Goose Creek Consolidated Independent School District

District Improvement Plan

2020-2021

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, **C**ommunity, **C**ollaboration, **I**nnovation, **S**uccess and **D**etermination.

Vision

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

Value Statement

Graduate every child

Children first, in a safe and nurturing educational environment

Collaborative community and parental involvement

Integrity, Respect, Humility and Transparency

Service before self

Diversity Respected

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Comprehensive Needs Assessment

Needs Assessment Overview

GCCISD's comprehensive needs assessment process was completed as follows:

Training for the process occurred beginning in March 2020. Training was offered to district and campus staff as well as committee members for the GCCISD ILC and Program Evaluation Committees.

GCCISD conducted student, staff, and parent needs assessment surveys during the month of May 2020. These surveys were sent out through the district communication systems through email, texts, and phone calls.

The continuous improvement plan included opportunities for feedback to be provided through the district executive team, campus administrators, program directors and staff, and campus instructional teams as well as parents, community partners, and business individuals and agencies.

The State and Federal Program Evaluation Committee completed the needs assessment and evaluation process on April 16, 2020 of all state and federal program funds as well as the district parent and family engagement policy through a WebEx by incorporating a Google spreadsheet for the strengths/needs of 2019-2020, the priorities to consider for 2020-2021, and the proposed initiatives/strategies/activities for 2020-2021. The results from these responses for the program evaluations were included in the development of the district improvement plan.

The GCCISD Instructional Leadership Council completed the comprehensive needs assessment process as follows:

- CNA/DIP Training conducted February 20, 2020.
- Due to COVID measures, the additional portions of the process were completed as follows:
  - Email Communication - May 8, 2020 - Response/Feedback template for review of the 2019-2020 DIP
  - WebEx conducted on May 14, 2020 - Feedback reviewed from the review of the 2019-2020 DIP
  - Email Communication - May 18, 2020 - Google Document for Four Multiple Measures of Data and State and Federal Programs
  - WebEx conducted on June 4, 2020 Review of Feedback received
    - Four Multiple Measures of Data (Demographics, Student Learning, Processes and Programs, and Perceptions)
    - State and Federal Program feedback
    - 2019-2020 DIP
    - Develop revisions for 2020-2021 DIP
  - WebEx conducted on September 21, 2020 - Approval of 2020-2021 DIP and Presentation to the School Board

All documents for the GCCISD comprehensive needs assessment process are filed at the GCCISD Administration Building.

Demographics

Demographics Summary

Demographic information for students and staff was reviewed.

Groups	Students	Teachers
African American	15.4%	15.5%
American Indian	0.3%	0.3%
Asian	1.6%	0.7%
Hispanic	61.8%	21.9%
Pacific Islander	0.1%	0.3%
White	19.0%	60.0%
Two or More	1.9%	1.3%

Program information for students included:

Groups	Students
Economically Disadvantaged	66.7%
At-Risk	53.2%
Limited English Proficient	15.7%
Special Education	12.0%

 The Distrist ILC, Program Evaluation, and other needs assessment feedback gathered through Webex Meetings and Google forms indicated and confirmed the following:

- Administration has been financially supportive of creative ideas to improve performance in all of these targeted groups.
- We need to continue to improve tracking techniques so that we successfully move students from level to level.
- Teachers do their best to address/meet the needs of all students.
- There are many individuals in GCCISD that are dedicated and working so hard to help our struggling students.
- Some times we are not all on the same page which can put barriers up for students.
- Continue to provide training and options presented by highly successful presenters.
- Increase vertical alignment opportunities with teachers to help keep teachers from feeling overwhelmed and not over teaching a TEK.
- Our district upholds a unique appreciation for diversity in our faculty and staff as well as our students and community.
  Our district has multiple supports for all levels of students. We not only have supports within the district staff, but we also have contracted services

like Communities in School and Harris County Community Youth Specialists that give support to students.

- We have a large variety of both online and in-person opportunities.
- Analyze programs and implement additional support with students that require more support than other students.
- Our district hosts a wide variety of professional development throughout the year as well as during the summer.
- Our district also allows faculty and staff to obtain professional development outside of our district that allows us to learn and grow in a big way.
- Our district does a great job with professional development, resources, and support towards students performance.

The following areas or points continue to be a focus with regard to the district's demographics:

- When comparing student ethnicity totals with staff totals, the information reflects that there is an imbalance between some student-teacher ethnicity and gender comparisons.
- The at-risk assessment data indicates that these students continue to perform below the district level on standardized tests.
- Committees completed the design process and handbooks for PLCs, RtI, and New Teacher/Administrator training.
- Training to improve the quality of instruction for specialized student groups needs additional support.
- The district needs to continue to support the recruitment of bilingual teachers and diversity in our campus staff including recognizing which schools need more male educators
- The district needs to monitor the hiring of inexperienced teachers in order to improve the cultural connection to our student demographics.
- The district needs to provide more training for teachers about other cultures to support meeting them where our students are.
- The district data appears to indicate that we are not be able to retain teachers with 10+ years of experience when compared to staff with 0-5 years.

Demographics Strengths

The following areas continue to be areas of strength for the district's demographics:

- Met standard on all campuses
- Low student retention rate
- Low turnover rate (below state average)
- Diverse staff compared to the state
- Coordination of local, state, and federal funds to support staff training and improve student academic performance.
- Campus Instructional Specialists and Campus Academic Specialists are focused on student data and direct classroom coaching with teachers. (Title I)
- District Content Specialists continue to support student academic success at the schools identified. (Title I/Title II)

Student Learning

Student Learning Summary

The Distrist ILC, Program Evaluation Committee, and other needs assessment feedback gathered through Webex Meetings and Google forms indicated and confirmed that the following areas or points will continue to be a focus with regard to the district's overall STAAR student achievement data:

- The district improved the STAAR percentages for "Approaches" in:
  - Reading in grades 4th, 5th, 6th, 7th, and 8th
  - Math in grades 3rd, 6th, 7th, and 8th
  - Writing in grades 4th and 7th
  - Science in 8th grade
  - Social studies in 8th grade
  - Biology, English I, and U.S. History
- The district improved the STAAR percentages for "Meets" in:
  - Reading in grades 3rd, 6th, 7th, and 8th
  - Math in grades 3rd, 6th, 7th, and 8th
  - Science in grades 5th and 8th
  - Social studies in grade 8
- The district improved the STAAR percentages for "Masters" in:
  - Reading in grades 3rd,5th, 7th, and 8th
  - Math in grades 3rd, 4th, 5th, 6th, 7th, and 8th
  - Writing in grade 7
  - Science for grades 5th and 8th

The following areas or points will continue to be a focus with regard to the district's EL student achievement data:

- The district improved the STAAR percentages for the EL student population in:
  - Reading in grades 3rd, 4th, 5th, 6th, 7th, and 8th
  - Math in grades 3rd, 5th, 6th, 7th, and 8th
  - Writing in grades 4th and 7th
  - Science in grade 8
  - Social studies in grade 8

The following areas or points will continue to be a focus with regard to the district's Special Education student achievement data:

- The district improved the STAAR percentages for the Special Education student population in:
  - Reading in grades 3rd, 5th, 6th, 7th, and 8th

- Math in grades 3rd, 7th, and 8th
- Writing in grade 4
- Science in grade 8
- Social studies in grade 8

Th following feedback was provided by the ILC, Program Evaluation Committee and other needs assessment meetings:

- Continued growth in math (all grades) 6th - +10 and 8th - +8
- Growth in Writing
- All grades equal to state in science-growth in approaches, meets and masters.
- All grades in social studies show growth in approaches, meets and masters.
- There seems to be some fluctuation between the African American, Special Education, and Non Continuously Enrolled students.
- Special Ed scores and EL scores need to continue growth.
- All groups in math are significantly higher.
- EL scores are improving- ELA ESL Content +30 at approaches with a large ESL gain in science.
- EL scores are significantly lower in SS and ELA than Math and Science.
- Special Ed scores have improved, but still have progress to be made.
- The LLI program needs to be expanded. We have many students that need extra support to grow closer to reading on grade level.
- More training is needed on the universal screeners leveled practice and other resources where students can practice skills at their own reading level as they're gaining reading fluency towards being on level.
- The LLI program support in middle school and high school is needed.
- We need to continue guided reading for ALL students reading below grade level through 5th grade.
- At the elementary level, I would say Rti, dyslexia testing, small groups, one-on-one with students is needed.
- ESL support needs to be equitable across the district.
- The District does a great job with the amount of students we have from so many different backgrounds.
- Our parents are pleased with how we are performing.

The following areas or points will continue to be a focus with regard to the district achievement data:

- The lack of vertical alignment across the district in transition years is reflected by the dramatic drop in STAAR Scores after a transition year.
- Data shows our EL students are struggling, especially in the lower grades with learning to read.
- Students are not demonstrating grade level mastery of reading and comprehension of text
- High non-compliant behavior rates take away from instructional time (ex: 24% work refusal).
- Poor parental support, school-home relationship are weak.
- Students appear to have a lack of motivation to achieve academically.
- There is not a system in place that consistently and effectively addresses effective interventions to meet the needs of struggling students.

Student Learning Strengths

The following areas will continue to be areas of strength for the district's student achievement data:

- The district was above the state for "Approaches" for 5th grade reading and math.
- The district was above the state for "Approaches", "Meets, and "Masters" for 5th grade science.
- The district was above the state for "Approaches" and "Meets" for 6th grade math.
- The district was above the state for "Approaches", "Meets, and "Masters" for 7th grade math.
- The district was above the state for "Approaches" for 8th grade reading.
- The district was above the state for "Approaches", "Meets, and "Masters" for 8th grade math.
- The district was above the state for "Approaches" and "Meets" for 8th grade science.

In addition to the determined STAAR data strengths, the following are strengths to improving student academic achievement:

- Accelerated Instruction funding was focused on campus-designed intervention activities and the district summer program. (SCE)
- Campus Instructional Specialists and Campus Academic Specialists focused on student data, academic planning, and coaching classroom teachers. (Title I)
- District Content Specialists continue to support student academic success at the schools identified as most in need. (Title I/Title II)
- Research-based training in core content to improve campus academic improvement. (Title I/Title II)
- Educational support staff at identified schools supporting academic improvement for EL students (Title III)
- Behavior training and support student safety at identified schools. (Title IV)
- Support student readiness through AVID strategies (Title IV)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Schools continue to struggle to effectively implement interventions for struggling students. **Root Cause:** Campus implementation to support the academic and behavior intervention process for students has not become a systemic process for all schools.

District Processes & Programs

District Processes & Programs Summary

The Distrist ILC, Program Evaluation Committee, and other needs assessment feedback gathered through Webex Meetings and Google forms provided the following information:

- We have solid curriculum.
- Specialists and teachers work well together to create viable curriculum.
- We need to continue to require consistent expectations across campuses/district in regards to district initiatives and the instructional expectations.
- Some of our campuses have used the PLC process well to develop instruction and promote teacher analysis/evaluation of instruction.
- Not all campuses have implemented PLC with fidelity.
- Secondary schools which do not have a common conference period struggle to effectively implement the PLC.
- The Master schedule, especially at junior school, needs to be modified to support PLC by creating common conference periods for teachers to be able to effectively follow the PLC process.
- We are a data rich district that uses data to inform classroom instruction and develop viable curriculum for student learning.
- We need monitor technology implementation in order to effectively use the technology at the high schools so that students can make better gains academically.

The following areas or points will continue to be a focus with regard to the district's processes and programs:

- Involve teachers in revision of curriculum documents.
- There appears to be a dramatic drop in STAAR scores across the curriculum due to (yearly) transitions from 5th to 6th grade and 8th to 9th.
- STAAR Scores drop dramatically after a transition year because there is the lack of vertical alignment across the district in transition years.
- Inconsistent implementation of programs & lessons across district. (not staying w/scope & sequence also) Different campuses use different programs & when a student moves, their academic learning is impacted.
- Classroom rigor is TEKS aligned but has not yielded the needed results for STAAR "Meets or Masters" level, ACT, SAT, AP, and Dual Credit Scores.
- Reading comprehension needs are high.
- There is no difference in the curriculum and instruction occurring in junior school classrooms for PreAp and General classrooms.
- Consider relaunch of Leadership Meetings to focus on review of special population improvement
- Effective intervention programs are needed for struggling students in all content areas.
- EL performance is low across the district while enrollment is increasing.
- Classroom teachers are not effectively implementing the researched based strategies to support EL improvement.
- While attendance percentages have had a slight increase, additional strategies need to be developed to support schools with attaining the district goals.
- Professional Development training for teachers/staff about other cultures is needed.
- Professional Development to provide culturally relevant lessons in class every day is needed.
- High non-compliant behavior rates take away from instructional time (ex: 24% work refusal).

- Continue to train and implement systems for RtI with behavior support at an improved fidelity level.
- Review the coordination effort of SST in relations to the ABCs, RtI, and Behavior Support.
- Consider implementing On-Ramps in the three traditional high schools in order to support the dual enrollment option for students.
- Additional staff positions to support At-Risk students needs to be completed. (SCE Funds)
- Additional staff positions to support Behavior intervention needs to be completed. (SCE Funds)
- Additional staff positions to support Dyslexia students needs to be completed. (State Program Dyslexia Funds)
- Additional staff positions to support student wellness needs to be completed. (SCE Funds)
- Implement full day Prek and prepare for the transition to Early Learning Centers (State Program Prek Funds/EEA Funds)

District Processes & Programs Strengths

The Distrist ILC, Program Evaluation Committee, and other needs assessment feedback gathered through Webex Meetings and Google forms provided feedback that the following continue to be areas of strength with regard to the district's processes and programs:

- PLCs remain a strength when instructional methods, data, and goal setting are implemented with fidelity. (Title I/Title II)
- Training opportunities provided to support teacher and administrator instructional leadership growth. (Title I/Title II/Title IV)
- Education Galaxy implemented at elementary schools to support student academic improvement. (Title I)
- Most secondary campuses have focused on AVID strategies
- Funding for ACT testing (CCMR)
- Funding for Dual Credit Tuition Fees (CCMR)
- Funding for Naviance (CCMR)
- Funding with Social Sentinal to support social media "red" flag situations of our district attendance zone. (Title IV)
- Harris County CYS to support our student wellness needs at the elementary level. (Restart)
- Communities in Schools to support our student wellness needs at the secondary level. (SCE)
- Materials and supplies purchased to support implementation of course work with Lee College approved Dual Credit Courses (CCMR)
- Scenario Learning for on-line training to support campus staff on additional areas for successful classroom instruction. (Title II)
- Training and support for new teachers and principals (Title II)

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance percentages for elementary, junior high, and high schools have not met the increase expected. **Root Cause:** The current support system has not been implemented effectively to address student attendance issues.

Perceptions

Perceptions Summary

The Distrist ILC, Program Evaluation Committee, and other needs assessment feedback gathered through Webex Meetings and Google forms including student, staff, and parent surveys provided the following information:

- We have a social media presence that distributes important information to stakeholders.
- Communicating with parents and students through platforms in which they are comfortable shows that we respect and value them.
- We are able to maintain our relationship with stakeholders.
- Issues and questions are addressed quickly and directly through social media.
- Goose Creek CISD puts students first.
- GCCISD provides opportunities for learning about different cultures especially in the Language Arts reading selections.
- The physical and emotional needs of each student is as important as their academic needs.
- The needs of faculty and staff are also considered important in the district.
- Our district does a great job in regards to respect, relationships, behavior, and support for students.
- Our district communicates with stakeholders consistently.
- The district is fair.
- All students get treated the same without prejudice.
- The district is thorough in trying to detect the need for mental health intervention and providing information about resources.
- GCCISD's strength in regards to student management, bullying, and mental health intervention is our relationship with Communities in School. The CIS staff are valuable to many of our students.
- An area of need for our district's in bullying and mental health intervention is gang awareness. Gang activity seems to be increasing in our schools and we should focus more on intervening with those students that are vulnerable to gangs.
- The need for gun safety is needed at the elementary and junior school level.
- The district needs to research the need for safety measures such as metal detectors on all secondary campuses to prevent the presence of weapons on any campus.
- With the rise of COVID19, safety measures need to reviewed and updated in order to prevent the spread of the virus on all campuses.
- Most teachers seem satisfied with their campuses and their district.
- Most staff try hard to do what is right and help where we can.
- Parents are mostly complimentary
- Campuses provides many opportunities for parents and teachers to connect.
- GCCISD puts the well-being of the students first by continuing to work on making positive relationships with students, parents and staff members.
- Additional communication from administration to staff members is needed.
- We have resources and ways to connect resources, but we often times need the people to make those connections and have time to talk to the kids and families about it. At times, the CIS, Social workers, Counselors, and APs can only do so much with the time we all have and the students that come to us each day.

- If we at any time feel there is a concern we have a process on how they will connect with the student and/or the family.
- Our district needs to have a staff expectation for community service and develop the opportunities into our schedule.
- Find new ways to make parent involvement less work and more fun for kids and parents, especially at the high school level.
- I feel the district has a fair amount of opportunities for parents, community, and businesses to be involved.
- We work to find ways to get parents involved, but sometimes it is hard.
- With the percentage of working parents the call outs, FB page, emails, and text really assist with district communication.
- The district does a really good job in reaching out to parents and creating business partnerships.
- The strengths of our district with regards to parent involvement activities, community involvement, and business partnerships are our academies.
- Business partnerships are an innovative way to get many of our students into a career quickly and have them prepared to support themselves as soon as they are graduated.

The following areas or points continue to be a focus with regard to the district's student, staff, and parent surveys:

The student survey feedback indicated the following:

- Students indicated they feel safe in their classrooms and in other areas of their school most of the time.
- Most students feel they are accepted by their peers or teachers at school.
- Students were concerned that the level of understanding other cultures was not important and not celebrated.
- The majority of the responses indicated that students had pride in their school either never or only some of the time.

The staff survey feedback indicated:

- Most staff believe their school is safe for all.
- Most staff believe their administrators have the expertise and knowledge needed.
- Most staff believe they are encouraged to attend professional development.
- Most staff believe that schools effectively integrate the regular program and support programs.
- Most staff believe they have the resources they need for their classrooms
- Most staff believe their school is a nurturing place that celebrates students.
- There is concern that student management is not approached in a consistent manner.
- There is concern that adequate systems are not in place to support struggling students.
- There is some concern that staff are not respected or recognized for their efforts.
- There is a significant concern that the school start times are not a benefit to students.

The parent survey feedback indicated the following:

- Schools do provide lots of general communication.
- Schools need to communicate more about special programs and courses offered.
- Schools need to communicate more about guidance and counseling services offered.
- Teachers need to communicate more directly with parents.
- School websites are not up to date.

- Feel that schools are safe.
- Indicated concerns that children may not enjoy going to some schools.
- Indicated concerns about school start times.

The following were additional points discussed:

- The majority of parent/teacher communication dwindles as students' progress through the higher grade levels.
- As students' progress through the grade levels, the perception is students are to become more accountable for their work.
- Determine the feasibility of adding additional CIS or CYS to elementary schools to support the early intervention needs for academics, attendance, and behavior for at-risk students.

Perceptions Strengths

The following areas continue to be areas of strength for the district:

- Overall, the school culture and climate can be considered positive among students and staff.
- Eight identified schools were provided a focused approach to improving school conditions for student learning. (TItle IV)
- The Behavior and Mental Health Interventionist staff in the secondary schools are available to support junior high and high school students. (SCE)
- The Title I Campus Student Success Specialists support their elementary school students and their families with identified needs. (TItle I)
- Communities in Schools provide case management to support identified at-risk students in secondary schools. (SCE)
- The Community Youth Specialists though Harris County support identified students through case management in the elementary schools. (Restart/THHY)

Priority Problem Statements

Problem Statement 1: Schools continue to struggle to effectively implement interventions for struggling students.
Root Cause 1: Campus implementation to support the academic and behavior intervention process for students has not become a systemic process for all schools.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Attendance percentages for elementary, junior high, and high schools have not met the increase expected.
Root Cause 2: The current support system has not been implemented effectively to address student attendance issues.
Problem Statement 2 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Goals

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

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

    Evaluation Data Sources: District Assessments, STAAR Reports, and TELPAS Reports

Strategy	Formative Reviews		
Strategy 1: Continue to conduct and monitor campus action plans to meet accountability performance goals that address the whole child.	**Formative Reviews**		
Strategy's Expected Result/Impact: Action Plan Meetings Conducted, Data Walls displayed, Increase in Scores, and Progress in PLC Process **Staff Responsible for Monitoring:** Area Executive Directors	**Nov**	**Feb**	**June**
Strategy 2: Continue to monitor the implementation of the PLC process and training to support student academic success.	**Formative Reviews**		
Strategy's Expected Result/Impact: Training provided and implementation documents of PLC meetings **Staff Responsible for Monitoring:** Area Executive Directors **Funding Sources:** Training costs for campus and district staff - Coordination of Local, State, and Federal Funds - Title I Part A/Title II/ Title IV - $100,000	**Nov**	**Feb**	**June**
Strategy 3: Provide training through the PLC Conference to develop campus leadership teams.	**Formative Reviews**		
Strategy's Expected Result/Impact: Campus planning conducted and Participants' Feedback Surveys reviewed **Staff Responsible for Monitoring:** Deputy Superintendent - Curriculum and Instruction **Funding Sources:** Training costs for campus staff - Coordination of Local, State, and Federal Funds - Title I Part A/Title II/Title IV - $50,000	**Nov**	**Feb**	**June**
Strategy 4: Provide training and campus support through monthly "Principal Learning Time" sessions.	**Formative Reviews**		
Strategy's Expected Result/Impact: Increase in STAAR Results and Student Progress **Staff Responsible for Monitoring:** Area Executive Directors	**Nov**	**Feb**	**June**
Strategy 5: Establish calendar to provide six week PLC days for all campuses which could include campus to campus PLC, as well as vertical and horizontal meetings.	**Formative Reviews**		
Strategy's Expected Result/Impact: Calendar developed and Agendas/Minutes for conducted PLCs **Staff Responsible for Monitoring:** Deputy Superintendent - Curriculum and Instruction	**Nov**	**Feb**	**June**

Strategy 6: Implement a professional development plan to provide consistency among all GCCISD staff utilizing research-based strategies to increase student achievement in all core content areas.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: PD Calendar Developed and Distributed, Publish in Daily News, Teacher Professional Development Cumulative Training Log, and Alignment of Goals **Staff Responsible for Monitoring:** Deputy Superintendent - Curriculum and Instruction **Funding Sources:** ELAMSS Researched-based Training Costs - Coordination of Local, State, and Federal Funds - Title II, Part A - $200,000			

Strategy 7: Provide content and pedagogy training for teachers to provide instructional and curriculum support.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Director - Curriculum and Instruction and District Content Coordinators			

Strategy 8: Continue to provide District-wide avenues of communication among teachers, including vertical team meetings, to meet the needs of all students.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Meeting/Training Logs Reviewed, Goals Established, and Improved Student Data **Staff Responsible for Monitoring:** District C & I Program Directors			

Strategy 9: Implement ELA and Math blocks at the Junior Schools to increase instructional time.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased instructional time, School day interventions, and Increased student progress **Staff Responsible for Monitoring:** Area Executive Directors			

Strategy 10: Continue district writing PLCs in grades 4 and 7 at all campuses.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Attain 80% in "Approaches" at all schools **Staff Responsible for Monitoring:** District ELA Coordinator			

Strategy 11: Continue district social studies PLCs in grade 8 at all junior school campuses.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Attain 80% in "Approaches" at all schools **Staff Responsible for Monitoring:** District Social Studies Coordinator			

Strategy 12: Maintain the dual two-way language program at two elementary schools.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Promote long-term academic and language achievement in two languages with EL and Non-EL students. **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			

Strategy 13: Continue implementing plans for each Career Academy to meet National Standards of Practice (NSOP).	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Certification of Career Academies by the National Career Academy Coalition **Staff Responsible for Monitoring:** Director - Career and Technology Education			

Strategy 14: Continue researching and implementing highly rigorous curriculum for CTE Courses.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student industry-based certifications and dual credit opportunities. **Staff Responsible for Monitoring:** Director - Career and Technology Education			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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.

Evaluation Data Sources: District Assessments, STAAR Reports, TELPAS Reports, and other state accountability reports

	Formative Reviews		
Strategy 1: During PLCs, analyze data (i.e., EOC, STAAR, TELPAS) and discuss the analysis to determine high need areas to focus on with CBAs, CFAs and benchmarks to assess instruction .	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in State Assessment Scores for Identified High Need Areas including student progress			
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			
Strategy 2: Monitor the data review process through campus PLCs to identify and address students' needs on a continual basis.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in State Assessment Scores and Increase in Student Progress			
Staff Responsible for Monitoring: Area Executive Directors			
Strategy 3: Provide CBA during C&P meetings for teachers to provide input into Curriculum Based Assessments (CBAs) for editing and alignment purposes.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Revised CBAs and Teacher input reviewed			
Staff Responsible for Monitoring: Director - Curriculum and Instruction and District Content Coordinators			
Strategy 4: Continue to support staff on building common formative assessments K-12 and develop a plan to meet individual student needs based on data. (PLC process)	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Core Teams Trained and Common Formative Assessments Developed			
Staff Responsible for Monitoring: Director - Curriculum and Instruction and District Content Coordinators			
Strategy 5: Monitor Career Academy student progress through six week checks and annual data sheet.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Annual Data Report demonstrating Career Academy student progress			
Staff Responsible for Monitoring: Specialists - Career and Technology Education			
Strategy 6: All secondary schools will "build and improve" CTE programs in order to increase the number of students graduating college, career, and military ready.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Annual Data Report demonstrating Career Academy student progress			
Staff Responsible for Monitoring: Director - Career and Technology Education and Specialists - Career and Technology Education			
0% No Progress 100% Accomplished → Continue/Modify ✕ 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 3: Provide targeted staff development that focuses on instructional strategies to increase student engagement and instructional rigor.

Evaluation Data Sources: District Assessments, STAAR Reports, and TELPAS Reports,

Strategy 1: Provide specialized training during the "Back to School" academies for all staff members to support classroom instruction.	Formative Reviews		
Strategy's Expected Result/Impact: Academy sessions conducted and Classroom Observations conducted	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			

Strategy 2: Conduct instructional rounds coaching sessions with staff to support classroom instruction which includes the established coaching expectations and monitoring system.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Instructional Rounds Walks Completed and Analyzed			
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			

Strategy 3: Provide training through balanced literacy coach in K-5 classrooms where students are not reading at grade level and provide focused reading interventions.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Walkthrough Data Analyzed and Decrease in students reading below grade level			
Staff Responsible for Monitoring: Director - Curriculum and Instruction and District ELA Department			
Funding Sources: District Instructional Specialists - Coordination of Local, State, and Federal Funds - Title I, Part A/Title II, Part A - $200,000			

Strategy 4: Provide structured reading support at Junior Schools and High Schools to develop stronger readers with struggling readers (LLI kits).	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease in Achievement Gaps and Professional Development Trainings Conducted			
Staff Responsible for Monitoring: Director - Curriculum and Instruction			

Strategy 5: Conduct instructional rounds at selected campuses to provide feedback on identified problem of practice.	Formative Reviews		
Strategy's Expected Result/Impact: Training schedules implemented, Teams established, Feedback Sheets completed and reviewed, and Rounds Momentum Plans developed	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			

Strategy 6: Conduct, at a minimum, five classroom walkthroughs weekly by campus administrators to communicate support of best instructional practices.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Walkthrough Data Analyzed			
Staff Responsible for Monitoring: Area Executive Directors			

Strategy 7: Provide on-line modules on the ELPS instructional tool, sheltered instruction, or Bilingual/ESL Summer Academy for EL Instructional staff to improve teacher growth.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Modules developed and Coaching/Feedback Forms for teachers by specialists completed and reviewed			
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP			

Strategy 8: Provide specialized training on Career Academy best practices for teachers to support integrated learning.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Integrated lesson plans implemented			
Staff Responsible for Monitoring: Director - Career and Technology Education			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ 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 college, career, and military readiness.

Evaluation Data Sources: Graduation rates and endorsement selection

Strategy 1: Increase College/Career activities and student participation by advertising at all campuses, the local paper, website, emails, flyers, and parent notification system.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: College/Career Night Activities conducted and Parent Feedback reviewed **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness and Director - Career and Technology Education			
Strategy 2: Incorporate college, career, and military development activities in all grade levels.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Walkthrough Data and Lesson Plans Analyzed **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness and Coordinator- College and Career Readiness			
Strategy 3: Utilize campus college and career counselors to help students access resources for college.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in use of available resources **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness **Funding Sources:** Salaries for CCMR Counselors/Specialist - Coordination of Local and State Funds - CCMR State Funds - $400,000			
Strategy 4: Continue Naviance training for identified secondary campus staff and monitor implementation in order to increase the utilization student data.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Naviance Training Conducted and Naviance Reports Analyzed **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness and Coordinator - College and Career Readiness **Funding Sources:** Naviance Software costs - Coordination of Local and State Funds - CCMR State Funds - $67,000			
Strategy 5: Educate students and parents on endorsements, Programs of Study, and GCCISD High School Options and monitor completion of coherent sequences.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Trainings Attended and Increase in students' graduating with an endorsement **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness and Director - Career and Technology Education			
Strategy 6: Provide events and activities for students to encourage enrollment in and completion of non-traditional Programs of Study.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Student Enrollment/Completion **Staff Responsible for Monitoring:** Director - Career and Technology Education and Specialists - Career and Technology Education			
Strategy 7: Implement a transition plan for Special Education students 14 years of age and older.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Program of Studies for identified special education students developed and implemented **Staff Responsible for Monitoring:** Director- Special Education			

| Strategy 8: Improve the use of electronic portfolios for all CTE students.	Formative Reviews		
Strategy's Expected Result/Impact: Portfolios and post secondary plans completed.	Nov	Feb	June
Staff Responsible for Monitoring: Director - Career and Technology Education			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

Evaluation Data Sources: Curriculum Documents, Classroom Observations, Training Documents, Evaluation Surveys

Strategy	Formative Reviews		
Strategy 1: Ensure every course/subject has a corresponding written curriculum document.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Curriculum Documents Revised, Assessment Samples Included, and Vertical Alignment TEKS Deconstruction Documents Completed			
Staff Responsible for Monitoring: District C & I Program Directors			
Strategy 2: Revise the District Scope and Sequence and evaluate data to drive rigorous instruction and professional development based on teacher feedback. (Focus on ELA curriculum)	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Revised Curriculum Documents Completed, Plan of Action Completed, and P.D. Calendar Developed and Distributed			
Staff Responsible for Monitoring: Director - Curriculum and Instruction			
Strategy 3: Continue to implement a continuous improvement model based on District data review processes within identified content and special program areas.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Campus Student Data Monitoring System Complete and Continuous Improvement Plan Reviewed, Revised, and Updated			
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			
Strategy 4: Provide ongoing support to teachers in identified content areas with focus on instructional improvement based on district data.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Campus Action Plan Meetings Completed, Calendar of Activities Developed and Completed, and Needs Assessments Conducted and Plans Developed			
Staff Responsible for Monitoring: Director - Curriculum and Instruction			
Funding Sources: Training Costs for TEA Priority focused on improving student performance - Coordination of Local, State, and Federal Funds - Title I, Part A - $200,000			
Strategy 5: Provide Curriculum & Pedagogy materials in all core content areas and provide instructional support.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Classroom Observations Completed for Effective Implementation			
Staff Responsible for Monitoring: Director - Curriculum and Instruction			
Strategy 6: Continue to implement the Accelerated Reader Program in Grades K-5.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Reading Rates			
Staff Responsible for Monitoring: Director - Advanced Academics			
Strategy 7: Continue support of the GCCISD AP PLC efforts to strengthen the district's AP Program.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Percentage of AP Students Taking AP Exams and Increase in Percentage of AP Students Scoring 3+ on AP Exams			
Staff Responsible for Monitoring: Director - Advanced Academics			

	Formative Reviews		
Strategy 8: Implement GCCISD OnRamps PLC designed to promote and strengthen the OnRamps Program district-wide in cooperation with UT/OnRamps.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase OnRamps Enrollment and Increase percentage of OnRamps students attaining college credit			
Staff Responsible for Monitoring: Director - Advanced Academics			
Funding Sources: OnRamps Student Costs and Staff Training - Coordination of Local, State, and Federal Funds - Title IV-ESSA Funds - $30,000			

	Formative Reviews		
Strategy 9: Implement new Junior School CTE Curriculum to emphasize connections to high school endorsements, programs of study, and career academies.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Updated curriculum documents with alignment of model			
Staff Responsible for Monitoring: Director - Career and Technology Education and Specialists - Career and Technology Education			

	Formative Reviews		
Strategy 10: Implement Framework for CTE Learning for CTE curricular expectations.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increased performance of CTE students in defined areas			
Staff Responsible for Monitoring: Director - Career and Technology Education			

	Formative Reviews		
Strategy 11: Update CTE curriculum and learning lab equipment to meet needs for student certification.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increased Number of Industry Certifications Obtained			
Staff Responsible for Monitoring: Director - Career and Technology Education			

	Formative Reviews		
Strategy 12: Develop and pilot an invitational UIL academic tournament at the junior school level.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student participation			
Staff Responsible for Monitoring: Director - Advanced Academics			

	Formative Reviews		
Strategy 13: Develop and implement an early literacy summer reading program.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student literacy competencies and Increase in student assessment results			
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

    Evaluation Data Sources: State and federal accountability results

Strategy	Formative Reviews		
Strategy 1: Implement Grade level Texas Performance Standards Project Tasks	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: GT Projects Showcase schedule			
Staff Responsible for Monitoring: Director - Advanced Academics			
Strategy 2: Through collaboration of the Curriculum & Instruction, Guidance and Counseling, CTE, Bilingual Education, Intervention, and Special Education Departments, generate data reports that can be reviewed to develop plans and services to improve the delivery of instruction for all students that are at risk of failing.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increased Student Success and Coordination of Services Established			
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			
Strategy 3: Conduct six-week 504 meetings to provide campus support to promote student achievement.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Meetings Conducted			
Staff Responsible for Monitoring: Director - Intervention Programs			
Strategy 4: Monitor district and campus plans in order increase all EL student achievement and meet state compliance with Bilingual/ESL Education.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Plans reviewed/revised.			
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP			
Strategy 5: Monitor district and campus plans in order increase all SpEd student achievement and meet state compliance with Special Education.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Plans reviewed/revised.			
Staff Responsible for Monitoring: Director - Special Education			
Strategy 6: Implement a training plan to support the inclusion initiative for in-class support, co-teaching, and differentiated instructional strategies.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Staff Development Completed and Walkthrough Data Analyzed			
Staff Responsible for Monitoring: Director - Special Education			
Strategy 7: Conduct parent training sessions for on the following topics: Lunch and Learn Quarterly Sessions, Behavioral interventions, Academic Supports, and the Special Education process when the student is in the referral process.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Number of Children Identified as Eligible for Special Education Services Reviewed			
Staff Responsible for Monitoring: Director - Special Education			

Strategy 8: Work with campus administrative teams to plan supplemental instructional services including tutorials for all MEP (Migrant Education Program) students.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased MEP student success **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			

Strategy 9: Conduct campus visits where MEP students are attending to ensure delivery of program services.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased MEP student success **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			

Strategy 10: Use the MEP PFS (Priority for Services) reports to identify migrant children and youth who require priority access, develop a plan for serving identified students.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: PFS Action Plan in Place Before the First Day of School **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			

Strategy 11: Implement Text to Speech program to support instruction for students with disabilities, including all other eligible students.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in State Assessment Scores and Increase in Student Progress **Staff Responsible for Monitoring:** Director - Special Education			

Strategy 12: Provide research-based interventions to those students who qualify with the criteria of Dyslexia.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in students reading achievement. **Staff Responsible for Monitoring:** Director - Intervention Programs			

Strategy 13: Develop and implement CTED Programs of Study.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased Special Education students graduating through self-help and employability skills or who are college and career ready **Staff Responsible for Monitoring:** Director- Special Education and Director - Career and Technology Education			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

    Evaluation Data Sources: State and federal accountability results

Strategy 1: Provide accelerated instruction through extended school year opportunities for STAAR tutorials that provide focused, targeted instruction on the objectives not mastered.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Tutorials Conducted **Staff Responsible for Monitoring:** Director - Curriculum and Instruction			
Strategy 2: Continue to provide training in strategies that differentiates instruction for EL students at their proficiency levels.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Follow-up on district bilingual/ESL summer academy and PLC meetings conducted **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			
Strategy 3: Develop strategies for consistent program model implementation that is focused on the success of ELs students including the customized model and coaching support pertinent to campus specific needs.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in assessment scores and Customized Weekly Campus Support Schedules with Specialists **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			
Strategy 4: Monitor the implemented strategies focused on the success of SPED students including customized modeling and coaching support pertinent to campus specific needs.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Growth in IEP goals and objectives and Increase in assessment scores **Staff Responsible for Monitoring:** Director - Special Education			
Strategy 5: Improve TELPAS composite scores with L, S, R, and W by continuing to provide coaching, student-led conferences to set goals, and implementing such as applications SeeSaw, Chatterpix, Flipgrid, and/or TELPAS Summit Program.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS Composite scores **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 4: Provide a High Quality Pre-K program for identified children.

	Formative Reviews		
Strategy 1: Implement a full day high quality PreK program for 4 year olds.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.			
Staff Responsible for Monitoring: Director - Curriculum and Instruction			
Funding Sources: 50% Salary costs for Pre-K teachers and Support Staff - Coordination of Local and State Funds - EEA Funds - $2,500,000			
Strategy 2: Review the pre-k and kindergarten state required assessment data in order to plan curriculum needs that will increase student success.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.			
Staff Responsible for Monitoring: Director - Curriculum and Instruction			
Strategy 3: Monitor implementation of the required HQ PreK components to improve student success.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.			
Staff Responsible for Monitoring: Director- Curriculum and Instruction			
Strategy 4: Design and develop the staffing and instructional support for the Early Childhood Centers.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.			
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			
0% No Progress 100% Accomplished → Continue/Modify ✗ 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: Improve graduation rates for special populations.

Evaluation Data Sources: Graduation Rate Reports, Failure Reports, Action Plans, Parent Session Reports

Strategy 1: Support campuses with monitoring student progress focusing on sub populations and at risk students.	Formative Reviews		
Strategy's Expected Result/Impact: Improved results for state and federal accountability.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Area Executive Directors			

Strategy 2: Provide District/Campus-based training and ongoing coaching support to improve Tier I instruction.	Formative Reviews		
Strategy's Expected Result/Impact: Improved CBA scores, Improved STAAR assessment scores, and Embedded Coaching Support	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Curriculum and Instruction			

Strategy 3: Monitor and provide support for campus plans for STAAR preparation for Math, Science, English Language Arts, and Social Studies that occurs either during the regular school day or through extended instructional time for at risk students to improve their success.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased STAAR Results, Programs created/monitored, and PD Aligned to Areas of Weakness			
Staff Responsible for Monitoring: Director - Curriculum and Instruction			
Funding Sources: Costs including accelerated instruction payroll, transportation, software programs, and materials - Coordination of Local and State Funds - SCE Funds - $515,000			

Strategy 4: Provide campuses with technology software access to support intervention and enrichment of Tier 2 instruction (Pre-k Smart Start, Waterford, Renaissance 360, Education Galaxy, Imagine Learning, Reasoning Minds, Edgenuity Credit Recovery)	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved academic success for at-risk students			
Staff Responsible for Monitoring: Director - Curriculum and Instruction			
Funding Sources: Costs for intervention support software programs - Coordination of Local and State Funds - SCE Funds - $750,000			

Strategy 5: Provide ELs support that targets their proficiency levels and accelerates English language acquisition, so that all grade levels, in all State assessments show yearly progress.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student led talks to self monitor own goals/folders completed and improved student practice on listening, speaking, reading, and writing through technology			
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP			

Strategy 6: Provide opportunities for transitional meetings for SPED and EL students moving from 5-6 & 8-9 to communicate student needs.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Meetings Conducted			
Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness			

Strategy 7: Continue to implement the home-based Early Childhood Program with identified migrant students.	Formative Reviews		
Strategy's Expected Result/Impact: Home-based lessons completed	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP			

	Formative Reviews		
Strategy 8: Provide identified migrant students support for success at school and at home though supplemental tutorials, technology, etc.			
Strategy's Expected Result/Impact: Increase in MEP student performance	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP			

	Formative Reviews		
Strategy 9: Conduct yearly review of all students high school graduation plans including endorsement selections and distinctions.			
Strategy's Expected Result/Impact: Personal Graduation Plans developed for all high school students	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness			

	Formative Reviews		
Strategy 10: Track campus course completion by having counselors run failure reports 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).			
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Course Completion Records Reviewed Failure Reports Reviewed and Action Plans Developed			
Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness			

	Formative Reviews		
Strategy 11: Conduct "Reach Out to Dropouts Walk" and monitor enrollment of students from conducted activities.			
Strategy's Expected Result/Impact: Increase in Graduation Rate and Re-enrollment of drop out students	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness			

	Formative Reviews		
Strategy 12: Continue to improve EL, MEP, and Special Education graduation rates by providing parent and student information sessions on graduation requirements, counseling, and career pathways.			
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Parent Sessions Conducted and Improved Graduation Rate			
Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ 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 2: Improve attendance at Elementary campuses to a minimum of 98%, Junior Schools to 97%, and High Schools to 96%.

Evaluation Data Sources: Attendance Reports

Strategy 1: Monitor campus initiatives implemented to improve attendance.	Formative Reviews		
Strategy's Expected Result/Impact: Increase in Attendance Rate and District Campus Campaign	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Area Executive Directors			
Strategy 2: Monitor the systems at campuses to improve student attendance.	Formative Reviews		
Strategy's Expected Result/Impact: Action Plans developed, Systems established, and Increase in Attendance Rate	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Area Executive Directors			
Strategy 3: The Campus Student Success Specialists will provide attendance, academic, and/or behavior information and related support to parents so that their children will be successful in school.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Attendance Rates and Decrease in Truancy			
Staff Responsible for Monitoring: Director - Federal Programs			
Strategy 4: The Campus Student Wellness Interventionists, CYS, and CIS will provide parents with information and/or resources so that their children will be in attendance and successful in the school environment.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Attendance Rates and Decrease in Truancy			
Staff Responsible for Monitoring: Director - Social Emotional Learning and Student Wellness			
0% No Progress 100% Accomplished → Continue/Modify ✕ 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 3: Support students' individual academic and behavioral needs through the district MTSS.

  Evaluation Data Sources: Review 360 data and other district data

Strategy 1: Provide training on district processes and procedures for RtI.	**Formative Reviews**		
Strategy's Expected Result/Impact: Rti Overview and Handbook Developed and Implemented and Training Completed	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			
Strategy 2: Monitor the implementation of the instructional Response to Intervention (RtI) model so that campuses meet the needs of their struggling students, and progress monitor RtI data on a scheduled basis.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers and Principals Understand Tier 1, 2, and 3 Levels of Intervention and Students are Receiving Quality Research Based Instruction			
Staff Responsible for Monitoring: Director - Intervention Programs			
Strategy 3: Continue to implement Review 360 to support behavior RtI; implement RtI student support team modules for online documentation, provide training, and monitor plan to support Review 360 deployment.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease in RTI Referrals related to discipline			
Staff Responsible for Monitoring: Director - Student Services			
Strategy 4: Expand the implementation of the PBIS model.	**Formative Reviews**		
Strategy's Expected Result/Impact: Improve Behavior Data	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services			
Strategy 5: Complete Review 360 universal screeners for behavior at selected campuses.	**Formative Reviews**		
Strategy's Expected Result/Impact: Improve Behavior Data	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Social Emotional Learning and Student Wellness			
Strategy 6: Monitor the model for behavior support established on the identified campuses.	**Formative Reviews**		
Strategy's Expected Result/Impact: Improve Behavior Data	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Social Emotional Learning and Student Wellness			
Funding Sources: Coaching services to improve student behavior and management - Coordination of Local, State, and Federal Funds - Title IV - $100,000			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 4: Increase student participation in school activities.

    Evaluation Data Sources: Eduthings

	Formative Reviews		
Strategy 1: Continue to monitor opportunities through the feeder patterns to increase program awareness and participation in UIL, History Fair, Robotics, Career and Technical Student Organizations and Competitions, etc.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in the number of students in each organization and Increase in the number of students competing or placing in competitions **Staff Responsible for Monitoring:** District Program Directors and District Curriculum Coordinators			
	Formative Reviews		
Strategy 2: Monitor campus student participation in athletics in to order provide schools with options and opportunities to improve student participation.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student participation **Staff Responsible for Monitoring:** Director - Athletics			
	Formative Reviews		
Strategy 3: Monitor campus student participation in fine arts in to order provide schools with options and opportunities to improve student participation.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student participation **Staff Responsible for Monitoring:** Director - Fine Arts			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

Evaluation Data Sources: District Safety Reports, Discipline Reports, Student Surveys

	Formative Reviews		
Strategy 1: Implement a district conflict resolution curriculum for identified students who engage in aggressive offenses.			
Strategy's Expected Result/Impact: Program Implemented and Decrease in Student Aggression Incidents	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Social Emotional Learning and Student Wellness and Director - Student Services			
Strategy 2: Establish and train Crisis Response Teams for each feeder pattern.	Formative Reviews		
Strategy's Expected Result/Impact: Training Conducted	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Social Emotional Learning and Student Wellness			
Strategy 3: Provide all district and campus staff as well as students training on bullying prevention and identification.	Formative Reviews		
Strategy's Expected Result/Impact: Reduction in Bullying Incidents	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Social Emotional Learning and Student Wellness			
Funding Sources: Training costs - Coordination of Local and State Funds - School Safety Funding - $22,800			
Strategy 4: Provide schools with the research-based implementation plan utilizing the GCCISD Bully Prevention program components for anti-bullying that includes who will teach it, when it will be taught, and what will be taught.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Program Implemented and Lessons Completed			
Staff Responsible for Monitoring: Director - Social Emotional Learning and Student Wellness			
Strategy 5: Review lock-down, intruder, and gun violence prevention training materials that can be implemented with staff and students in order to provide support for drills and "real" lock-down situations.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Training Materials Reviewed and Training Developed for Implementation			
Staff Responsible for Monitoring: Director - Student Services			
Strategy 6: Continue Industry Safety Audits in Industrial Labs to ensure a safe working environment.	Formative Reviews		
Strategy's Expected Result/Impact: Industry Safety Reports continue incident -free industrial labs.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Career and Technology Education			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

Evaluation Data Sources: Review 360 Data, Campus Plans, and State and Federal Reports

	Formative Reviews		
Strategy 1: Establish District Protocols that are baseline expectations for building relationships with students, staff, and parents.			
Strategy's Expected Result/Impact: Protocols developed and Survey Results indicate improved relationships	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			
Strategy 2: Incorporate Behavior 201 Training as a support for developing PBIS at each campus.	**Formative Reviews**		
Strategy's Expected Result/Impact: Training Completed and Decrease in discipline referrals	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services			
Strategy 3: Implement a plan to address discipline issues including discipline data reviews.	**Formative Reviews**		
Strategy's Expected Result/Impact: Discipline Plan Implemented and Decrease in discipline incidents	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services			
Strategy 4: Implement campus behavior plans in support of RtI.	**Formative Reviews**		
Strategy's Expected Result/Impact: Campus Plans Implemented and Discipline Data Improved	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services			
Strategy 5: Implement interventions to reduce the number of In School Suspensions and Out of School Suspensions to ensure increased classroom time and instruction.	**Formative Reviews**		
Strategy's Expected Result/Impact: Decrease in ISS/OSS Assignments	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services			
Strategy 6: Provide security officers who are active and visibly monitor students before school, between classes, after school, and during lunch.	**Formative Reviews**		
Strategy's Expected Result/Impact: Visible Security Officers at every campus and Decrease in Incident Reports	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Support Services			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

    Evaluation Data Sources: Campus Staff Rosters, Substitute Rosters, Certification Reports, Training Logs

	Formative Reviews		
Strategy 1: Continue to implement a recruitment plan to hire staff prior to summer.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in highly effective staff recruitment results **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
Strategy 2: In accordance with DOI, monitor certification level of teachers and instructional paraprofessionals in order to in order to provide highly effective staff.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Campus Rosters compiled, updated, and reviewed **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
Strategy 3: Continue to routinely provide potential teacher candidates with information on local State Board for Educator Certification (SBEC) approved alternative certification programs.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Current SBEC ACP information distributed and Certifications attained **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
Strategy 4: Offer Bilingual Certification Preparation sessions to staff in order to increase the number of available certified Bilingual teachers.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Bilingual staff certified. **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			
Strategy 5: Offer ESL TEXES Preparation sessions to staff in order to increase the number of available certified ESL teachers.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Bilingual staff certified. **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			
Strategy 6: Attract and train current secondary core content teachers to seek ESL certification to meet the needs of EL students.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Trainings conducted and Certifications attained **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			
Strategy 7: Establish a plan that will enable the district to recruit and hire certified Bilingual teachers who meet the needs of the EL students for Elementary PK-5th grades prior to summer.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Plan Developed and Positions Filled **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
Strategy 8: Establish a plan that will enable the district to recruit and hire certified ESL teachers for secondary Grades 6-12 prior to summer.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Positions filled **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			

Strategy 9: Expand Instructional Practices Program of Study and implement Career Academy for future educators.	**Formative Reviews**		
Strategy's Expected Result/Impact: Increase in participation and completion of program.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Career and Technology Education			

Strategy 10: Recruit Masters degreed teachers to support dual credit classes on high school campuses.	**Formative Reviews**		
Strategy's Expected Result/Impact: Staff hired and Improved College, Career, and Military Readiness (CCMR) reports	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Assistant Superintendent - Human Resources			

Strategy 11: Provide guidance to campus administrators in selecting long term substitutes that are appropriately certified.	**Formative Reviews**		
Strategy's Expected Result/Impact: Substitute Roster demonstrates 100% Highly Effective/Appropriate certifications	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Human Resources			

Strategy 12: Provide new administrator academy to support and develop knowledge base of GCCISD expectations and guidelines.	**Formative Reviews**		
Strategy's Expected Result/Impact: Increase Administrator Success with GCCISD Expectations/Guidelines	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			

Strategy 13: Provide aspiring administrator academy to support and develop knowledge base of GCCISD expectations and guidelines.	**Formative Reviews**		
Strategy's Expected Result/Impact: Increase Administrator Success with GCCISD Expectations/Guidelines	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

    Evaluation Data Sources: Certification Reports, Staff Rosters, Staff Development Reports

Strategy	Formative Reviews		
Strategy 1: In accordance with DOI, continue to provide each campus principal with a list of core teachers who failed to meet certification requirements on their campus.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Current Rosters Sent **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
Strategy 2: Provide guidance to campus principals regarding the CTE faculty who teach courses that can satisfy core graduation requirements.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Current Rosters Sent **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
Strategy 3: Continue to provide routine reminder notices and related information including testing schedule and support activities to teachers detailing requirements and timelines for completion of certification to meet requirements.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Emails sent to New Hires, Checklist Reviewed, and Timelines Met **Staff Responsible for Monitoring:** Director - Human Resources			
Strategy 4: Provide certification test resource materials including techniques and strategies to support teachers who are not certified or have not passed the certification tests.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Required Reports Submitted, Emails sent to Teachers, and Certification Review Session Notifications sent **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
Strategy 5: Continue to support teachers that have not met highly effective status by offering and requiring attendance in researched based staff development.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Staff Development Records Up to Date and Staff Development Portfolios Reviewed **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
Strategy 6: In accordance with DOI, provide the contract notification letter to teachers stipulating that their contract will not be recommended for renewal when they do not meet the certification requirements by the contract recommendation date.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Strive for 100% highly effective staff hired at all campuses **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

Evaluation Data Sources: Mentor Lists, Meeting Agendas, Mentee Surveys, Teacher Retention Report

Strategy 1: All new teachers will be assigned to participate in the district level mentee support program that will facilitate activities for guidance and support with their first year.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: District Mentee Support Documented and Increase in teacher recruitment/retention **Staff Responsible for Monitoring:** Coordinator - Human Resource **Funding Sources:** Contracted Services for Mentee Support and materials to support staff retention - Coordination of Local, State, and Federal Funds - Title II Funds - $52,000			

Strategy 2: Identify a campus level mentor coordinator to monitor mentee support and provide six week meetings as part of the program.	Formative Reviews		
Strategy's Expected Result/Impact: Campus Coordinators Identified, Meetings Conducted, and EOY Survey Complete	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Coordinator - Human Resource **Funding Sources:** Training Materials to support mentor success - Coordination of Local, State, and Federal Funds - Title II Funds - $3,000			

Strategy 3: Monitor the three year mentor program with a different teacher mentor each year that works through teacher cohorts for 0 to 2 year teachers.	Formative Reviews		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Program developed and implemented, Teacher Cohorts identified, and Retention Rate increased **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 4: Retain highly effective teachers.

Evaluation Data Sources: Teacher Retention Rate Reports, Salary Schedule, Employee Surveys

Strategy 1: Retain current highly effective teachers by maintaining a competitive compensation package for experienced teachers, and teachers with advanced degrees and national certifications.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Teacher Retention **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
Strategy 2: Review the salary schedule for teachers based on years of experience, and teachers with advanced degrees and national certifications.	**Formative Reviews**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Salary Schedule Reviewed **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

    Evaluation Data Sources: Parent Surveys, Meeting Logs, Parent Activity Reports

| Strategy	Formative Reviews		
Strategy 1: The district Parent and Family Engagement Policy will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. This document will be distributed to parents and made available to the local community in an understandable and uniform format.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in parent and family participation **Staff Responsible for Monitoring:** Director - Federal Programs			
Strategy 2: Monitor the campus-hosted parent engagement opportunities which would include academic training sessions for Math, Reading, Writing, Science, Social Studies and other educationally determined training sessions.	**Nov**	**Feb**	**June**

Strategy's Expected Result/Impact: Compliance requirements met
    Staff Responsible for Monitoring: Director - Federal Programs
    Funding Sources: Costs for campus parent and family training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - $60,000			

Strategy 3: Monitor implementation of campus Student Wellness Support Teams to support student identified needs.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student academic, attendance, and behavior performance **Staff Responsible for Monitoring:** Director - Social Emotional Learning and Student Wellness			
Strategy 4: Monitor campus progress with home and/or community visits/notifications to update parents on the progress of their children related to academics, attendance, and/or behavior.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student performance with academics, attendance, and/or behavior **Staff Responsible for Monitoring:** Director - Federal Programs			
Strategy 5: Host Career Development Night at elementary campuses to engage parents and students in opportunities to investigate career paths. (Can be included in academic family nights.)	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in parent participation and awareness **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness			
Strategy 6: Conduct information sessions for parents at high schools to discuss academic options, academic class rank, and graduation plans.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Graduation Rate **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness			
Strategy 7: Increase business partnership advisory committees in order to enhance capstone activities and internships for students.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Employer Partnerships **Staff Responsible for Monitoring:** Student Workforce Connection Liaison			

Strategy 8: Conduct focused parent, family, and community engagement sessions that support language acquisition and the academic success of EL students.	Formative Reviews		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase in student achievement			
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP			

Strategy 9: Conduct the required Migrant Education PAC meetings.	Formative Reviews		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase in parent awareness and participation.			
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: Increase technology proficiency for students.

> **Evaluation Data Sources:** Walkthrough data, Rotation Schedules, Utilization Reports, Training Documentation

Strategy 1: Continue to support the Elementary School Mobile Device Initiative with Technology Integration Specialists who will work with teachers in a co-teaching environment. **Strategy's Expected Result/Impact:** Elementary Integration Specialist Rotation Schedule Implemented and Walk through Data Reviewed **Staff Responsible for Monitoring:** Director - Educational Technology	**Formative Reviews**		
	Nov	**Feb**	**June**

Strategy 2: Continue the Junior School Mobile Device Initiative with all teachers and support them with Technology Integration Specialists on a weekly rotation. **Strategy's Expected Result/Impact:** Junior School Integration Specialist Rotation Schedule Implemented and Walkthrough Data Reviewed **Staff Responsible for Monitoring:** Director - Educational Technology	**Formative Reviews**		
	Nov	**Feb**	**June**

Strategy 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. **Strategy's Expected Result/Impact:** iPad Distribution Completed **Staff Responsible for Monitoring:** Director - Educational Technology	**Formative Reviews**		
	Nov	**Feb**	**June**

Strategy 4: Utilize the Educational Technology Specialists to co-teach with classroom teachers to implement technology in core curricular lessons. **Strategy's Expected Result/Impact:** Educational Technology Specialists Rotation Schedule Implemented Walkthrough and Data Reviewed **Staff Responsible for Monitoring:** Director - Educational Technology	**Formative Reviews**		
	Nov	**Feb**	**June**

Strategy 5: Provide all Core Content Classrooms with a standard set of technology items. (i.e., Promethean Board, laptop/OPS, document camera). **Strategy's Expected Result/Impact:** Purchased Systems and Utilization of Systems **Staff Responsible for Monitoring:** Chief Technology Officer	**Formative Reviews**		
	Nov	**Feb**	**June**

Strategy 6: Provide teachers with training on integrating technology resources into daily lessons (i.e., Promethean Boards and iPads). **Strategy's Expected Result/Impact:** Training Completed and Walkthrough Data Reviewed **Staff Responsible for Monitoring:** Director - Educational Technology	**Formative Reviews**		
	Nov	**Feb**	**June**

Strategy 7: Continue online registration for high school, junior school, and elementary students through the district online system. **Strategy's Expected Result/Impact:** All Student Registrations Completed Online **Staff Responsible for Monitoring:** Chief Technology Officer	**Formative Reviews**		
	Nov	**Feb**	**June**

Strategy 8: Continue to routinely develop a repair/maintenance study for iPads, Promethean boards, and other instructional technology in order to provide repair/maintenance services	Formative Reviews		
	Nov	Feb	June
Strategy's Expected Result/Impact: Maintain student proficiency level with technology **Staff Responsible for Monitoring:** Chief Technology Officer			

Strategy 9: Implement the approved technology bond plan to promote student proficiency with technology.	Formative Reviews		
	Nov	Feb	June
Strategy's Expected Result/Impact: Implementation complete **Staff Responsible for Monitoring:** Chief Technology Officer			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Plan Notes

The district improvement plan will be reviewed and updated through meetings with principals, district and campus instructional staff, and the state and federal program committee and feedback brought back to the GCCISD ILC which includes respresentatives from the district, campus, parents, community, business, and other related sources to review, revise, or refine initiatives, strategies, and/or actvities in order to provide continued improvement for all students, staff, and parents. The ILC will meet each month in person or by WebEx as deemed appropriate to maintain safety for all. The scheduled meeting dates are as follows:

- October 27, 2020 - Virtual
- November 17, 2020 - In person
- December 15, 2020 - Virtual
- January 19, 2021 - TBD
- February 16, 2021- TBD
- March 16, 2021- TBD
- April 20, 2021- TBD
- May 18, 2021- TBD
- June 15, 2021- TBD

The State and Federal program funds will be reviewed and updated through meetings with principals, district and campus instructional staff, and the state and federal program committee. The State and Federal Program Committee will have a mid-year review meeting to complete an update on progress of state and federal program initiatives and activities. The meeting will be conducted on January 19, 2021 via WebEx at 3:00 p.m. with a google response document for committee members to complete.

In accordance with SB 1707: SRO Duties

- The duties for GCCISD peace officers, SROs, and security personnel are described in job descriptions housed with the Human Resources Department. The district follows the job description and does not deviate from what is defined.

In accordance with SB 11 and HB 18:

- The district trauma-informed care policy as well as the list of training and support services available is included as an addendum to the district improvement plan.

In accordance with program compliance requirements:

- SCE: The district plan is included as an addendum to the district improvement plan.
- Carl Perkins: Funds will supplement the program goals for secondary schools to "build and improve" CTE programs in order to increase the number of students graduating College, Career, and Military Ready.

- Title I, Part A: School attendance criteria is based on campus residing students.
- Title I, Part C: The Migrant Education Program PFS plan is included as an addendum to the district improvement plan.

District Funding Summary

			Coordination of Local, State, and Federal Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Training costs for campus and district staff	Title I Part A/Title II/ Title IV	$100,000.00
1	1	3	Training costs for campus staff	Title I Part A/Title II/Title IV	$50,000.00
1	1	6	ELAMSS Researched-based Training Costs	Title II, Part A	$200,000.00
1	3	3	District Instructional Specialists	Title I, Part A/Title II, Part A	$200,000.00
2	1	4	Training Costs for TEA Priority focused on improving student performance	Title I, Part A	$200,000.00
2	1	8	OnRamps Student Costs and Staff Training	Title IV-ESSA Funds	$30,000.00
3	3	6	Coaching services to improve student behavior and management	Title IV	$100,000.00
5	3	1	Contracted Services for Mentee Support and materials to support staff retention	Title II Funds	$52,000.00
5	3	2	Training Materials to support mentor success	Title II Funds	$3,000.00
6	1	2	Costs for campus parent and family training sessions	Title I, Part A	$60,000.00
				Sub-Total	$995,000.00
			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	Salaries for CCMR Counselors/Specialist	CCMR State Funds	$400,000.00
1	4	4	Naviance Software costs	CCMR State Funds	$67,000.00
2	4	1	50% Salary costs for Pre-K teachers and Support Staff	EEA Funds	$2,500,000.00
3	1	3	Costs including accelerated instruction payroll, transportation, software programs, and materials	SCE Funds	$515,000.00
3	1	4	Costs for intervention support software programs	SCE Funds	$750,000.00
4	1	3	Training costs	School Safety Funding	$22,800.00
				Sub-Total	$4,254,800.00
				Grand Total	$5,249,800.00