

Granbury ISD District Plan

2019-20

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.

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.

Major Objectives

GISD will increase ELAR (Reading and Writing combined) achievement from 70% to 77% according to state accountability.

All campuses will be at least a "C" as the district moves toward becoming an "A".

Emma Roberson will be repurposed into an Academic Early Learning Center for all day Pre-Kindergarten.

GISD will revise the GT program and implement by 2020-21.

All campuses will participate in at least one community service project and GHS students will transcript at least 5 hours of community service annually.

Extracurricular offerings will be expanded to the middle school level

Granbury Independent School District

District Improvement Plan

2019-2020



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics	2016-2017	2017-2018	2018-2019 (tentative)
# Students	7030	7115	7414
%White	72%	71.1%	70.6%
%Hispanic	23.6%	24.3%	24.2%
%ECD	49.1%	49.5%	53.3%
%EL	8.2%	8.3%	8.7%
%Sped	10.6%	10.5%	11.5%
% At-Risk	39.6%	43.5%	

Teachers	2016-2017	2017-2018	2018-2019
Turnover	15%	13.6%	TAPR released 12/2019
Teacher Experience	12.5 years	12.5 years	
Teacher stay with GISD	7.3 years	7.3 years	

School Year	Total Enrollment	LEP Enrollment
1998-1999	6,102	194
1999-2000	6,269	216
2000-2001	6,286	244
2001-2002	6,465	278
2002-2003	6,547	304
2003-2004	6,599	352
2004-2005	6,628	397
2005-2006	6,802	428
2006-2007	6,810	451
2007-2008	6,814	443

2008-2009	6,886	430
2009-2010	6,724	468
2010-2011	6,753	473
2011-2012	6,469	457
2012-2013	6,466	414
2013-2014	6,601	448
2014-2015	6,748	465
2015-2016	6,897	516
2016-2017	6,938	532
2017-2018	7115	594
2018-2019	7317	639

Granbury ISD **7186** **%**
K-12
GT **617** **8.5**

District Percentage of GT Students

Hispanic	83	13%
American Indian	14	2%
Asian	14	2%
Black	7	1%
Pacific Islander	6	1%
White	590	96%
ECD	184	30%
LEP	17	3%
Bilingual	6	1%
ESL	12	2%
SPED	26	4%
At-Risk	26	4%

Teacher pay as compared to state.....1-2.7% lower than state average.

Teacher pay as compared to region 11.....5-6.6% lower than ESC 11.

Student population has increased 3.4% in 3 years. The community of Granbury was named "Best Historic Town by USA Today" for 2019.

Growth is on the Acton side of town due to the closer proximity to Fort Worth. GISD Strategic Team determined that a demographic study needs to be

conducted. It also determined that when a total student population of 7500 is realized, a bond steering committee needs to be formed to consider the possibility of another elementary campus as well as other projects within the district to accommodate the growth.

Demographics Strengths

As compared to the state and region, GISD does not have the diversity of students. The ECD rate of the district is the same as the region but 4% lower than the state. The community of Granbury was named "Best Historic Town by USA Today" for 2019.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ECD population is growing within the district and varies 3-4% throughout the school year. **Root Cause:** The Granbury community offers lots of services to those in poverty. Areas of the school district have opened government subsidized housing which specifically targets the ECD population.

Problem Statement 2: Student growth has increased by 3.2% in 3 years. Acton Elementary increased 6.3% in one year. **Root Cause:** The growth of GISD is concentrated on the Acton side of town.

Student Achievement

Student Achievement Summary

According to recent 2019 accountability release, GISD continues to score a B but dropped from an 83 to 81.3. Student achievement stayed the same but student growth dipped.

Accountability	2018-19	2017-18
Student Achievement	84 (B)	84(B)
School Progress	82 (B)	81 (B)
Academic Growth	60 (D)	70 (C)
Relative Performance (ECD)	82 (B)	81 (B)
Closing the Gaps (Federal)	75 (C)	79 (C)
Academic Achievement	12/25	15/25
Graduation/Growth	1/5	3/5
EL Proficiency (TELPAS)	1/1	1/1
School Quality/CCMR or	2/7	3/7of Focus:
Student Success/STAAR		

Areas of Focus

- Student Growth - reading and math (Hispanic, White, American Indian, Asian, Two or More Races, EL-Current and monitor)
- Graduation Rate of 4 years - All, Hispanic, ECD, Sped
- CCMR - White, ECD
- Literacy (Reading and Writing) is at 70% according to state data and accountability (Domain II)
- Literacy (Reading and Writing) is at 44% "meets" indicator according to federal accountability (Domain III)

Student Achievement Strengths

Student achievement stayed the same for the district. Our EL student achievement continues to grow according to TELPAS. The ECD population is scoring slightly above comparable districts. STARS and GHS do a tremendous job of graduating students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Academic growth has dropped significantly. **Root Cause:** GISD 2020 strategic plan was not focused on state accountability measurements. It was more focused on authentic learning of PBL.

Problem Statement 2: GISD does better graduating students in 5 and 6 years as opposed to 4 years. **Root Cause:** District has used the strategy of 5 and 6 years to graduate for state accountability as opposed to 4 years for federal accountability.

Problem Statement 3: The CCMR scores are lower than last year. **Root Cause:** The state changed the data points that count toward CCMR. Coherent sequence of CTE no longer counts and the certifications are weighted in automotive for state accountability.

Problem Statement 4: Reading and writing scores dropped in 2019 as compared to 2018 and 2017 data. **Root Cause:** All but 2 campuses within the district dropped in their scores including a campus with an F rating and a campus with a D rating. Our middle schools carry 42% of the district scores. Both campus achievement scores dropped.

District Culture and Climate

District Culture and Climate Summary

Teachers	2016-2017	2017-2018	2018-2019
Turnover	15%	13.6%	TAPR released 12/2019
Teacher Experience	12.5 years	12.5 years	
Teacher stay with GISD	7.3 years	7.3 years	

GISD engaged in a strategic process this past school year since G2020 was complete and goals were met. G2025 was created with all stakeholders (GISD personnel, students, parents, community, and business members). It was discovered that the district needed to deliberately reach out to Spanish speaking parents so a specific meeting was held for them. Specific needs were identified for that population and plans were put into motion. A survey was released early this calendar year with 996 responses in English and 12 in Spanish. Multiple meetings were held on campus and district offices. The major objectives are:

- We will engage all students academically through a district-wide reading initiative.
- We will implement full-day pre-kindergarten beginning in the 2020-21 school year.
- We will launch a Dual Language Program beginning in the 2020-21 school year.
- We will provide, through maintenance and updates, state of the art facilities for all current and future district programs within the existing budget structure.
- We will implement competitive salaries to recruit and retain quality employees and institute a "grow your own" leadership program.
- Beginning in the 2020-21 school year, every student will participate in an extracurricular activity, club, or organization and complete 20 hours of community service as a local requirement for graduation.

GISD GT identified students do not mirror the district demographics. Elementary GT programs need to be revised and aligned more closely. Secondary programs are honors classes, dual credit courses, AP courses, and now included by TEC, some CTE courses as defined by the district.

Granbury ISD K-12	7186	%
GT	617	8.5

District Percentage of GT Students

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<i>2017-2018</i>	7115	594
<i>2018-2019</i>	7317	639

Granbury community was named "Best Small Historic Town" by USA Today.

District Culture and Climate Strengths

GISD benefits from many community partners that support our students and faculty. GISD realized G2020 and created G2025. Objectives from G2025 will directly impact student achievement as measured by state and federal accountability. Spanish speaking parents requested meetings and learnings at the district level. One meeting has already happened this school year with others planned.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: GISD LEP population is growing quicker than the overall population and the program is still early exit and the state and GISD numbers indicating a dual language program. **Root Cause:** LEP numbers are growing quicker than the district can address the program.

Problem Statement 2: GT identification does not mirror the district demographics. GT elementary programs are not aligned. **Root Cause:** GISD has not put a focus on the GT program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher pay as compared to state.....1-2.7% lower than state average.

Teacher pay as compared to region 11.....5-6.6% lower than region average.

Maintenance, Cafeteria, and ESD positions are difficult to fill at certain times of the year.

A salary and staffing study has not been conducted since 2011.

GISD has a higher percentage of experienced teachers (11 years and above) as compared to the state. (51.7% versus 43.5%)

Teachers	2016-2017	2017-2018	2018-2019
Turnover	15%	13.6%	TAPR to be released 12/2019
Teacher Experience	12.5 years	12.5 years	
Teacher stay with GISD	7.3 years	7.3 years	

Staff Quality, Recruitment, and Retention Strengths

Most GISD staff want to reside in a small town and raise a family here. GISD receives many applicants at the elementary school level. GISD have more experienced teachers as compared to the state.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: As compared to the region and the state, GISD teacher salary is behind both entities. **Root Cause:** GISD has not conducted a staffing and salary study since 2007.

Problem Statement 2: Baccus and GMS experience a higher turnover of teachers as compared to other schools within the district. **Root Cause:** GMS and Baccus have been considered as entry campuses as a way for teachers to get into GISD and then move to other campuses after a year within the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum writing teams facilitated by coordinators and made up of teachers have written and maintained complete curriculum documents for ELAR, math, science, social studies, PK, beginning foreign language, and a few elective courses. All documents are housed on Google sites and are revised/reviewed each summer. Documents only change if dictated by student data and/or new TEKS.

English Language Arts and Reading

- New TEKS K-8 for 2019-2020
- Major resources adopted (Fountas and Pinnell, SRA Phonics, Units of Study, STAAR Genre Support books)) - pedagogy change to meet needs of ALL students
- Struggling learners (Leveled Literacy Intervention (LLI), Lexia Software) - implemented with paras and teachers on all K-8 campuses
- Dyslexia (Multisensory Teaching Approach (MTA) - grounded in alphabetic principle and Scottish Rite) - growing dramatically
- New ELAR TEKS and resources for 9-12 beginning 2020-21 - training of new TEKS in January 2020 and summer revision of curriculum documents
- Literacy Academies required for ALL K-3 teachers and principals to be completed by 2021-22 - weighted funded from HB3
- Support teachers with new resources, learning and pedagogical change with experts from Warren Instructional Network and consortiums at the state and metroplex level for coordinator
- Required Balanced Literacy PD for all K-5 reading teachers - GISD contract addendum
- English I course no longer offer at 8th grade

Math

- Major resources (Go Math, McGraw Hill, IXL Software, STAAR Genre books)
- Struggling Learners (Go Math Intervention by TEKS, Education Galaxy, IXL)
- Guided Math initiative for K-5 grades - similar structure to guided reading
- K-2 Problem solving emphasis
- Algebra I course at 8th grade will become more rigorous (students at mastery level for 8th grade STAAR and supporting data)
- New TEKS and resources for 2025-26
- Upgraded calculators on secondary campuses to NSPIRE products

Science

- Major resources (Stemscopes, Edusmart and STAAR genre books)
- New TEKS and resources for 2023-24

Social Studies

- Major resources (elem - social studies weekly to support reading initiative, HMH and McGraw Hill for secondary courses, STAAR genre books)
- Supplement 8th grade for History STAAR with Richardson materials, Jarrett Publishing
- Added AP Human Geography at GHS in place of World Geography

Foreign Language

- Major Resources (HMH, Pearson and Harris Communication for ASL)
- Spanish I offered in 8th grade
- AP Spanish offered in 8th grade
- ASL implementing community course this fall and spring
- ASL has a middle school club

Pre Kindergarten

- Major resource (Frog Street)
- State Early Learning Initiative - (8 components - Access/Enrollment, Administrative/Teaching Staff, Curriculum, Instruction, Assessment, Learning Environments, Family Engagement, Transitions)
- Moving to full day for 2020-21
- Housed at Roberson Elementary
- New Guidelines and resources - 2021-22

Elective Courses

- 175+ elective courses at GHS
- All 5 endorsement opportunities
- Multiple CTE clusters
- 7 courses at 8th grade for high school credit

CCMR (College, Career, Military Ready)

- AVID beginning in 7th grade for students that are first generation and not meeting their potential
- 35 hours of dual credit (partnership with Weatherford College)
- 20+ AP Courses
- Nationally recognized ROTC program
- Multiple certification opportunities through CTE
- TSI Offering at GHS
- Developmental courses for seniors

Data Driven Instruction

- Common Assessments at the end of each grading period for all state tested courses
- Benchmarks twice yearly for all tested courses
- CLI Engage Instrument for Pre K
- iStation for Early Reading
- Developmental Reading Assessment, Benchmark Assessment System
- Standard Based Report Cards - K-3
- Classroom formative assessments
- DMAC - software tool for disaggregation
- NWEA - MAP Skill based assessment for middle schools

House Bill 3

- Pre K Initiative
- CCMR Initiative
- Gifted and Talented Initiative
- Dyslexia Initiative
- Reading Initiative
- Bilingual Education - Dual Language
- More still being articulated

Curriculum, Instruction, and Assessment Strengths

GISD curriculum documents

- scope/sequence, major resources, specific question stems for assessment
- Accessible for all GISD teachers on network or via Google

Curriculum, Instruction, Assessment Team

- 3 content coordinators - support all teachers and campus with specific emphasis on Baccus, GMS, Brawner, AMS, and GHS (in that order)
- 11 instructional specialists on 9 campuses (2 at Baccus and GMS)
- Testing/Accountability/Statistician coordinator

Programs that support instruction are also managed by this department (Title I, II, III, IV, Bilingual/ESL, State Comp Ed, GT, ESD)

Five Spanish interpreters support GISD - 3 assigned to specific campuses (Roberson, Brawner, GHS) and 2 assigned to all campuses

Professional development for staff is quite extensive and specific to student needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There have been too many resource options available in the district. **Root Cause:** G2020 had a focus of authentic learning which requires very innovative resources that are specific to individual projects.

Problem Statement 2: Intervention programs have not been streamlined or implemented well. **Root Cause:** Due to lack of funding for personnel, software has been the only thing that has been purchased to help with interventions.

Parent and Community Engagement

Parent and Community Engagement Summary

All campuses and the district have parent and community members that serve on the leadership teams that formulate campus, district, strategic plans. Parents also have been a part of creating the engagement plan (attached as an addendum). GISD has been very deliberate in reaching out to the ECD population. Ready Rosie is a product that GISD purchases that can be used by anyone in the community.

Outreach Areas for large groups - Learning Bus

- Rancho Brazos
- Cresson Pods
- Ruth's Place at OTS
- Arrowhead Shores
- Sky Harbor

GISD on Boards and Some Partners of GISD

- Mission Granbury
- United Way
- Operation School Supplies
- Christmas for Children
- Texas EMS - Jodi Fries
- Lake Granbury Medical Center
- Service Organizations (Optimist, Rotary, Kiwanis, Lion's)
- Chamber of Commerce
- Law Enforcement (Constable's Office, Sheriff Office, Granbury PD, DA's Office)
- Salvation Army
- Hood County YMCA
- Children's Charities
- Child Advocacy Center
- Hood County for Healthy Children
- CPS
- Starry Council
- Dr. Shannon Watts - attending physician for SHAC
- Dr. John Knox
- Churches/Campus partnership for weekend nutrition

- Mentor pilot program

Parent and Community Engagement Strengths

Tremendous community partner support from many agencies. Reading/Mentor program at Baccus. BEST committee that supports CTE program. Many high level performances at GHS that are open for our community. Community round table hosted each year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: GISD has been deliberate about reaching out to ECD families but not so much our second language families. **Root Cause:** It was not discovered through the strategic planning process that we were unintentionally not reaching our Spanish speaking population.

District Context and Organization

District Context and Organization Summary

GISD make up:

- 1 - PK-2 campus
- one 3-5 campus
- 4 campuses that are PK-5 (STEAM Academy)
- 2 middle schools
- 1 high school
- 1 alternative high school
- 1 DAEP

The elementary schools on the Acton side of town are over capacity. GHS is nearing capacity in the areas of CTE and Science to keep up with innovative programs.

Safety and Security

- Chief of Security just added
- Deputy Constables are stationed on each secondary campus
- Security officers are on each elementary (Brawner and Emma share)
- LPC recently hired to help with mental health among our students
- Partnership with Community in Schools placed 2 social workers in the district to strengthen school/home/community resources for students (GHS and Baccus)
- GISD ahead of the state for providing Stop the Bleed training, Active Shooter training, and Hands Only CPR training
- Multiple AED machines on all campuses and athletic fields, Ag barn (adding another one at each elementary school)
- Stop the Bleed kits in all classrooms, fields, office areas, departments, and buses. Kits also being installed by each AED machine in the district
- Alertus tech system for communication in the event of a crisis
- Marshall plan

Strategic Team - G2025

- Dual Language to begin and to be moved to Baccus for 2020-21 school year (possibly split between Baccus and Brawner depending on demographic study)
- Early Learning Academy to begin all day Pre K at Roberson 2020-21
- Staff children only childcare academy to begin 2020-21 (STARS Building in Acton)

- All campuses will engage in a community service event annually
- GHS students transcript at least 5 hours of community service annually
- Students will be involved in extracurricular activities by adding a strings program and additional athletic programs at middle schools

District Context and Organization Strengths

G2020 was realized and G2025 was created. Comprehensive safety plan has been implemented. GISD trustees and superintendent have a specific focus on reading and academic student success.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- STAAR EL 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 1: GISD will increase ELAR (Reading and Writing combined) achievement from 70% to 77% according to state accountability.

Evaluation Data Source(s) 1: Common Formative Assessments, District Benchmarks, State Accountability data (Domain I)

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) LLI Tutors on every elementary campus	Director of C&I	Accelerate struggling students as evidenced by BAS				
Funding Sources: State Comp Ed (24) - 0.00						
2) Implement reading/writing workshop at GMS and AMS	Campus Principals, ELAR Coordinator, Director of Curriculum	Meet individual needs of students. Student growth in writing and reading				
TEA Priorities Build a foundation of reading and math 3) LLI and Lexia intervention will be implemented	Campus Principals, Director of Curriculum, Director of Technology	Students below grade level will grow an average of a year and a half in reading				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 4) Reading courses will be implemented at GHS	Campus Principal, ELAR Coordinator, Dean of Instruction	Students below grade level will grow an average of a year and a half in reading				
TEA Priorities Build a foundation of reading and math 5) GISD will partner with outside reading/writing teacher coaches	ELAR Coordinators, Director of Curriculum	Teacher will grow as reading/writing experts				
Funding Sources: Title II (255) - 0.00						
TEA Priorities Build a foundation of reading and math 6) Shift job assignments within the curriculum department to provide full time leadership in early literacy and reading intervention	Director of Curriculum	Increase focus on reading and early literacy				
Funding Sources: Title II (255) - 0.00						

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.





Performance Objective 2: GISD will increase ELAR achievement from the meets standard of 44% to 48% according to federal accountability.

Evaluation Data Source(s) 2: Common Formative Assessments, District Benchmarks, Federal Accountability (Domain III)

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) District, campuses, teachers and students will set goals and track progress at least at the end of each 6 weeks period	Asst Superintendent, Director of Curriculum, Campus Principals	Students at the approaches level will grow into the meets level				

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
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Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.


Performance Objective 3: 90% of students entering the 3rd grade will master the K-2 foundational math TEKS.

Evaluation Data Source(s) 3: District made common formative assessment and benchmarks


Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Guided math will be implemented in all K-2 math classrooms	Campus Principals, Director of Curriculum, Math Coordinator	Foundational math skills are strong as students enter the 3rd grade				
TEA Priorities Build a foundation of reading and math 2) Specific TEKS will be highlighted for mastery at each grade level (ex. making 10, place value, read/write/represent numbers, automaticity of addition/subtraction, algorithms for problem solving)	Campus Principals, Math Coordinator	Automaticity will be apparent for identified skills				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 4: All campuses will be at least a "C" as the district moves toward becoming an "A"

Evaluation Data Source(s) 4: State accountability system 2020

Summative Evaluation 4:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
TEA Priorities Improve low-performing schools 1) GISD will monitor and assist Baccus with the targeted comprehensive plan	Asst Superintendent, Director of Curriculum	Campus will be a "C" according to 2020 accountability				
TEA Priorities Improve low-performing schools 2) GISD will monitor and assist GMS with the targeted improvement plan	Asst Superintendent, Director of Curriculum	Campus will be at least a "C" according to 2020 accountability				
3) GISD will monitor and assist targeted campuses (Brawner and AMS) and additional targeted campus (GHS)	Asst Superintendent, Director of Curriculum	AMS will achieve a "B", Brawner will grow to a high "C", GHS will grow to a mid to high "B" according to the state accountability system				
4) All campuses will have district vetted resources to deliberately transition student learning into STAAR genre	Asst Superintendent, Director of Curriculum, Campus Principals	Student learning will increase according to STAAR growth measures				
Funding Sources: Title I (211) - 0.00, State Comp Ed (24) - 0.00						
5) All campuses will begin mandatory tutoring before and after school beginning by January with intensity toward STAAR season	Asst Superintendent, Campus Principals	Student learning increase according to CFA's and STAAR growth measures				
6) GISD will research a pilot project for teachers incentive at Baccus and GMS	Superintendent, Asst Superintendent	Increase in student learning as measured on STAAR				


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 5: GISD will implement a one-way dual language program beginning 2020-21.

Evaluation Data Source(s) 5: Master schedules

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Dual language coordinator will be named to plan and support the implementation of this program	Asst Superintendent, Director of Curriculum	Smooth implementation of a dual language program				
Funding Sources: ESL/Bilingual (25) - 0.00						
2) Pre K-1 will begin dual language program in 2020-21 and it will move one grade up each year	Asst Superintendent, Director of Curriculum	Bilingual students will build academic learning in two languages				
3) GISD will contract with Gomez/Gomez to provide training for the dual language program	Director of Curriculum	Teachers will be equipped to implement dual language with fidelity				
Funding Sources: Title III (263) - 0.00, ESL/Bilingual (25) - 0.00						
						


Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 1: Instructional Specialists/Dean will be placed on every campus.

Evaluation Data Source(s) 1: Campus Roster

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) IS will mentor and coach teachers on their assigned campus	Campus Principal	Teachers will be supported and grow professionally				
Funding Sources: Title I (211) - 0.00						
2) Instructional Specialists will monitor data for assigned campus	Campus Principal, Asst Superintendent, Director of Curriculum	Learning gaps will be noted early so that intervention can occur for students and/or reteach				
3) Instructional Specialist will serve as the bridge between the Curriculum Dept and Campuses	Director of Curriculum, Campus Principals	Guaranteed and viable curriculum implementation				
						

Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.


Performance Objective 2: GISD will conduct a salary and staffing study by December 2019

Evaluation Data Source(s) 2: Report from study to Board of Trustees


Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) GISD will partner with TASB for the study	Director of HR	Alignment of competitive salaries and adequate staffing to serve students				
2) Directors and principals will assist with position descriptions so that the study comparison is accurate	Director of HR	Competitive alignment of salaries and staffing as compared to like assigned responsibilities				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 3: 90% of teachers will remain in current teaching assignment for at least 3 years.

Evaluation Data Source(s) 3: HR and campus rosters

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Specific focus will be on Baccus and GMS to ensure teachers are supported and mentored	HR Director	Teacher become experts in an area and are not experiencing multiple first years of teaching				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 1: 10% of 7th-9th grade students will participate in AVID for 2019-20

Evaluation Data Source(s) 1: Master schedule and student transcripts

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) AVID sections will be built into the master schedule	Asst Superintendent, GHS Principal and lead counselor	Underrepresented students obtaining access to higher education opportunities				
	Funding Sources: State Comp Ed (24) - 0.00					
2) Secondary campuses will build a common language around college and career	Asst Superintendent, Director of Curriculum, Director of CTE	Staff build their knowledge of multiple post secondary options for students				
	Funding Sources: State Comp Ed (24) - 0.00, CTE (22) - 0.00					
						


Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 2: All 5th grade students through seniors will have multiple opportunities to explore high school and post secondary options

Evaluation Data Source(s) 2: Event schedules and Xello records

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) 5th graders will visit middle schools and GHS to experience CTE and elective offerings	CTE Director and Campus principals	Building knowledge of possibilities post secondary				
2) Students will have opportunities to hear professional and industry speakers and visit colleges and universities	Asst Superintendent, Director of Curriculum, CTE Director, Campus Principals	Students gain knowledge of college, career and military options				
Funding Sources: State Comp Ed (24) - 0.00						
3) 8th grade students will be given multiple opportunities to engage with a transition events as they prepare to enter high school	Campus principals, Asst superintendent	Students get hands on and visual experience with electives and programs at GHS				
						

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 3: GISD will revise the GT instructional plan and implement by 2020-21.

Evaluation Data Source(s) 3: Plan manual and written processes

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GT Coordinator and Curriculum Director will build network by attending ESC, Metroplex and state consortiums of GT program leaders	Asst Superintendent, Director of Curriculum	Build knowledge of HB3 regarding GT and other successful programs				
Funding Sources: Gifted (21) - 0.00						
2) GISD will form a GT driving committee to revise the current plan	Asst Superintendent, Director of Curriculum	Stakeholders with varying lenses will assist in building the new plan				
3) The elementary programs will be aligned across the district	Asst Superintendent, Director of Curriculum	GISD Elementary GT students have equal access to GT programming				
						


Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.





Performance Objective 1: All campuses will participate in at least one community service project during 2019-20

Evaluation Data Source(s) 1: Campus schedules

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GISD will create a twitter account to document and share these events	Director of Communications	Partnerships will strengthen with community and student will gain a sense of service				
TEA Priorities Connect high school to career and college 2) GHS students will transcript at least 5 hours per year of community service and it will be transcribed each year	High School principals and counselors, Director of Technology	Transcripts highlighting well rounded graduates				



 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 2: All campuses will build in the positive character traits according to HB 1026


Evaluation Data Source(s) 2: Campus Lead Team Meetings

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campuses will identify character programs that will highlight these traits	Campus principals and counselors, Asst Superintendent	Character traits are practiced on each campus				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



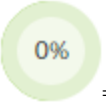

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 3: Summer School programs will grow from offering accelerated programs to also offering enrichment camps/programs beginning in 2020

Evaluation Data Source(s) 3: Summer school schedule

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Interest survey will be created and delivered to students	Director of Communication	Ideas generated to enhance the summer programs				
2) Summer program committee will be formed to create the beginning of an enrichment summer program.	Asst Superintendent, Director of Curriculum	Several more summer options for student enrichment and learning				





	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
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Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 4: GISD will specifically reach out to Spanish speaking parents and offer at least 3 additional parent/community involvement opportunities

Evaluation Data Source(s) 4: Calendar of events and parent sign in sheet

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Job responsibilities of a current Spanish speaking paraprofessional will be widened to include specific outreach to these parents and families	Director of Curriculum	Parents will learn more about the function of public school and their role in the partnership				
	Funding Sources: Title III (263) - 0.00					
2) Spanish speaking paraprofessionals will be assigned to both Bilingual campuses	Director of Curriculum	Parents will access the school more often				
Funding Sources: Title III (263) - 0.00, ESL/Bilingual (25) - 0.00						
3) Parent involvement meetings will be hosted for Spanish speaking parents at the admin building as requested by parents	Director of Curriculum	Spanish speaking parents become more involved in all levels of their child's education				
4) Parents will be surveyed each meeting for effectiveness and for other needs for upcoming meetings	Director of Curriculum	Specific needs addressed for parents and community				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 5: Five extracurricular activities will be expanded at the middle school level and transition into GHS

Evaluation Data Source(s) 5: Course catalog and offerings

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Athletics will beginning offering additional sports at the middle school level (ex. soccer, etc)	Director of Athletics	Students become engaged in school and transition to GHS				
2) CTE courses will be developed and offered at the middle school level	Director of CTE	Students become engaged in school and transition to GHS				
						

Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

Performance Objective 1: See Technology Plan addendum

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 1: "STARS" building in Acton will be re-purposed as an employee childcare academy to open by August 2020


Evaluation Data Source(s) 1: Opening in August 2020

Summative Evaluation 1:

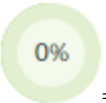
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GISD will contact the state to begin a business plan in order to secure licensing	Director of Curriculum, ESD Supervisor	All licensing and inspection complete				
2) Facilities/Maintenance Dept will respond to any renovations that need to be complete (ex. fenced playground, painting)	Director of Facilities/Maintenance	Building ready to go for opening				
3) Needs survey will be sent out to staff	Director of Communications, Director of Curriculum, ESD Supervisor	Needs determined				
4) Staff needed identified, hired and trained	Director of HR, Director of Curriculum, ESD Supervisor	Staffing complete by August 2020				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 2: Emma Roberson will be re-purposed into an Academic Early Learning Center for all day Pre K

Evaluation Data Source(s) 2: Ready for opening August 2020

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Stakeholders (Board of Trustees, Admin, Teachers, Support Staff) will visit Pre K Center in Mansfield ISD	Asst Superintendent, Campus Principal	Stakeholders receive a vision for this campus				
2) Rooms are renovated as learning experiences	Asst Superintendent of Business and Operations, Campus Principal, Director of Facilities,	Rooms are ready by August 2020				
3) Logistics of transportation is planned	Asst Superintendent, Director of Transportation, Campus Principals	Transportation provided				
4) Rigorous curriculum, instruction, and assessment is written	Director of Curriculum, Pre K Coordinator, Campus Principal	Students receive a solid foundation for entering kindergarten				
						


Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 3: Brawner will become a K-5 campus


Evaluation Data Source(s) 3: Open K-5 for 2020-21 school year

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GISD will name an architect and construction company to renovate areas at Brawner	Asst Superintendent of Finance and Operations, Director of Facilities	Construction complete by school opening in August 2020				
2) Communication and parent meetings conducted for transition	Asst Superintendent, Director of Communications, Campus Principal	All stakeholders understand plans of the transition				




100% = Accomplished



= Continue/Modify



0% = No Progress



= Discontinue

Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 4: GISD will seat a bond steering committee when the student population maintains 7500 students

Evaluation Data Source(s) 4: Steering committee names and in place

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Student enrollment will be monitored on a regular basis	Superintendent	Possibility of seating a bond steering committee				


Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 1: GISD will create and implement HB 3 new funding guidelines by June 2020.

Evaluation Data Source(s) 1: Fiscal Manual Update

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Dyslexia allotment use of funds and programming will be added to the manual	Asst Superintendent of Finance Director of Curriculum and Instruction	Dyslexia program will become more solid and stable to serve students				
2) GISD GT programs will be aligned and funded to support the program	Asst Superintendent of Finance Director of Curriculum and Instruction	GT Aligned program and program manual				
Funding Sources: Gifted (21) - 0.00						
3) A procedure will be written for a system that supports college and industry exams.	Asst Superintendent of Finance Asst Superintendent of Admin Services Director of CTE Director of Curriculum and Instruction	Seniors and juniors in their spring semester will take a college entrance or industry certification exam. CCMR will increase				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
4) Early education allotment will support the following: Full-day high-quality prekindergarten for eligible four-year-olds Expanded early education reporting Early learning progress monitoring tools	Asst Superintendent of Finance Asst Superintendent of Admin Services Director of Curriculum and Instruction	High rigor full day Pre K implemented				
5) State Comp Ed fiscal procedures will be updated	Asst Superintendent of Finance Director of Curriculum and Instruction	Compliance with HB3				
Funding Sources: State Comp Ed (24) - 0.00						
						

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 11 6117 00 699 0 24 000	6117 Career Ladder - Locally Defined	\$35,000.00
199 e 11 6117 HS 699 0 24 000	6117 Career Ladder - Locally Defined	\$35,000.00
199 e 13 6117 00 731 0 24 000	6117 Career Ladder - Locally Defined	\$16,364.00
199 e 23 6117 00 699 0 24 000	6117 Career Ladder - Locally Defined	\$3,500.00
199 e 23 6117 HS 699 0 24 000	6117 Career Ladder - Locally Defined	\$3,500.00
199 e 23 6125 00 699 0 24 000	6125 Salary Support - Locally Defined	\$1,500.00
199 e 23 6125 HS 699 0 24 000	6125 Salary Support - Locally Defined	\$1,500.00
199 e 33 6125 HS 699 0 24 000	6125 Salary Support - Locally Defined	\$1,750.00
6100 Subtotal:		\$98,114.00
6300 Supplies and Services		
199 e 13 6395 00 731 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$2,752.00
6300 Subtotal:		\$2,752.00
6400 Other Operating Costs		
199 e 13 6411 AV 731 0 24 000	6411 Employee Travel	\$1,500.00
6400 Subtotal:		\$1,500.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Gilbert	At Risk Coordinator	State Comp Ed	0.2

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pat Yelverton	Federal Programs Coordinator	Title I Part A	0.4



GISD 2019-2020 TECHNOLOGY PLAN: OVERVIEW

ABOUT GISD:

SUPERINTENDENT: DR. JEREMY GLENN

ESC REGION	11
CITY, STATE, ZIP	GRANBURY, TEXAS 76048
PHONE	(817) 408-4000
COUNTY DISTRICT NUMBER	111901
NUMBER OF CAMPUSES	10
TOTAL STUDENT ENROLLMENT	7346
PERCENT ECONOMICALLY DISADVANTAGED	53.8%
TECHNOLOGY EXPENDITURES	\$ 1,945,000



Granbury ISD Technology Plan 2019-2020

SUMMARY:

Granbury Independent School District recognizes that the focus of technology in education is the innovative integration of technology which leads to increased student success. Therefore, GISD's Technology Plan ensures that the necessary and appropriate technology enables students to maximize their potential, foster creativity, promote global citizenship, and attain college readiness. Our goal is that all students and staff become technology literate and be responsible digital citizens; that is, responsibly use appropriate technology to communicate, collaborate, problem solve, improve learning in all subject areas, and access, manage, evaluate, and create information. In addition, staff will seamlessly integrate existing and emerging technologies to facilitate creativity, collaboration, critical thinking and communication. The district will provide an optimal technology infrastructure to support the ongoing transformation of programs, services, and tools throughout every facet of the district. Necessary technologies will be provided to ensure the effective use of technology in instruction and operations. Ongoing professional development will be provided to support all content areas and departments seamlessly incorporating technology.

NEEDS ASSESSMENT:

ASSESSMENT PROCESS

A comprehensive needs assessment utilizing inventories, campus improvement plans, GISD Strategic Plan, usage reports, goals established by the District Advisory Council in the District Improvement Plan, district surveys, and BrightBytes Data is used to analyze the current status of technology in the district and determine future needs. The items analyzed are reflected in our Classroom, Access, Skills, and Environment (CASE) report from data collected from parents, students, and teachers. To facilitate the development of the plan, and to ensure that all areas of Granbury ISD's Strategic Plan (G2020) are considered, the GISD professional development committee, the district advisory committee, and the campus committees are utilized to assist in the development of the needs assessments and campus goals/objectives/activities and evaluations. These various committees are comprised of business leaders, parents, community partners, students, teachers, administrators, and district staff. The core district technology committee compiles the results to ensure a common vision among all stakeholders. Special committees and task forces are created as specific needs arise in order to determine the best means for meeting specific needs.



Granbury ISD Technology Plan 2019-2020

ASSESSMENT FINDINGS

Granbury ISD continues to experience an increased use of technology by both teachers and students. This increase is fostered by expectations of parents, community members and administrators. According to CASE, daily use of technology by both teachers and students in grades PK-8 has maintained a high level since the implementation of the model classroom. Students report increased opportunities to integrate technology while practicing communication, collaboration, creativity, and critical thinking. Increased access to and availability of technology fosters the need for heightened awareness of digital citizenship and focused professional learning for all stakeholders.

Granbury utilizes various software to meet both administrative and educational needs. Skyward is used as both our financial software and our student information systems. The district utilizes an IP telephony communications network. GISD maintains a bridge to ESC 11 for video conferencing with both the region and the state. Schoolwires, along with ESC 11, hosts the GISD website which offers quality, current information to staff, students, and the community. The GISD website is maintained by the Public Information Officer. A responsible use policy (RUP) is in place for both staff and students to ensure adherence to the highest standards of technology use. Staff development is provided during summer months and during the school year, both face-to-face and virtually.

Technology hardware is purchased via a centralized purchasing process to ensure standardization of all equipment. Hardware includes model classroom equipment, access points, switches, voice gateways, servers, storage, and student and teacher devices. GISD currently supports a 10GB wide-area-network to all campuses. A state of the art network operations center (NOC) serves the needs of the district. The NOC utilizes a state of the art hot aisle containment system and a generator to maintain connectivity at all times. An offsite disaster recovery solution is in place. The district provides 2000MB of internet bandwidth and an increase to 10GB will be in place this winter to support the educational needs and demands of our digital resources.

GISD will continue to ensure appropriate resources are in place to support and maintain networks and equipment. 24/7 access is critical. To maintain the ability to meet the needs of the students and staff, resources must be continuously evaluated. Changes in curriculum needs, such as online testing, online textbooks and other resources require addition and updates to the district's software, servers, network, and telephone equipment. The need continues for the district to provide timely access to information and to have the ability to easily share that information with students, parents, and the community. Continuing to expand the density of the wireless network to support multiple devices per student is also a top priority.

GISD will continue to maintain existing support contracts and lease agreements, a valid replacement cycle of technology equipment, enhance communication within the district, and continuously investigate the latest advancements in technology to ensure GISD students are equipped to succeed.



VISION STATEMENT

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

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.

G2020 GOAL STATEMENT

We will provide an optimal technology infrastructure to support the ongoing transformation of programs, services, and tools throughout every facet of the district.

- **Objective 1**

Ensure a robust infrastructure able to support the increasing demands of programs, services and the use of digital resources

- Strategy 1: Maintain infrastructure that facilitates communication, instruction and other educational services
- Strategy 2: Ensure appropriate resources are in place to support and maintain networks and equipment
- Strategy 3: Ensure students have access to appropriate technologies to meet their learning needs

- **Objective 2**

Facilitate access to all GISD resources both at and away from school

- Strategy 1: Provide cloud-based resources to facilitate instruction
- Strategy 2: Provide wireless network for students, parents and community members to utilize non-district devices
- Strategy 3: Provide solutions for student access to resources at home
- Strategy 4: Maintain a mobile learning unit to provide resources away from school
- Strategy 5: Increase awareness of connected learning opportunities to facilitate collaboration and global citizenship



- **Objective 3**

Support all content areas and departments seamlessly incorporating technology

- o Strategy 1: Provide PD targeting teacher use of the 4Cs, multimedia skills, and strategies for managing a technology driven classroom
- o Strategy 2: Sustain use of Google Suite for Education
- o Strategy 3: Provide PD to enhance classroom environment through technology centers
- o Strategy 4: Foster relationships and maximize communication among all GISD stakeholders
- o Strategy 5: Employ technology as a tool to facilitate data-driven decision making, access and maintain necessary records, and streamline reporting



GOAL:

We will provide an optimal technology infrastructure to support the ongoing transformation of programs, services, and tools throughout every facet of the district.

OBJECTIVE 1:

Ensure a robust infrastructure able to support the increasing demands of programs, services and the use of digital resources

Supporting CASE Data Variables	<p>CLASSROOM</p> <ul style="list-style-type: none"> ● 92% of students report frequency of computer use in the classroom at least once per week ● 72% of students report daily computer use in the classroom
	<p>ACCESS</p> <ul style="list-style-type: none"> ● 77% of teachers report high quality internet speed
	<p>SKILLS</p> <ul style="list-style-type: none"> ● 422 teachers had direct instruction in technology integration <ul style="list-style-type: none"> ○ (Technology Driven Classroom only)
	<p>ENVIRONMENT</p> <ul style="list-style-type: none"> ● 740 wireless access points are available for connectivity ● Staff & student devices include 7046 Chromebooks, 2554 iPads, and 1336 Chromeboxes in GISD
LRPT	
<ul style="list-style-type: none"> ● Teaching & Learning ● Education & Professional Development ● Leadership, Administration & Instructional Support 	



STRATEGY 1

Maintain infrastructure that facilitates communication, instruction and other educational services

Through G2020 and funding provided through the bond, a significant investment in infrastructure is in progress. A 10GB WAN is in place for all campuses. A minimum of 2Gbps filtered internet access is provided with an increase to 10Gbps to be in place this winter to support the educational needs and demands of our educational resources. An access point is installed in every classroom to accommodate at least one device per student. GISD maintains a VOIP solution for all campuses. All network equipment is maintained according to industry standard. The network operations center (NOC) is an integral part of this process.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> • Infrastructure for Technology 	<ul style="list-style-type: none"> • Director of Technology 	July 2019-June 2020	\$ 600,000 Funding sources include eRate funds and the technology budget <ul style="list-style-type: none"> • All necessary forms on file with USAC • Valid support contracts • Industry standard equipment • Necessary Storage Environment • Internet filtering software in place according to rules and regulations • Valid ISDN Prime Interfaces with DID 	<ul style="list-style-type: none"> • Uninterrupted availability of necessary access to resources • Valid fiber optic lease contract • Valid internet service contracts • Technology inventory • Network statistics • Valid telephone service contract • Partnership with ESC XI Internet Consortium



STRATEGY 2

Ensure appropriate resources are in place to support and maintain networks and equipment

With the increased reliance on technology, it is imperative that GISD experience minimal downtime. To ensure this, GISD maintains valid support contracts for mission critical software and hardware. Battery-powered backups are in place in all racks, as well as a generator in the network operations center (NOC). GISD also stays current on domain name registration, district-owned IP blocks, licensing for all software for both servers and end-user equipment. A disaster recovery solution is also in place, including hardware and software.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> • Infrastructure for Technology 	<ul style="list-style-type: none"> • Director of Technology 	<p>July 2019-June 2020</p>	<p>\$175,000 Funding sources include the technology budget</p> <ul style="list-style-type: none"> • SmartNet • Microsoft Licenses • ARIN registration Extreme Contracts • UPS in place • Generator for NOC • Disaster Recovery Documentation 	<ul style="list-style-type: none"> • Valid license agreements • Valid support contracts • Full access to both IPv4 & IPv6 networks • Technology inventory • Network statistics • Content filtering software • Valid SSL Certificates



STRATEGY 3

Ensure students have access to appropriate technologies to meet their learning needs

GISD strives to provide all students with access to technology at all times. Through the bond, ten mobile devices or access to mobile labs are available in every classroom for student use, as well a mounted projector, document camera, classroom audio, and teacher station for instructional use. A variety of devices in mobile labs are available for department/grade level use including iPads, Chromebooks and Windows machines. Assistive technology is available to meet the needs of students requiring additional technologies. GISD strives to maintain a 4-year replacement cycle for teacher, student, and staff equipment. Our goal is to expose students to a variety of technologies and ensure that they are able to select the most effective tool to accomplish the task at hand. As the equipment purchased with bond money ages, we will have to make decisions and prioritize which technologies will be replaced and which will be retired. There is not enough budget money to keep the replacement cycle of all technologies funded by the bond.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Infrastructure for Technology 	Director of Technology	July 2019-June 2020	\$ 500,000 Funding source is the technology budget <ul style="list-style-type: none"> ● Chromebooks ● iPads ● Windows devices ● Teacher stations ● Document Cameras ● Projectors ● Audio ● Assistive Technology ● Mobile Labs ● Distance Learning 	<ul style="list-style-type: none"> ● Assistive technology inventory ● Replacement cycle ● Devices readily available in classrooms ● Necessary access in all instructional areas ● Distance Learning opportunities



OBJECTIVE 2:

Facilitate access to all GISD resources both at and away from school

Supporting CASE Data Variables	CLASSROOM <ul style="list-style-type: none">● 93% of teachers believe that using technology enhances student learning● 72% of students believe that using technology enhances their learning
	ACCESS <ul style="list-style-type: none">● 90% of students have access to internet at home● 83% of students have access to a device at home
	SKILLS <ul style="list-style-type: none">● 81% of students reported ease of collaborating using online documents as easy
	ENVIRONMENT <ul style="list-style-type: none">● 63% of students are allowed to use personal devices in class for academic reasons
LRPT	
<ul style="list-style-type: none">● Teaching & Learning● Education & Professional Development● Leadership, Administration & Instructional Support	



STRATEGY 1

Provide cloud-based resources to facilitate instruction

With increased reliance on technology, it is imperative that students and teachers have access to resources both at school and away from school. GUSD has implemented G Suite to help facilitate this process. All curriculum documents are in Drive. Students and staff also have unlimited storage for files in Drive. GUSD is also working to implement as many cloud/internet based programs as possible to help facility 24/7 access to all resources.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> • Teaching and Learning 	<ul style="list-style-type: none"> • Director of Technology • Instructional Technology • Campus Admin • Classroom Teachers • Curriculum Dept. 	<p>July 2019-June 2020</p>	<p>\$250,000 Funding sources: Technology Budget, IMA, Curriculum Budget, Campus Budgets, Special Education Budget</p> <ul style="list-style-type: none"> • G Suite • Nearpod • Library Software • Databases • Online Textbooks • BrainPop • OdysseyWare • Renaissance Learning • Microsoft Suite • AudioBooks • Other necessary instructional software 	<ul style="list-style-type: none"> • Cloud-based curriculum documents • Cloud-based storage • Feedback from students & teachers • Usage statistics from all educational software • Participation in #Teach4Gr8ness Rally



STRATEGY 2

Provide wireless network for students, parents and community members to utilize non-district devices

Through G2020 and funding provided through the bond, a significant investment in infrastructure is in progress. An access point is installed in every classroom to accommodate at least one device per student. Because of the feasibility of maintaining a 1:1 environment, GISD is investing in the infrastructure necessary to support any device, including student-owned devices.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> Infrastructure for Technology 	<ul style="list-style-type: none"> Director of Technology 	July 2019-June 2020	<p>No specific budget required for this item. All covered in access for GISD owned equipment.</p> <p>GISD technology staff will ensure this filtered, monitored connection is available at all times.</p>	<ul style="list-style-type: none"> Visible SSID for non-district devices Filtered internet Available login for GISD students and staff

STRATEGY 3

Provide solutions for student access to resources at home

With 24/7 access demands, GISD wants to ensure all students have access when they need it, even if it is away from school. The GISD technology staff will investigate options for filtered internet access options available for checkout from campus librarians.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> Teaching & Learning 	<ul style="list-style-type: none"> Director of Technology 	July 2019-June 2020	\$ 10,000	<ul style="list-style-type: none"> Student checkout reports on campuses Software statistics Kajeet filtered hotspots available for checkout



STRATEGY 4

Provide a mobile learning unit to provide resources away from school

G2020 outlined a mobile learning unit to travel with staff and community volunteers throughout our school district to promote and provide resources not otherwise available. Filtered wireless internet access is available on the mobile learning unit, as well as district owned devices such as iPads and Chromeboxes. GISD is also investigating filtered internet access on the travel buses so that students can work while traveling out of district.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none">• Leadership, Administration & Instructional Support	<ul style="list-style-type: none">• Director of Technology• Director of Curriculum• Assistant Superintendent	July 2019 - June 2020	No budget necessary.	<ul style="list-style-type: none">• Mobile learning unit usage reports



STRATEGY 5

Increase awareness of connected learning opportunities to facilitate collaboration and global citizenship

Due to the demands of a global workforce for problem solving rather than specific skills, students must be provided learning opportunities in real-world scenarios. Students must have the opportunity to experience and use resources outside their classrooms which are relevant and timely. GISD will also ensure that all students are educated, responsible digital citizens and understand the impact this has on their learning and their future. Grade-level appropriate lessons will be shared and implemented by the end of the first six weeks of school. All students and staff will sign a Responsible Use Policy and understand the consequences of violating this policy.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> • Teaching & Learning • Education & Professional Development 	<ul style="list-style-type: none"> • Director of Technology • Instructional Technology 	July 2019 - June 2020	\$ 10,000 Funding sources include the technology budget <ul style="list-style-type: none"> • Lessons in Google Drive • Social Media Statistics • Appropriate usage modeling • Staff development on digital citizenship 	<ul style="list-style-type: none"> • BrightBytes Data • Teacher Lesson Plans • Monitoring of Social Media • Student Projects • Participation in #Teach4Gr8ness Rally



OBJECTIVE 3:

Support all content areas and departments seamlessly incorporating technology

Supporting CASE Data Variables	<p>CLASSROOM</p> <ul style="list-style-type: none"> • 77% of students are asked to collaborate online with classmates at least monthly • 58% of students are asked to solve authentic problems using technology at least monthly
	<p>ACCESS</p> <ul style="list-style-type: none"> • 96% of teachers can get devices for their students when needed more than half the time
	<p>SKILLS</p> <ul style="list-style-type: none"> • 49% of teachers have expressed interest in PD in multimedia skills • 41% of teachers have expressed interest in PD in classroom management with technology • 48% of teachers have expressed interest in PD using technology tools to promote critical thinking
	<p>ENVIRONMENT</p> <ul style="list-style-type: none"> • 92% of teachers report they get support for technology issues within 24 hours
LRPT	
<ul style="list-style-type: none"> • Teaching & Learning • Education & Professional Development • Leadership, Administration & Instructional Support 	



STRATEGY 1

Provide PD targeting teacher use of the 4Cs, multimedia skills, and managing technology driven classrooms

Professional development is key in successful technology integration. Technology staff development is designed in response to data collected in the BrightBytes survey, from district initiatives, campus requests, and from observed student and teacher needs. BrightBytes data indicated a high demand for professional development targeting teacher use of the 4Cs, classroom management related to technology use, and multimedia. GISD will be hosting #Teach4Gr8ness, an innovative technology conference, on June 3 and 4 at Granbury High School. Experts in technology integration will be presenting along with our GISD experts. Targeted professional development will be offered throughout the year. Classes will be offered face-to-face, online, and on-demand. GISD also offers a variety of courses through an online portal. All PD is designed to support successful implementation of project-based learning.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> • Education & Professional Development 	<ul style="list-style-type: none"> • Director of Technology • Instructional Technology 	<p>July 2019- June 2020</p>	<p>\$ 75,000</p> <p>Funding sources include the technology budget, the special education department budget, and the curriculum department budget</p> <ul style="list-style-type: none"> • Course Outlines • Online Courses • Instructional Technology Coordinator's Schedule 	<ul style="list-style-type: none"> • BrightBytes Data • PD Participation • Participation in #Teach4Gr8ness Rally June 2019 • Eduphoria Statistics



STRATEGY 2

Sustain use of G Suite for Education (formerly Google Apps for Education)

GISD has invested heavily in G Suite. This is an investment of time, not money since G Suite is free for educational institutions. GISD utilizes G Suite for a variety of purposes including student email, document storage, calendars, and other apps provided in the suite. Curriculum documents are available via Google Drive. G Suite is the driving force behind successful technology implementation of the 4Cs. G Suite provides a secure way for students to communicate, collaborate, create, and think critically. Sustaining G Suite is imperative. All PD is designed to support successful implementation of project-based learning.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> • Teaching & Learning • Education & Professional Development 	<ul style="list-style-type: none"> • Director of Technology • Instructional Technology 	July 2019- June 2020	No specific budget is outlined for G Suite. <ul style="list-style-type: none"> • Active G Suite account • Integration with Active Directory • Google Academy 	<ul style="list-style-type: none"> • G Suite Statistics • PD Participation • BrightBytes Data • Student Portfolios • Cloud Printing • Aristotle Use • Google Cast Use • Participation in #Teach4Gr8ness Rally



STRATEGY 3

Provide PD to enhance classroom environment through technology centers

Seamlessly incorporating technology into the classroom is a task which requires a shift of mindset from teacher-directed activities to student-driven learning. Professional development is a necessary component to help teachers make this transition from the traditional classroom to a 21st Century environment. Sessions at the #Teach4Gr8ness Rally will focus on technology integration for all students. All PD is designed to support successful implementation of project-based learning.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> • Teaching & Learning • Education & Professional Development 	<ul style="list-style-type: none"> • Director of Technology • Instructional Technology 	<p>July 2019-June 2020</p>	<p>\$ 15,000</p> <p>Funding sources include the technology budget and the curriculum department budget</p> <ul style="list-style-type: none"> • Instructional Technology Coordinator's Schedule 	<ul style="list-style-type: none"> • PD Participation • BrightBytes Data • Student Engagement • Organized Centers in Classrooms • Classroom Visits • Participation in #Teach4Gr8ness Rally • Targeted Campus Strategies



STRATEGY 4

Foster relationships and maximize communication among all GISD stakeholders

GISD works to enhance communication with parents, students, staff and the community. GISD social media accounts allow up to the minute information about the district, all campuses, and many classrooms. Skyward Family Access and Skyward Student Access allow both parents and students to monitor grades, attendance, health information and keep in touch with teachers and student progress. GISD utilizes a district-wide notification system for emergency broadcasts, parent outreach, and student attendance communications. The GISD website, maintained by the Public Information Officer, is the face of the district and remains current at all times. It contains a wealth of information for all visitors.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Leadership, Administration & Instructional Support ● Teaching & Learning 	<ul style="list-style-type: none"> ● Director of Technology ● Public Relations Officer ● Instructional Technology ● Campus Admin ● Teachers 	<p style="text-align: center;">July 2019- June 2020</p>	<p>\$ 60,000</p> <p>Funding sources include the technology budget and the Public Information Officer’s budget</p> <ul style="list-style-type: none"> ● Public Information Officer’s schedule ● Technology Training 	<ul style="list-style-type: none"> ● Social Media Presence ● SchoolWires Statistics ● SchoolMessenger Statistics ● Skyward Communication Reports ● Participation in #Teach4Gr8ness Rally



STRATEGY 5

Employ technology as a tool to facilitate data-driven decision making, access and maintain necessary records, and streamline reporting

GISD utilizes technology as a tool to access and maintain student records for attendance, grades, discipline, transcripts, and PEIMS reporting. Student testing information, Rtl, IEP, LPAC, and 504 information is also stored electronically for mandatory reporting processes. In addition to student reporting, department reporting including transportation, HR, Facilities, Maintenance, and the Business Office all utilize technology systems for scheduling, recruiting, substitute reporting, route management, work orders, and financial management.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> • Leadership, Administration & Instructional Support 	<ul style="list-style-type: none"> • Director of Technology • Instructional Technology • Curriculum Department • Special Education Department • Assistant Superintendent • Campus Admin 	<p>July 2019- June 2020</p>	<p>\$250,000 Funding sources include technology, special education, human resources, transportation, maintenance, food service, curriculum and business office budgets</p>	<ul style="list-style-type: none"> • All student records readily available including special education, testing, grades, discipline, transcripts, and progress records from various software programs • Department reports from Athletics, Transportation, Maintenance, Facilities, Support Services, Technology and the Business Office • Accurate reporting for state and federal mandates • Participation in #Teach4Gr8ness Rally



Granbury ISD Technology Plan 2019-2020

EVALUATION:

This technology plan is a living document and will be reviewed and updated semi-annually. The evaluation will ensure the goals and objectives remain in alignment with the strategic plan (G2020) and the bond implementation timeline. As the district works to develop G2025, all aspects of the technology plan will be modified to align with these new goals.

To continue to improve, teachers, students, and parents will participate in the BrightBytes survey once a year. This data will ensure growth and pinpoint areas in need of improvement. In addition, software utilization and effectiveness will be monitored to determine if the needs of all students are being addressed.

In order to meet the needs established by BrightBytes data collected, GISD will continue to host the #Teach4Gr8ness Rally each June. The focus for the conference will be implementing the 4Cs using technology. In-district experts, as well as nation-wide technology leaders will teach strategies and methods that can be easily implemented. These strategies and methods can be polished during the summer for seamless implementation into the 2019-2020 classroom scope & sequences.

Successful integration of technology in the classroom will be visible through student performance, curricular projects, lesson plans, classroom visits, social media and dynamic project-based learning experiences.

Granbury ISD does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities or employment as required by Title IX, Section 504 and Title VI.

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 campus leadership will annually be trained in the GISD Bullying Reporting Protocol and newly David's Law that emphasizes the recognition of bullying.	Campus Budgets	Asst Superintendent, Campus Principals and Campus Counselors	Training documents and sign in sheets
3. All GISD students will be involved in cyber-bullying lessons according to the Internet Safety curriculum facilitated by the campus librarian and authored by GISD Technology Dept.	Campus Budgets	Director of Technology, 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

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. Child Advocacy will attend the GISD roundtable annually to provide collaboration between GISD leaders and community partners	Meeting date	Director of C&I	Agenda and sign in sheets
4. GISD will contact District Attorney Investigator regarding alleged maltreatment, child or sexual abuse cases	Phone collaborations, letters of report	Campus Principals and educators DA Office	Number of reports from DA and CPS office
5. GISD will contract with Community in Schools and place social workers at Baccus and GHS	Community in Schools, federal programs	Asst Superintendent and Director of C&I	Review of contract with Community in Schools

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 students who are pregnant	Community List of Services	Counselors and Social Workers	Log of contacts
4. SHAC will annually review the coming of age videos and recommend for revision	Meeting Time	Director of Curriculum SHAC Chair	Meeting agenda Recommendation to SHAC

2019-2020 Priority for Service (PFS) Action Plan
ESC REGION 11 MIGRANT EDUCATION PROGRAM SSA DISTRICTS

<p>Goal(s): Identify and provide services to migrant learners 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 learners who enroll late and withdraw early and provide supplemental services to each learner when no other school district services are available. • Identify migrant learners 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 2015-2016 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.		NGS Specialist	PFS Reports
Print and review the New Generation System (NGS) Priority for Service (PFS) learner report monthly	15 th day of every month for 2019-2020	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 2019-2020	NGS Specialist	Copy of sent email(s)
Before the first day of school, develop a PFS Action Plan for serving PFS learners. The plan must clearly articulate criteria for defining learner success, including timelines for achieving stated goals and objectives.			
Send PFS Action Plan to District to attach to DIP	August 2019	MEP Coordinator	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	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	MEP Consultant, NGS	Copies of letter sent

		Specialist	
Collaborate with counselors each reporting period in developing a personal graduation plan for PFS learners	September 2019 – May 2020	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 2019 – May 2020	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
Meet with PFS migrant parents and school staff to explain how PFS learners are identified and what services are available for these learners	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 learners 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)	September 2019 – May 2020	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 learners designed to help learners develop effective learning and study skills	September 2019 – May 2020	MEP consultant, School Liaison Consultant, School Planning Group	Agenda, roster, minutes of meeting
Provide PFS learners and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events.	September 2019 – May 2020	MEP consultant, School Liaison Consultant, School Planning Group	Copy of fliers, emails
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service learners 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 learners with late entry/early withdrawal	September 2019 – May 2020	NGS Migrant School Liaison Consultant, NGS Specialist	E-mails
Monitor NGS course completion for PFS learners with late entry and early withdrawal	September 2019 – May 2020	NGS Migrant School Liaison Consultant, NGS Specialist	Learner transcript, NGS reports
Provide Parent Advisory Meetings in different areas throughout the school year	September 2019 – May 2020	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.	September 2019 – May 2020	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 learners?			
Meet (or communicate) with district staff to ensure learners participate in school services offered	September 2019 – May 2020	Migrant School Liaison Consultant, Migrant Consultant	Telephone log, mileage reimbursement, time and effort reports, emails
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning when not provided by ISD	September 2019 – May 2020	Migrant School Liaison Consultant, Migrant Consultant	Budget records
Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses	September 2019 – May 2020	Migrant School Liaison Consultant, Migrant	Budget records, tutor time logs

		Consultant	
Share and coordinate secondary credit accrual practices with receiving states through services provided by the Texas Migrant Interstate Program (TMIP).	September 2019 – May 2020	Migrant School Liaison Consultant, Migrant Consultant	Agenda, roster, email, telephone log

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. GISD CISM trained personnel will team with community first responders and Pecan Valley	Team Meetings	Director of C&I, Campus Counselors	Sign In sheets Agendas
2. Mental Health First Aide Training will be offered to GISD Educators	Pecan Valley Trainers	Director of C&I and Counselors	Sign In Sheets
3. GISD counselors will ensure that training is provided each year for the staff on their perspective campuses according to state code and use of state resources	GISD Training Materials	Director of Curriculum, Campus Counselors	Sign in Sheets, Agendas
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
5. GISD will contract with Community in Schools for Social Workers to serve Baccus and GHS	Contract and federal budget	Asst Superintendent and Director of C&I	Review of contract and outcry data
6. GISD will hire a LPC to serve on all campuses will an emphasis at GHS	LPC Personnel	Asst Superintendent and Director of Sped	Outcry data