

**Granbury Independent School District**  
**District Improvement Plan**  
**2021-2022**



# Mission Statement

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

## Vision

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

## Core Beliefs

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

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

We believe cultivating positive relationships is essential for successful learning.

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics	2018-2019	2019-2020	2020-2021	2021-2022
# Students	7308	7474	7469	7717
%White	70.6%	69.7%	68.9%	67.95%
%Hispanic	24.2%	24.9%	25.3%	26.21%
%ECD	53.3%	52.9%	54.17%	49.45%
%EB	8.7%	8.6%	6.12%	9.71%
%Sped	11.5%	12.7%	13.71%	14.42%
%At Risk	40.1%	41.6%	38.55%	not yet reported
Turnover	14.9%	13.4%		not yet reported
Teacher Experience Avg	12.4 years	12.0 years		not yet reported

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

School Year	Total Enrollment	LEP Enrollment
2015-2016	6,897	516
2016-2017	6,938	532
2017-2018	7115	594
2018-2019	7317	639
2019-2020	7474	638
2020-2021	7469	691
2021-2022	7717	749

**Granbury ISD K-12**    **7717**    **%**  
**GT**                    **643**    **8.33%**

**District Percentage of GT Students**

Hispanic	105	16.3%
American Indian	8	1.2%
Asian	13	2%
Black	5	<1%
Pacific Islander	15	2.3%
White	93	14.5%
ECD	192	29.9%
LEP	41	6.4%
Bilingual	15	2.3%
SPED	33	5.1%
At-Risk	52	8.1%

**Student by Program 2021 - 2022 Data CountPercent**

Limited English Proficient (LEP)	749	9.71%
Bilingual	243	3.15%
English as a Second Language (ESL)	475	6.16%
Gifted and Talented	640	8.29%
Special Education (SPED)	1113	14.42%
Title I Participation	6671	86.45%
Dyslexia	624	8.09%
Economic Disadvantage Total	3816	49.45%
Homeless Status Total	67	0.87%

## Three-Year Demographic Summary

Student population increased 3.25% in three years. The Emerging Bilingual (EB) subpopulation growth over the three-year period was 17.4%, outpacing the overall student population growth. ECD percentage dropped from 52.9% of the total student population to 49.5%. This drop is likely due to reporting changes; families are not required to complete Free and Reduced Lunch eligibility forms since there is now universal free lunch. The overall SPED percentage continued to rise over the three-year period from 12.7% to 14.42%.

Granbury ISD is designated a Fast Growth District. Growth is on the Acton side of town due to the closer proximity to Fort Worth. GISD Strategic Team previously determined that a demographic study would be conducted once a total student population of 7500 was realized. The threshold was reached this year. GISD has now formed a Long-Range Planning Committee (LRPC) comprised of key stakeholders including school staff, parents and community members. Once the LRPC reports out on planning recommendations, a bond steering committee will be formed to consider the possibility of another elementary campus as well as other projects within the district to accommodate the growth.

Granbury was named "Best Historic Town by USA Today" for 2019, 2020, and 2021.

## Demographics Strengths

Increased enrollment indicates positive economic growth in the region, which supports expansion of the GISD facilities and programming.

The increase also reflects a shift from Granbury as a retirement town to Granbury as a destination for growing families.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** GISD needs to improve processes and professional development in order to address the unique needs of second language learners. **Root Cause:** The population of emerging bilinguals continues to grow.

**Problem Statement 2 (Prioritized):** GISD will improve intervention processes for struggling learners in order to equip them with the tools to find academic success, in order to reduce early referrals to special education. **Root Cause:** Many students are referred to special education prior to adequate intervention programming.

**Problem Statement 3:** GISD will address overcrowding of certain campuses and classrooms. **Root Cause:** GISD is a fast growth district, and is experiencing faster growth than facilities and personnel can accommodate well.

# Student Achievement

## Student Achievement Summary

According to recent 2019 accountability release, GISD continues to score a B and maintained an overall 84% even with no testing and closure in 2019-2020. While student achievement stayed the same academic growth increased 3% points.

Accountability	2020-2021	2019-2020	2018-19	2017-18
Student Achievement	84% (B)	No Testing Due to COVID	84 (B)	84(B)
School Progress	82% (B)	No Testing Due to COVID	82 (B)	81 (B)
Academic Growth	63% (D)	No Testing Due to COVID	60 (D)	70 (C)
Performance (ECD)	82% (B)	No Testing Due to COVID	82 (B)	81 (B)
Closing the Gaps (Federal)	75% (C)	No Testing Due to COVID	75 (C)	79 (C)
Academic Achievement	6/18	No Testing Due to COVID	12/25	15/25
Graduation/Growth	not rated	No Testing Due to COVID	1/5	3/5
EL Proficiency (TELPAS)	not rated	No Testing Due to COVID	1/1	1/1
School Quality/CCMR or Student Success/STAAR	4/11 (STAAR component only)	No Testing Due to COVID	2/7	3/7

## Areas of Focus

- Student Growth - reading and math (Hispanic, White, American Indian, Asian, Two or More Races, EL-Current and monitor)
- Literacy (Reading and Writing) is at 73% at the approaches level and is at 47% "meets" indicator according to state data and accountability. (Both are a 3% increase this year)
- Federal accountability is measured at the "Meets" level. GISD needs to grow substantially in all sub pops to achieve the 60% set by the state for the 60X30 plan.
- K-2 Early Literacy and Foundational Math Goals (short term and long term)
- GMS applied for and received an alternative evaluation and based upon the 2020-2021 increase in scores, state accountability was raised to a C as of September 2021.
- Baccus is an F and comprehensive campus as sanctioned by state and federal accountability.
- Brawner, AMS, GMS, and GHS are targeted campuses as sanctioned by federal accountability

After an intense year focused around closing achievement gaps including an extended summer school for targeted student instruction, GISD was able to maintain and slightly increase state accountability scores. GISD continues to ascertain individual student regression and beginning of the year baseline data will be crucial to determine the acceleration that will need to continue for students. Implementation of HB4545 accelerated learning requirements, although extremely challenging to implement, will provide 30 hours of tutoring for any STAAR tested subject.

## **Student Achievement Strengths**

After an intense year focused around closing achievement gaps including an extended summer school for targeted student instruction, GISD was able to maintain and slightly increase state accountability scores. GISD continues to ascertain individual student regression and beginning of the year baseline data will be crucial to determine the acceleration that will need to continue for students. Implementation of HB4545 accelerated learning requirements, although extremely challenging to implement, will provide 30 hours of tutoring for any failed STAAR tested subject. Additional funding sources provided through ESSER will allow for additional staff, materials, etc. specifically dedicated to accelerate instruction for struggling students, as well. Our EB 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:** Baccus is rated as an F campus and a targeted federal comprehensive campus and must improve. **Root Cause:** This is a carry over from 2019 accountability. Campus did not have strong enough focus on academic growth and achievement.

**Problem Statement 2:** Math scores are decreasing as a trend. **Root Cause:** Lack of intervention programs dedicated to math coupled with gaps in contiguous instruction due to COVID

**Problem Statement 3:** New STAAR item types requires professional development for staff, and training for students **Root Cause:** Changes in STAAR testing format and structure

**Problem Statement 4:** Student achievement continues to fall below state and federal averages in multiple areas. **Root Cause:** Student gaps due to multiple years of COVID issues and lack of consistent instruction



# District Culture and Climate

## District Culture and Climate Summary

G2025 was created with all stakeholders (GISD personnel, students, parents, community, and business members). The district will begin a long-range strategic planning process with staff, community, and parents to address our anticipated growth in Granbury and Hood County.

The district has hit an all-time high for student enrollment with 7730 students enrolled in GISD. GISD ended the 2020-21 school year with 7450 students.

The school year started off with a big challenge due to the spike in Covid numbers for both students and staff. GISD hired full-time substitute teachers labeled as "Staff Development Support Aides" through ESSER Funds. This was a shift to keep the doors open for our schools.

All Elementary Teachers (K-3rd grade) are going through a state-wide Reading Academy Training to support our focus on reading for students. Stipends are paid to Elementary Teachers for their additional work in the summer and during the school year on the Reading Academy. Funds used were through ESSER.

Students in our Pre-K program have significant gaps in speech due to their formative years have been in a pandemic with masks covering faces of adults and teachers.

Granbury community was named "Best Small Historic Town" by USA Today for 2019, 2020, & 2021 which is contributing to the growth of our city and county.

GISD realizes a need to reach out to our parents of EL students in regards to a dual language program and LEP/Hispanic students regarding post-secondary options.

## District Culture and Climate Strengths

- The district is ready to move forward with several goals with G2025 strategic plan and have already accomplished some of those goals despite the hardship of the pandemic.
- Teachers are committed to showing up daily to keep students on track for learning successfully.
- Our families / community is supportive of students being in school and learning.
- New initiatives have been implemented such as post-secondary options for students and the new CTE Aviation program for student flight.
- GMS performed successfully to no longer be labeled a "campus in need" by TEA.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1:** Students in our Pre-K program have significant gaps in speech due to their formative years have been in a pandemic. **Root Cause:** The pandemic has caused students to miss many days and hours of learning due to a mask hiding the voice and tone of adults and teachers for students to learn effectively

**Problem Statement 2:** As a district we have to plan and prepare for the growth that is coming to Granbury and Hood County. **Root Cause:** Some campuses will be at or over capacity over the next 4-6 years due to significant growth to Granbury.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Teachers	2018-2019	2019-2020
Turnover	14.9%	13.4%
Teacher Experience	12.4 years	12.0 years

Teacher pay as compared to state is 1% higher than the state average.

Teacher pay as compared to region 11 is lower than the regional average.

HS Sciences & Math, Bilingual, Maintenance, Cafeteria, Substitutes, ESD positions are even more difficult to fill now due to COVID.

A salary and staffing study was conducted April 2020.

GISD has a higher percentage of experienced teachers (12 years and above) as compared to the state of 11.1%.

## Staff Quality, Recruitment, and Retention Strengths

- Most GISD staff want to reside in a small town and raise a family in Granbury.
- GTEI has been a benefit for many teachers in GISD.
- New and beginning teachers participate in our mentoring program both on campus and as a district.
- LEAP Academy is offered for aspiring leaders.
- We have a "Go Your Own" mindset as we have promoted from within our school district.
- GISD has offered paid Covid Days for staff as needed.
- Professional Days have been added to the calendar for staff during the pandemic for preparation and planning.
- Pay increases and retention stipends have been given to staff in GISD.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Teachers are leaving the profession state-wide making it difficult to recruit and retain staff. **Root Cause:** Shortage due to COVID concerns and competitive pay

**Problem Statement 2:** GISD substitute pool has decreased and is unreliable. **Root Cause:** Shortage due to COVID concerns and overall sub challenges.

# 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. Very few changes were made during the summer of 2021 due to the variations in instruction during the 20-21 school year as a result of COVID 19 impacts.

### English Language Arts and Reading

- Professional development in middle school ELAR for the Reading & Writing Units of Study new implementation
- Struggling learners (Amplify Learning, Leveled Literacy Intervention (LLI), Lexia Software, Achieve 3000) - implemented on campuses
- Dyslexia (Multisensory Teaching Approach (MTA) - grounded in alphabetic principle and Scottish Rite) - dyslexia student numbers are growing drastically
- HB3 Reading Academies implemented for ALL K-3 teachers and principals to be completed by May 2022 - funded through Early Education Allotment
- Teacher support with new resources, learning, and pedagogical change with experts from Warren Instructional Network and consortiums at the state and metroplex level

### Math

- Major resources (Go Math, McGraw Hill, IXL Software, STAAR Genre books)
- Struggling Learners (Do the Math, Do the Math Now, Education Galaxy, IXL, Reflex Math)
- Guided Math initiative for K-5 grades - a 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)
- 8th Grade Honors Math added to help correctly place students in the appropriate math courses
- 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 - Studies Weekly to support reading initiative; Secondary - HMH and McGraw Hill, STAAR genre books, Lohman Resources for 7th, 8th, and US History)
- Supplement 8th grade for History STAAR with Lohman materials, Jarrett Publishing
- AP Human Geography at GHS in addition to 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 (AP Spanish assessment will need to occur at GHS for CCMR credit)
- ASL working with elementary schools

## Pre Kindergarten

- Full-day PreK implementation grows adding more students and teachers
- All PreK classes were moved to Emma Roberson Early Learning Academy
- The new Frog Street curriculum was adopted and is being implemented in the PK English classrooms
- The new Benchmark Education PK Dual Language Curriculum was adopted and is being implemented in the PK Dual Language classrooms
- Experience classrooms are implemented to increase student vocabulary
- Phonological awareness, early literacy skills, vocabulary, and early math skills are targets for the PK curriculum
- State Early Learning Initiative - (8 components - Access/Enrollment, Administrative/Teaching Staff, Curriculum, Instruction, Assessment, Learning Environments, Family Engagement, Transitions)

## Elective Courses

- 175+ elective courses at GHS
- All 5 endorsement opportunities
- Multiple CTE clusters
- 7 courses at 8th grade for high school credit
- 7th-grade course being implemented to support the continuation of PLTW and 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
- Certification opportunities need to grow at GHS - all pathways will result in at least one certification
- TSI Offering at GHS
- Developmental courses for seniors
- Dual Credit courses through Weather College
- Dual enrollment through OnRamps
- Industry based certifications
- Special Education students achieving advanced diplomas
- PSAT testing
- Texas College Bridge at GHS and STARS
- College prep assistance - Xello

## Data-Driven Instruction

- Common Assessments administered for all state tested courses
- Benchmarks administered annually for all tested courses
- CLI Engage Instrument for Pre K
- mClass for Early Reading BOY, MOY, and EOY
- Benchmark Assessment System used for guided reading assessment
- Standard Based Report Cards - K-1
- Classroom formative assessments
- Campus-based formative assessments (Curriculum Associates/Mentoring Minds testing resource)

- DMAC - software tool for disaggregation
- NWEA - MAP Skill based assessments for grades K-9 - will identify learning gaps for individual students and help plan for deliberate, targeted intervention

### House Bill 3

- Pre K Initiative
- CCMR Initiative
- Gifted and Talented Initiative
- Dyslexia Initiative
- Reading Initiative
- Bilingual Education - Dual Language

Baccus has a state accountability of "F" and is identified as a comprehensive campus as sanctioned by federal accountability.

GHS has an additional target sanction by federal accountability.

### Curriculum, Instruction, and Assessment Strengths

#### GISD Curriculum Documents

- Scope/Sequence, major resources, specific question stems for assessment
- Accessible for all GISD teachers on the network or via Google
- Created and revised by teacher teams

#### 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)
- 10 instructional specialists on 8 campuses (2 at Baccus and GMS)
- Dean of Instruction at GHS
- Testing/Accountability/Statistician coordinator to support data-driven instruction

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

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

Professional development for staff is quite extensive and specific to student needs and delivered in a variety of venues

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Student achievement needs to increase to meet district, state, and federal accountability goals. **Root Cause:** COVID-19 has negatively impacted student achievement.

**Problem Statement 2 (Prioritized):** Baccus Elementary currently has a Targeted Improvement Plan in place to increase student achievement. **Root Cause:** Baccus has a state accountability rating of F and is in a comprehensive status for federal accountability due to student achievement scores according to 2019 data.

**Problem Statement 3 (Prioritized):** Early childhood achievement in literacy and math, as well as Kindergarten readiness, needs to improve. **Root Cause:** Students are coming to prekindergarten and kindergarten significantly behind in literacy and math skills.

# Parent and Community Engagement

## Parent and Community Engagement Summary

At the district level and on each campus, parents and community members serve on leadership teams that formulate campus, district, and strategic plans. To ensure practical and real-world learning, the CTE department has established a CTE Advisory Committee that aligns local businesses and community partners to each program of study.

The Granbury High School counselors offer a variety of academic and informational seminars to educate parents on student services and post-secondary options.

The district has developed a Long Range Planning Committee (LRPC) comprised of community members, parents, local business owners, and district staff to address district growth and needs.

In response to the Covid-19 pandemic, the district has transitioned many face-to-face meetings and assemblies to virtual meetings via Google Meets, Zoom, Facebook Live, and other outlets allowing stakeholders to remain informed without the increased risk of an in-person gathering. This has caused an increase in participation by parents and community members who might otherwise not have the availability to be involved. Many gatherings that are still held in person are also being recorded and made available on the district website allowing stakeholders to view them at their convenience.

The district has relationships with and promotes various outreach groups in the community that are able to help students and families in need.

Ruth's Place

Hood County Food Pantries

Hood County Christmas for Children

Rainbow Room

United Way of Hood County

Operation School Supplies

Brazos Pregnancy Center

Cancer Care Services

Healthy Kids Summer Lunch Program

Hood County Substance Abuse Council

Joseph's Locker

Mission Granbury

Paluxy River Children's Advocacy Center

### **Parent and Community Engagement Strengths**

Our district has excellent community/partner support at each campus and in each district department.

The district has increased the levels of communication to all stakeholders by increasing the number of ways that meetings and assemblies can be viewed.

The CTE Advisory Committee supports our programs and helps to ensure real-world learning.

Elementary and Middle School campuses provide intervention and mentor programs to students.

The district has increased outreach to Spanish-speaking parents and a parent involvement cohort meets regularly to review dual-language and bilingual needs within the district.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Educational needs are higher than ever and the involvement of parents in the educational process of their kids is lacking. **Root Cause:** Covid-19 learning loss and a lack of awareness

**Problem Statement 2:** Struggle to reach bilingual community and Hispanic community **Root Cause:** GISD professional staff does not mirror student demographics



# District Context and Organization

## District Context and Organization Summary

New GISD Organizational Leadership Structure:

- Two new Assistant Superintendents with Instructional Leadership Experience to focus on Academics
- New Chief Financial Officer (CFO) that will oversee Business Office & Facilities
- New Assistant Directors that will support Curriculum and Special Education Departments
- GISD Organizational Chart has changed as we prepare for student growth

GISD Campuses:

- 1 - PK-1 campus in 2021-22
- Pre-K Partnership with Head Start / UpBring
- 5 campuses that are PK-5 (1-STEAM Academy)
- 2 middle schools
- 1 high school
- 1 alternative high school
- 1 DAEP

The elementary schools on the Acton side of town at capacity with two additional portable classrooms being added in 2021-22.

GHS is nearing capacity in the areas of CTE and Science Labs.

ECD numbers continue to increase and our students are requiring more support in relation to social and emotional well-being. The number of suicide outcries continue to increase in students as low as kindergarten. GISD needs to address this exploding issue so that students and families have access to an education both socially and emotionally.

Safety and Security

- Character education programs will be implemented at each elementary school
- All campuses are are staffed with at least one security officer who are lead by a chief of security
- Marshall plan is in place
- Partnership with Community in Schools have 2 social workers in the district to strengthen school/home/community resources for students (GHS and Baccus)
- Stop the Bleed kits are at a minimum stationed at each AED machine in the district, in all district transportation vehicles and all departments
- Multiple AED machines on all campuses and athletic fields, Ag barn (machines are being replaced on a rotating schedule)
- Alertus tech system for communication in the event of a crisis is in place with teachers successfully trained
- Security Camera monitors have been revised and additions added

Strategic Team - G2025

- Dual Language implemetation has rolled in through 3rd grade
- Early Learning Academy has started this school year at Emma Robertson
- Staff children only childcare academy is fully open at the former STARS building in Acton - Little Buccaneers
- GHS students transcript at least 5 hours of community service annually with a total of 20 hours at graduation
- GHS has added post-secondary offerings to support math and technology through the OnRamps curriculum.

## COVID-19

- GISD is fully open for business with continued precautions put into place for student and staff safety
- GISD will implement the Public Health Guidance as issued by TEA
- GISD COVID-19 Road Map document is updated and posted

## District Context and Organization Strengths

G2025 Strategic Plan is a guide for our goals toward success.

- GISD Long Range Planning Committee is formed and in motion to review facilities/academics as we prepare for student growth
- Academics is a focus from our Administrative Leadership Team all the way through to our teachers
- We have navigated the pandemic successfully keeping our schools open and students engaged to the best of our ability
- Granbury Middle School performed well enough to not be labeled as a "campus in need of improvement" by the state
- Baccus Elementary performance improved last year even during the pandemic

## Problem Statements Identifying District Context and Organization Needs

**Problem Statement 1 (Prioritized):** According to demographers report, GISD will undergo substantial growth over the next 5-10 years which will create overcrowding on multiple campuses. **Root Cause:** Home building as increased, new move in's to Granbury, and birth-rates are much higher which is the cause for the growth.

**Problem Statement 2:** Due to COVID-19, campuses have not been able to successfully accomplish our community service times as we had planned as a district. **Root Cause:** Covid-19 has limited our exposure to community involvement and service opportunities

**Problem Statement 3:** Our applicant pool for teachers is much smaller than in previous years. **Root Cause:** The pandemic has caused many veteran teachers to retire or resign, and the amount of teachers joining the profession is reduced.

# Technology

## Technology Summary

Granbury ISD strives for personalized, flexible, empowered learning based on the individual needs of each student. Therefore, GISD's Technology Plan emphasizes equitable and appropriate access to technology for all students in order for each student to maximize potential, foster creativity, enhance collaboration, communicate effectively, think critically, and demonstrate learning in a variety of creative, engaging methods. The district recognizes the foundation for student success as a safe and secure environment that supports the ongoing transformation of student learning, services, and tools throughout every facet of the district. Our goal is that all students and staff become technology literate and be responsible digital citizens; that is, use appropriate technology in a manner that is responsible, safe, respectful and legal in everyday technology use both at and away from school. Ongoing, timely professional development is the key for successful transformation of student learning. GISD will continue to provide support in all content areas and departments in order to foster an environment that provides balanced, innovative, authentic learning opportunities for all students.

## Technology Strengths

GISD Technology Department provides great professional development regarding the integration of technology within the teaching/learning process.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Classroom students share computer devices for instruction and independent work activities. **Root Cause:** GISD does not have enough end user devices for all students for 1:1 and staff to support a technology rich, innovative environment and continued growth

**Problem Statement 2:** Approximately 20% of students and their families served by GISD do not have internet access. **Root Cause:** Poverty of families and the lack of internet coverage to provide internet within the sections of our district that are heavy with at-risk students.

# Priority Problem Statements

**Problem Statement 1:** Student achievement needs to increase to meet district, state, and federal accountability goals.

**Root Cause 1:** COVID-19 has negatively impacted student achievement.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** Baccus Elementary currently has a Targeted Improvement Plan in place to increase student achievement.

**Root Cause 2:** Baccus has a state accountability rating of F and is in a comprehensive status for federal accountability due to student achievement scores according to 2019 data.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 3:** GISD will improve intervention processes for struggling learners in order to equip them with the tools to find academic success, in order to reduce early referrals to special education.

**Root Cause 3:** Many students are referred to special education prior to adequate intervention programming.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Early childhood achievement in literacy and math, as well as Kindergarten readiness, needs to improve.

**Root Cause 4:** Students are coming to prekindergarten and kindergarten significantly behind in literacy and math skills.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** GISD needs to improve processes and professional development in order to address the unique needs of second language learners.

**Root Cause 5:** The population of emerging bilinguals continues to grow.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Teachers are leaving the profession state-wide making it difficult to recruit and retain staff.

**Root Cause 6:** Shortage due to COVID concerns and competitive pay

**Problem Statement 6 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 7:** According to demographers report, GISD will undergo substantial growth over the next 5-10 years which will create overcrowding on multiple campuses.

**Root Cause 7:** Home building as increased, new move in's to Granbury, and birth-rates are much higher which is the cause for the growth.

**Problem Statement 7 Areas:** District Context and Organization

**Problem Statement 8:** Classroom students share computer devices for instruction and independent work activities.

**Root Cause 8:** GISD does not have enough end user devices for all students for 1:1 and staff to support a technology rich, innovative environment and continued growth



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- 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

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

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

## **Support Systems and Other Data**

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

# Goals





Revised/Approved: May 27, 2022

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

**Performance Objective 1:** We will provide all students relevant, responsive, and crosscurricular literacy instruction.

## HB3 Goal

**Evaluation Data Sources:** Reading and math STAAR, mCLASS data, NWEA/MAP data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use beginning, middle and end of the year assessments to track student growth as a basis to provide timely, skill based intervention and progress monitoring throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth, additional skill based data for correlation of student probability for passing STAAR (for tested grades), and additional feedback for intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Director and Asst. Director of Curriculum, Campus Admin, Intervention Program Coordinator and campus instructional and intervention specialists.</p> <p><b>Funding Sources:</b> NWEA MAP, mCLASS, CLI assessments - State Comp Ed (24) - 199 E 11 6397 - \$75,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of K-3 Texas Reading Academies</p> <p><b>Strategy's Expected Result/Impact:</b> 60 hour professional development required for all K-3 teachers and administrators to equip teachers and administrators with evidence-based content and methods that best support the science of teaching reading.</p> <p><b>Staff Responsible for Monitoring:</b> Director and Assistant Director of Curriculum and campus administration</p> <p><b>Funding Sources:</b> Completion stipends - Early Education (36) - 199 E 11 6119 00 XXX 1 11 000 - \$180,000, TEA certified academy trainer and required state materials - Local (199) - \$12,500</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







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

**Performance Objective 2:** We will continue to increase the number of students enrolled in the full-day pre-kindergarten program.

**HB3 Goal**





**Evaluation Data Sources:** The number of sections will increase to 18 PK-4 and 5 PK-3 sections by skill-based evaluation at end of the year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GISD will continue to advertise and promote the Prekindergarten full-day program. <b>Strategy's Expected Result/Impact:</b> Increased number of students attending Prekindergarten <b>Staff Responsible for Monitoring:</b> Campus principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** We will Identify, provide and monitor services for students who are failing or at risk of failing to meet the State's content and performance standards, and whose education has been interrupted during the regular school year, with priority to give students the opportunity to excel academically in both English and Spanish.





**Evaluation Data Sources:** STAAR, MAP, mCLASS, RtI/MTSS data, and/or TELPAS data for identified students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor and communicate progress of migrant students for priority of service and provide needed services through our "Shared Services Agreement" with ESC XI.</p> <p><b>Strategy's Expected Result/Impact:</b> Continued academic growth of migrant students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Migrant Coordinator, campus admin and counselors</p> <p><b>Funding Sources:</b> ESSA Grant (Title 1-part C) - Title I (211)</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide additional accelerated instruction in reading and math to students whose education has been interrupted during the school year or those that are at risk of failing, to meet the State's content and/or performance standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Add additional tutors at all campuses that are dedicated to math and reading intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention Program Coordinator, Campus Intervention Program Specialists, and Campus Admin.</p> <p><b>Funding Sources:</b> Additional LLI/Do the Math Tutors - State Comp Ed (24) - 199 E 11 6118 00 XXX 1 24 000 - \$210,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

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

**Performance Objective 4:** We will appropriately staff and provide programming for students with disabilities and struggling students.





**Evaluation Data Sources:** Campus intervention lists vs student growth, staffing ratios for special education population, MTA program progress

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide additional staff to redesign intervention system and monitor implementation of requirements under HB 4545 for all students at risk of failing to meet the State's content and performance standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall STAAR scores and decrease in non-parental requested special education referrals</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Director of Special Education, Intervention Program Coordinator and Campus Admin.</p> <p><b>Funding Sources:</b> ESSER funded Coordinator and Campus Program Specialists - ESSER III (282) - 282 E 11 6117 00 XXX 1 24 000 - \$500,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continuous SPED and gen ed staff professional development to deepen understanding of least restrictive environment (LRE).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase SPED student participation in general education classes</p> <p><b>Staff Responsible for Monitoring:</b> Director of SPED, SPED Coordinator, Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve the speech language referral process by providing general education support for pre-referrals</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in non-parental special education speech referrals and increase in language/communication readiness</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education, Intervention Program Coordinator, Campus Principals</p> <p><b>Funding Sources:</b> Language Development Aide - State Comp Ed (24) - \$30,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students identified with Dyslexia will be provided targeted literacy instruction through the MTA (Multi-sensory Tiered Approach) program.</p> <p><b>Strategy's Expected Result/Impact:</b> Dyslexic students' literacy skills will improve as they progress through the MTA program.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 5:** We will increase opportunities for students to be College, Career, and Military Ready (CCMR).

**Evaluation Data Sources:** Total number and % of graduating seniors earning CCMR designation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase number of special education students attaining endorsements and certifications. <b>Strategy's Expected Result/Impact:</b> Increase in positive post secondary outcomes for students and additional CCMR points. <b>Staff Responsible for Monitoring:</b> Director of SPED, Director of CTE, High School Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Industry Based Certifications (IBCs) in all Programs of Study to allow every student an opportunity to meet this CCMR indicator. <b>Strategy's Expected Result/Impact:</b> Increase in positive post secondary outcomes for students and additional CCMR points. <b>Staff Responsible for Monitoring:</b> Director of CTE	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Expand current dual credit offerings to allow students more opportunities at obtaining the 3-hour Math/ELA requirement or 9 hours in other subject areas requirement. <b>Strategy's Expected Result/Impact:</b> Increase in positive post secondary outcomes for students and additional CCMR points. <b>Staff Responsible for Monitoring:</b> Director of CTE, High School Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase the number of dual-enrollment (OnRamps) courses at Granbury High School. <b>Strategy's Expected Result/Impact:</b> Increase the number of dual-enrollment (OnRamps) courses in the CTE department. <b>Staff Responsible for Monitoring:</b> Director of CTE, High School Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 6:** GISD will provide state-mandated student trainings as required by Texas statute.

**Evaluation Data Sources:** Documentation of trainings in the areas of suicide prevention, conflict resolution, violence prevention, dating violence, and any others added by TEA.

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





**Performance Objective 7:** GISD will provide all state-mandated staff trainings as required by Texas statute.

**Evaluation Data Sources:** Documentation of trainings in the areas of dyslexia, PBIS, instructional technology integration, cyber-security, sexual abuse, sex trafficking, sexual harassment, trauma-informed care, and any others added by TEA.

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

**Performance Objective 1:** We will implement competitive salaries, retention stipends, and stipends and other incentives for staff to recruit and retain quality personnel.





**Evaluation Data Sources:** salary and stipend schedule, staff surveys, retention data at the end of year district wide and campus specific.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide additional stipend to all employees to increase retention. <b>Strategy's Expected Result/Impact:</b> Increased retention of staff <b>Staff Responsible for Monitoring:</b> Superintendent, Director of HR, CFO, Director of Curriculum <b>Funding Sources:</b> Employee Retention Stipend - ESSER II (281) - 281 E 11 6119 00 XXX 1 24 000 - \$600,000, Employee Retention Stipend 1 - ESSER III (282) - 282 E 11 6119 00 XXX 1 24 000 - \$913,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide additional high needs campus stipend to teachers assigned to Granbury Middle School and Baccus Elementary in order to recruit and retain high quality staff. <b>Strategy's Expected Result/Impact:</b> Increased retention at selected campuses <b>Staff Responsible for Monitoring:</b> Superintendent, CFO, Director of HR and Director of Curriculum <b>Funding Sources:</b> High Needs Campus Campus Stipend (GMS/BES) - ESSER III (282) - 282 E 11 6119 - \$110,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teacher Incentive Allotment (TIA) <b>Strategy's Expected Result/Impact:</b> Retention of quality staff <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of Curriculum and Campus Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Addition of 20 Staff Development Support Aides (SDSA) <b>Strategy's Expected Result/Impact:</b> Reduce the burden of needed substitutes while filling positions for continuing education for teachers <b>Staff Responsible for Monitoring:</b> Human Resources <b>Funding Sources:</b> - ESSER III (282) - \$330,000	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** We will create opportunities for staff to grow professionally.

**Evaluation Data Sources:** surveys of meetings, program evaluation at the end

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train district and campus admin and instructional support staff on the observation and feedback coaching model.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional retention of staff and direct support of individual campus teacher needs</p> <p><b>Staff Responsible for Monitoring:</b> District and campus admin, Director of curriculum and instructional support team</p> <p><b>Funding Sources:</b> ESC XI Training (2 days) - ESSER III (282) - 282 E 13 6299 00 731 1 11 000 - \$3,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> After school trainings for campus requested professional development</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding and implementation of district curriculum, instructional strategies, data and assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Director and Asst. Director of Curriculum, Curriculum Coordinators and Instructional Tech Specialists.</p> <p><b>Funding Sources:</b> Materials/Supplies - Local (199) - Curriculum Department Budget - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue Teach for Greatness Summer Conference (Focus of integration of special programs, content and technology)</p> <p><b>Strategy's Expected Result/Impact:</b> Cross content/special programs/technology collaboration and communication</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Director Special Education, Director of CTE, Director of Technology, Instructional Technology Specialists</p> <p><b>Funding Sources:</b> Conference speaker fees, supplies &amp; materials - Local (199) - \$50,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



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





**Performance Objective 3:** We will offer district employees a safe, developmentally appropriate environment for their children to play, learn, and grow.

**Evaluation Data Sources:** Little Buccs Childcare Center and Extended School Day parent survey data

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

**Performance Objective 4:** We will provide adequate support for staff to be innovative in the classroom to ensure student engagement.





**Evaluation Data Sources:** Training agendas and sign-in sheets from innovative classroom professional development opportunities

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Add Staff Development Support Aides (SDSA) <b>Strategy's Expected Result/Impact:</b> Reduce low substitute fill rates so teachers can attend continuing education training. <b>Staff Responsible for Monitoring:</b> Human Resources, Director of Curriculum, and Campus Principals <b>Funding Sources:</b> Sub Pay - ESSER III (282) - \$330,000	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 5:** We will implement new substitute requirements to attract and increase substitute participation.





**Evaluation Data Sources:** Percentage of substitute fill rate of open jobs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide better overall training on what to expect as a substitute. Specialized SPED training and classroom management techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Substitutes will be more comfortable and confident with tools and strategies</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources and campus principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 6:** We will establish a plan to recruit top candidates.





**Evaluation Data Sources:** Job fill rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Partner with Tarleton St. University <b>Strategy's Expected Result/Impact:</b> Increase the pool of substitutes and future teachers <b>Staff Responsible for Monitoring:</b> Human Resources	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attend more University Job Fairs <b>Strategy's Expected Result/Impact:</b> Increase recruitment <b>Staff Responsible for Monitoring:</b> Director of HR	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continued partnerships with alternative certification programs such as ITeach Texas, Texas Teachers of Tomorrow, <b>Strategy's Expected Result/Impact:</b> More resources and better fill rate of hard to fill certification areas <b>Staff Responsible for Monitoring:</b> Director of HR	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </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:** 90% of students will participate in an extracurricular activity, club, or organization at the secondary level to expose them to real-world environments and foster leadership.

**Evaluation Data Sources:** participation numbers tracking for all secondary clubs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a Career and Technical Student Organization (CTSO) in each CTE Program of Study that currently does not have one. <b>Strategy's Expected Result/Impact:</b> Increase in student participation in the CTE department <b>Staff Responsible for Monitoring:</b> CTE Director; CTE Special Programs Coordinator; CTE Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 2:** Every student will complete 20 hours of community service as a local requirement for graduation.

**Evaluation Data Sources:** google data log, Granbury serves volunteer sign in logs,





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

**Performance Objective 3:** We will continue to expand and strengthen the Career and Technical Education program in alignment with industry demand and workforce data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Update the Comprehensive Local Needs Assessment (CLNA) with current data to ensure program alignment and current course offerings.</p> <p><b>Strategy's Expected Result/Impact:</b> Up to date alignment with local and regional needs in all CTE programs.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </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 4:** We will expand Career and Technical Education opportunities in the middle school that will strengthen and compliment the high school programs and bridge elective opportunities between the elementary and secondary campuses.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A new career explorations course is being offered at each middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Give students the basic knowledge of various career fields with the emphasis being placed on careers that mirror our current CTE programs of study.</p> <p><b>Staff Responsible for Monitoring:</b> Middle School Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the number of guest speakers in current middle school CTE courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Give students opportunities to hear from professionals to encourage and solidify the selection of future CTE courses.</p> <p><b>Staff Responsible for Monitoring:</b> Middle School Principals, Director of CTE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </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 5:** We will brand and market Granbury ISD as an "educational destination" in the community and region.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase 12+ special education programming by creating more real world post secondary experiences. <b>Strategy's Expected Result/Impact:</b> Authentic daily living, community and vocational experiences <b>Staff Responsible for Monitoring:</b> Director of Sped, Coordinator of SPED, <b>Funding Sources:</b> Additional Job site agreements, transportation, job coach support - Local (199)	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </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 6:** We will extend partnerships and educational opportunities to parents and community members.

**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:** We will engage middle school students through expanded athletic opportunities.





**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:** We will establish a district-wide character education program at all campuses.

**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:** We will empower all students through academic competitions.

**Evaluation Data Sources:** academic UIL, science fair, history fair, spelling bee, F1 participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase participation with all academic competitions from Elementary to Secondary. <b>Strategy's Expected Result/Impact:</b> Provide opportunities for students to excel in academic areas <b>Staff Responsible for Monitoring:</b> Principals; Curriculum Department; Teachers <b>Funding Sources:</b> - Local (199), - Gifted (21), - CTE (22)	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 4:** We will educate all students on essential water safety skills.





**Evaluation Data Sources:** Documented YMCA/BRA presentations at elementary campuses swim safety sessions log

**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:** We will provide and maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Inventory, Student Roster Data, Fiber11.net, Firewall Logs, Internal custom tools





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain an infrastructure that facilitates communication, instruction, and other educational services. <b>Strategy's Expected Result/Impact:</b> Maintain at least a 98% uptime within the network infrastructure <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Director of Technology <b>Funding Sources:</b> - Title I (211), - ESSER III (282), - State Comp Ed (24), - Local (199)	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure appropriate resources are in place to support and maintain networks and equipment <b>Strategy's Expected Result/Impact:</b> Network infrastructure remains stable with no intrusions <b>Staff Responsible for Monitoring:</b> Director of Technology <b>Funding Sources:</b> - ESSER III (282), - Local (199)	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to implement a cybersecurity program to secure the district infrastructure against cyber attacks and other cybersecurity incidents, determine the cybersecurity risk, and implement mitigation planning <b>Strategy's Expected Result/Impact:</b> Implement and maintain a Managed Detection and Response program <b>Staff Responsible for Monitoring:</b> Director of Technology <b>Funding Sources:</b> - Local (199), - ESSER III (282)	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Determine the appropriate number of staff to adequately support the increasing number of students and staff devices. <b>Strategy's Expected Result/Impact:</b> Our incident response tickets are completed in a timely manner <b>Staff Responsible for Monitoring:</b> Director of Technology <b>Funding Sources:</b> - ESSER III (282), - Local (199)	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 2:** We will work with all stakeholders to determine the appropriate sustainable devices for each grade level to support balanced, innovative, engaging learning opportunities for all students.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** Inventory of devices, student roster and records of student check out

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Secure funding to maintain an appropriate replacement schedule of devices as well as plan for monies required for student/staff expected growth</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of devices we support to drive closer to a 1:1 district</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Director of Technology</p> <p><b>Funding Sources:</b> - State Comp Ed (24), - ESSER III (282), - Local (199)</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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 3:** Students will be exposed to an array of innovative, authentic learning opportunities empowering them to demonstrate their learning in a variety of creative, engaging methods.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish a centralized Tech Learning Experience Classroom (for campus field trip opportunities) <b>Strategy's Expected Result/Impact:</b> Student discovery and experience with unique and innovative technology based tools <b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instructional Technology Specialists, Content Coordinators, Campus Principals <b>Funding Sources:</b> Various technology tools - ESSER III (282) - \$5,000	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase student communication and digital citizenship through the use of blogging in the classroom <b>Strategy's Expected Result/Impact:</b> Increase capacity for communication and collaboration. <b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instructional Tech Specialists	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 4:** We will provide quality training opportunities for staff and parents that support innovative, balanced, ethical, authentic learning for students.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Training sign-in sheets and agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure mandated cybersecurity training occurs annually. <b>Strategy's Expected Result/Impact:</b> Cybersecurity training will be completed annually and reported to the School Board <b>Staff Responsible for Monitoring:</b> Director of Technology	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Skyward and Skyward Family Access training <b>Strategy's Expected Result/Impact:</b> Educate end users on How To use Skyward and Skyward Family Access <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Director of Technology	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** Based upon statistical demographics and future growth and development, we will plan for rezoning to provide equity, balance and the most effective use of campus capacities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review up-to-date demographic studies to consider current and future growth, including impact on individual campus capacity. (Including enrollment projections and feeder patterns)</p> <p><b>Strategy's Expected Result/Impact:</b> Provide information for consideration and planning of most effective use of facilities and communication with Long Range Planning Committee..</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendents, CFO, and Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> In District Transfers are being closely monitored and limited due to overcrowding on several campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> To minimize the burden of classes that are over capacity</p> <p><b>Staff Responsible for Monitoring:</b> Principals; Assistant Superintendents;</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**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:** We will provide, through maintenance and updates, state of the art facilities for all current and future district buildings.

**Evaluation Data Sources:** PEIMS enrollment numbers compared to facility capacity.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Follow and update the routine annual maintenance schedules for all district facilities. <b>Strategy's Expected Result/Impact:</b> Maintaining optimal operational status. <b>Staff Responsible for Monitoring:</b> CFO, Facilities Department, Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Annually evaluate and prioritize need for additional replacements based budget constraints and performance. (outside replacement schedule). <b>Strategy's Expected Result/Impact:</b> Provide efficient oversight of facilities and use of funds <b>Staff Responsible for Monitoring:</b> CFO, Facilities Department, Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** We will begin implementation and research of a facility steering committee to address the rapid growth of our district.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish District Long Range Planning Committee <b>Strategy's Expected Result/Impact:</b> Additional communication and consideration from all stakeholders on the facility needs and impact of growth within the district <b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendents, CFO, Program Directors, Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** We will maintain and continue to develop advanced safety plans and measures for all current and future district programs and facilities.





**Evaluation Data Sources:** Annual safety plan reviews

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Emergency plans will be reviewed and updated annually for all staff and students. <b>Strategy's Expected Result/Impact:</b> To be fully prepared for emergency procedures <b>Staff Responsible for Monitoring:</b> Principals; Assistant Principals; Chief of Safety/Security;	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Marshall program will continue district-wide for staff. <b>Strategy's Expected Result/Impact:</b> To be fully prepared for any threat to our campus(s) <b>Staff Responsible for Monitoring:</b> Chief of Safety/Security <b>Funding Sources:</b> - Local (199)	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Security Officers are on each campus in GISD. <b>Strategy's Expected Result/Impact:</b> To protect students, staff, and campuses within GISD. <b>Staff Responsible for Monitoring:</b> Chief of Safety/Security <b>Funding Sources:</b> Uniforms and Equipment - Local (199)	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** We will provide adequate financial resources, within budgetary constraints, that will enhance academics, enable utilization of existing facilities to capacity, attract and retain highly qualified staff, and maintain/replace technological equipment and infrastructure as necessary to support innovation.





**Evaluation Data Sources:** Weekly administrative meetings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly communication of departments to build cross departmental collaboration for student success <b>Strategy's Expected Result/Impact:</b> Increased communication and team approach for student success <b>Staff Responsible for Monitoring:</b> CFO; Directors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Annual revision of employee management budget for consideration of retaining and attracting highly qualified staff <b>Strategy's Expected Result/Impact:</b> Continued retention of exemplary staff <b>Staff Responsible for Monitoring:</b> Superintendent, Human Resources Director, CFO	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 2:** We will provide district financial information in a transparent, understandable and accessible format that will inform and educate the public in order to garner support of district activities and initiatives.

**Evaluation Data Sources:** Board meetings and Public Hearings





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Financial fiscal reports included at all Board Meetings <b>Strategy's Expected Result/Impact:</b> Open financial communication <b>Staff Responsible for Monitoring:</b> Superintendent, CFO, Board of Trustees	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Annual Financial FIRST Rating review <b>Strategy's Expected Result/Impact:</b> Communication to stakeholders of district financial achievement <b>Staff Responsible for Monitoring:</b> Superintendent, CFO	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Investment in bond rating at a low, or very low credit risk <b>Strategy's Expected Result/Impact:</b> Maintenance and communication <b>Staff Responsible for Monitoring:</b> CFO	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**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 3:** We will maintain a debt level, excluding interest, of less than 8% of the total certified property values for the district.





**Evaluation Data Sources:** Annual budget meetings with administration, appraisal district certified values, and financial advisor meetings.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Annually analyze debt compared to certified values to ensure debt levels remain below 8%, <b>Strategy's Expected Result/Impact:</b> District remains below 8% of current certified values. <b>Staff Responsible for Monitoring:</b> CFO	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to evaluate debt service budgets for opportunities to reduce current debt through early redemptions. <b>Strategy's Expected Result/Impact:</b> District applies excess funding to liquidate current debt at an accelerated rate. <b>Staff Responsible for Monitoring:</b> CFO, Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 4:** We will maintain a rating of "Above Standard Achievement" or higher on the Financial Integrity Rating System of Texas (FIRST)





**Evaluation Data Sources:** Annual financial audit and TEA timelines for reporting.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Complete annual financial audit and submit to TEA by specified deadline. <b>Strategy's Expected Result/Impact:</b> Earn maximum points available through the rating system <b>Staff Responsible for Monitoring:</b> CFO	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure no material weaknesses in the financial processes of the district <b>Strategy's Expected Result/Impact:</b> District remains fiscally sound <b>Staff Responsible for Monitoring:</b> CFO	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure all payments are made in a timely manner including debt, IRS, TRS and other government agencies <b>Strategy's Expected Result/Impact:</b> District ratings remain high <b>Staff Responsible for Monitoring:</b> CFO	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 5:** We will maintain Moody and Standard & Poor bond ratings that will meet or exceed and investment grade level of "low credit risk" or "very low credit risk."

**Evaluation Data Sources:** Moody's S&P Ratings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure district debt payments are made in a timely manner <b>Strategy's Expected Result/Impact:</b> Ratings are maintained <b>Staff Responsible for Monitoring:</b> CFO	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Evaluate financial procedures for potential weaknesses <b>Strategy's Expected Result/Impact:</b> Strong fiscal management <b>Staff Responsible for Monitoring:</b> CFO	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# District Funding Summary

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	TEA certified academy trainer and required state materials		\$12,500.00
2	2	2	Materials/Supplies	Curriculum Department Budget	\$1,000.00
2	2	3	Conference speaker fees, supplies & materials		\$50,000.00
3	5	1	Additional Job site agreements, transportation, job coach support		\$0.00
4	3	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	2	1			\$0.00
6	4	2			\$0.00
6	4	3	Uniforms and Equipment		\$0.00
<b>Sub-Total</b>					\$63,500.00
CTE (22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
State Comp Ed (24)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	NWEA MAP, mCLASS, CLI assessments	199 E 11 6397	\$75,000.00
1	3	2	Additional LLI/Do the Math Tutors	199 E 11 6118 00 XXX 1 24 000	\$210,000.00
1	4	3	Language Development Aide		\$30,000.00
5	1	1			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$315,000.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESSA Grant (Title 1-part C)		\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
Gifted (21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
ESSER II (281)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Employee Retention Stipend	281 E 11 6119 00 XXX 1 24 000	\$600,000.00
<b>Sub-Total</b>					\$600,000.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	ESSER funded Coordinator and Campus Program Specialists	282 E 11 6117 00 XXX 1 24 000	\$500,000.00
2	1	1	Employee Retention Stipend 1	282 E 11 6119 00 XXX 1 24 000	\$913,000.00
2	1	2	High Needs Campus Campus Stipend (GMS/BES)	282 E 11 6119	\$110,000.00
2	1	4			\$330,000.00
2	2	1	ESC XI Training (2 days)	282 E 13 6299 00 731 1 11 000	\$3,500.00
2	4	1	Sub Pay		\$330,000.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	2	1			\$0.00
5	3	1	Various technology tools		\$5,000.00
<b>Sub-Total</b>					\$2,191,500.00
Early Education (36)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Completion stipends	199 E 11 6119 00 XXX 1 11 000	\$180,000.00

**Early Education (36)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
				<b>Sub-Total</b>	\$180,000.00
				<b>Grand Total</b>	\$3,350,000.00

# Addendums