

Goose Creek Independent School District

District Improvement Plan

2015-2016

Accountability Rating: Met Standard



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

Today’s Students, Tomorrow’s Future

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

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
- AEIS longitudinal data
- Federal Report Card Data
- NCLB 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 failers
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- Progress of prior year TAKS failers
- 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), Grades 5 and 8, data
- 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 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
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates 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

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio

- Campus leadership data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data






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

Goals

Goal 1: 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: Continue to 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.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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, CTE Director, Special Education Director, Core Content Coordinators	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).	Assistant Superintendent for Curriculum and Instruction, Director of Intervention Programs, Special Education Director	STAAR Results; Student Progress				
4) Continue to provide ELLs 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.	Assistant Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction, Director of Bilingual/ESL, Federal Programs Administrator	STAAR Results; TELPAS Proficiency Levels; Minutes from meetings; Intervention Service Data Logs; campus schedules				

5) Continue 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, Director of Professional Development and Advanced Academics, Federal Programs Administrator	Teacher Professional Develop 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	Agendas; Principal feedback; Campus Support Logs				
7) Provide District/Campus-based training and ongoing coaching support to improve Tier I instruction.	Assistant Superintendent for Curriculum and Instruction, Principal, Core Content Coordinators	Student Success on Classroom Assignment; District Assessments; and STAAR Testing; SST Meeting Logs				
8) Support campus action plans in meeting accountability performance goals in the four indices.	Assistant Superintendent for Curriculum and Instruction, Area Executive Directors, Principals	Data Walls; Increase in Scores; SST Meeting Logs				
9) Continue Writing Across the Curriculum at all campuses.	Principal, Area Executive Directors, Director of Curriculum and Instruction	PBMAS; STAAR Results				
10) Implement PLC process and training to support student academic success.	Assistant Superintendent for Curriculum and Instruction, Area Executive Directors, Principals	Principals trained, Modules developed for campus training; Implementation of PLC meetings.				
 = 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: State and federal accountability results.




Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue 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; Language of Assessments Counts Sheet				
2) Implement a system to support campuses with monitoring student progress focusing on sub populations.	Director of Bilingual/ESL, Area Executive Directors, Director of Special Education	PBMAS; STAAR Results; Safeguard Data; LPAC Minutes for Monitored Students				
3) Train staff on building common assessments K-12 and develop a plan to meet individual student needs based on data.	Assistant Superintendent for Curriculum and Instruction, Area Executive Directors	Training core teams; Module 2 presented at campus; Development of common assessments				
4) Analyze data (i.e., PBMAS, EOC, STAAR, TELPAS) to determine areas of high need through PLC's at campuses for all CBAs and benchmarks to drive instruction.	Principal, Area Executive Directors	Increase in State Assessment Scores in Identified High Need Areas				
5) Use the data review process through campus PLC's to identify and address students' needs on a continuous basis.	Principals	Increase in State Assessment Scores; 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.

Summative Evaluation: T-Tess data


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	Assistant Superintendent for Curriculum and Instruction, 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.	Director of Bilingual/ESL, Principal, Director of Curriculum and Instruction, ELA Coordinator	Logs; Feedback Walk-Through Forms; Training; Schedules; Sign-in Sheets				
5) Continue district-wide implementation of ELA 2 year plan to address areas of need identified in The Meadows Center for Preventing Educational Risk Audit.	Assistant Superintendent for Curriculum and Instruction, ELA Coordinator, Director of Curriculum/Instruction	Eduphoria; Training Modules; Contracts; Feedback				
6) Implement Kurzweil program to support instruction for students with disabilities as well as all other eligible students.	Director of Special Education, Content Coordinators	STAAR; STAAR-A; CBA Performance				
7) Provide on-going on-line modules on the ELPS instructional tool and sheltered instruction.	Director of Bilingual/ESL	Modules developed; Feedback Forms				
8) Provide summer academics for Bilingual/ESL teachers.	Director of Bilingual/ESL	Training, Sign-in 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	Jan	Mar	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				
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, Director of Communications	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, Principal	Walkthrough Data; Lesson Plans				
4) Establish a transition plan for Special Education students 14 years of age and older.	Special Education Director, Campus ARD Committee	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				
						


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	Jan	Mar	June
1) Ensure every course/subject has a corresponding written curriculum document.	Assistant Superintendent for Curriculum and Instruction, 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, Principal, Director of Curriculum and Instruction, Area Executive Directors	Campus Student Data Monitoring System; Continuous Improvement Plan				
3) Continue to provide ongoing support to teachers in identified content areas with focus on instructional improvement.	Assistant Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction, Area Executive Directors	PLC Process; Calendar of Activities; Needs Assessments				
4) Revise the District Scope and Sequence for all areas and evaluate data to drive rigorous instruction and professional development.	Assistant Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction; Core Content Coordinators	Curriculum Documents; Plan of Action; P.D. Calendar				

5) Evaluate the District math curriculum documents that are aligned to new state TEKS and prepare for the next phase of State assessment expectations.	Assistant Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction, Math Coordinator	Curriculum Documents				
6) 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, Principals	Warm-Up Activities; Walkthroughs				
7) Evaluate and adjust adopted Journey's Phonics Program for grades Kindergarten through 3rd grade.	Assistant Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction, Content Specialist, ELA Coordinator	Purchased Program; Training Plan; Classroom Observations				
8) Implement Accelerated Reader 360 Program in Grades 1-5 and review program goals and incentives.	Assistant Superintendent for Curriculum and Instruction, Director of Advanced Academics	Campus-based Incentives; Accelerated Reader Report				
9) Implement STEM Labs at all Junior Schools.	Assistant Superintendent for Curriculum and Instruction, CTE Director	Pitsco Curriculum; Labs Renovated; Students enrolled in class				
10) Implement Abydos Writing Project through Trainer of Trainer model.	Assistant Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction, ELA Coordinator	Professional Development; Revised Scope and Sequence; Grade Level Scope and Sequence Forms; Training Timeline				
11) Continue implementation of the AP Steering Committee in order to continue strengthening the district AP Program.	Director of Professional Development and Advanced Academics, Core Content Coordinators	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				


12) Implement a Dual Credit Steering Committee designed to promote and strengthen the Dual Credit Program District-wide.	Assistant Superintendent for Curriculum and Instruction, Director of Professional Development and Advanced Academics	Three Year Plan; Meeting Agendas and Sign-in Sheets; Increased Dual Credit Enrollment				
13) 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				
14) 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	Jan	Mar	June
1) Continue to 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) Continue implementation of PBMAS plan to meet state compliance, with a focus on Bilingual Education and Special Education.	Principal, Special Education Director, Federal Programs Administrator, Director of Bilingual/ESL	Quarterly Monitoring Document; TEA Phone Visits				
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 Action 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.	Director of Bilingual/ESL, Director of Curriculum and Instruction, Assistant Superintendent for Curriculum and Instruction	Meeting Agendas and Minutes; Sign-In Sheets; Coordination of Services; Activities and Timelines				
10) Implement 8 periods at high school to support endorsements, remediation and acceleration.	Principals, Assistant Superintendent for Curriculum and Instruction	Implementation of 8 period day				
						

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	Jan	Mar	June
1) Distribute literature and brochures that highlight "The Foundation Program" including endorsements and Distinguished Plans.	CTE Director, Assistant Superintendent for Curriculum and Instruction, 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	Jan	Mar	June
1) Provide assistance through extended school year opportunities for TAKS/STAAR tutorials that provide focused, targeted instruction on the objectives not mastered.	Principal, Director of Curriculum and Instruction	Tutorial Teacher Rosters; Tutorial Sign-In Sheets; PBMAS Indicator for STAAR ESL Passing Rate is at 0 or 1				
2) Continue to establish/monitor and support programs to increase attendance of students in PK - 12.	Principal, Assistant Superintendent for Curriculum and Instruction, Student Support Team, Director of Guidance and Counseling	Increased Attendance of students, Recognize campuses with high attendance rate				
3) Continue to provide training in strategies that differentiates instruction for ELL students at their proficiency levels.	Assistant Superintendent for Curriculum and Instruction, Director of Bilingual/ESL, Principal	Training Agendas; Sign-In Sheets; 6 week PLC's				
4) Develop strategies for consistent program model implementation that is focused on the success of ELLs including individualized/customized model and coaching support pertinent to campus specific needs.	Assistant Superintendent for Curriculum and Instruction, Director of Bilingual/ESL	Training Agendas; Sign-In Sheets; ESL Instruction				
						

Goal 3: Through enhanced dropout prevention efforts, students will remain in school until they obtain a high school diploma.

Performance Objective 1: Enhance the Positive Behavior and Academic Support (PBAS) 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	Jan	Mar	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 work with lab schools to pilot teacher support through RtI process.	Director of Intervention Programs, Principal, Director of Student Services, Special Education Director, Director of Curriculum and Instruction	Fewer Referrals of Students to the Special Education Department; Improved Student Results				
3) 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.	Assistant Superintendent for Curriculum and Instruction, Special Education Director	Review 360; Data Reports; Usage Reports				
						

Goal 3: Through enhanced dropout prevention efforts, 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	Jan	Mar	June
1) Provide parents with information/resources so that their children will be in attendance and be successful in the school environment and utilize Family Involvement Coordinators (FICs), counselors and teachers to contact parents of children with excessive absences.	Family Involvement Coordinator, Federal Programs Administrator, Counselor, Assistant Principals	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				
						

Goal 3: Through enhanced dropout prevention efforts, 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	Jan	Mar	June
1) Continue to improve ELL, MEP, and Special Education graduation rates by providing parent information sessions on graduation requirements, counseling, and career pathways.	Director of Bilingual/ESL, Migrant Program Administrator, Special Education Director, 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) (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.	Assistant Superintendent for Curriculum and Instruction, 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, Counselor	Increase in Graduation Rate; Reenrollment of drop out students				
						

Goal 3: Through enhanced dropout prevention efforts, 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	Jan	Mar	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 Chess, Robotics, etc.	Principal, Coordinator of Advanced Academics	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: Accountability scorecard and training.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide staff and students training on bullying prevention, 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.	Assistant Superintendent for Curriculum and Instruction, Director of Student Services, Director of Guidance and Counseling	Program Implementation				
3) Implement a district conflict resolution curriculum for identified students who engage in aggressive offenses.	Assistant Superintendent for Curriculum and Instruction, 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, Executive Director of Support Services and Special Projects	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.

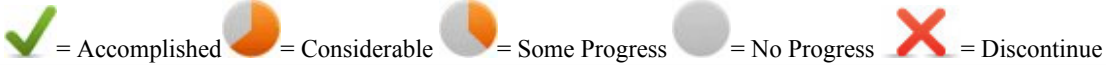
Summative Evaluation: Fair feedback.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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, Director of Intervention Programs, Special Education Director, Director of Guidance and Counseling	Attendance Sign-In Sheets				
						

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	Jan	Mar	June
1) Continue to reduce the number of In School Suspensions and Out of School Suspensions to ensure quality.	Director of Student Services, Principal, Special Education Director	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, Principal, Assistant Principal, Special Education Director	Discipline Plan; PBAS Plan				
3) Implement campus PBAS plans in support of RtI.	Director of Student Services, Principal, Assistant Principal, Special Education Director	PBAS Plan				
						

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.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Monitor each campus plan for early drop offs and late pick ups.	Director of Student Services, Principal, Assistant Principal	Written Plan				
2) Continue to implement the approved plan to update district facilities with security gates, vestibules, and security cameras.	Deputy Superintendent	List of completed projects; Timelines				
3) Provide security officers who are active and visibly monitor students before school, between classes and after school.	Chief of Police	Visible Security Officers				
4) 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				
						

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	Jan	Mar	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; Area Executive Director	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.	Director of Personnel, 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 ELL 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 ELL students.	Director of Personnel, Principals	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	Jan	Mar	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, Director of Bilingual/ESL	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.	Campus Administrators, Director of Professional Development and Advanced Academics, Director of Bilingual/ESL	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	Jan	Mar	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	Jan	Mar	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.	Director of Personnel, 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	Jan	Mar	June
1) Host parent nights which would include Math, Reading, and Writing activities.	Principal, Family Involvement Coordinator, Federal Programs Administrator	Sign-in Sheets				
2) Utilize FIC's to support student and family identified needs through the Student Support Team meetings.	Family Involvement Coordinator, Principal, Counselor	FIC Logs; Parent Support; Resource Lists				
3) Host Career Development Night at Elementary campuses to engage parents and students to investigate career paths. (Can be included in academic family nights.)	Director of Guidance and Counseling, Principal, Counselor, College and Career Readiness Coordinator	Sign-in Sheets				
4) Conduct home and/or community visits to update parents on the academic progress of their children.	Migrant Program Administrator, Family Involvement Coordinator, Federal Programs Administrator, Counselors	Home Visit Contact Logs; Community Meeting Attendance; Sign-In Sheets; NGS; and Access Reports				
5) Plan a minimum of three parent involvement meetings throughout the school year to provide school, health, and social informational sessions to students' parents.	Migrant Program Administrator, Family Involvement Coordinator, Federal Programs Administrator	PIM Schedules; Agendas; Sign-In Sheets; Attendance				

6) Conduct information sessions for parents at high schools to discuss academic options; Academic class rank; graduation plans.	Assistant Superintendent for Curriculum and Instruction, Director of Guidance and Counseling, Academic Dean, Counselor	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				

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	Jan	Mar	June
1) Continue to support the 5th Grade Laptop Initiative with Technology Integration Specialists who will work with 5th Grade teachers in a co-teaching environment.	Director of Educational Technology, Technology Integration Specialist, Chief Financial Officer, Chief Technology Officer	Elementary Integration Specialist Rotation Schedule				
2) Continue the 6th and 7th Grade iPad Initiative and initiate the 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, Educational Technology Specialist, Chief Financial Officer, 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, Chief Technology Officer	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, Chief Financial 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 and junior school students 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, Chief Financial Officer, Chief Technology Officer	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 and Professional Development	Completed Student Research Project				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue