

Granbury Independent School District
District Improvement Plan
2017-2018



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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

GISD continues to grow each year by about 1-2%. Our ECD student population is consistently beyond the 50% mark. The white population of GISD is 73%, Hispanic is 23%, and other is 4%. The LEP population continues to grow and is up to 8% with 13 different languages.

Demographics Strengths

As compared to the majority of districts in the state, GISD does not have the diversity that many other districts experience. There are basically two different populations of students that are included in our district make up.....white and Hispanic.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our ECD and Hispanic students are performing below their white counterparts. **Root Cause:** The ECD and Hispanic populations are growing quicker than the other population of students which makes it difficult for the school district to keep up with teacher professional development and PD/resource implementation

Student Achievement

Student Achievement Summary

There is an achievement gap between All Student group and ECD, Hispanic, ELL, and Sped groups in all content areas but especially in Reading and Writing. Social studies in the middle grades is also a noted issue for these students. Students reaching the mastery level is below the state and region.

Student Achievement Strengths

GISD does a tremendous job of graduating students and getting them pointed into post-secondary options. Science is also an area of strength overall for the district.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is an achievement gap between the All Student group and the ECD, Hispanic, ELL, and Sped groups. **Root Cause:** GISD needs to deliberately address the areas of these student groups and to increase the rigor of all student groups.

District Culture and Climate

District Culture and Climate Summary

GISD has formed many partnerships with community entities that support the learning of our students. The district offers many exemplary programs such as arts, athletics, engineering, all endorsements, Bilingual education, etc. and recently AVID to keep kids engaged and on track for graduation and beyond. The Granbury Education Foundation continues to provide avenues for innovative learning. There is an overall positive climate and culture as evidence by student growth patterns.

District Culture and Climate Strengths

GISD continues to compete in many areas from district to international levels. All campuses have adopted a college-going atmosphere that has proven to be effective as evidenced by the number of students that graduate on time and are headed in positive directions post-secondary. GISD seeks out other avenues to engage students and families such as AVID, cross-campus family involvement activities, offering of all endorsements, and the many pathways in CTE.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

GISD has had 100% of highly qualified educators as deemed at the federal level for several years and now on the PR1500 from the federal government. All of our teachers are assigned and teaching within their content/grade certification(s). The district also offers signing bonuses and stipend for hard to fill positions such as math and Bilingual. Granbury Teacher Excellence Initiative (GTEI) offers teachers an opportunity to be rewarded for going above and beyond in supporting students. GISD continues to have a great interest for teachers and staff to join the district. Each year there is less than a 9% turnover rate of all employees. GISD maintains a number one relationship with Tarleton in many areas with student teaching being one of the top areas.

Staff Quality, Recruitment, and Retention Strengths

Since Tarleton is in close proximity and a tremendous partner, GISD benefits from student teachers and qualified applicants. GTEI provides a unique benefit to our teachers. GISD supports health insurance benefits, life insurance benefits, and careflight for employees. GISD sponsors many student activities that keep our employees involved in the community.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All core content, foreign language, and AP course have detailed written curriculum documents that were authored by teachers and facilitated by curriculum staff members. Primary and secondary resources are noted in the documents and vetted by curriculum coordinators and teacher team after studies of TEKS. A formative assessment program is implemented that is aligned to the curriculum documents and driven by results of those assessments as well as results from summative state assessments. The curriculum documents can be accessed by all educators so that content curriculum can even be supported not only in the foundation curriculum but the extra curricular programs as well. All documents are reviewed and revised each year by teams of educators only if student data warrants a change or the TEKS are updated from the state. In addition, curriculum teams are constantly developing or examining research based strategies and resources to improve student achievement. Reading and writing (ELAR) need to be implemented at a higher rigor in GISD. There is a balanced literacy initiative currently being tuned and fine tuned across the district. Our ECD, Hispanic, ELL, and ECD students are not performing at the level of all students.

Curriculum, Instruction, and Assessment Strengths

Curriculum and assessment are aligned. Documents are detailed and written by teams of educators. Professional development supports the implementation of curriculum and intervention. GISD has the ability to track student success in multiple formats.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Sometimes the instruction in the classroom does not align to the curriculum and assessment. **Root Cause:** Not all teachers are in conversation with their colleagues regarding curriculum standards.

Problem Statement 2: ECD, Hispanic, ELL, and Sped students are not performing at the level of the all student group. **Root Cause:** These populations of students are growing quicker than specific intervention programs can be identified, trained and seamlessly implemented.

Family and Community Involvement

Family and Community Involvement Summary

All campuses have a parent involvement plan that is driven by federal programs. The district has incredible support from MANY community partners that offer programs around health/wellness, safety, domestic support, etc. Each year the district coordinates a community round table with many partners so that communication is shared and all are on the same page. A Mobile Learning Lab helps the district reach families that are not able to attend meetings or events at the schools. The district also maintains a Speaker's Bureau so that teachers can readily find industry experts to speak or work with children. The Director of Communication ensures that communication is launched in several venues.

Family and Community Involvement Strengths

Many entities support the school district. Students benefit from innovative programs, safety programs, health programs, clothing programs, etc. Taking opportunities to the community in the form of a mobile learning lab is innovative in itself.

District Context and Organization

District Context and Organization Summary

GISD is comprised of 10 departments that provide support for teachers and students at 10 different campuses. A strategic team, lead by the superintendent, organized and created the 6 goals that currently drive the functions of the district. Many of the objectives of the plan have been realized in the form of facilities, technology, and innovated instruction. The district continues to review the plan to ensure that it remains on track of the goals.

District Context and Organization Strengths

The district plan does guide the district in short term and long term activities/objectives. The district identifies programs that benefit students as opposed to playing the state accountability game. GISD believes that good programs focused on students will take care of the accountability.

Technology

Technology Summary

All campuses and the district have a technology plan that is driven by committees of stakeholders. Technology is a tool that is seamless to research-based instruction. It supports the implementation of the instructional district initiatives. Ongoing PD and modeling is implemented on the campuses and a menu of PD offerings is offered in a variety of venues. Hardware and software support the initiatives to give students a 21st century edge.

Technology Strengths

Recently the district completed a multi million dollar upgrade to the technology that supports students and staff. GISD is in constant conversation and research on the continuous evolvement of technology in our world today.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- PSAT and/or ASPIRE
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

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.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- 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.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results


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: All GISD campuses will have at least 3 parent functions each semester.

Evaluation Data Source(s) 1: District/campus calendars; sign in sheets; agendas

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Title I beginning of the year parent meeting	Campus Principal, Director of C&I	Parents are informed of campus goals and purpose of Title I program				
Funding Sources: Title I (211) - \$0.00						
2) Transition activities from 2nd to 3rd grade at Emma/Brawner; 5th grade to middle school; middle school to high school; high school to post-secondary.	Director of C&; Asst Superintendent	Parents have knowledge of the next step. Students make connection to the next phase of their academic career. Community is built with GISD staff, incoming students, and parents.				
Funding Sources: Title I (211) - \$0.00						
						

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: GISD will message in multiple formats the availability of Ready Rosie (early language/literature software)

Evaluation Data Source(s) 2: Documentation of all venues

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GISD Employees will share with area churches or ministerial alliance	Director of C&; Federal Program Coordinator	Families will access the resource for their children				
Funding Sources: Title I (211) - \$0.00						
2) GISD will share resource with community daycares	Director of C&; Federal Programs Coordinator	Families will access the resource for their children				
Funding Sources: Title I (211) - \$0.00						
3) GISD will communicate resource via website, parent meetings and specific campus emails	Director of Communication; campus principals	Families will access the resource for their children				
Funding Sources: Title I (211) - \$0.00						
						

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: GISD will partner with community entities twice yearly to collaborate and provide awareness information for community and families

Evaluation Data Source(s) 3: Community function agendas, sign in sheets

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Community Roundtable will be conducted annually between GISD, Granbury PD, Sheriff's Office, CAC, CPS, District Attorney, County Attorney, Pecan Valley, Etc	Director of Curriculum	Build community and communication between GISD and community partners				
2) New hire welcome and professional development will be conducted in conjunction with community partners such as Chamber of Commerce	HR Director and Curriculum Director	Acclimate newly hired employees with GISD and Granbury community				
Funding Sources: Title II (255) - \$0.00						
3) GISD will jointly host a community/family night to specifically address children and social media, internet, etc	Director of Curriculum and Instruction; Asst Superintendent	Build awareness within our community regarding safe practices of online activities				
Funding Sources: Title I (211) - \$0.00						

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 1: 99% of core and CTE educators will implement PBL

Evaluation Data Source(s) 1: Calendar of PBL

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Each core and CTE educator will implement 2-3 PBL's each year	Director of Curriculum and Instruction, Campus Principals	Students will gain practice around real world learning and the 4C's				
Funding Sources: Title II (255) - \$0.00						
2) Each campus will have at least two PBL's vetted for the district PBL data base	Director of Curriculum, Principals, Instructional Specialist	Projects added to Project Vetting database				
3) Each campus will partner with GHS and participate in the PBL and Engineering night	Principals, Director of Curriculum	Community and parents will get to participate and observe the vertical learning of students				
Funding Sources: Title I (211) - \$0.00						
						

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 2: GISD will close the achievement gap between the All Student group and Hispanic, ECD, Sped, and ELL by 1%

Evaluation Data Source(s) 2: iStation, Common Assessments, Benchmarks, and PBM

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Elementary literature teachers will implement Balanced Literacy	Director of Curriculum, Campus Principals, Instructional Specialists	All student groups will increase in reading				
Funding Sources: Title I (211) - \$0.00, Local (199) - \$0.00						
2) PK-7 grade reading and SS teachers will implement Comprehension Toolkit	Director of Curriculum and Campus Principals	All student groups will increase in strategic reading comprehension				
3) Reading coach and Instructional Specialists will support the elementary reading teachers for balanced literacy implementation	Director of Curriculum, Elem ELA coordinator, principals	Student achievement gap will close Reading improvement				
Funding Sources: Title I (211) - \$0.00, Title II (255) - \$0.00						
						

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 3: College, career, military readiness will increase from 92% to 94%

Evaluation Data Source(s) 3: CCMR indicators

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) College ready assessments will be administered at middle schools and high school	Director of Curriculum, Secondary School principals and counselors	Students will gain experience on college ready assessments				
		ACT/SAT/TSI scores will increase				
Funding Sources: Local (199) - \$0.00						
2) AVID 7th grade will be implemented and plans for 8th grade and high school implementation will continue	Director of Curriculum, MS & HS Principals, Asst Superintendent	Increased number of students gaining skills for college readiness				
Funding Sources: State Comp Ed (24) - \$0.00						
3) GISD will research and explore the possibility of implementing an academy at the elementary level	Asst Supt Instruction Director of Curriculum	Possible implementation of academy at Mambrino				
		Increase in students mastering state assessment in the future				
Funding Sources: Title I (211) - \$0.00						
4) GHS will council students into the college/career ELA and math senior course	Asst Superintendent, Director of Curriculum, HS Principal	More students reaching the CCMR				
5) GISD will hire a post-secondary coordinator and implement a Go Center at GHS	Asst Superintendent, Director of Curriculum, HS Principal	More students reaching CCMR				
		More students having access to university information				
		More students applying for college				
6) GISD middle and high school students will attend university and industry visits	Director of Curriculum, Principals	Students will gain knowledge of universities and industry careers				
Funding Sources: State Comp Ed (24) - \$0.00						
7) STARS will research avenues to partner with Weatherford College and becoming an Early College High School	Asst Superintendent; STARS principal	Increase the CCMR for STARS students				
Funding Sources: State Comp Ed (24) - \$0.00						


 = Accomplished  = Continue/Modify  = 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: GISD will increase writing performance for all student groups by 5% with a special emphasis on ELL, ECD, and Sped students

Evaluation Data Source(s) 4: Common Assessments, Benchmarks, PBM, TAPR

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Empowering writers grade level specific alignment will be created and implemented	Director of Curriculum, Elementary ELA Coordinator, Instructional Specialists	More in depth implementation of writing TEKS Student growth in writing				
2) Secondary ELA teachers will implement the Notice and Note strategies	Director of Curriculum, Secondary ELA Coordinator	Increase student growth in writing				
						

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: ELL student performance in all academic areas will improve by 3%

Evaluation Data Source(s) 5: District common assessments, benchmarks, walk through data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implement Ellevation software	Director of Curriculum	Teachers identifying the TELPAS levels of their students Teachers using recommended strategies according to the levels of TELPAS				
Funding Sources: Title III (263) - \$0.00						
2) Campuses identifying one ELPS strategy per month to implement and measure while sustaining prior months' strategies	Asst Superintendent, Director of Curriculum; Campus principals	Academic language improving for all students ELL and ECD students gaining more access to learning				
3) Secondary teachers attending PD and implementing sheltered instruction	Director or Curriculum; campus principals	Student growth in language acquisition				
						

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: 95% of teachers will implement new learning acquired professional development

Evaluation Data Source(s) 6: walk through data

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GHS will implement Fundamental 5	Asst Superintendent, Director of Curriculum, HS Principal	Teachers implement all strategies by semester GHS leadership will complete power walks and share data with educators				
Funding Sources: Title II (255) - \$0.00						
2) Current teachers will complete contract addendum professional development and implement accordingly	Asst Superintendent,HR Director, Director or Curriculum	Strategies and resource implementation as measured by walk throughs Student growth				
Funding Sources: Title II (255) - \$0.00						
3) All staff will log new PD via Eduphoria Workshop	Director of Curriculum	New PD implemented for student success				

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: Maintain 1:X wireless access across the district

Evaluation Data Source(s) 1: Infrastructure Upgrade

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Wireless network will be monitored and usage statistics will be utilized to determine appropriate coverage	Director of Technology	Monitoring of connectivity to ensure it is fully available at all time with a variety of devices				
						

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

Evaluation Data Source(s) 2: Catalog of offerings and sign in sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Offer technology professional development according to the district initiative	Director of Technology, Instructional Technology Coordinator, Assistant Superintendent, Superintendent	Seamless implementation of technology within the teaching/learning process for all users				
Funding Sources: Local (199) - \$0.00						
2) Offer a summer technology conference focusing on innovation and student learning utilizing technology.	Director of Technology, Instructional Technology Coordinator, Assistant Superintendent	Increased student use of technology as evidenced in student work, products, classroom atmosphere and culture. Students and staff use technology in a variety of situation depending on the learning outcome				
Funding Sources: Local (199) - \$0.00						
						

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

Evaluation Data Source(s) 3: Student Lesson Documentation

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide cyber-safety lessons for all students.	Director of Technology, Instructional Technology Coordinator, Assistant Superintendent, Superintendent	Students/Teachers learn safety practices with work online and social media				
Funding Sources: Local (199) - \$0.00						

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

Evaluation Data Source(s) 4: Model Technical Classrooms

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Seed new technologies for students in grades PK-12 in classrooms	Director of Technology, Assistant Superintendent, Superintendent.	Use of new technologies added to campuses				
Funding Sources: Local (199) - \$0.00						
2) Classroom devices, mobile labs and all other technologies available on campus will be utilized to support PBL in the core curriculum areas	Director of Technology	Students learn to choose the device based on the learning outcome Students are familiar with a variety of different resources				

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 as outlined by campus technology committees and the GISD Technology Department.

Evaluation Data Source(s) 5: Check List

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide ongoing training for model classroom standards in grades Pk-12.	Director of Technology, Instructional Technology Coordinator	Technology is modeled in the learning process so that it is a seamless resource				
2) Provide 2GB Internet connectivity and seek opportunities to expand connectivity through regional service center	Director of Technology	Ensure that bandwidth supports the need of the district				
3) Maintain a 10GB WAN to all campuses in GISD	Director of Technology	Ensure proper connectivity for the technical functions of the district				
4) Monitor wireless access in every area of school, PK-12	Director of Technology	Ensure continuous access for the district's applications				
						

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: Reference the GISD Technology Plan

Evaluation Data Source(s) 6: Online at GISD website

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Strategies listed on the GISD Technology Plan will be implemented and tracked	Director of Technology	Implementation of plans and goals of the tech plan Building of innovative learners				
						

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: GISD will implement at least two additional programs to provide healthy and safe atmospheres at each campus

Evaluation Data Source(s) 1: Implementation data of programs

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GISD will partner with Cook's Children's to implement Code Adam for all campuses to be labelled "Heart Safe Schools"	Director of Curriculum SHAC	All campuses included admin will be "Heart Safe" and be prepared to utilize CPR and AED machines in the event of an emergency				
2) GISD will partner with Cook's Children's to implement Telemedicine	Director of Curriculum	All GISD students will have the opportunity to sign up for and utilize Telemedicine Student ADA will increase				
3) SHAC will guide revision of dating violence training for students to include human trafficking	Director of Curriculum	Secondary students will gain an awareness of unhealthy relationships and an awareness of human trafficking				
						

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: Professional development committee will meet at least three times to identify PD for district initiative

Evaluation Data Source(s) 1: Committee agendas and sign-in sheets

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Conduct a PD survey early in the spring semester	Director of C&I, Professional Development District Committee	Survey to identify teacher and student needs				
2) Create professional development offerings that will increase student achievement and growth	Director of Curriculum and Instruction, Asst Superintendent, Superintendent	Catalog of offerings				
		Further build common language Student achievement growth				
Funding Sources: Title II (255) - \$0.00						
3) Sponsor Technology Rally to model and support how technology is used to support district initiatives	Director of Curriculum, Director of Technology, Asst Superintendent	PD records				
Funding Sources: Title II (255) - \$0.00						
4) Continue specific required professional development for teacher contract addendum	Superintendent, Asst Superintendent, HR Director and Curriculum Director	Common academic language is built among educators				
		Research based teaching practices are implemented				
Funding Sources: Title II (255) - \$0.00						
						

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: Elementary campuses will conduct at least one PLC each grading period for each grade level or content area

Evaluation Data Source(s) 2: Planning notes, student growth as determined by PLC created assessments, growth on district common assessments

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campuses will calendar PLC meetings	Campus Principal, Director of Curriculum	PLC will convene to examine data and plan further instruction student achievement will show growth				
Funding Sources: Title I (211) - \$0.00, State Comp Ed (24) - \$0.00						
2) Campuses will conduct a continuous improvement plan for PLC implementation	Campus Principal, Director of Curriculum, Asst Superintendent	PLC's will grow stronger in identifying and implementing strong intervention and instruction				
Funding Sources: Title I (211) - \$0.00						
						

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 3: Each campus will identify one ELA and one math power standard to proactively address each grading period

Evaluation Data Source(s) 3: Student growth on identified standards as compared to previous years

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) PLC will identify and implement new methods of teaching these identified standards	Campus Principal, Director of C&I	Increased student growth on specific standards				
						

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 4: Each GISD campus will participate at least once annually in a Day of Service to our community and each other

Evaluation Data Source(s) 4: Calendar dates

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Elementary campuses will participate in various service activities through PBL	Campus Principal; Asst Superintendent	Students learn to serve others				
2) Secondary campuses will identify a date and work with community partners	Campus Principals and Asst Superintendent	Student learn to serve others and network in our community				
						







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

Performance Objective 1: Comprehensive list of resources will add at least two more entities identified

Evaluation Data Source(s) 1: List of resources to all campuses

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Invite community entities to present to counseling team	Director of C&I	Community partners are solidified with GISD				
2) Counselor Team will meet four times a year	Director of Curriculum, Lead Counselor	Collaboration among all counselors and PLC established to support each other				


 = Accomplished
  = Continue/Modify
  = 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 increase the Speaker's Bureau

Evaluation Data Source(s) 2: 5 more people will sign up to be on the Speaker's Bureau

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Use all types of media to solicit other qualified participants	Director of Communications	Increase the numbers of opportunities for students to interact with professionals in the field				
2) Use this resource to provide experts for the PBL implementation	Superintendent, PIO	Professionals to helps students understand the implementation of learning in the real world				
3) Use this resource to compliment the CTE curriculum	Director of CTE	Students experience hands on learning in their specific field of study				
						

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

Performance Objective 3: GISD educators will attend several networking opportunities to drive district, state, and federal initiatives

Evaluation Data Source(s) 3: Conference agendas, travel logs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Attend ACET in the fall and spring	Director of Curriculum	Better understanding and deeper implementation of state and federal regulations ESSA solid implementation				
Funding Sources: Title I (211) - \$0.00, State Comp Ed (24) - \$0.00						
2) Attend AVID demo site visits, district, regional, and national events	Asst Superintendent, Director of Curriculum	Implementation of AVID in 7th grade Preparation of implementation of AVID in 8th grade and then high school				
Funding Sources: State Comp Ed (24) - \$0.00, Title II (255) - \$0.00						
3) Attend law conferences	Asst Superintendent	All GISD staff have a more clear understanding of newly passed laws				
4) Assistant Principals will meet quarterly with the Asst Superintendent to maintain a common language and a time for networking across the district	Asst Superintendent	Common language and like practices are maintained across the district New AP's are mentored by those with experience				
						

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

Performance Objective 4: Mobile Learning Lab will be utilized by each campus at least twice annually

Evaluation Data Source(s) 4: Travel logs in Easy Bus

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campuses will schedule times to take the lab in the communities where parents cannot attend parent meetings at schools	Campus Principal	Families gain information Families feel more engaged in their child's learning process				
	Funding Sources: Title I (211) - \$0.00					
2) Learning lab will be scheduled out in communities with little or no online capability during scheduling time of the year	Campus principal, counselors, Director of Technology and Director of Curriculum	Online scheduling is increased				
	Funding Sources: Title I (211) - \$0.00					

										2017-18	2017-18	2017-18	Encumbered	2017-18
FND	T	FC	OBJ	SO	ORG	F	PI	LOC		<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Amount</u>	<u>Available Funds</u>
199	E	11	6219	00	731	0	24	820						
199	E	11	6395	00	731	0	24	000						
199	E	11	6397	IS	731	0	24	00N						
199	E	13	6117	00	731	0	24	000	15,044.00	15,044.00	1,334.12		13,709.88	
199	E	13	6117	IS	731	0	24	000						
199	E	13	6119	00	731	0	24	000						
199	E	13	6141	00	731	0	24	000	218.00	218.00	17.86		200.14	
199	E	13	6141	IS	731	0	24	000						
199	E	13	6142	00	731	0	24	000	840.00	840.00	70.36		769.64	
199	E	13	6143	00	731	0	24	000	146.00	146.00	12.93		133.07	
199	E	13	6143	IS	731	0	24	000						
199	E	13	6144	00	731	0	24	000	819.00	819.00			819.00	
199	E	13	6144	IS	731	0	24	000						
199	E	13	6145	00	731	0	24	000	12.00	12.00	1.13		10.87	
199	E	13	6145	IS	731	0	24	000						
199	E	13	6146	00	731	0	24	000	585.00	585.00	10.00		575.00	
199	E	13	6146	IS	731	0	24	000						
199	E	13	6219	00	731	0	24	000						
199	E	13	6219	00	731	0	24	820						
199	E	13	6219	00	731	0	24	950						
199	E	13	6239	00	731	0	24	000						
199	E	13	6297	00	731	0	24	000						
199	E	13	6299	00	731	0	24	000						
199	E	13	6329	00	731	0	24	000						
199	E	13	6395	00	731	0	24	000	599.00	599.00			599.00	
199	E	13	6395	00	731	0	24	950						
199	E	13	6411	00	731	0	24	000	5,000.00	5,000.00			5,000.00	
199	E	13	6411	00	731	0	24	820						
199	E	13	6411	00	731	0	24	950						
199	E	13	6411	AV	731	0	24	000	5,000.00	5,000.00	1,000.00		4,000.00	
199	E	13	6497	00	731	0	24	000						
199	E	13	6645	00	731	0	24	000						
199	E	21	6117	00	731	0	24	000						
199	E	21	6135	00	731	0	24	000						
199	E	21	6141	00	731	0	24	000						
199	E	21	6142	00	731	0	24	000						
199	E	21	6142	HI	731	0	24	000						
199	E	21	6143	00	731	0	24	000						
199	E	21	6144	00	731	0	24	000						
199	E	21	6145	00	731	0	24	000						
199	E	21	6146	00	731	0	24	000						
199	E	23	6411	00	731	0	24	000						
199	E	31	6117	00	731	0	24	000						
199	E	31	6141	00	731	0	24	000						
199	E	31	6142	00	731	0	24	000						
199	E	31	6143	00	731	0	24	000						
199	E	31	6144	00	731	0	24	000						
199	E	31	6145	00	731	0	24	000						
199	E	31	6146	00	731	0	24	000						
199	E	31	6219	00	731	0	24	000						
199	E	31	6339	00	731	0	24	000						
199	E	31	6411	00	731	0	24	000						
Grand Expense Totals										28,263.00	28,263.00	2,446.40		25,816.60

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rene Jackson	At Risk Coordinator	State Comp Ed	20%

Title I Personnel

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

Addendums

Child Maltreatment, Child Abuse, & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. The Hood County Child Advocacy Center will support all campuses in professional development of sign of maltreatment.	Hood County Child Advocacy	Asst Superintendent, Director of C&I, Campus Principals, and Campus Counselors	Training agendas and sign in sheets
2. All GISD staff members will follow the reporting protocol as outlined in district policy	Policy	Asst Superintendent, Campus Principals	Counselor documentation
3. GISD will partner with Child Advocacy annually to provide a roundtable collaboration between GISD leaders and community partners	Meeting date	Director of C&I	Agenda and sign in sheets
4. GISD will work on communications with CPS regarding reported cases.	Phone collaborations, letters of report	Director of Curriculum, Hood County CPS Supervisor	Increase of communication of letters from reports

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 and newly David's Law that emphasizes the recognition of bullying.	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 facilitated by the campus librarians.	Campus Budgets	Librarians Campus Principals Campus Staff	Verification in Tech Dept.
4. Counselors and assistant principals will meet quarterly and/or on early release days to review and collaborate regarding bullying incidences.	Meeting times and agendas	Assistant Superintendent Director of Curriculum	Meeting agenda Recommendations for revisions

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. SHAC will facilitate partnerships with Brazos Pregnancy Center and other community partners to offer intervention	Community partners	Director of Curriculum	Meeting agendas and minutes
3. Community services will be sought for medical and nutrition programs to assist	Community List of Services	Counselors, Community Liaison personnel	Log of contacts
4. Partnership with Brazos Pregnancy Center and other community partnerships will work with SHAC to review coming of age videos	Meeting Time	Director of Curriculum SHAC Chair	Meeting agenda Recommendation to SHAC

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. GISD CISM trained personnel will team with community first responders	Team Meetings	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
3. Counselors will participate and collaborate with the community suicide outreach project and walk at Shanley Park	Dates	Director of C&I, Counselors	Participation in event
4. GISD counselor team will review and revise the suicide protocol annually and revise for specific grade bands	Team Members	Director of C&I, Counselor Team	Revised Protocol