

Granbury Independent School District
District Improvement Plan
2014-2015



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.

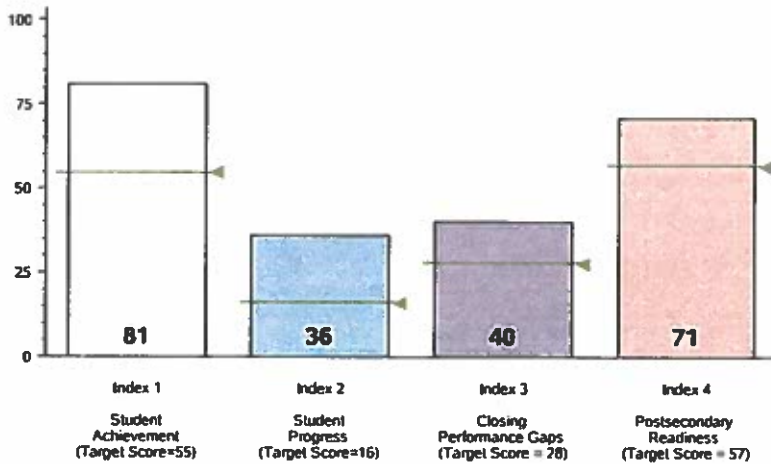
**TEXAS EDUCATION AGENCY
2014 Accountability Summary
GRANBURY ISD (111901)**

Accountability Rating

Met Standard

Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
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Performance Index Report



Distinction Designation

Postsecondary Readiness
 Percent of Eligible Measures in Top Quartile
 5 out of 17 = 29%
NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	8,369	10,295	81
2 - Student Progress	868	2,400	36
3 - Closing Performance Gaps	949	2,400	40
4 - Postsecondary Readiness			
STAAR Score	10.2		
Graduation Rate Score	23.9		
Graduation Plan Score	20.2		
Postsecondary Indicator Score	16.4		71

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	34 out of 37 = 92%
Participation Rates	19 out of 19 = 100%
Graduation Rates	5 out of 5 = 100%
Met Federal Limits on Alternative Assessments	0 out of 1 = 0%
Total	58 out of 62 = 94%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

Granbury ISD Comprehensive Needs Assessment

2014-2015

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

Beliefs:

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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.

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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 2014-15 school year, Granbury ISD has a total of 6861 students which is a growth of 191 students. The ethnic make-up of those students was:

▪ White	74%
▪ Hispanic/Latino	22%
▪ Multi-Racial	1.6%
▪ Black/African-American	< 1%
▪ Asian	< 1%
▪ American Indian/Alaskan Native	< 1%
▪ Native Hawaiian	< 1%

These percentages mirror those in 2013-14. For the 2014-15 school year, the district's free/reduced percentage is 47.9% which a couple points lower than reflected in 2013-2014. The following data shows the order of campuses in priority ranking in regards to poverty levels:

▪ Baccus Elementary	71.5%
▪ Roberson Elementary	64.7%
▪ Granbury Middle	59.4%
▪ Brawner Intermediate	59.3%
▪ Mambrino School	53.4%
▪ Crossland	42.8%
▪ Oakwoods Elementary	40.4%
▪ Acton Elementary	38.4%
▪ Granbury High School	37.0%
▪ Acton Middle	35.4%

Some major data points reviewed were TAIS, TAPR, PBM, PEIMS, TELL, Common Assessments, Surveys, DAC committee input.

District Needs: GISD is continuing the strategic plan goals outlined during the process in 2012-13. A District Advisory Council meeting was held on May 1, 2014. According to the data and documents reviewed, GISD has determined six major areas of concern to be addressed for the 2014-15 school year. These items are:

- Student Progress in Reading (federal performance) – Hispanic, ECD, Sped, ELL
- Student Progress in Math (federal performance) – Hispanic, ECD, Sped
- Writing performance for all student (state safeguard) ELL student
- Access to general curriculum for all student populations
- Increase Level III percentages (college ready indicator)

- Increase attendance

Granbury ISD has earned the accountability rating of Met Standard from the Texas Education Agency for the 3rd year in a row. STAAR EOC ELA continues to be an area of great concern. More students have one of the ELA EOC's still left to pass as compared to all other contents. Another concern is the implementation of new Math TEKS that will be tested this year in 3-8. GISD will continue to work at the achievement gap between student populations with a special emphasis on LEP, Special education, and ECD sub populations. Granbury ISD will use its state, local, and federal funds to address the needs of these students. All campuses will receive Title I funds for the 2014-15 year with GHS and AMS being Targeted Assisted campuses. All campuses will employ extra personnel using Title I funding to address the academic achievement needs of the students. The campuses will also utilize both federal and other funding sources for accelerated instruction for students that have not met the Level II score for a specific assessment on STAAR and to address credit recovery so that they are on track to graduate. Title II will continue to support the implementation of PBL. The district team also cited a need for immediate professional development for teachers in need so online professional development systems will be researched and implemented to meet that ongoing need. Title II will support teacher training as teachers move into new roles. The data continues to point to a need in reading for second language learners. The district professional development team recommended vocabulary training GISD will look into a software program that addresses the growing need of reading for these learners.

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.

Since the state of Texas is transitioning to new graduation plans, counselors and teachers will be trained on how to advise students regarding post-secondary goals and endorsement pathways. 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 again this year to help communicate the new graduation plans.

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 continue emphasizing the need for all students to have access to the general curriculum so the district will continue 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 continue the training and implementation Project Based Learning this next summer for all instructional staff in an effort to better meet 21st century skills. The strategic planning states that all instructional staff will be trained and implementing by Fall 2015.

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 and our partnership with the constables office will continue for truancy support.

The district and community will continue the partnerships established during the strategic planning process. GISD will continue to work on the plans outlined in the bond including the completion of the safety entrances and beginning work to the high school renovation.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data





- Parent surveys and/or other feedback

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) Implement a mobile unit to provide community outreach	Director of Technology, Director of Transportation, Director of Curriculum, Superintendent	Logs of community visit on the vehicle				
2) Current resources will be identified	Director of Curriculum, Counselors	Common digital access point				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue						

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) Monitor current district-wide initiatives	Admin Team	Agendas, Minutes, Recommendations				
2) Identify the current district initiatives	Admin Team	List of current initiatives				
						

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

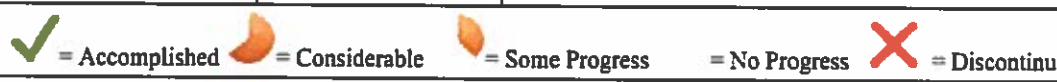
Summative Evaluation: All staff will attend at least 6 meetings

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				
						

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: 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) Language Line will be implemented 2014-15	Director of Curriculum and Instruction, Director of Technology, Principals	Phone logs				
						

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: All educators will be trained and implementing by Fall 2015

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide a PBL Lead Training	Director of Curriculum and Instruction, Superintendent, Asst Superintendent, Principals, CBP's	Sign In Sheets, Campus Implementation Plan	✓			
Funding Sources: Title II (255)						
2) Schedule Multiple sessions throughout the school calendar for teacher collaboration, planning, and implementation of curriculum	Director of Curriculum, Principals, Instructional Specialist	Sign In sheets, Agendas				
3) All teachers will implement 21st century skills within the classroom using the PBL model	Director of Curriculum, Principals	Lesson Plans, Walk Thrus				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue						

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	Increase in STAAR scores for students that are at-risk				
Funding Sources: State Comp Ed (24) - \$5000.00, State Comp Ed (24) - \$4000.00						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue						

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) SAT/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				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue						

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						
						

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				
						

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 Strategies 1) Ongoing professional development for Tier I intervention	Asst Superintendent, Director of Curriculum, Director of Special Education, Curriculum Coordinators	Common Assessment Data				
Funding Sources: State Comp Ed (24) - \$7000.00						
System Safeguard Strategies 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,				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue						

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 all students with a specific emphasis for ELL students





Summative Evaluation: Improve writing performance by 3%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategies 1) Provide a half to full day training for all writing teachers at summer conference	Asst Superintendent, Director of Curriculum, Elementary Principals, Elementary Coordinators	Sign In sheets, Curriculum documents, lesson plans				
Funding Sources: Title I (211)						
System Safeguard Strategies 2) Implement professional learning groups that meet at least each grading period for teachers to share and coordinators to facilitate strategies/activities	Asst Superintendent, Director of Curriculum, ELA Coordinator, Instructional Specialists, Principals, Teachers	Common Assessments Data				
Funding Sources: State Comp Ed (24)						
						

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 all students with specific emphasis for Hispanic, ECD, Sped, and ELL





Summative Evaluation: Improve reading performance by 5% and growth measure for individual students

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategies 1) Implement professional learning groups that meet at least each grading period so that teachers can share and coordinators can provide strategies/activities	Superintendent, Asst Superintendent of Instruction, Director of Curriculum, Reading Coordinator, Instructional Specialists, Principals, Teachers	Growth in common assessments				
System Safeguard Strategies 2) Provide training at summer conference and then ongoing that support good vocabulary strategies and instruction	Superintendent, Asst Superintendent of Instruction, Director of Curriculum, Reading Coordinator, Instructional Specialists, Principals, Teacher	Lesson plans, common assessment data, iStation data				
3) Implement a Dyslexia/504 Coordinator to assist with dyslexia and other learning disabilities	Asst Superintendent, Director of Curriculum, Dyslexia/504 Coordinator	Implementation of dyslexia program and strategies for other learning disabilities				
4) Implement a research based online reading program with the intent of accelerating ELL students	Asst Superintendent, Director of Curriculum, Director of Technology, Principals	Data from program, common assessments, TELPAS				
Funding Sources: Title III (263)						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue						

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 9: Improve math achievement for all students with specific emphasis on Hispanic, ECD, Sped

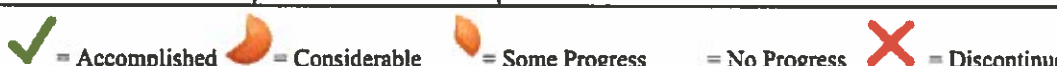
Summative Evaluation: Math performance improved by 5% and growth measure for individual students

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
System Safeguard Strategies 1) Implement professional learning groups that meet at least every 3 weeks for grades 3-8	Superintendent, Asst Superintendent, Director of Curriculum, Math Coordinator, Instructional Specialists, Principals, Teachers	Growth in common assessments				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue						

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 10: Increase Level III percentages


Summative Evaluation: All campuses have a Q1 or Q2 for accountability

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Closely monitor common assessment and benchmark data to ensure that students are growing	Asst Superintendent, Director of Curriculum, Math, Reading, and ELA Coordinators	Q1 and Q2 levels				
						

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: Implement 1:X wireless access across the district

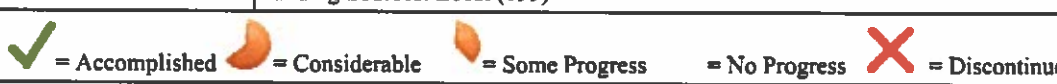
Summative Evaluation: Infrastructure Upgrade

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				
						

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: 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	Survey results to determine need.				
	Funding Sources: Local (199)					
2) Implement a professional development framework that will be implemented for all staff.	Director of Technology, Assistant Superintendent, Superintendent	Framework				
	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: 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	Lessons				
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 4: 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.	New technologies available.				
Funding Sources: Local (199)						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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: Implement technology plans associated with the bond


Summative Evaluation: Check List

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implement model classroom standards in grades K-8, including necessary training.	Director of Technology, Instructional Technology Coordinator	Sign In sheets, Training calendars				
2) Move from 500MB of internet access to 1GB.	Director of Technology	Monitor of bandwidth				
3) Complete applications with USAC, order equipment, install, and begin service to increase WAN from 1GB to 10GB	Director of Technology	Purchase orders, application				
4) Begin prep for new tech center	Director of Technology	Plans				
5) Purchase and install all necessary components to allow every student t have wireless access in every area of school, PK-8	Director of Technology	PO's, monitor of access				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue						

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 be completed according to calendar

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Safety entrances to all elementary and middle schools will be completed	Superintendent School Board Assistant Superintendents Director of Facilities	Sign off by GISD				
Funding Sources: Local (199)						
2) 9th Grade wing will begin during the 2014-2015 school year	Superintendent School Board Assistant Superintendents Director of Facilities	Ground Breaking and reports to board				
3) CTE Wing will begin in 2015	Superintendent School Board Assistant Superintendents Director of Facilities CTE Director	Ground Breaking and reports to board				
						

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) Continue to implement the early release waiver	Superintendent, Asst Superintendents, Admin Team	Sign in sheets for days, training agendas				
						

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: Professional development committee will drive PD within GISD





Summative Evaluation: Committee will identify district needs according to data and survey needs

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Conduct a PD survey each fall	Director of C&I, Professional Development District Committee	Survey				
2) Create professional development offerings that will increase student achievement and growth	Director of Curriculum and Instruction, Asst Superintendent, Superintendent	Catalog of offerings				
3) Implement an online PD venue that will deliver researched based PD for academics and compliance trainings	Director of Curriculum, Director of Technology, Asst Superintendent	PD records				
Funding Sources: Title II (255)						
						

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				
2) Counselor Team will meet four times a year	Director of Curriculum, Lead Counselor	Meeting agendas and minutes				
3) Counselor team will be trained in the CISM model to form a community partnership	Director of Curriculum. Lead Counselor	Training certificates, sign in sheets				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue						

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

Performance Objective 2: 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	Public Information Office	Speaker's Bureau				
2) Use this resource to provide experts for the PBL implementation	Superintendent, PIO	Visitor logs				
						

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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 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 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 21 6144 00 731 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,081.00
199 E 21 6145 00 731 0 24 000	6145 Unemployment Compensation	\$18.00
199 E 21 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	\$373.00
199 E 13 6146 00 731 0 24 000	6146 Teacher Retirement/TRS Care	\$697.00
6100 Subtotal:		\$53,397.00
6300 Supplies and Services		
199 E 13 6395 00 731 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$4,033.00
6300 Subtotal:		\$4,033.00
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 Dollins	ELA and At Risk Coordinator	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%

2014-2015 District Advisory Committee

Committee Role	Name	Position
Principal	Stacie Brown	Principal
Principal	Donnie Cody	Principal
Principal	Jimmy Dawson	Principal
Principal	Dana Goode	Principal
Principal	Ron Holmgreen	Principal
Principal	Anna Roe	Principal
Principal	Jeremy Ross	Principal
Principal	Leslie Tewell	Principal
Principal	Pat Yelverton	Principal
Principal	Edwin Young	Principal
Asst Superintendent	Carol Howard	Asst Superintendent
Asst Superintendent	Dobie Williams	Asst Superintendent
Business Representative	Cody Garrison	Business
Business Representative	Steve Quinn	Business
Classroom Teacher	Sue Anderson	Teacher
Classroom Teacher	Greg Brown	Teacher
Classroom Teacher	Brenda Browning	Teacher
Classroom Teacher	Ray Butler	Teacher
Classroom Teacher	Nancy Comeau	Teacher
Classroom Teacher	Megan Cox	Teacher
Classroom Teacher	Traci Davis	Teacher
Classroom Teacher	Sheri Doucet	Teacher
Classroom Teacher	Angie Ecton	Teacher
Classroom Teacher	Kelly Eppler	Teacher
Classroom Teacher	Ashley Gill	Teacher

Classroom Teacher	Kati Grimes	Teacher
Classroom Teacher	Kim Hare	Teacher
Classroom Teacher	Raquel Helton	Teacher
Classroom Teacher	Mitzi Johnson	Teacher
Classroom Teacher	Karen Martin	Teacher
Classroom Teacher	Leska Miller	Teacher
Classroom Teacher	Landree Page	Teacher
Classroom Teacher	Matt Phillips	Teacher
Classroom Teacher	Jana Reid	Teacher
Classroom Teacher	Ryan Scott	Teacher
Classroom Teacher	Deborah Sullivan	Teacher
Classroom Teacher	Susan Sutton	Teacher
Classroom Teacher	Suzan Turner	Teacher
Community Representative	Coke Beatty	Community
Community Representative	Brianne Langdon	Community
Director	Dwight Butler	Athletics
Director	Diane Fullerton	Special Education
Director	Judy Gentry	CTE
Director	Tom Howard	HR
Director	Randy Leach	Facilities/Maintenance
Director	Terry Slemmons	Transportation
Director	Sharon Williams	Curriculum
Director	Linda Williams	Food Service
Director	Amy Wood	Technology
Non-classroom Professional	Kristie Berryman	Asst Principal
Non-classroom Professional	Amanda Burreal	Asst Principal
Non-classroom Professional	Brenda Hardin	Instructional Specialist
Non-classroom Professional	Jimmy Heffernan	Asst Principal

Non-classroom Professional	Ammie Hill	Asst Principal
Non-classroom Professional	Mary Stennett	Counselor
Non-classroom Professional	Pamela Thompson	Counselor
Non-classroom Professional	Misty Walters	Counselor
Non-classroom Professional	Betty White	Counselor
Non-classroom Professional	Karla Willmeth	Asst Principal
Parent	Malika Scott	Parent
Parent	Krista Streeter	Parent
Parent	Wndy Vaughn	Parent
Parent	Nikki Wann	Parent
Principal	Kellie Lambert	Principa
Superintendent	Dr. James Largent	Superintendent

Addendums

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

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.
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Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.			
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly	15 th day of every month for 2013-2014	NGS Specialist	NGS generated reports
Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of every month for 2013-2014	NGS Specialist	Copy of sent email(s)
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.			
Send PFS Action Plan to District to attach to DIP	August 12, 2013	MEP Consultant	Copy of sent email(s)
The PFS Action Plan must include the following:			
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.			

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

		Consultant	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

Pregnancy Related Services

Strategies	Resources	Staff Responsible	Evaluation
1. Homebound services will be provided to students that are pregnant at the request of a doctor	Homebound Budget	Campus Principals, and Campus Counselors	Homebound Reports
2. Intervention services will be provided to keep the student from dropping out of school	State Comp Ed Budget	Campus Principals, and Campus Counselors	Transcripts
3. Community services will be sought for medical and nutrition programs to assist	Community List of Services	Counselors, Community Liaison personnel	Log of contacts

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. GISD Counselors will attend the CISM training	Title II Part A	Director of C&I, Campus Counselors	Sign In sheets Agendas
2. GISD counselors will ensure that training is provided each year for the staff on their perspective campuses	Training video	Director of Curriculum, Campus Counselors	Sign in Sheets, Agendas