

**Goose Creek Consolidated Independent School District**  
**District Improvement Plan**  
**2018-2019**



# Mission Statement

“Developing the Whole Child”

Goose Creek CISD develops and enhances each learner’s intellectual, social, and emotional well-being facilitated by a highly qualified team committed to  
**Growth, Community, Collaboration, Innovation, Success and Determination.**

# Vision

We empower every student with knowledge and skills to succeed in a global community.

# Value Statement

Graduate every child

Children first, in a safe and nurturing educational environment

Collaborative community and parental involvement

Integrity, Respect, Humility and Transparency

Service before self

Diversity Respected

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The GCCISD Instructional Leadership Committee completed the comprehensive needs assessment process and determined the following:

Demographics:

- Our demographics show an increase in population overall with the Hispanic student population increasing the most.
- CTE enrollment is increasing on all campuses.
- Due to Hurricane Harvey, the at-risk numbers have increased.
- Data indicates that our ESL population is still struggling especially in the lower grades reflecting that there is a lack of progress in learning to read.
- When comparing student ethnicity totals with staff totals, the information reflects that there is an imbalance between student-teacher ethnicity and gender.
- The at-risk assessment data indicates that these students are performing below the district level on standardized tests.

Staff Quality, Retention, and Recruitment:

- Coordination of local, state, and federal funds to support staff training and improve student academic performance including PLC, Advanced Placement, Empowering Writers, Literacy, etc.
- State and Federally-funded Campus Instructional Specialists are focused on student data and academic planning.
- District Content Specialists continue to support student academic success at the schools identified.

The GCCISD Program Evaluation Committees completed a review of all state and federal program funds. Feedback for each state and federal fund is attached as an addendum. The reflections of the program evaluations were included in the development of the district improvement plan.

### Demographics Strengths

The GCCISD Data reports indicate:

- Met standard on all campuses
- Low student retention rate

- Low turnover rate (below state average)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The district state assessment scores for continuously enrolled students as well as EL and Special Education student groups have attained the “Meets or above” criteria with rates reflecting 50% or less for the testing areas of ELA, Math, Science, and Social Studies. **Root Cause:** Training to improve the quality of instruction for specialized student groups has not been systematically established.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

The GCCISD Instructional Leadership Committee completed the comprehensive needs assessment process and determined the following:

- Reading and writing scores across the district were below state scores. The trend indicates scores are declining for the past few years.
- The percentage of students attaining "approaches grade level" standard is at 65%.
- There is not a system in place that consistently and effectively addresses effective interventions to meet the needs of struggling students.
- Performance based assessments indicate that future writing trainings are needed to strengthen student writing. Students are not demonstrating a strong foundation. There are not high expectations across all grade levels and content areas. Teachers are not confident in teaching writing. Quality time to teach is needed. All teachers need to buy in to importance of writing.
- Performance based assessments indicate that future reading training in guided reading are needed to strengthen students' growth in literacy. Students are not demonstrating grade level mastery of reading and comprehension of text. There is also not enough exposure to read and to check for comprehension.
- Accelerated Instruction funding was focused on campus-designed intervention activities and the district summer program.
- Renaissance Learning with an intervention that was also implemented as part of the accelerated instruction funding. This additional component was to support identified students with a prescriptive plan of intervention focused on the their identified academic gaps.
- The Review 360 and other discipline data indicates that students are missing instructional time due to misbehavior.
- Although some progress has been made, additional implementation planning and follow-up on PBIS, Keystone, and Olweus is needed.

The GCCISD Program Evaluation Committees completed a review of all state and federal program funds. Feedback for each state and federal fund is attached as an addendum. The reflections of the program evaluations were included in the development of the district improvement plan.

### **Student Academic Achievement Strengths**

GCCISD Data reports indicate that:

- High School Math and History scores are meeting or exceeding state scores.
- State and Federally-funded Campus Specialists are focused on student data and academic planning
- District Content Specialists continue to support student academic success at the schools identified as most in need

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The percentage of students attaining “Approaches or Above” is less than 80% for all state assessment subject areas. **Root Cause:** Intervention systems are not implemented consistently or effectively at all campuses.

## **District Processes & Programs**

### **District Processes & Programs Summary**

The GCCISD Instructional Leadership Committee completed the comprehensive needs assessment process and determined the following:

- Many of our campuses may not meet or exceed the state in various content areas; however, we are typically within 3%-5% of the state scores.
- 8th grade social studies STAAR scores were 53% for the district which is 10% behind the state average of 63%. Areas of concern are: the lack of instructional focus or integration on the elementary campus, inadequate grade level appropriate social studies materials, inadequate ability to correlate social studies with ELA, and the turnover rate at the junior schools.
- Our ELL population is growing which will require a shift in instructional methods. We have 21% Hispanic teachers and 61% Hispanic students.
- Classroom rigor is TEKS aligned but has not yielded the needed results for STAAR "Meets or Masters" level, ACT, SAT, AP, and Dual Credit Scores.
- PreK classroom teachers have met for specific PLC planning to continue the focus on High Quality PreK and increase the percentage of students that are determined as "kindergarten ready".
- Effective intervention programs are needed for struggling students in all content areas.
- Reading comprehension needs are high.
- EL performance is low across the district while enrollment is increasing.
- Classroom teachers are not effectively implementing the researched based strategies to support EL improvement.
- AVID has supported improvement with at-risk students at the secondary schools that have implemented the strategies.
- While attendance percentages have had a slight increase, additional strategies need to be developed to support schools with attaining the district goals.

The GCCISD Program Evaluation Committees completed a review of all state and federal program funds. Feedback for each state and federal fund is attached as an addendum. The reflections of the program evaluations were included in the development of the district improvement plan.

### **District Processes & Programs Strengths**

- PLCs remain a strength: instructional methods, data, and goal setting
- Graduation rate is higher than state average
- Most campuses have focused on AVID strategies - writing
- Class sizes are lower (secondary)
- Funding for ACT testing
- Funding for Dual Credit Tuition Fees
- Funding for College and Career programming through Naviance
- Materials and supplies purchased to support implementation of course work with Lee College approved Dual Credit Courses



## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** The expected yearly attendance percentages for elementary, junior high, and high schools were not attained. **Root Cause:** Although Hurricane Harvey had an impact, a comprehensive data analysis system has not been implemented effectively to address student attendance issues.

## Perceptions

### Perceptions Summary

The GCCISD Instructional Leadership Committee completed the comprehensive needs assessment process and determined the following:

- Focus Five was implemented at five schools to provide a focused approach to improving school conditions for student learning.
- Overall, the school culture and climate can be considered positive among students and staff.
- Staff feels their personal efforts are not always recognized and respected. There is a focus on the problems rather than successes.
- When surveyed, most teachers cited a lack of disciplinary support or consistency as a major problem. There is not a consistent approach to addressing behavior management and discipline as well as a lack of clearly defined standardized consequences.
- Discipline perceptions changed depending on the grade and campus administrator in charge.
- The survey information indicates that there is a need to improve teacher/student relationships.
- Students and parents are consistently not being held accountable for their actions.
- Social skills are lacking.
- The student survey indicates that there is a concern with peer-to-peer respect (bullying) taking place outside of the classroom.
- The student survey results reflect that students do not respect their teachers which therefore impacts discipline in the classroom.
- When surveyed, parents want teachers to input grades sooner.
- Parents are requesting more communication; however, communication is difficult when parent contact information is incorrect.

The GCCISD Program Evaluation Committees completed a review of all state and federal program funds. Feedback for each state and federal fund is attached as an addendum. The reflections of the program evaluations were included in the development of the district improvement plan.

### Perceptions Strengths

- The results from the student survey indicate that students feel successful.
- The results from the student survey indicate that students feel safe and enriched in our schools. They feel teachers have their best interest at heart and they are being successful.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The current student survey and staff survey indicate concerns that student discipline is inconsistent at our schools. **Root Cause:** Clearly defined standardized consequences are not being implemented.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals






**Goal 1: GCCISD will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.**

**Performance Objective 1:** Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for closing identified achievement gaps in their content areas.

**Evaluation Data Source(s) 1:** District Assessments, STAAR Reports, TELPAS Reports, and NCAC Review Documents

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue to monitor campus action plans in meeting accountability performance goals that address the whole child.		Deputy Superintendent for Curriculum and Instruction	Action Plan Meetings Conducted Data Walls displayed Increase in Scores Progress in PLC Process			
2) Implement PLC process and training to support student academic success.		Deputy Superintendent for Curriculum and Instruction	Principals trained Implementation of PLC meetings Completed instructional vision and collective commitments			
	Problem Statements: Demographics 1 Funding Sources: Coordination of Local, State, and Federal Funds - 100000.00					
3) Provide training through the PLC Conference to develop campus leadership teams.		Deputy Superintendent for Curriculum and Instruction Federal Programs Director	Campus planning conducted Participants' Feedback Surveys reviewed			
	Funding Sources: Coordination of Local, State, and Federal Funds - 50000.00					
4) Provide training and campus support through monthly principal PLC meetings.		Deputy Superintendent for Curriculum and Instruction Area Executive Directors	Accountability Improvement through participation in Principal PLC Increase in STAAR Results and Student Progress			
5) Establish calendar to provide six week PLC days for all campuses which could include campus to campus PLC, as well as vertical and horizontal meetings.		ILC Deputy Superintendent for Curriculum and Instruction	Calendar developed Agendas/Minutes for conducted PLCs			

6) Implement a professional development plan to provide consistency among all GCCISD staff utilizing research-based strategies to increase student achievement in all core content areas.		Deputy Superintendent for Curriculum and Instruction Director of Curriculum and Instruction	PD Calendar Developed and Distributed Publish in Daily News Teacher Professional Development Cumulative Training Log Alignment of Goals			
Problem Statements: Student Academic Achievement 1 Funding Sources: Coordination of Local, State, and Federal Funds - 200000.00						
7) Continue to provide District-wide avenues of communication among teachers, including vertical team meetings, to meet the needs of all students.		Deputy Superintendent for Curriculum and Instruction Director of Curriculum and Instruction	Meeting/Training Logs Reviewed Goals Established Improved Student Data			
8) Implement ELA and Math blocks at the Junior Schools to increase instructional time.		Area Executive Directors Junior School Principals	Increased instructional time School day interventions Increased student progress			
9) Continue district writing PLCs in grades 4 and 7 at all campuses.		ELA Coordinator	Attain 80% in "Approaches" at all schools			
10) Continue district social studies PLCs in grade 8 as well as grade 7 at all junior school campuses.		Social Studies Coordinator	Attain 80% in "Approaches" at all schools			
11) Develop and implement plans for each Career Academy to meet National Standards of Practice criteria for certification that targets gaps identified in the Baseline Analysis.		Director of CTE CTE Specialists	Certification of Career Academies by the National Career Academy Coalition			
12) Implement High School of Business curriculum in Global Business Academy.		Director of Career and Technology Education CTE Business Specialist	Increased vertical alignment and rigor in career academy courses			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Performance Objective 1 Problem Statements:


<b>Demographics</b>
<b>Problem Statement 1:</b> The district state assessment scores for continuously enrolled students as well as EL and Special Education student groups have attained the "Meets or above" criteria with rates reflecting 50% or less for the testing areas of ELA, Math, Science, and Social Studies. <b>Root Cause 1:</b> Training to improve the quality of instruction for specialized student groups has not been systematically established.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> The percentage of students attaining "Approaches or Above" is less than 80% for all state assessment subject areas. <b>Root Cause 1:</b> Intervention systems are not implemented consistently or effectively at all campuses.

**Goal 1:** GCCISD will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 2:** Monitor student progress to measure academic growth and identify areas of academic need.

**Evaluation Data Source(s) 2:** District Assessments, STAAR Reports, TELPAS Reports, NCAC review Documents, and PBMAS

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Analyze data (i.e., PBMAS, EOC, STAAR, TELPAS) to determine areas of high need through PLCs at campuses for all CBAs, CFAs and benchmarks to drive instruction.		Deputy Superintendent for Curriculum and Instruction Area Executive Directors	Increase in State Assessment Scores for Identified High Need Areas including student progress			
2) Monitor the data review process through campus PLCs to identify and address students' needs on a continual basis.		Deputy Superintendent for Curriculum and Instruction	Increase in State Assessment Scores Increase in Student Progress			
3) Refine review process for teachers to provide input into Curriculum Based Assessments (CBAs) for editing and alignment purposes.		Director of Curriculum and Instruction Core Content Coordinators	Revised CBAs Teacher input reviewed			
4) Train staff on building common formative assessments K-12 and develop a plan to meet individual student needs based on data. (PLC process)		Deputy Superintendent for Curriculum and Instruction	Core Teams Trained Common Formative Assessments Developed			
5) Establish common data formats to monitor Career Academy student progress		CTE Specialists	Annual Data Report demonstrating Career Academy student progress			
						








**Goal 1:** GCCISD will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 3:** Provide targeted staff development that focuses on instructional strategies to increase student engagement and instructional rigor.

**Evaluation Data Source(s) 3:** District Assessments, STAAR Reports, TELPAS Reports, and NCAC Review Documents

**Summative Evaluation 3:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide specialized training during the "Back to School" academies for all staff members to support classroom instruction.		Deputy Superintendent for Curriculum and Instruction	Academy sessions conducted Classroom Observations conducted			
2) Conduct instructional rounds coaching sessions with staff to support classroom instruction which includes the established coaching expectations and monitoring system.		Director of Curriculum and Instruction	Instructional Rounds Walks Completed and Analyzed			
3) Coach and model balanced literacy in K-5 classrooms where students are not reading at grade level and provide focused reading interventions.		Director of Curriculum and Instruction	Walkthrough Data Analyzed Decrease in students reading below grade level			
Funding Sources: Coordination of Local, State, and Federal Funds - 200000.00						
4) Provide structured reading support at Junior Schools and High Schools to develop stronger readers with struggling readers (LLI kits).		Director of Curriculum and Instruction	Decrease in Achievement Gaps Professional Development Trainings Conducted			
5) Conduct instructional rounds at selected campuses to provide feedback on identified problem of practice.		Deputy Superintendent for Curriculum and Instruction	Training schedules implemented Teams established Feedback Sheets completed and reviewed			
6) Conduct, at a minimum, five classroom walkthroughs weekly by campus administrators to communicate support of best instructional practices.		Area Executive Directors	Walkthrough Data Analyzed			
7) Provide on-line modules on the ELPS instructional tool and sheltered instruction for teacher growth.		Director of Bilingual/ESL	Modules developed Coaching/Feedback Forms for teachers by specialists completed and reviewed			
8) Provide specialized training on Career Academy best practices for teachers to support integrated learning.		Director of CTE	Integrated lesson plans implemented			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** GCCISD will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 4:** Encourage and guide students to set goals for post secondary education.

**Evaluation Data Source(s) 4:** Graduation rates and endorsement selection

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Increase College/Career activities and student participation by advertising at all campuses, the local paper, website, emails, flyers, and parent notification system.		Director of Guidance and Counseling Director of CTE	College/Career Night Activities conducted Parent Feedback reviewed			
2) Incorporate college and career awareness activities in all grade levels.		Director of Guidance and Counseling College and Career Readiness Coordinator	Walkthrough Data and Lesson Plans Analyzed			
3) Utilize campus college and career counselors to help students access resources for college.		College and Career Readiness Coordinator	Increase in use of available resources			
Funding Sources: Coordination of Local and State Funds - 400000.00						
4) Continue Naviance training and implementation for all secondary campus staff and utilize student data at campuses.		Director of Guidance and Counseling College and Career Readiness Coordinator	Naviance Training Conducted Naviance Reports Analyzed			
Funding Sources: Coordination of Local and State Funds - 49000.00						
5) Educate students and parents on endorsements, Programs of Study, and GCCISD High School Options and monitor completion of coherent sequences.		Director of Guidance and Counseling Director of CTE	Trainings Attended Increase in students' graduating with an endorsement			
6) Provide events and activities for students to encourage enrollment in and completion of non-traditional Programs of Study.		Director of CTE CTE Specialists Coordinator	Increase in Student Enrollment/Completion			
7) Establish a transition plan for Special Education students 14 years of age and older.		Special Education Director	Program of Studies targeting our special education students developed and implemented			
8) Research and implement electronic portfolios, including post-secondary plans, for career academy students		Director of CTE	Portfolios and post secondary plans			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2: GCCISD will provide a well balanced and appropriate curriculum to all students.**






**Performance Objective 1:** Curriculum documents will reflect the level of rigor expected based on State curriculum standards.

**Evaluation Data Source(s) 1:** Curriculum Documents, Classroom Observations, Training Documents, Evaluation Surveys

**Summative Evaluation 1:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ensure every course/subject has a corresponding written curriculum document.		Director of Curriculum and Instruction	Curriculum Documents Revised Assessment Samples Included Vertical Alignment TEKS Deconstruction Documents Completed			
2) Revise the District Scope and Sequence and evaluate data to drive rigorous instruction and professional development based on teacher feedback. (Focus on ELA curriculum)		Director of Curriculum and Instruction Core Content Coordinators	Revised Curriculum Documents Completed Plan of Action Completed P.D. Calendar Developed and Distributed			
3) Continue to implement a continuous improvement model based on District data review processes within identified content and special program areas.		Deputy Superintendent for Curriculum and Instruction Area Executive Directors	Campus Student Data Monitoring System Complete Continuous Improvement Plan Reviewed, Revised, and Updated			
4) Provide ongoing support to teachers in identified content areas with focus on instructional improvement based on district data.		Director of Curriculum and Instruction Area Executive Directors	Campus Action Plan Meetings Completed Calendar of Activities Developed and Completed Needs Assessments Conducted and Plans Developed			
	Funding Sources: Coordination of Local, State, and Federal Funds - 200000.00					
5) Provide early literacy training with a focus on phonics instruction.		ELA Coordinator	Three Day Training Academy Conducted Classroom Observations and Lesson Plan Reviews Analyzed for Effective Implementation			
	Funding Sources: Coordination of Local, State, and Federal Funds - 45000.00					
6) Continue to implement Accelerated Reader 360 Program in Grades 1-5.		Director of Advanced Academics	Increase in Reading Rates			
7) Continue support of the GCCISD AP Steering Committee's efforts to strengthen the district's AP Program.		Director of Advanced Academics	Increase in Percentage of AP Students Taking AP Exams Increase in Percentage of AP Students Scoring 3+ on AP Exams			

8) Continue support of the GCCISD Dual Credit Steering Committee designed to promote and strengthen the Dual Credit Program district-wide in cooperation with community partners in higher education.		Director of Advanced Academics	Three Year Plan Implemented Increased Dual Credit Enrollment			
9) Update STEM Lab Curriculum to emphasize connections to Endorsements and Programs of Study		Director of CTE CTE Specialists	Updated curriculum documents with alignment of model			
10) Develop and implement rubrics for CTE curricular expectations by grade level and performance expectations for CTE teachers		Director of CTE	Increased performance of CTE students in defined areas			
11) Identify appropriate industry certifications for each CTE Program of Study and update curriculum and learning lab equipment to meet needs for student certification.		Director of CTE	Increased Number of Industry Certifications Obtained			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






**Goal 2:** GCCISD will provide a well balanced and appropriate curriculum to all students.

**Performance Objective 2:** Increase academic achievement of special populations by meeting curricular needs.

**Evaluation Data Source(s) 2:** State and federal accountability results

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement Grade level Texas Performance Standards Project Tasks		Director of Advanced Academics	GT Projects Showcase schedule			
2) Collaborate with the Curriculum & Instruction, Guidance and Counseling, CTE, Bilingual Education, and Special Education Department to coordinate and monitor services that improve the delivery of instruction for all at-risk students.		Deputy Superintendent for Curriculum and Instruction	Increased Student Success Coordination of Services Established			
3) Conduct six-week 504 meetings to provide campus support to promote student achievement.		Director of Interventions	Meetings Conducted			
4) Implement district and campus plans to meet state compliance, with a focus on Bilingual Education and Special Education.		Special Education Director Director of Bilingual/ESL	Quarterly Plan Reviewed			
5) Implement a training plan to support the inclusion initiative for in-class support and differentiated instructional strategies with a specific focus on the secondary teachers.		Special Education Director	Staff Development Completed Walkthrough Data Analyzed			
6) Conduct early intervention parent training sessions for families with 3-5 year old children exhibiting mild to moderate language delays and/or challenging behaviors.		Special Education Director	Number of Children Identified as Eligible for Special Education Services Reviewed			
7) Work with campus administrative teams to plan supplemental instructional services including tutorials for all MEP students.		Coordinator-MEP Compliance	Increased MEP student success			
8) Conduct campus visits where MEP students are attending to ensure delivery of program services.		Coordinator-MEP Compliance	Increased MEP student success			
9) Use the NGS PFS reports to identify migrant children and youth who require priority access, develop a PFS Plan for serving PFS students.		Coordinator-MEP Compliance	PFS Action Plan in Place Before the First Day of School			
10) Implement Kurzweil program to support instruction for students with disabilities, including all other eligible students.		Director of Special Education	Increase in State Assessment Scores Increase in Student Progress			


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 2:** GCCISD will provide a well balanced and appropriate curriculum to all students.

**Performance Objective 3:** Provide instruction to address curricular gaps of targeted students through individual detailed school action plans.

**Evaluation Data Source(s) 3:** State and federal accountability results

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide assistance through extended school year opportunities for STAAR tutorials that provide focused, targeted instruction on the objectives not mastered.		Deputy Superintendent of Curriculum and Instruction	Tutorials Conducted PBMAS Indicator for STAAR ESL Passing Rate is at 0 or 1			
2) Continue to provide training in strategies that differentiates instruction for EL students at their proficiency levels.		Director of Bilingual/ESL	Follow-up on district bilingual/ESL summer academy PLC meetings conducted			
3) Develop strategies for consistent program model implementation that is focused on the success of ELs students including the customized model and coaching support pertinent to campus specific needs.		Director of Bilingual/ESL	Increase in assessment scores Customized Weekly Campus Support Schedules with Specialists			
4) Monitor the implemented strategies focused on the success of SPED students including customized modeling and coaching support pertinent to campus specific needs.		Special Education Director	Growth in IEP goals and objectives Increase in assessment scores			
						

**Goal 3: GCCISD, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.**






**Performance Objective 1:** Improve graduation rates for special populations.

**Evaluation Data Source(s) 1:** Graduation Rate Reports, Failure Reports, Action Plans, Parent Session Reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Support campuses with monitoring student progress focusing on sub populations and at risk students.		Deputy Superintendent for Curriculum and Instruction	Improved results for STAAR, PBMAS, and Safeguard Data			
2) Provide District/Campus-based training and ongoing coaching support to improve Tier I instruction.		Director of Curriculum and Instruction Core Content Coordinators	Improved CBA scores Improved STAAR assessment scores			
Problem Statements: Student Academic Achievement 1						
3) Provide STAAR preparation for Math, Science, English Language Arts, and Social Studies, including providing extended instructional time for at risk students to improve their success.		Director of Curriculum and Instruction Core Content Coordinators	Increased STAAR Results Programs created/monitored PD Aligned to Areas of Weakness			
Funding Sources: Coordination of Local and State Funds - 515000.00						
4) Provide campuses with technology software access to support intervention and enrichment of Tier 2 instruction ( Pre-k Smart Start, Waterford, Renaissance 360, Imagine Learning, Reasoning Minds, Edgenuity Credit Recovery)		Director of Curriculum and Instruction				
Funding Sources: Coordination of Local and State Funds - 750000.00						
5) Provide ELs support that targets their proficiency levels and accelerates English language acquisition, so that all grade levels, in all State assessments show yearly progress.		Director of Bilingual/ESL	Student led talks to self monitor own goals/folders completed Students practice listening, speaking, reading, and writing through technology			
6) Provide opportunities for transitional meetings for SPED and EL students moving from 5-6 & 8-9 to communicate student needs.		Director of Guidance/Counseling	Meetings Conducted			
7) Continue to implement the home-based Early Childhood Program with identified migrant students.		Coordinator-MEP Compliance	Home-based lessons completed			



8) Provide identified migrant students support for success at school and at home through supplemental tutorials, technology, etc.		Coordinator-MEP Compliance	Increase in MEP student performance			
9) Conduct yearly review of all students high school graduation plans including endorsement selections and distinctions.		Director of Guidance and Counseling	Personal Graduation Plans developed for all high school students			
10) Track campus course completion by having counselors run failure reports from Total Education Administrative Management Solution (TEAMS) each 6 weeks (Students who are failing a class will have a conference with the school counselor, if the student has reoccurring failures an academic plan, which states action steps, will be developed).		Director of Guidance and Counseling Counselor	Course Completion Records Reviewed TEAMS Failure Reports Reviewed Action Plans Developed			
11) Conduct "Reach Out to Dropouts Walk" and monitor enrollment of students from conducted activities.		Director of Guidance and Counseling	Increase in Graduation Rate Re-enrollment of drop out students			
12) Continue to improve EL, MEP, and Special Education graduation rates by providing parent and student information sessions on graduation requirements, counseling, and career pathways.		Director of Guidance and Counseling	Parent Sessions Conducted Improved Graduation Rate			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**


**Problem Statement 1:** The percentage of students attaining “Approaches or Above” is less than 80% for all state assessment subject areas. **Root Cause 1:** Intervention systems are not implemented consistently or effectively at all campuses.

**Goal 3:** GCCISD, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 2:** Improve attendance at Elementary campuses to a minimum of 98%, Junior Schools to 97%, and High Schools to 96%.

**Evaluation Data Source(s) 2:** Attendance Reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Monitor campus initiatives implemented to improve attendance.		Deputy Superintendent of Curriculum and Instruction	Increase in Attendance Rate			
Problem Statements: School Processes & Programs 1						
2) Monitor the systems at campuses to improve student attendance.		Area Executive Directors	Action Plans developed Systems established Increase in Attendance Rate			
3) Provide parents with information/resources so that their children will be in attendance and be successful in the school environment through the utilization of the Student Support Team including Campus Administrator, CSSS, CYS, CIS, Social Workers, counselors, program managers, and teachers to contact parents of children with excessive absences.		Director of Guidance and Counseling Director-Federal Programs	Increase Parent Communication Attendance Policy emailed to Parents Review of reports for Automated Messages to Parents regarding attendance Inform Parents in the Fall about Summer School possibility for absences Decrease in Truancy Increase in Attendance Rates			
						

**Performance Objective 2 Problem Statements:**






School Processes & Programs
<b>Problem Statement 1:</b> The expected yearly attendance percentages for elementary, junior high, and high schools were not attained. <b>Root Cause 1:</b> Although Hurricane Harvey had an impact, a comprehensive data analysis system has not been implemented effectively to address student attendance issues.

**Goal 3:** GCCISD, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 3:** Support students' individual academic and behavioral needs through the district MTSS.

**Evaluation Data Source(s) 3:** Review 360 data and PBMAS Reports

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide training on our processes and procedures for RtI.		Director of Curriculum and Instruction Director of Guidance and Counseling	Rti Overview and Handbook Developed and Implemented Training Completed			
2) Implement the Response to Intervention (RtI) model so that campuses meet the needs of their struggling students, and progress monitor RtI data on a scheduled basis.		Director of Curriculum and Instruction Director of Intervention Programs	Teachers and Principals Understand Tier 1, 2, and 3 Levels of Intervention Students are Receiving Quality Research Based Instruction			
3) Continue to implement Review 360 to support behavior RtI; implement RtI student support team modules for online documentation, provide training, and monitor plan to support Review 360 deployment.		Director of Student Services Director of Intervention Programs	Decrease in RTI Referrals			
4) Expand the implementation of the PBIS model through the district's Kids First Committee (KFC) and Region IV consultation meetings.		Director of Student Services	Improve Behavior Data			
5) Complete Review 360 universal screeners for behavior at selected campuses.		Director of Guidance and Counseling	Improve Behavior Data			
6) Monitor the model for behavior support established on the five identified campuses (DZ, HO, SJ, TR, and BJS).		Director of Guidance and Counseling Director-Federal Programs	Improve Behavior Data			
Funding Sources: Coordination of Local, State, and Federal Funds - 50000.00						
7) Implement a model for behavior support for three additional identified campuses (AU, CR, and CBJS).		Director of Guidance and Counseling Director-Federal Programs	Improve Behavior Data			
Funding Sources: Coordination of Local, State, and Federal Funds - 30000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** GCCISD, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 4:** Increase student participation in school activities.

**Evaluation Data Source(s) 4:** Accountability scorecard

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Increase student participation in Career and Technical Student Organizations and Competitions.		Director of CTE	Increase in the number of students in each organization Increase in the number of students competing or placing in competitions			
2) Expand opportunities through the feeder pattern to increase program awareness and participation in UIL, History Fair, Robotics, etc.		Director of CTE STEM Specialist	Increase in the number of students in each organization Increase in the number of students competing or placing in competitions			
						

**Goal 4: GCCISD will provide and maintain a safe, positive learning environment.**

**Performance Objective 1:** Provide staff development to provide support with school safety.

**Evaluation Data Source(s) 1:** District Safety Reports, Discipline Reports, Student Surveys

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide staff and students training on bullying prevention and identification measures and monitor training implementation.		Director of Student Services Director of Guidance and Counseling	Training Conducted Reduction in Bullying Incidents			
2) Implement anti-bullying plan utilizing Olweus Bully Prevention program components.		Director of Student Services Director of Guidance and Counseling	Program Implemented Lessons Completed Kick-off Activities Conducted			
3) Implement a district conflict resolution curriculum for identified students who engage in aggressive offenses.		Director of Guidance and Counseling Director of Student Services	Program Implemented Decrease in Student Aggression Incidents			
4) Establish and train Crisis Response Teams for each feeder pattern.		Director of Student Services Director of Guidance and Counseling	Training Conducted			
5) Continue Industry Safety Audits in Industrial Labs to ensure a safe working environment.		Director of CTE	Industry Safety Reports continue incident -free industrial labs.			
						

**Goal 4:** GCCISD will provide and maintain a safe, positive learning environment.

**Performance Objective 2:** Decrease student infractions resulting in ISS and/or OSS.

**Evaluation Data Source(s) 2:** PBMAS Report, Review 360 Data, Campus Plans

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement interventions to reduce the number of In School Suspensions and Out of School Suspensions to ensure increased classroom time and instruction.		Director of Student Services	Decrease in ISS/OSS Assignments			
2) Implement a plan to address discipline issues identified on PBMAS including discipline data reviews.		Director of Student Services	Discipline Plan Implemented Decrease in discipline incidents			
3) Implement campus PBMAS plans in support of RtI.		Director of Student Services	Campus Plans Implemented Discipline Data Improved			
4) Incorporate Behavior 201 Training as a support for developing PBIS at each campus.		Director of Guidance and Counseling	Training Completed Decrease in discipline referrals			
5) Establish District Protocols that are baseline expectations for building relationships with students, staff, and parents.		Deputy Superintendent of Curriculum and Instruction	Protocols developed Survey Results indicate improved relationships			
Problem Statements: Perceptions 1						
						

**Performance Objective 2 Problem Statements:**


Perceptions
<b>Problem Statement 1:</b> The current student survey and staff survey indicate concerns that student discipline is inconsistent at our schools. <b>Root Cause 1:</b> Clearly defined standardized consequences are not being implemented.

**Goal 4:** GCCISD will provide and maintain a safe, positive learning environment.

**Performance Objective 3:** Monitor campus measures to ensure student safety.

**Evaluation Data Source(s) 3:** Compliance Reports, Camera Documentation, Classroom Observation Reports, EOY Incident Report

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide security officers who are active and visibly monitor students before school, between classes, after school, and during lunch.		Chief of Police	Visible Security Officers at every campus Decrease in Incident Reports			
2) Continue to utilize cameras in Special Education classrooms to ensure safe and positive learning environment.		Special Education Director Technology Director	Increase in Positive and Safe Learning Environments			
						

## Goal 5: GCCISD will recruit, develop, and retain highly effective personnel.






**Performance Objective 1:** Recruit highly effective staff at all campuses.

**Evaluation Data Source(s) 1:** Campus Staff Rosters, Substitute Rosters, Certification Reports, Training Logs

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide new administrator academy to support and develop knowledge base of GCCISD expectations and guidelines.		Deputy Superintendent for Curriculum and Instruction	Academy Conducted Increase Administrator Success with GCCISD Expectations/Guidelines			
2) Develop a recruitment plan to hire staff prior to summer.		Assistant Superintendent of Human Resources	Plan developed and implemented by the timeline Increase in highly effective staff recruitment results			
3) Compile and monitor a list organized by campus of teachers and certifications, other certified teachers and staff, and instructional paraprofessionals.		Director of Personnel Assistant Superintendent of Human Resources	Campus Rosters compiled, updated, and reviewed			
4) Provide potential teacher candidates with information on local State Board for Educator Certification (SBEC) approved alternative certification programs.		Assistant Superintendent of Human Resources	Current SBEC ACP information distributed Certifications attained			
5) Recruit certified Bilingual teachers who meet the needs of the EL students for Elementary PK-5th Grades, and have a plan to hire prior to summer.		Director of Personnel Director of Bilingual/ESL	Positions Filled Plan Developed			
6) Recruit certified ESL teachers for secondary Grades 6-12.		Director of Personnel Director of Bilingual/ESL	Positions filled			
7) Recruit Masters degreed teachers to support dual credit classes on high school campuses.		Assistant Superintendent of Human Resources	Increased CCMR reports Staff hired			
8) Attract and train current secondary core content teachers to seek ESL certification to meet the needs of EL students.		Director of Bilingual/ESL	Trainings conducted Certifications attained			
9) Ensure long term substitutes are appropriately certified.		Director of Personnel	Substitute Roster demonstrates 100% Highly Effective/Appropriate certifications			
10) Provide aspiring administrator academy to support and develop knowledge base of GCCISD expectations and guidelines.		Deputy Superintendent for Curriculum and Instruction	Academy Conducted Increase Administrator Success with GCCISD Expectations/Guidelines			








 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 5:** GCCISD will recruit, develop, and retain highly effective personnel.

**Performance Objective 2:** Maintain highly effective teachers at all campuses.

**Evaluation Data Source(s) 2:** Certification Reports, Staff Rosters, Staff Development Reports

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide each campus principal with a list of core teachers who failed to meet certification requirements on their campus..		Director of Personnel Assistant Superintendent of Human Resources	Current Rosters Sent			
2) Provide each campus principal with a list of the CTE faculty who teach courses that can satisfy core graduation requirements.		Director of Personnel Assistant Superintendent of Human Resources	Current Rosters Sent			
3) Send notice to teachers detailing requirements and timeline for completion of certification to meet requirements.		Director of Personnel	Emails sent to New Hires Checklist Reviewed Timelines Met			
4) Assist teachers who are not certified with resource materials on techniques and strategies to pass certification test(s).		Director of Personnel Assistant Superintendent of Human Resources	Required Reports Submitted Emails sent to Teachers Certification Review Session Notifications sent			
5) Offer and require attendance in high quality staff development for teachers not meeting highly effective status.		Assistant Superintendent of Human Resources Deputy Superintendent for Curriculum and Instruction	Staff Development Records Up to Date Staff Development Portfolios Reviewed			
6) Communicate and share with all teachers not meeting certification requirements the following information: a. Testing schedule; b. Support activities; c. Contract notification letter stipulating that teachers not meeting certification by the contract recommendation date will not be recommended for renewal.		Director of Personnel Assistant Superintendent of Human Resources	100% highly effective staff hired at all campuses			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** GCCISD will recruit, develop, and retain highly effective personnel.

**Performance Objective 3:** Provide mentor support to teachers/staff new to the District.

**Evaluation Data Source(s) 3:** Mentor Lists, Meeting Agendas, Mentee Surveys, Teacher Retention Report

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) All new teachers will be assigned to participate in the district level mentee support program that will facilitate activities for guidance and support with their first year.		Director of Personnel Assistant Superintendent of Human Resources	District Mentee Support Documented Increase in teacher recruitment/retention			
	Funding Sources: Coordination of Local, State, and Federal Funds - 40000.00					
2) Identify a campus level mentor coordinator to monitor mentee support and provide six week meetings as part of the program.		Director of Personnel Assistant Superintendent of Human Resources	Campus Coordinators Identified Meetings Conducted EOY Survey Complete			
3) Develop a 3 year mentor program that works through teacher cohorts for 0 to 2 year teachers.		Assistant Superintendent of Human Resources	Program developed and implemented Teacher Cohorts identified Retention Rate increased			
						

**Goal 5:** GCCISD will recruit, develop, and retain highly effective personnel.

**Performance Objective 4:** Retain highly effective teachers.

**Evaluation Data Source(s) 4:** Teacher Retention Rate Reports, Salary Schedule, Employee Surveys

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Retain current highly effective teachers by maintaining a competitive compensation package for experienced teachers, and teachers with advanced degrees and national certifications and investigate possible staff incentives.		Chief Financial Office Assistant Superintendent of Human Resources	Increase in Teacher Retention			
2) Conduct a study to review salary schedule for teachers based on years of experience, and teachers with advanced degrees and national certifications.		Director of Personnel Assistant Superintendent of Human Resources	Study Completed Salary Schedule Reviewed			
						





**Goal 6: GCCISD will establish and maintain parental and community partnerships in education to enhance student achievement.**

**Performance Objective 1:** Engage parents and community partnerships to support student progress with academics, attendance, and/behavior.

**Evaluation Data Source(s) 1:** Parent Surveys, Meeting Logs, Parent Activity Reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The district Parent and Family Engagement Policy will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. This document will be distributed to parents and made available to the local community in an understandable and uniform format.		Director-Federal Programs	Increase in parent and family participation			
2) Monitor the campus-hosted parent engagement opportunities which would include academic training sessions for Math, Reading, Writing, Science, Social Studies and other educationally determined training sessions.		Director-Federal Programs	Compliance requirements met			
Funding Sources: Coordination of Local, State, and Federal Funds - 60000.00						
3) Monitor implementation of campus Student Support Teams to support student and family identified needs.		Director-Federal Programs Director-Guidance and Counseling	Increase student academic, attendance, and behavior performance			
4) Monitor campus progress with home and/or community visits/notifications to update parents on the progress of their children related to academics, attendance, and/or behavior.		Director-Federal Programs	Increase student performance with academics, attendance, and/or behavior			
5) Host Career Development Night at Elementary campuses to engage parents and students in opportunities to investigate career paths. (Can be included in academic family nights.)		Director of Guidance and Counseling	Increase in parent participation and awareness			
6) Conduct information sessions for parents at high schools to discuss academic options, academic class rank, and graduation plans.		Director of Guidance and Counseling	Increase in Graduation Rate			
7) Increase business partnerships in order to enhance capstone activities for students.		Student Workforce Connection Liaison	Increase in Employer Partnerships			

8) Conduct focused parent, family, and community engagement sessions that support language acquisition and the academic success of LEP students.	2.6	Director-Bilingual Education	Increase in student achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


**Goal 7: GCCISD will provide the technology infrastructure and tools to maximize student achievement.**

**Performance Objective 1:** Increase technology proficiency for students.

**Evaluation Data Source(s) 1:** Walkthrough data, Rotation Schedules, Utilization Reports, Training Documentation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue to support the Elementary schools Laptop Initiative with Technology Integration Specialists who will work with teachers in a co-teaching environment.		Director of Educational Technology Technology Integration Specialists	Elementary Integration Specialist Rotation Schedule Implemented Walk through Data Reviewed			
2) Continue the 6th and 7th Grade iPad Initiative and 8th Grade Laptop Initiative with all Social Studies teachers and support them with Technology Integration Specialists on a weekly rotation.		Director of Educational Technology Technology Integration Specialist	Junior School Integration Specialist Rotation Schedule Implemented Walkthrough Data Reviewed			
3) Provide 9th - 12th grade students with iPads as a 21st century technology tool that will be utilized in their high school and college classes.		Director of Educational Technology Chief Technology Officer	iPad Distribution Completed			
4) Utilize the Educational Technology Specialists to co-teach with classroom teachers to implement technology in core curricular lessons.		Director of Educational Technology Educational Technology Specialists	Educational Technology Specialists Rotation Schedule Implemented Walkthrough Data Reviewed			
5) Provide all Core Content Classrooms with a standard set of technology items. (i.e., Promethean Board, laptop, student response system, document camera, ActivSlate and student desktops).		Director of Educational Technology Chief Technology Officer	Purchased Systems Utilization of Systems			
6) Provide teachers with training on integrating technology resources into daily lessons (i.e., Promethean Boards and iPads).		Director of Educational Technology Educational Technology Specialist	Training Completed Walkthrough Data Reviewed			

7) Continue online registration for high school, junior school students and elementary through TEAMS.		Director of Educational Technology Chief Technology Officer Deputy Superintendent for Curriculum and Instruction	All Student Registrations Completed Online			
8) Conduct a repair/maintenance study for iPads, promethean boards, and other instructional technology in order to develop a plan to provide repair/maintenance services		Chief Technology Officer	Maintain student proficiency level with technology			
9) Consider extending the laptop initiative to include 3rd grade classrooms to promote student proficiency with technology.		Chief Technology Officer	Determine feasibility of initiative			
						



## District Funding Summary

<b>Coordination of Local, State, and Federal Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Training costs for campus staff	Title I Part A/Title II, Part A	\$100,000.00
1	1	3	Training costs for campus staff	Title I Part A/Title II	\$50,000.00
1	1	6	ELAMSS Training Costs	Title II, Part A	\$200,000.00
1	3	3	District Instructional Specialists	Title I, Part A/Title II, Part A	\$200,000.00
2	1	4	Training Costs for TEA Priority focused on improving student performance	Title I, Part A	\$200,000.00
2	1	5	Training Costs for campus staff	Title I, Part A	\$45,000.00
3	3	6	Coaching services to improve student behavior and management	Title IV	\$50,000.00
3	3	7	Coaching services to improve student behavior and management	Title IV	\$30,000.00
5	3	1	Contracted Services for Mentee Support	Title II, Part A	\$40,000.00
6	1	2	Costs for parent and family training sessions	Title I, Part A	\$60,000.00
<b>Sub-Total</b>					\$975,000.00
<b>Coordination of Local and State Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	3	Salaries for CCR Counselors	High School Allotment	\$400,000.00
1	4	4	Naviance Software costs	High School Allotment	\$49,000.00
3	1	3	Costs including accelerated instruction payroll, transportation, software programs, and materials	SCE Funds	\$515,000.00
3	1	4	Costs for intervention support software programs	SCE Funds	\$750,000.00
<b>Sub-Total</b>					\$1,714,000.00
<b>Grand Total</b>					\$2,689,000.00