trisha Suitt	Federal Programs Coordinator	Title I	50%

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support GISD anti-Bullying policies, guidelines and procedures designed to reduce bullying	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
2. All school staff members will be trained in the GISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
3. All GISD students will be involved in cyber-bullying lessons according to the Internet Safety curriculum	Campus Budgets	Instructional Technology Campus Principals Campus Staff	Verification in Tech Dept.
4. Gather data from bullying reports from all reporting mechanisms	Software	Campus Principals, and Campus Counselors	Data reports

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. GISD will partner with Pecan Valley to provide Mental Health First Aide Training.	Pecan Valley	Director of C&I, Campus Counselors, LSSP	Sign In sheets Agendas
2. GISD will form a steering committee to review the current suicide prevention programs in place.	Committee	Asst Superintendent, Director of Curriculum, Counselor Rep	Sign in Sheets, Agendas
3. GISD steering committee will recommend a prevention program that correlates with HB 1386.	Committee	Asst Superintendent, Director of Curriculum, Committee, counselor Rep	Recommendation

Child Maltreatment, Child Abuse, & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Continue partnership with STAR Council	Star Council	Asst Superintendent, Director of Curriculum Campus Principals Campus Counselors	# of visits to campuses
2. All campus staff members will be trained in the Hood County Children's Advocacy Center's protocol on Recognizing and Reporting Child Abuse.	Hood county Child Advocacy Center	Asst Superintendent, Director of Curriculum Campus Principals Campus Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports
3. All school staff members will follow the GISD Child Abuse Reporting Protocol.	Policy	Campus Principals	Counselor Documentation

Priority for Service (PFS) Action Plan for Migrant Students

ESC REGION XI MIGRANT EDUCATION PROGRAM SSA DISTRICTS

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with Migrant Education Program MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2013-2014	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; <u>and</u> have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their education interrupted during the previous or current regular school year.

2013-2014 Priority for Service (PFS) Action Plan

ESC REGION XI MIGRANT EDUCATION PROGRAM SSA DISTRICTS

<p>Goal(s): Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> • Identify migrant students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available. • Identify migrant students who are missing significant amounts of instructional time due to late enrollment and/or excessive absences. • Provide supplemental information to parents on how to collaborate with school staff and access resources in order to provide timely attention and appropriate interventions for their children. • Use data to plan the Priority for Services Action Plan (PFS) for 2013-2014 academic year and assist the district with supplemental services not provided by other federal or non-federal programs.
---	--

Required Activities	Timeline	Person(s) Responsible	Documentation
<p>On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</p>			
<p>Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly</p>	<p>15th day of every month for 2013-2014</p>	<p>NGS Specialist</p>	<p>NGS generated reports</p>
<p>Submit the PFS to the district SSA contact for distribution to appropriate staff</p>	<p>20th day of every month for 2013-2014</p>	<p>NGS Specialist</p>	<p>Copy of sent email(s)</p>
<p>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</p>			
<p>Send PFS Action Plan to District to attach to DIP</p>	<p>August 12, 2013</p>	<p>MEP Consultant</p>	<p>Copy of sent email(s)</p>
<p>The PFS Action Plan must include the following:</p>			
<p>1. The Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.</p>			

Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of each month in 2013-2014	NGS Specialist	Copy of sent email(s)
Send letter with copy of PFS report for their child(ren) with request for meeting with parent	20 th day of each month in 2013-2014	MEP Consultant, NGS Specialist	Copies of letter sent
Collaborate with counselors each reporting period in developing a personal graduation plan for PFS students	September 2013 – May 2014	MEP School Liaison Consultant, MEP Consultant	Time and Effort reports, travel logs, graduation plan
2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and/or community visits to update parents on the academic progress of their children.			
Contact parent to notify of child's PFS status inform of intervention options.	September 2013 – May 2014	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
Meet with PFS migrant parents and school staff to explain how PFS students are identified and what services are available for these students	As requested by parent or school staff	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.			
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP)	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant	District policy and procedures
Work with project and SSA districts in creating an extracurricular club/leadership event specific to migrant students designed to help students develop effective learning and study skills	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant, School Planning Group	Agenda, roster, minutes of meeting
Provide PFS students and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events.	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant, School Planning Group	
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.			
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, NGS Specialist	
Monitor NGS course completion for PFS students with late entry and early withdrawal	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, NGS Specialist	Student transcript, NGS reports
Provide Parent Advisory Meetings in different areas throughout the school year	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, Migrant Recruiters	Agenda, roster, mileage reimbursement forms, minutes of meeting
Provide contact information regarding social service agencies and healthcare providers available in their area.	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, Migrant Recruiters	Telephone log, mileage reimbursement, time and effort reports
5. What federal, state and local programs service Priority for Service students.			
Meet (or communicate) with district staff to ensure students participate in school services offered	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant	Telephone log, mileage reimbursement, time and effort

				reports, emails
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning when not provided by ISD	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Budget records	
Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Budget records, tutor time logs	
Share and coordinate secondary credit accrual practices with receiving states through services provided by the Texas Migrant Interstate Program (TMIP).	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Agenda, roster, email, telephone log	