

Goose Creek Consolidated Independent School District
District Improvement Plan
2016-2017



Mission Statement

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
District Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Family and Community Involvement	13
District Context and Organization	15
Technology	17
Comprehensive Needs Assessment Data Documentation	19
Goals	22
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.	22
Goal 2: GCCISD will provide a well balanced and appropriate curriculum to all students.	28
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.	31
Goal 4: GCCISD will provide and maintain a safe, positive learning environment.	38
Goal 5: GCCISD will recruit, develop, and retain highly qualified and highly effective personnel.	42
Goal 6: GCCISD will establish and maintain parental and community partnerships in education to enhance student achievement.	46
Goal 7: GCCISD will provide the technology infrastructure and tools to maximize student achievement.	47

Comprehensive Needs Assessment

Demographics

Demographics Summary

What percentages of students fall into each ethnic, socioeconomic, gender and special populations group?

- Gender: Male – 51%, Female – 49%
- Ethnicity: Hispanic-59%; Black-15%; White-21%; Asian-1%; and Two or more-1%
- Program Areas: GT-7%; CTE-28%; SP.ED.-10%; LEP-14%; At Risk-49%; Title I-56%; Homeless-1%; 504/Dys-3% and Migrant-1%
- Economically Disadvantaged: 63%

Are enrollment numbers declining or increasing? What trends are seen? How has enrollment changed over the last 3-5 years?

- Enrollment Numbers: 2013-2014--22,320 students; 2014-2015--23,169 students; 2015-2016--23,748 students
- Enrollment Trend: Increasing enrollment with Hispanic & African American and decreasing enrollment with White

What are the student mobility rates? What support systems are in place to assist these students? South of I-10 appears to be more mobile especially in elementary schools. The Student Support Teams at each school facilitate support through FICs, CYS, and CIS staff.

How are students supported in each of the program areas (GT, CTE, Sp. Ed., 504, ELL, Migrant, etc.)? How effective are the services and supports in meeting the needs of students identified for the program areas? Students are supported through highly qualified teachers, specialized teachers, differentiated instruction, customized curriculum, modified curriculum, grouping considerations, and academic academies.

What are the dropout rates and completion rates? What interventions and support systems are in place to reduce these numbers and keep students in school? In 2012, the rate was 4.7%. In 2013, the rate was 4.4%. In 2014, the rate was 5%.

What are the attendance rates? What trends are seen over the last 3-5 years? What interventions are in place to promote high attendance and track and respond to absences and tardiness to improve attendance? The rate for 2012-13 was 95.1%. The rate for 2013-14 is 95.2%. Attendance rates have increased. Interventions include campus based-incentives and communication w/parents as well as district truancy program.

How do the demographics of the teachers compare with the demographics of the students? What is the average class size?

Elementary Average Class-size	Secondary Average Class-size
Kindergarten – 18.7 students	
First Grade – 16.4 students	ELA – 16.4 students
Second Grade – 15.7 students	Foreign Lang. – 20 students
Third Grade – 14.5 students	Math – 16.8 students
Fourth Grade – 15.2 students	Science – 18.1 students
Fifth Grade – 16.5 students	Social Studies – 18.1 students

Demographics Strengths

- Increased attendance percentage
- Decreased drop-out rate
- Specialized programs/teachers

Demographics Needs

- Smaller student/teacher ratio
- Look for ways to address needs of the economically disadvantaged
- Encourage students to set realistic goals in regards to vocational training/college
- More technical/vocational classes at high school
- Help students find resources to pay for school/training after high school

Student Achievement

Student Achievement Summary

How did each student group score on assessments? Which groups did/did not meet satisfactory performance? Is there a significant difference between the performances of different student groups? All groups met performance, more met standard than did not. The gap between the white population and the AA and Hispanic populations is staying the same.

What trends and patterns are identified when student performance scores on state assessments are compared over a period of 3-5 years? What are the areas of lowest performance? What does the data look like for the past three years? Campuses have demonstrated gains overall. There are pockets that show dips and AA struggle the most.

How do achievement rates of students in special programs (At Risk, Bilingual/ESL, Title I, Migrant, Section 504, Special Education, etc. compare with all other students? What plans are in place to support them as well as their teachers? The achievement is lower than expected with LEP/SPED student scores being the lowest. There are trainings available and bilingual PLC's are in place.

What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working? Interventions vary from campus-to-campus and are fluid. We are rarely comparing one student year-to-year and it's difficult to compare various students.

How is RtI being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education? The level of implementation varies from campus-to-campus. Students are placed in RtI by teachers based on the student performance. It is hard to determine effectiveness – would need to see how many students actually get exited from Tiers. We need more information from SPED about what they expect to see in referrals.

Student Achievement Strengths

- We try to implement RtI consistently
- Focus schools are making progress

Student Achievement Needs

- More RtI training for the campus including sessions for the RtI Team and the teachers on the specific process and procedures
- Updated training for 504 requirements is also needed

District Culture and Climate

District Culture and Climate Summary

What does the discipline data reveal including data about disciplinary removals, including assignments to POINT, DAEP or JJAEP for discretionary or mandatory purposes? Is one student group more heavily represented than others? DAEP indicates an increase in African American population and a decrease with the Hispanic and White population. ISS is assigned twice as much as expulsions.

Are disciplinary policies and practices proactive or reactive? How are the disciplinary practices and decision making evaluated? How often are adjustments made and why? There are reactive practices. The APs provide feedback on code of conduct. Teachers are usually not involved in decision making regarding behavior and discipline, but the AP usually cannot control that.

What interventions are in place to increase appropriate behavior? PBIS (positive behavior intervention support) on each campus, but more consistency is needed. The Olweus system is also in place.

Are effective procedures in place to promote safety? Do students feel safe? What strategies are in place to reduce the threat of bullying? How do you know the strategies are working? There is an anonymous bullying reporting available. There are no released reports on effectiveness of the reporting process.

District Culture and Climate Strengths

- Olweus system

District Culture and Climate Needs

- Continuing professional development
- Additional planning at campuses for implementation
- We need better structure for ISS across the district, it is usually not deterring any behaviors

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What strategies are in place to ensure all teachers and instructional paraprofessionals are highly qualified? What revisions may be necessary? HR checks certifications, T-TESS/evaluations – training on expectations of new system.

What systems are in place to retain staff as well as support new teachers? New teacher orientation, mentor/mentee/buddy, CIS/CAS, professional development, continuing contracts, PLCs.

What strategies and structures are in place to build capacity? There are various professional development opportunities, district content specialists, contracted services such as Josh Horton, Kagan, Solution Tree, etc.

What professional development and resources are needed? How are these needs identified? Technology, targeted training for teachers with 10+ years, specialized content training, writing curriculum, etc.

What professional development is available? In what format? How often? What follow-up support is available? It is located through our district website program in Eduphoria with various training options such as in person, online, etc. Most follow-up is reliant on the teacher to initiate. It would be helpful to have presenter follow-up with teachers.

How will the strengths of the most effective teachers be shared with others? PLC's, common planning, teacher mentors, observation of strong teachers, vertical alignment, and team planning.

What structures are in place to ensure that teachers and others implement what they learn? Monitoring with walk-throughs, planning, PLC's, and T-TESS evaluations.

What support is available for teachers whose student performance is below district and/or state standards? Support is available through the mentor program, Campus Instructional/Academic Specialists, curriculum specialists, professional development, and teacher development plans.

Staff Quality, Recruitment, and Retention Strengths

- District Specialists
- Campus Support
- New Teacher Resources

Staff Quality, Recruitment, and Retention Needs

- Individualized/content specific training
- Training for teachers with 10+ years
- More observation of mentor teachers by other teachers
- More campus-to-campus grade level discussions & observations
- Vertical team discussions
- Better communication as to “District Mandated” staff dev. (i.e. Sheltered Instruction)
- 2-year vs 1-year mentor program

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

What does the analysis of student success on assessments reveal about the strengths and weaknesses of the district curriculum? District curriculum does not address apps in Math TEKS. It is hard to compare CBA/Benchmark/STAAR when they test over different things (some taught, some not taught). The quality of CBA/Benchmark test questions are not always the best for testing.

Is the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS)? Are teachers implementing the district's curriculum with fidelity? Some curriculum areas are more aligned and easier to follow than others (Math vs. ELA at the Elementary level). Teaching to mastery usually doesn't happen with the given scope & sequence. Fidelity is a work in progress.

Does the rigor and relevance of instruction align with the TEKS, ELPS and CCRS? Is instruction cognitively demanding and challenging? For the most part, yes, but it depends on the teacher. Student mobility rates have a high impact on what happens in the classroom.

How are professional learning communities and/or departments organized? How are they tracking student progress and performance? What is the expectation when progress is not occurring? The grade level PLC's use test data to determine future lessons and tutorial groups. They use charts & sheets from Eduphoria to complete progress monitoring as well as use formative assessments to track student progress & performance.

Are assessments being used effectively? How is progress tracked for students, staff, grade levels, departments, campuses and the district? HS/JH – CBA data does not seem to be a true indicator of student success. Most teachers do not have time for re-teaching. Data gets broken down, but then what?

Are the instructional initiatives aligned with the improvement plan? Are professional development strategies implemented and monitored to align with the improvement plan? The follow through is often lacking.

Curriculum, Instruction, and Assessment Strengths

- Campus Instructional Specialists

- Bilingual PLCs
- PLC – commitment
- Data - lots of data sources!

Curriculum, Instruction, and Assessment Needs

- Quality Professional Development (Math)
- Bridging PLC's from campus-to-campus (especially Jr. High)
- More vertical/horizontal alignment meetings
- Language Arts needs an updated curriculum (elementary)
- Need a writing curriculum
- Review of Professional Development (like Kagan)

Family and Community Involvement

Family and Community Involvement Summary

What is the focus on a home/school connection to educate and engage parents in understanding how to support their children? How? There is support through offering resources for academic behavioral & social needs, involving the FIC, CYS, and CIS since they are considered a neutral party. The impact is positive parent contact, knowledge of curriculum, parent education through family nights.

How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know? Involvement includes PTO, PIE, incentives, donations, watch dogs, family nights, volunteers, with sign-in sheets reflecting attendance and surveys completed by parents.

What are teachers' expectations for parental involvement? To be involved, meet to complete student/parent/teacher contract, mutual respect, and communication.

How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? According to data – highly effective.

What types of community partnerships exist? How are they recruited? Partnerships include PIE, PTO, Business donations, Guest speakers, Student internships, Education Foundation Partners, PALS, and Ready Set Teach to name a few.

Do parents and community members participate in the site-based planning committee? How are they selected? Participation is through volunteer, selection, or nomination for a committee. There are various committees to serve on such as PIE reps – Chamber of Commerce, campus committees, parent watch dogs, and ILT/ILC.

Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems? There are many ways that the structure supports parent communication, but at times it can be intimidating or appear to be not welcoming. Sometimes parents may not be aware of ways to discuss issues with school and instead choose outlets such as social media.

What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know? The parent survey data shows we are being effective and that parents feel welcomed in schools (93%). Parents appreciate more positive communication.

Family and Community Involvement Strengths

- Effective communication
- Safety
- Technology

Family and Community Involvement Needs

- More parental involvement in taking surveys
- All communication translated i.e. website, app, etc.
- More parent involvement on committees – cross representation
- Training for effective parent conference
- Send discipline plan more than once (after a couple of weeks)
- More positive communication
- Parents respond to incentives just like students

District Context and Organization

District Context and Organization Summary

What are the goals, target areas and stated measurable performance objectives? What data sources are used throughout the year to monitor progress? How often? Data sources include information from TEKS, STAAR, Benchmark, CBAs, CFAs, Unique (SPED), Fast ForWord, CogMed, Progress Monitoring, Graduation/Dropout rates, Certifications, Monitoring student growth (i.e. ISIP), and Math Universal Screener.

How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews? PLCs, Faculty meetings, Team meetings, CIP/DIP, ILC, T-TESS, Curriculum, and Documentation for reviews.

How does the district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized? Growth plans since this is an area that needs to be improved, professional development, move personnel/students, adjust curriculum, and monitor item analysis/data from Eduphoria.

How is the district focused on improving student academic achievement? How is adequate time devoted to improve performance in subjects where students perform poorly? Is there a sense of urgency and strong commitment? The focus for improving student success is through teacher accountability, tutorials, ALT time in elementary schools, re-teaching as necessary, and PLCs. Sometimes, we are reactive NOT Proactive which leads an urgency level that isn't beneficial to student improvement.

What time is available as a district for content areas and/or grade levels for instructional improvement planning? How is it structured? What are the instructional planning expectations? What processes are in place to ensure that the daily demands do not overshadow a focus on improvement? Through extended planning (6 weeks) and PLCs, but there needs to be more consistency as a district.

What are the perceptions of staff? Do all staff have the same perceptions? How does this perception compare with student and parent perceptions? According to staff survey results, most staff answered agree/strongly to all questions. However, we feel that data may not be valid due to the number of people that completed the survey and that most responses came from elementary campuses.

District Context and Organization Strengths

- PLC days on new calendar

District Context and Organization Needs

- More “Bridging” communication i.e. – SPED/ 5-6 / 8-9
- Vertical alignment between transitional grade levels
- Full-time night school

Technology

Technology Summary

What are district expectations for the use of technology? We need to make good use of the resources provided, remember that technology factors into teacher evaluations, and incorporate technology as often as possible.

How is technology used to support instruction and learning? It is used to increase student engagement & PERFORMANCE as well as being an important part of differentiated instruction.

How are available online instructional materials evaluated for appropriateness and accuracy? The teacher is largely responsible with TMS providing screens/blocks when necessary.

What technology is available? Is it available for all students? Promethean boards, iPads, laptops, computer labs, clickers, and various software programs such as Eduphoria, Edmodo, Remind101, and Kahoot are some of the technology that is readily available. There is greater availability in Elementary schools than Junior High and High Schools.

What technology support is available for students? For teachers? The students have the teachers to support their needs and the teachers have the CTS, Educational Tech Specialists, and the TMS Staff for support.

Is technology available for student use before and after school? For parents? In high school, the students all have an iPad. At all levels, technology is available to students and parents through the school computer labs, library, student links, and parent portal access.

What training is available for teachers? Others? The 2016 summer calendar reflects that there are more tech trainings than previously available.

What barriers reduce the use of technology? Barriers would include some staff are fearful of new technology, internet access at home (HS iPads), the school bandwidth and some levels of training.

Technology Strengths

- Wide range of technology

- Educational Technology Specialists are helpful to work one-on-one with staff

Technology Needs

- Awareness of cost
- More training onsite (Ed Tech one-on-one)
- Continuing or replacement costs for batteries, bulbs
- Technology extensions for electives

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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






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.

Summative Evaluation: Student data results on district assessments, STAAR, and TELPAS.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) 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; SST Report; Programs created/monitored			
2) Continue to provide District-wide avenues of communication among teachers, including vertical team meetings, to meet the needs of all students.	Assistant Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction	Goals Established; Student Data			
3) Improve programs and learning outcomes for students who receive specialized services by providing training and support to teachers and administrative staff (i.e. Co-teaching).	Director of Intervention Programs, Special Education Director	STAAR Results; Student Progress			
4) Provide EL's support that targets their proficiency levels and accelerates English language acquisition, so that all grade levels, in all State assessments show yearly progress as measured by Index II.	Director of Bilingual/ESL	STAAR Results; TELPAS Proficiency Levels; Minutes from meetings; Intervention Service Data Logs; campus schedules			
5) 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.	Assistant Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction	Teacher Professional Development Cumulative Training Log; Calendar; alignment of goals			
6) Provide training and campus support through monthly principal PLC meetings.	Assistant Superintendent for Curriculum and Instruction, Area Executive Directors	Principal PLC Conference; Agendas; Principal feedback; Campus Support Logs			

7) Provide District/Campus-based training and ongoing coaching support to improve Tier I instruction.	Principal, Core Content Coordinators	Student Success on Classroom Assignment; District Assessments; and STAAR Testing; SST Meeting Logs			
8) Develop campus action plans in meeting accountability performance goals that address the whole child.	Assistant Superintendent for Curriculum and Instruction, Principals	Data Walls; Increase in Scores; SST Meeting Logs; PLC Process			
9) Implement Writing Across the content areas at all campuses.	Principal, ELA Coordinators	PBMAS; STAAR Results; Lesson Plans; Writing Samples; Training Documents			
10) Implement PLC process and training to support student academic success.	Assistant Superintendent for Curriculum and Instruction, Principals	Principals trained; Implementation of PLC meetings; Completed instructional vision and collective commitments Coordination of local, state, and federal funds			
11) Conduct Hybrid PLC Conference to develop campus leadership team.	Assistant Superintendent for Curriculum and Instruction, Federal Program Director	Agenda; Sign-in Sheets Coordination of local, state, and federal funds			
12) 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, Principals	Calendar; PLC day agendas			
13) Provide training for teachers leading the implementation of the Texas Performance Standards Project.	Director of Advanced Academics	Training Sign-in Sheets; Walkthrough data; Student projects			
 = 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 2: Monitor student progress to measure academic growth and identify areas of academic need.

Summative Evaluation: Student data results on district assessments, STAAR, and TELPAS.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) 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			
2) Implement a system to support campuses with monitoring student progress focusing on sub populations and at risk students.	Principals	PBMAS; STAAR Results; Safeguard Data; LPAC Minutes for Monitored Students Coordination of local, state, and federal funds			
3) Train staff on building common formative assessments K-12 and develop a plan to meet individual student needs based on data. (PLC process)	Assistant Superintendent for Curriculum and Instruction, Principals	Training core teams; Module 2 presented at campus; Development of common formative assessments			
4) Analyze data (i.e., PBMAS, EOC, STAAR, TELPAS) to determine areas of high need through PLC's at campuses for all CBA's, CFA's and benchmarks to drive instruction.	Principals, Area Executive Directors	Increase in State Assessment Scores in Identified High Need Areas including student progress			
5) Use the data review process through campus PLCs to identify and address students' needs on a continual basis.	Principals	Increase in State Assessment Scores; Student Progress			
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 scheduled			
					

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.

Summative Evaluation: Student data results on district assessments, STAAR, and TELPAS.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Implement T-TESS identified areas of focus to monitor utilization of instructional strategies in classrooms through focused walk-throughs and reflective questioning.	Assistant Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction, Campus Administrators	STAAR Results			
2) Conduct coaching sessions with staff to support classroom instruction which includes the established coaching expectations and monitoring system.	Director of Curriculum and Instruction, Campus Administrators	Walkthrough Data; Coaching Forms			
3) Conduct, at a minimum, five classroom walkthroughs weekly by campus administrators to communicate support of best instructional practices.	Campus Administrators	Walkthrough Data			
4) Coach and model balanced literacy in K-5 classrooms where students are not reading at grade level and provide focused reading interventions.	Principal, Director of Curriculum and Instruction	Logs; Feedback Walk-Through Forms; Training; Schedules; Sign-in Sheets			
5) Implement Kurzweil program to support instruction for students with disabilities including all other eligible students.	Director of Special Education, Content Coordinators	STAAR; STAAR-A; CBA Performance			
6) Provide on-line modules on the ELPS instructional tool and sheltered instruction for teacher growth.	Director of Bilingual/ESL	Modules developed; Feedback Forms			
7) Provide professional development refresher opportunities for targeted populations.	Director of Curriculum and Instruction	Professional development calendar			
8) Provide specialized training during the "Back to School" academies for all staff members to impact classroom instruction.	Assistant Superintendent for Curriculum and Instruction	Academy sessions; sign-in sheets; handouts			

9) Conduct instructional rounds at selected campuses to provide feedback on identified problem of practice.	Assistant Superintendent for Curriculum and Instruction	Training schedules; established teams; feedback sheets			
 = 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.

Summative Evaluation: Graduation rates and endorsement selection.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Continue Naviance training and implementation for all campus staff and utilize student data at campuses.	Director of Guidance and Counseling, College and Career Readiness Coordinator	Naviance Reports; training logs			
2) Increase College/Career Night attendance by advertising at all campuses, the local paper, website, emails, flyers, and parent notification system.	Director of Guidance and Counseling, Principal, CTE Director	College/Career Night Attendance			
3) Incorporate college and career awareness activities in all grade levels.	Director of Guidance and Counseling, College and Career Readiness Coordinator	Walkthrough Data; Lesson Plans			
4) Establish a transition plan for Special Education students 14 years of age and older.	Special Education Director, Principal	Transition Plans			
5) Provide staff development opportunities for counselors in career pathways, HB5, and endorsements.	Director of Guidance and Counseling, CTE Director	Trainings Attended			
6) Provide events and activities for students to encourage enrollment in non-traditional Programs of Study.	CTE Director, CTE Specialists	PBMAS Data, Student Enrollment			
7) Utilize campus college and career counselors to help students access resources for college.	Principal	Student data; Apply Texas; Financial Aid			
					

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.

Summative Evaluation: Revised curriculum documents and walkthroughs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Ensure every course/subject has a corresponding written curriculum document.	Director of Curriculum and Instruction, Content Coordinators	Curriculum Documents; Assessment Samples; Vertical Alignment TEKS Deconstruction Documents			
2) Continue to implement a continuous improvement model based on District data review processes within identified content and special program areas.	Assistant Superintendent for Curriculum and Instruction, Area Executive Directors	Campus Student Data Monitoring System; Continuous Improvement Plan			
3) 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	PLC Process; Calendar of Activities; Needs Assessments			
4) 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	Curriculum Documents; Plan of Action; P.D. Calendar			
5) Implement daily warm-ups that support the Texas Essential Knowledge and Skills (TEKS) in all content areas in all grade levels.	Director of Curriculum and Instruction, Core Content Coordinators	Warm-Up Activities; Walkthroughs			
6) Provide early literacy training with a focus on phonics instruction.	ELA Coordinator	3 day training academy; resources; implementation in lesson plans; walk through data			
7) Implement Accelerated Reader 360 Program in Grades 1-5 and review program goals and incentives.	Director of Advanced Academics	Campus-based Incentives; Accelerated Reader Report			
8) Implement STEM Labs at all Junior Schools.	CTE Director	Pitsco Curriculum; Labs Renovated; Students enrolled in class			
9) Implement Abydos Writing Project through Trainer of Trainer model.	ELA Coordinator	Professional Development; Revised Scope and Sequence; Grade Level Scope and Sequence Forms; Training Timeline			
10) Continue implementation of the AP Steering Committee in order to continue strengthening the district AP Program.	Director of Advanced Academics	Increase in Percentage of AP Students Taking AP Exams from 2012-2013 to 2015-2016; Increase in Percentage of AP Students Scoring 3+ on AP Exams from Spring 2013 to Spring 2016			






11) Implement a Dual Credit Steering Committee designed to promote and strengthen the Dual Credit Program District-wide.	Director of Advanced Academics	Three Year Plan; Meeting Agendas and Sign-in Sheets; Increased Dual Credit Enrollment			
12) Develop an updated written departmental Fine Arts curriculum as related to the Curriculum and Instruction goals including a vertical alignment guide, a minimal skills guide, and a professional development plan for Fine Arts.	Director of Fine Arts	Documents Completed			
13) Identify appropriate industry certifications for each CTE Program of Study and provide opportunities for students to test.	CTE Director	Increase Number of Certifications Obtained			

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.

Summative Evaluation: State and federal accountability results.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Implement a training plan to support the inclusion initiative for in-class support, co-teaching, and differentiated instructional strategies with specific focus on the "role" of the co-teacher.	Principal, Special Education Director	Staff Development; Schedule; Walkthroughs			
2) Implement district and campus plans to meet state compliance, with a focus on Bilingual Education and Special Education.	Principal, Special Education Director, Director of Bilingual/ESL	Quarterly Plan Reviews			
3) 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	Parent Participation; Numbers of Children Identified as Eligible for Special Education Services; Parents Participated in Training			
4) Work with campus administrative teams to plan supplemental instructional services for all MEP students.	Migrant Program Administrator, Principal	Meeting Agendas; Minutes; and Instructional Plans for MEP Students as Needed			
5) Work with campus administrative teams to plan supplemental tutorial services for all MEP students.	Migrant Program Administrator, Principal	Meeting Agendas; Minutes; Tutorial Plans for MEP Students as Needed			
6) Conduct campus visits where MEP students are attending to ensure delivery of program services.	Migrant Program Administrator, Principal	Campus Visit Schedules; Sign-In Sheets; Contact Logs, Priority For Services (PFS) Form and Needs Assessment			
7) Develop a PFS Plan for serving PFS students before the first day of school.	Migrant Program Administrator, Principal	PFS Action Plan in Place Before the First Day of School			
8) On a monthly basis, run NGS PFS reports to identify migrant children and youth who require priority access to MEP services on a monthly basis.	Migrant Program Administrator	PFS Reports Generated on a Monthly Basis			
9) 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.	Assistant Superintendent for Curriculum and Instruction	Meeting Agendas and Minutes; Sign-In Sheets; Coordination of Services; Activities and Timelines			
10) Conduct 6 week 504 meetings to provide campus support impacting student achievement.	Director of Interventions	Calendar, Meeting Agendas			
11) Implement Grade level Texas Performance Standards Project Tasks	Director of Advanced Academics	Staff Development Schedule; Walkthroughs; GT Projects Showcase schedule			

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

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

Performance Objective 3: Inform students and parents of curriculum options for kindergarten through twelfth grade.






Summative Evaluation: Parent awareness sessions.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Distribute literature and brochures that highlight "The Foundation Program" including endorsements and Distinguished Plans.	Director of Communications, Director of Guidance and Counseling	Published Brochures; Web page			
2) Maintain the CTE web page on the GCCISD website to provide information on all CTE Programs and related careers.	CTE Director	Website; Increase of Student Requests for CTE Courses			
					

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

Performance Objective 4: Provide instruction to address curricular gaps of targeted students through individual detailed school action plans.


Summative Evaluation: State and federal accountability results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Provide assistance through extended school year opportunities for TAKS/STAAR tutorials that provide focused, targeted instruction on the objectives not mastered.	Principal	Tutorial Teacher Rosters; Tutorial Sign-In Sheets; PBMAS Indicator for STAAR ESL Passing Rate is at 0 or 1			
2) Continue to provide training in strategies that differentiates instruction for EL and SPED students at their proficiency levels.	Director of Bilingual/ESL, Special Education Director	Training Agendas; Sign-In Sheets; 6 week PLC's			
3) Develop strategies for consistent program model implementation that is focused on the success of EL's and SPED students including individualized/customized model and coaching support pertinent to campus specific needs.	Director of Bilingual/ESL, Special Education Director	Training Agendas; Sign-In Sheets; ESL Instruction			
 = 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 1: Enhance the Positive Behavior and Intervention Support (PBIS) initiative to support students' individual academic and behavioral needs.

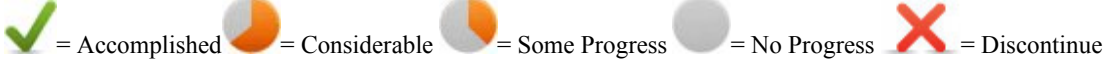
Summative Evaluation: Review 360 data and PBMAS data validation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Implement the Response to Intervention (RtI) model so that campuses meet the needs of their struggling students, and monitor RtI data on a regular basis.	Director of Intervention Programs, Special Education Director, Director of Curriculum and Instruction	Teachers and Principals Understand Tier 1, 2, and 3 Levels of Intervention; Students are Receiving Quality Research Based Instruction			
2) Continue to implement Review 360 to support behavior RtI; implement eSPED RtI student support team modules for online documentation, provide training, and monitor plan to support Review 360 deployment.	Special Education Director, Director of Student Services	Review 360; Data Reports; Usage Reports			
3) Provide training on our process and procedures for RtI including Behavior 101 training	Director of Guidance and Counseling	Training agenda sign-in sheets			
					

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%.


Summative Evaluation: Attendance rate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Provide parents with information/resources so that their children will be in attendance and be successful in the school environment and utilize the Student Support Team including Family Involvement Coordinators (FICs) CYS, CIS, Social Workers, counselors, program managers, and teachers to contact parents of children with excessive absences.	Director of Federal Programs, Director of Guidance and Counseling	Parent Communication; Truancy Reports; Increased Attendance Rates Identify campus incentives to improve attendance. Attendance Reports			
2) Identify campus incentives to improve attendance.	Principal	Attendance Reports			
3) Establish systems at campuses to monitor student attendance.	Principal	Action Plan, Systems established			
					

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: Improve graduation rates for special populations.


Summative Evaluation: Graduation rate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) 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	Campus Visit Logs and Feedback Forms; Contact Logs; Parent Sessions			
2) 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; TEAMS Failure Reports			
3) Conduct yearly review of all students high school graduation plans including endorsement selections and distinctions.	Director of Guidance and Counseling	Personal Graduation Plans			
4) Conduct "Reach Out to Dropouts Walk" and monitor enrollment of students from conducted activities.	Director of Guidance and Counseling	Increase in Graduation Rate; Reenrollment of drop out students September 24, 2016.			
					

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.


Summative Evaluation: Accountability scorecard.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Increase student participation in CTSOs and Competitions.	Principal, CTE Director	Number of students in each organization and number of students competing/placing in competitions.			
2) Expand opportunities through the feeder pattern to increase program awareness and participation in UIL, History Fair, Robotics, etc.	Principal	Student Participation			
					

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

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


Summative Evaluation: District safety data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Development of Training; Attendance Sign-In Sheets			
2) Implement anti-bullying plan utilizing Olweus Bully Prevention program components.	Director of Student Services, Director of Guidance and Counseling	Program Implementation; Lesson Plans; Kick-off Activities			
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 Implementation; CYS; Social Workers; CIS			
4) Establish and train Crisis Response Teams for each feeder pattern.	Director of Student Services, Director of Guidance and Counseling	Sign-In Sheets; Training Plans			
5) Provide training for Texas Behavior Support Initiative.	Special Education Director	Attendance Sign-in Sheets			
					

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

Performance Objective 2: Provide parent awareness to support student safety.






Summative Evaluation: Feedback Data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Continue annual Parent Fair in conjunction with Special Education parent meeting providing information on anti-bullying strategies, self harm prevention, anti-drug and alcohol strategies, and truancy prevention measures.	Director of Student Services, Special Education Director	Attendance Sign-In Sheets; Feedback Results			
					

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

Performance Objective 3: Decrease student infractions resulting in ISS and/or OSS.

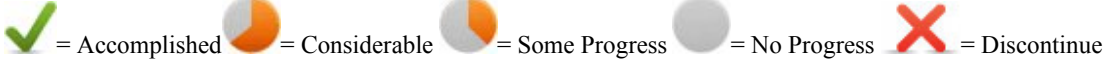
Summative Evaluation: PBMAS data validation and Review 360 data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Principal	PEIMS Data, Review 360 Data, 6 weeks monitoring meetings.			
2) Implement a plan to address discipline issues identified on PBMAS including discipline data reviews.	Director of Student Services, Assistant Principal	Discipline Plan; PBMAS Plan			
3) Implement campus PBMAS plans in support of RtI.	Director of Student Services, Principal	PBMAS Plan			
4) Implement Behavior 101 Training as a support of developing PBIS at each campus.	Director of Guidance and Counseling	Region IV, training calendar, sign-in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 4: Monitor campus measures to ensure student safety.


Summative Evaluation: Drill compliance/cameras

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Provide security officers who are active and visibly monitor students before school, between classes and after school.	Chief of Police	Visible Security Officers, Incident Reports			
2) Review and revise Campus Crisis Plans to include: Lockdown/Shelter-in-place and evacuation of disabled students.	Principal, Special Education Director, Assistant Principal, Executive Director of Support Services and Special Projects	Crisis Plans			
3) Continue to implement the approved plan to update district facilities with security gates, vestibules, and security cameras.	Deputy Superintendent	List of completed projects; Timelines			
4) Utilize cameras in Special Education classrooms to ensure safe and positive learning environment.	Special Education Director, Technology Director	Compliance Reports			
					

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

Performance Objective 1: Recruit highly qualified (HQ) staff at all campuses.


Summative Evaluation: HQ report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Identify and compile a list by campus of HQ teachers, other certified teachers and staff, and instructional paraprofessionals.	Director of Personnel, Assistant Superintendent of Human Resources	List by Campus; eGrant Reports			
2) Ensure long term substitutes are HQ and/or appropriately certified.	Director of Personnel	eGrant Report; Master Schedule; Principal Attestation			
3) Provide new administrator academy to support and develop knowledge base of GCCISD expectations and guidelines.	Assistant Superintendent for Curriculum and Instruction	Agenda			
4) Provide potential teacher candidates with information on local State Board for Educator Certification (SBEC) approved alternative certification programs meeting HQ requirements as needed.	Assistant Superintendent of Human Resources	Literature provided			
5) Develop a recruitment plan to hire HQ staff prior to summer.	Principal, Assistant Superintendent of Human Resources	Recruitment Schedule; Teacher Pool; Letter of Intent to Hire; Monitor Staffing Demographics			
6) 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, Participation in recruitment fairs			
7) Recruit certified ESL teachers for secondary Grades 6-12.	Director of Personnel, Director of Bilingual/ESL	Positions Filled, Participation in recruitment fairs			
8) Attract and train current secondary core content teachers to seek ESL certification to meet the needs of EL students.	Principals, Director of Bilingual/ESL	Candidate Pool, Participation in certification programs			
					

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

Performance Objective 2: Maintain highly qualified status at all campuses.


Summative Evaluation: HQ report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Provide each campus principal with a list of core teachers who failed to meet HQ requirements on their campus and the CTE faculty who teach courses that can satisfy core graduation requirements.	Director of Personnel, CTE Director	Roster			
2) Send notice to teachers detailing requirements and timeline for completion of certification to meet HQ requirements.	Director of Personnel	Emails to New Hires; Checklist			
3) Assist teachers who are not HQ with resource materials on techniques and strategies to pass certification test(s) and meet HQ standards.	Director of Personnel, Assistant Superintendent of Human Resources	eGrant Report; Email to Teachers, Certification Review Sessions, Materials/Literature			
4) Offer and require attendance in high quality staff development for teachers not meeting HQ requirements.	Assistant Superintendent of Human Resources, Assistant Superintendent Curriculum and Instruction	Staff Development Records; Staff Development Portfolio			
5) Communicate and share with all teachers not meeting HQ requirements the following information: a. Testing schedule; b. Support activities; c. Contract notification letter stipulating that teachers not meeting HQ by the contract recommendation date will not be recommended for renewal.	Director of Personnel, Assistant Superintendent of Human Resources	Teachers Becoming HQ by the End of the School Year; 100% HQ for all Campuses			
					

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

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


Summative Evaluation: Mentoring program.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Identify a campus level mentor coordinator to monitor mentee support. Provide six week meetings as part of 3 year induction program.	Director of Personnel	Mentor Coordinator Identified at Each Campus			
2) Develop a 3 year mentor program that works through teacher cohorts for 0 to 2 year teachers.	Assistant Superintendent of Human Resources	Mentor Program; Meeting Schedule			
					

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

Performance Objective 4: Retain highly qualified teachers.






Summative Evaluation: Teacher retention rates.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Retain current HQ 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 Officer, Assistant Superintendent of Human Resources	Retention Rate; Salary Schedule; Region IV; TEA Salary Survey			
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	Recommendations			
					

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

Performance Objective 1: Engage parents to support student academic progress.

Summative Evaluation: Accountability scorecard.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Host parent nights which would include academic training sessions for Math, Reading, Writing, Social Studies and Science as well as other educationally determined training sessions.	Principal, Family Involvement Coordinator, Federal Programs Director	Sign-in Sheets Coordination of local, state, and federal funds			
2) Utilize FICs to support student and family identified needs through the Student Support Team meetings.	Family Involvement Coordinator, Principal	FIC Logs; Parent Support; Resource Lists Coordination of local, state, and federal funds			
3) 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, Principal	Sign-in Sheets Coordination of local, state, and federal funds			
4) Conduct home and/or community visits/notifications to update parents on the academic progress of their children.	Family Involvement Coordinator, Federal Programs Director, Migrant Program Administrator, Principals	Home Visit Contact Logs; Community Meeting Attendance; Sign-In Sheets; NGS; and Access Reports Coordination of local, state, and federal funds			
5) Plan a minimum of three parent involvement meetings throughout the school year to provide school, health and social informational sessions to students' parents.	Family Involvement Coordinator, Federal Programs Director	PIM Schedules; Agendas; Sign-In Sheets; Attendance			
6) Conduct information sessions for parents at high schools to discuss academic options, academic class rank, and graduation plans.	Director of Guidance and Counseling, Principal	Graduation Rate			
7) Increase business partnerships in order to provide additional work-based learning opportunities for students.	Career and Technical Education Director	Increased Employer Involvement			
8) Implement a Community Adult Education Services Program in conjunction with Lee College	Special Education Director	Program Participation Reports			
 = 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.

Summative Evaluation: Walkthrough data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 Specialist	Elementary Integration Specialist Rotation Schedule			
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			
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 Lists			
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 Specialist	Educational Technology Specialists Rotation Schedule			
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	Sign-In Sheets; Training Plan			

7) Implement online registration for high school, junior school students and elementary through TEAMS.	Director of Educational Technology, Chief Technology Officer, Assistant Superintendent for Curriculum and Instruction	Parent Portal Link;			
8) Provide iPads for enhancement of early childhood instruction.	Special Education Director, Director of Intervention Programs, Director of Educational Technology	iPad Distribution List			
9) Provide iPads to enhance instruction for deaf/hearing impaired students.	Special Education Director, Director of Educational Technology	iPad Distribution List			
10) Implement home-based Early Childhood Program - iPad initiative, with migrant students.	Migrant Program Administrator, Director of Educational Technology	MEP-based Lesson Plans			
11) Provide Lenovo Thinkpad laptops to migrant students in need of technology to support academics at home.	Director of Educational Technology, Migrant Program Administrator	Distribution List; Survey; Parent Permission			
12) Utilize the Librarians to coteach with classroom ELA teachers to implement technology in the Reading, Writing, and Research process.	Director of Advanced Academics	Completed Student Research Project			
