Goose Creek Consolidated Independent School District

District Improvement Plan

2019-2020

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 conducted student, staff, and parent surveys during the month of April 2019. Feedback and reports for these surveys is located in the files at the Administration Building. The documents for this process are located in the files at the Administration Building.

The GCCISD Instructional Leadership Committee completed the comprehensive needs assessment process on March 21, 2019, April 18, 2019, and May 16, 2019. The agendas, minutes, sign-in sheets, feedback, and other documents for this process are located in the files at the Administration Building.

The GCCISD District Curriculum Team completed the comprehensive needs assessment process on April 25, 2019. The agendas, minutes, sign-in sheets, feedback, and other documents for this process are located in the files at the Administration Building.

The GCCISD Program Evaluation Committees completed a needs assessment and evaluation of all state and federal program funds as well as the district parent and family engagement policy on April 29, 2019. The reflections of the program evaluations were included in the development of the district improvement plan. The agendas, minutes, sign-in sheets, feedback, and other documents for this process are located in the files at the Administration Building.

The GCCISD Instructional Leadership Committee met on September 26, 2019 to review and confirm the proposed district improvement plan.

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 following areas or points were discussed with regard to the district's demographics:

- Data indicates that our ESL population continues to struggle especially in the lower grades reflecting that there is a lack of progress in learning to read.
- When comparing student ethnicity totals with staff totals, the information reflects that there is an imbalance between 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 have been established to design the 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 were determined 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 are focused on student data and direct classroom coaching with teachers.
- District Content Specialists continue to support student academic success at the schools identified.

Student Academic Achievement

Student Academic Achievement Summary

The following areas or points were discussed 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 were discussed 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 were discussed 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

The following areas or points were also discussed 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 Academic Achievement Strengths

The following areas were determined 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.
- State and Federally-funded Campus Instructional Specialists focused on student data, academic planning, and coaching classroom teachers.
- District Content Specialists continue to support student academic success at the schools identified as most in need.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 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 campus process.

District Processes & Programs

District Processes & Programs Summary

The following areas or points were discussed 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.
- Continue focused behavior support at 8 schools.
- 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

District Processes & Programs Strengths

The following areas were determined 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.
- Education Galaxy implemented at elementary schools to support student academic improvement.
- Most campuses have focused on AVID strategies - writing

- Funding for ACT testing
- Funding for Dual Credit Tuition Fees
- Funding for Naviance
- Materials and supplies purchased to support implementation of course work with Lee College approved Dual Credit Courses
- Scenario Learning for on-line training to support campus safety

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: 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 following areas or points were discussed 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 were determined 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.
- The Behavior and Mental Health Interventionist staff in the secondary schools are available to support junior high and high school students.
- The Title I Campus Student Success Specialists support their elementary school students and their families with identified needs.
- Communities in Schools provide case management to support identified at-risk students in secondary schools.
- The Community Youth Specialists though Harris County support identified students through case management in the elementary schools.

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 campus process.
Problem Statement 1 Areas: Student Academic Achievement

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- PBMAS data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 07, 2019

Goal 1: GCCISD will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.
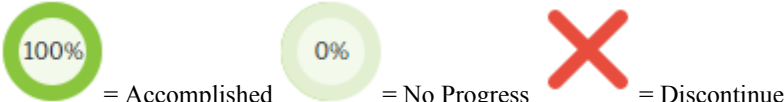
Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for closing identified achievement gaps in their content areas.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Continue to monitor campus action plans in meeting accountability performance goals that address the whole child.	Deputy Superintendent for Curriculum and Instruction	Action Plan Meetings Conducted Data Walls displayed Increase in Scores Progress in PLC Process			
2) Implement PLC process and training to support student academic success.	Deputy Superintendent for Curriculum and Instruction	Principals trained Implementation of PLC meetings Completed instructional vision and collective commitments			
Funding Sources: Coordination of Local, State, and Federal Funds - 100000.00					
3) Provide training through the PLC Conference to develop campus leadership teams.	Deputy Superintendent for Curriculum and Instruction Federal Programs Director	Campus planning conducted Participants' Feedback Surveys reviewed			
Funding Sources: Coordination of Local, State, and Federal Funds - 50000.00					

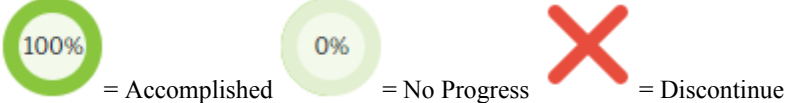| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Provide training and campus support through monthly principal Learning Time sessions.	Deputy Superintendent for Curriculum and Instruction Area Executive Directors	Accountability Improvement through participation in Learning Time sessions Increase in STAAR Results and Student Progress			
5) Establish calendar to provide six week PLC days for all campuses which could include campus to campus PLC, as well as vertical and horizontal meetings.	ILC Deputy Superintendent for Curriculum and Instruction	Calendar developed Agendas/Minutes for conducted PLCs			
6) Implement a professional development plan to provide consistency among all GCCISD staff utilizing research-based strategies to increase student achievement in all core content areas.	Deputy Superintendent for Curriculum and Instruction Director of Curriculum and Instruction	PD Calendar Developed and Distributed Publish in Daily News Teacher Professional Development Cumulative Training Log Alignment of Goals			
Funding Sources: Coordination of Local, State, and Federal Funds - 200000.00					
7) Continue to provide District-wide avenues of communication among teachers, including vertical team meetings, to meet the needs of all students.	Deputy Superintendent for Curriculum and Instruction Director of Curriculum and Instruction	Meeting/Training Logs Reviewed Goals Established Improved Student Data			
8) Implement ELA and Math blocks at the Junior Schools to increase instructional time.	Area Executive Directors Junior School Principals	Increased instructional time School day interventions Increased student progress			
9) Continue district writing PLCs in grades 4 and 7 at all campuses.	ELA Coordinator	Attain 80% in "Approaches" at all schools			
10) Continue district social studies PLCs in grade 8 as well as grade 7 at all junior school campuses.	Social Studies Coordinator	Attain 80% in "Approaches" at all schools			
11) Pilot dual two-way language program at two schools.	Director of Bilingual/ESL	Promote long-term academic and language achievement in two languages with EL and Non-EL students. Promote bi-literacy.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
12) Continuing implementing plans for each Career Academy to meet National Standards of Practice criteria for certification that targets gaps identified in the Baseline Analysis and/or NCAC Reviews.	Director of CTE CTE Specialists	Certification of Career Academies by the National Career Academy Coalition			
13) Continue implementing High School of Business curriculum in Global Business Academy.	Director of Career and Technology Education CTE Business Specialist	Increased vertical alignment and rigor in career academy courses			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

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

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

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

Summative Evaluation 2:

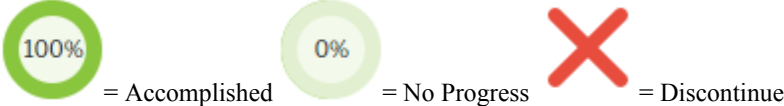| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) During PLCs, analyze data (i.e., PBMAS, EOC, STAAR, TELPAS) and discuss the analysis to determine high need areas to focus on with CBAs, CFAs and benchmarks to assess instruction .	Deputy Superintendent for Curriculum and Instruction Area Executive Directors	Increase in State Assessment Scores for Identified High Need Areas including student progress			
2) Monitor the data review process through campus PLCs to identify and address students' needs on a continual basis.	Deputy Superintendent for Curriculum and Instruction	Increase in State Assessment Scores Increase in Student Progress			
3) Refine review process for teachers to provide input into Curriculum Based Assessments (CBAs) for editing and alignment purposes.	Director of Curriculum and Instruction Core Content Coordinators	Revised CBAs Teacher input reviewed			
4) Train staff on building common formative assessments K-12 and develop a plan to meet individual student needs based on data. (PLC process)	Deputy Superintendent for Curriculum and Instruction	Core Teams Trained Common Formative Assessments Developed			
5) Establish common data formats to monitor Career Academy student progress.	CTE Specialists	Annual Data Report demonstrating Career Academy student progress			
6) All secondary schools will "build and improve" CTE programs in order to increase the number of students graduating college, career, and military ready.	Director of CTE CTE Specialists	Annual Data Report demonstrating Career Academy student progress			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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

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

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide specialized training during the "Back to School" academies for all staff members to support classroom instruction.	Deputy Superintendent for Curriculum and Instruction	Academy sessions conducted Classroom Observations conducted			
2) Conduct instructional rounds coaching sessions with staff to support classroom instruction which includes the established coaching expectations and monitoring system.	Deputy Superintendent for Curriculum and Instruction	Instructional Rounds Walks Completed and Analyzed			
3) Provide training through balanced literacy coach in K-5 classrooms where students are not reading at grade level and provide focused reading interventions.	Director of Curriculum and Instruction	Walkthrough Data Analyzed Decrease in students reading below grade level			
		Funding Sources: Coordination of Local, State, and Federal Funds - 200000.00			
4) Provide structured reading support at Junior Schools and High Schools to develop stronger readers with struggling readers (LLI kits).	Director of Curriculum and Instruction	Decrease in Achievement Gaps Professional Development Trainings Conducted			
5) Conduct instructional rounds at selected campuses to provide feedback on identified problem of practice.	Deputy Superintendent for Curriculum and Instruction	Training schedules implemented Teams established Feedback Sheets completed and reviewed Rounds Momentum Plans developed			
6) Conduct, at a minimum, five classroom walkthroughs weekly by campus administrators to communicate support of best instructional practices.	Area Executive Directors	Walkthrough Data Analyzed			
7) Provide on-line modules on the ELPS instructional tool, sheltered instruction, or Bilingual/ESL Summer Academy for EL Instructional staff to improve teacher growth.	Director of Bilingual/ESL	Modules developed Coaching/Feedback Forms for teachers by specialists completed and reviewed			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
8) Provide specialized training on Career Academy best practices for teachers to support integrated learning.	Director of CTE	Integrated lesson plans implemented			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

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

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

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

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase College/Career activities and student participation by advertising at all campuses, the local paper, website, emails, flyers, and parent notification system.	Director of Guidance and Counseling Director of CTE	College/Career Night Activities conducted Parent Feedback reviewed			
2) Incorporate college and career awareness activities in all grade levels.	Director of Guidance and Counseling College and Career Readiness Coordinator	Walkthrough Data and Lesson Plans Analyzed			
3) Utilize campus college and career counselors to help students access resources for college.	College and Career Readiness Coordinator	Increase in use of available resources			
Funding Sources: Coordination of Local and State Funds - 400000.00					
4) Continue Naviance training and implementation for all secondary campus staff and utilize student data at campuses.	Director of Guidance and Counseling College and Career Readiness Coordinator	Naviance Training Conducted Naviance Reports Analyzed			
Funding Sources: Coordination of Local and State Funds - 49000.00					
5) Educate students and parents on endorsements, Programs of Study, and GCCISD High School Options and monitor completion of coherent sequences.	Director of Guidance and Counseling Director of CTE	Trainings Attended Increase in students' graduating with an endorsement			
6) Provide events and activities for students to encourage enrollment in and completion of non-traditional Programs of Study.	Director of CTE CTE Specialists Coordinator	Increase in Student Enrollment/Completion			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
7) Establish a transition plan for Special Education students 14 years of age and older.	Special Education Director	Program of Studies targeting our special education students developed and implemented			
8) Research and implement electronic portfolios, including post-secondary plans, for career academy students	Director of CTE	Portfolios and post secondary plans			

100%   = Accomplished   0%   = No Progress   ❌ = Discontinue

Goal 2: GCCISD will provide a well balanced and appropriate curriculum to all students.
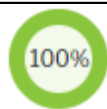
Performance Objective 1: Curriculum documents will reflect the level of rigor expected based on State curriculum standards.

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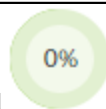
Summative Evaluation 1:

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
7) Continue support of the GCCISD AP PLC efforts to strengthen the district's AP Program.	Director of Advanced Academics	Increase in Percentage of AP Students Taking AP Exams Increase in Percentage of AP Students Scoring 3+ on AP Exams			
8) Implement GCCISD On Ramp PLC designed to promote and strengthen the On-Ramps Program district-wide in cooperation with UT/On Ramps.	Director of Advanced Academics	Increase On Ramps Enrollment Increase percentage of On Ramps students attaining college credit			
Funding Sources: Coordination of Local, State, and Federal Funds - 30000.00					
9) Update STEM Lab Curriculum to emphasize connections to Endorsements and Programs of Study	Director of CTE CTE Specialists	Updated curriculum documents with alignment of model			
10) Implement rubrics for CTE curricular expectations by grade level and performance expectations for CTE teachers	Director of CTE	Increased performance of CTE students in defined areas			
11) Identify appropriate industry certifications for each CTE Program of Study and update curriculum and learning lab equipment to meet needs for student certification.	Director of CTE	Increased Number of Industry Certifications Obtained			
12) Review Pre-AP assessment data and develop a plan to increase the percentage of students attaining the "Meets" and "Masters" level.	Director-Advanced Academics Core Content Specialists	10% increase in students attaining Meets/Masters level success			
13) Develop and implement an early literacy summer reading program.	Deputy Superintendent of Curriculum and Instruction	Increase in student literacy competencies Increase in student assessment results			

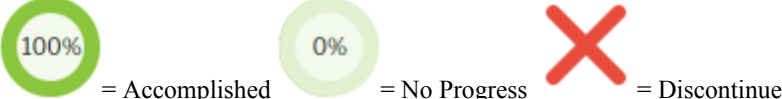100% = Accomplished   0% = No Progress   ✗ = Discontinue

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

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

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

Summative Evaluation 2:

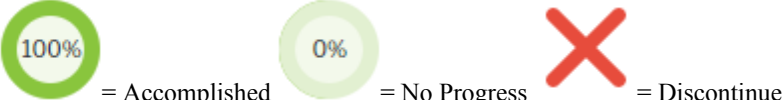| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement Grade level Texas Performance Standards Project Tasks	Director of Advanced Academics	GT Projects Showcase schedule			
2) Collaborate with the Curriculum & Instruction, Guidance and Counseling, CTE, Bilingual Education, and Special Education Department to coordinate and monitor services that improve the delivery of instruction for all at-risk students.	Deputy Superintendent for Curriculum and Instruction	Increased Student Success Coordination of Services Established			
3) Conduct six-week 504 meetings to provide campus support to promote student achievement.	Director of Interventions	Meetings Conducted			
4) Implement district and campus plans to meet state compliance, with a focus on Bilingual Education and Special Education.	Special Education Director Director of Bilingual/ESL	Quarterly Plan Reviewed			
5) Implement a training plan to support the inclusion initiative for in-class support and differentiated instructional strategies with a specific focus on the secondary teachers.	Special Education Director	Staff Development Completed Walkthrough Data Analyzed			
6) Conduct early intervention parent training sessions for families with 3-5 year old children exhibiting mild to moderate language delays and/or challenging behaviors.	Special Education Director	Number of Children Identified as Eligible for Special Education Services Reviewed			
7) Work with campus administrative teams to plan supplemental instructional services including tutorials for all MEP (Migrant Education Program) students.	Coordinator-MEP Compliance	Increased MEP student success			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
8) Conduct campus visits where MEP students are attending to ensure delivery of program services.	Coordinator-MEP Compliance	Increased MEP student success			
9) Use the MEP PFS (Priority for Services) reports to identify migrant children and youth who require priority access, develop a plan for serving identified students.	Coordinator-MEP Compliance	PFS Action Plan in Place Before the First Day of School			
10) Implement Kurzweil program to support instruction for students with disabilities, including all other eligible students.	Director of Special Education	Increase in State Assessment Scores Increase in Student Progress			
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

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

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

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

      Summative Evaluation 3:

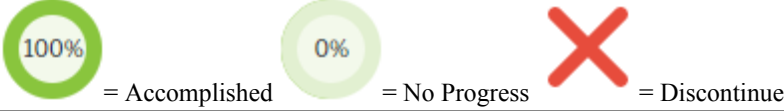| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Provide assistance through extended school year opportunities for STAAR tutorials that provide focused, targeted instruction on the objectives not mastered.	Director of Curriculum and Instruction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

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

Performance Objective 1: Improve graduation rates for special populations.

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

Summative Evaluation 1:

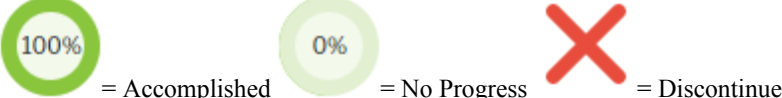| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Support campuses with monitoring student progress focusing on sub populations and at risk students.	Deputy Superintendent for Curriculum and Instruction AEDs	Improved results for STAAR, PBMAS, and Safeguard Data			
2) Provide District/Campus-based training and ongoing coaching support to improve Tier I instruction.	Director of Curriculum and Instruction Core Content Coordinators	Improved CBA scores Improved STAAR assessment scores Embedded Coaching Support			
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.	Director of Curriculum and Instruction AEDs Core Content Coordinators	Increased STAAR Results Programs created/monitored PD Aligned to Areas of Weakness			
	Funding Sources: Coordination of Local and State Funds - 515000.00				
4) Provide campuses with technology software access to support intervention and enrichment of Tier 2 instruction (Pre-k Smart Start, Waterford, Renaissance 360, Education Galaxy, Imagine Learning, Reasoning Minds, Edgenuity Credit Recovery)	Director of Curriculum and Instruction				
	Funding Sources: Coordination of Local and State Funds - 750000.00				
5) Provide ELs support that targets their proficiency levels and accelerates English language acquisition, so that all grade levels, in all State assessments show yearly progress.	Director of Bilingual/ESL	Student led talks to self monitor own goals/folders completed Students practice listening, speaking, reading, and writing through technology			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
6) Provide opportunities for transitional meetings for SPED and EL students moving from 5-6 & 8-9 to communicate student needs.	Director of Guidance/Counseling	Meetings Conducted			
7) Continue to implement the home-based Early Childhood Program with identified migrant students.	Coordinator-MEP Compliance	Home-based lessons completed			
8) Provide identified migrant students support for success at school and at home though supplemental tutorials, technology, etc.	Coordinator-MEP Compliance	Increase in MEP student performance			
9) Conduct yearly review of all students high school graduation plans including endorsement selections and distinctions.	Director of Guidance and Counseling	Personal Graduation Plans developed for all high school students			
10) Track campus course completion by having counselors run failure reports each 6 weeks (Students who are failing a class will have a conference with the school counselor, if the student has reoccurring failures an academic plan, which states action steps, will be developed).	Director of Guidance and Counseling Counselor	Course Completion Records Reviewed Failure Reports Reviewed Action Plans Developed			
11) Conduct "Reach Out to Dropouts Walk" and monitor enrollment of students from conducted activities.	Director of Guidance and Counseling	Increase in Graduation Rate Re-enrollment of drop out students			
12) Continue to improve EL, MEP, and Special Education graduation rates by providing parent and student information sessions on graduation requirements, counseling, and career pathways.	Director of Guidance and Counseling	Parent Sessions Conducted Improved Graduation Rate			

100% = Accomplished   0% = No Progress   ❌ = Discontinue

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

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

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monitor campus initiatives implemented to improve attendance.	Deputy Superintendent of Curriculum and Instruction AEDs	Increase in Attendance Rate District Campaign			
2) Monitor the systems at campuses to improve student attendance.	Area Executive Directors	Action Plans developed Systems established Increase in Attendance Rate			
3) Provide parents with information/resources so that their children will be in attendance and be successful in the school environment through the utilization of the Student Support Team including Campus Administrator, CSSS, CYS, CIS, Social Workers, counselors, program managers, and teachers to contact parents of children with excessive absences.	Director of Guidance and Counseling Director-Federal Programs	Increase Parent Communication Attendance Policy emailed to Parents Review of reports for Automated Messages to Parents regarding attendance Inform Parents in the Fall about Summer School possibility for absences Decrease in Truancy Increase in Attendance Rates			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

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

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

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide training on district processes and procedures for RtI.	Deputy Superintendent of Curriculum and Instruction	Rti Overview and Handbook Developed and Implemented Training Completed			
2) Implement the Response to Intervention (RtI) model so that campuses meet the needs of their struggling students, and progress monitor RtI data on a scheduled basis.	Director of Curriculum and Instruction Director of Intervention Programs	Teachers and Principals Understand Tier 1, 2, and 3 Levels of Intervention Students are Receiving Quality Research Based Instruction			
3) Continue to implement Review 360 to support behavior RtI; implement RtI student support team modules for online documentation, provide training, and monitor plan to support Review 360 deployment.	Director of Student Services Director of Intervention Programs	Decrease in RTI Referrals			
4) Expand the implementation of the PBIS model through the districtas Kids First Committee (KFC) and Region IV consultation meetings.	Director of Student Services Director of Counseling	Improve Behavior Data			
5) Complete Review 360 universal screeners for behavior at selected campuses.	Director of Guidance and Counseling	Improve Behavior Data			
6) Monitor the model for behavior support established on the eight identified campuses (AU, CR, DZ, HO, SJ, TR, CBJS, and HMJS).	Director of Guidance and Counseling Director-Federal Programs	Improve Behavior Data			
	Funding Sources: Coordination of Local, State, and Federal Funds - 80000.00				

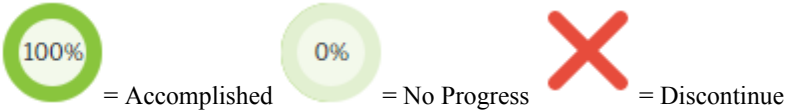| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
		100% = Accomplished 0% = No Progress ✗ = Discontinue			

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

Performance Objective 4: Increase student participation in school activities.

Evaluation Data Source(s) 4: Eduthings

Summative Evaluation 4:

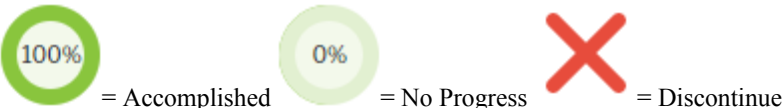| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase student participation in Career and Technical Student Organizations and Competitions.	Director of CTE	Increase in the number of students in each organization Increase in the number of students competing or placing in competitions			
2) Expand opportunities through the feeder pattern to increase program awareness and participation in UIL, History Fair, Robotics, etc.	Director of CTE STEM Specialist	Increase in the number of students in each organization Increase in the number of students competing or placing in competitions			
3) Monitor campus student participation in athletics in to order provide schools with options and opportunities to improve student participation.	Director of Athletics	Increase in student participation			
4) Form a baseline to measure the participation of high school students in Fine Arts beyond the graduation requirement.	Director of Fine Arts	Increase in student participation			
100% = Accomplished 0% = No Progress ✗ = 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 Source(s) 1: District Safety Reports, Discipline Reports, Student Surveys
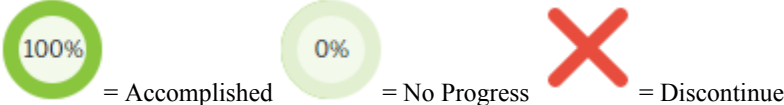
Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement a district conflict resolution curriculum for identified students who engage in aggressive offenses.	Director of Guidance and Counseling Director of Student Services	Program Implemented Decrease in Student Aggression Incidents			
2) Establish and train Crisis Response Teams for each feeder pattern.	Director of Student Services Director of Guidance and Counseling	Training Conducted			
3) Provide all district and campus staff as well as students training on bullying prevention and identification.	Director of Student Services Director of Guidance and Counseling	Training Conducted Monitor Effectiveness of the Training Reduction in Bullying Incidents			
4) Provide schools with the research-based implementation plan utilizing the Olweus Bully Prevention program components for anti-bullying that includes who will teach it, when it will be taught, and what will be taught.	Director of Guidance and Counseling Director of Student Services	Program Implemented Lessons Completed Kick-off Activities Conducted			
5) Review lockdown, intruder, and gun violence prevention training materials that can be implemented with staff and students in order to provide support for drills and "real" lockdown situations.	Director of Student Services Director of Guidance and Counseling	Training Materials Reviewed Training Developed for Implementation			
6) Continue Industry Safety Audits in Industrial Labs to ensure a safe working environment.	Director of CTE	Industry Safety Reports continue incident -free industrial labs.			
100% = Accomplished	0% = No Progress	✗ = 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 Source(s) 2: PBMAS Report, Review 360 Data, Campus Plans
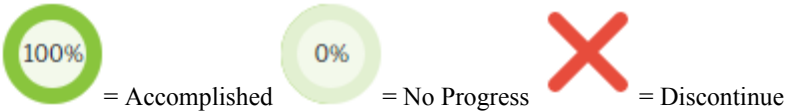
Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement interventions to reduce the number of In School Suspensions and Out of School Suspensions to ensure increased classroom time and instruction.	Director of Student Services	Decrease in ISS/OSS Assignments			
2) Implement a plan to address discipline issues identified on PBMAS including discipline data reviews.	Director of Student Services	Discipline Plan Implemented Decrease in discipline incidents			
3) Implement campus PBMAS plans in support of RtI.	Director of Student Services	Campus Plans Implemented Discipline Data Improved			
4) Incorporate Behavior 201 Training as a support for developing PBIS at each campus.	Director of Guidance and Counseling	Training Completed Decrease in discipline referrals			
5) Establish District Protocols that are baseline expectations for building relationships with students, staff, and parents.	Deputy Superintendent of Curriculum and Instruction	Protocols developed Survey Results indicate improved relationships			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

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

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

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

    Summative Evaluation 3:

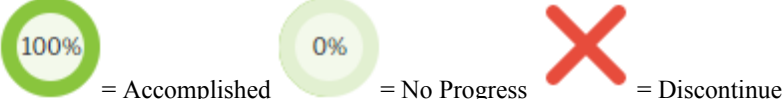| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Provide security officers who are active and visibly monitor students before school, between classes, after school, and during lunch.	Chief of Police	Visible Security Officers at every campus Decrease in Incident Reports			
2) Continue to utilize cameras in Special Education classrooms to ensure safe and positive learning environment.	Special Education Director Technology Director	Increase in Positive and Safe Learning Environments			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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

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

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide new administrator academy to support and develop knowledge base of GCCISD expectations and guidelines.	Deputy Superintendent for Curriculum and Instruction	Academy Conducted Increase Administrator Success with GCCISD Expectations/Guidelines			
2) Develop a recruitment plan to hire staff prior to summer.	Assistant Superintendent of Human Resources	Plan developed and implemented by the timeline Increase in highly effective staff recruitment results			
3) Monitor certification compliance for teachers and instructional paraprofessionals in order to meet the required mandates of the state of Texas.	Director of Personnel Assistant Superintendent of Human Resources	Campus Rosters compiled, updated, and reviewed			
4) Provide potential teacher candidates with information on local State Board for Educator Certification (SBEC) approved alternative certification programs.	Assistant Superintendent of Human Resources	Current SBEC ACP information distributed Certifications attained			
5) Recruit certified Bilingual teachers who meet the needs of the EL students for Elementary PK-5th Grades, and have a plan to hire prior to summer.	Director of Personnel Director of Bilingual/ESL	Positions Filled Plan Developed			
6) Recruit certified ESL teachers for secondary Grades 6-12.	Director of Personnel Director of Bilingual/ESL	Positions filled			
7) Recruit Masters degreed teachers to support dual credit classes on high school campuses.	Assistant Superintendent of Human Resources	Increased College, Career, and Military Readiness (CCMR) reports Staff hired			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
8) Attract and train current secondary core content teachers to seek ESL certification to meet the needs of EL students.	Director of Bilingual/ESL	Trainings conducted Certifications attained			
9) Provide guidance to campus administrators in selecting long term substitutes that are appropriately certified.	Director of Personnel	Substitute Roster demonstrates 100% Highly Effective/Appropriate certifications			
10) Provide aspiring administrator academy to support and develop knowledge base of GCCISD expectations and guidelines.	Deputy Superintendent for Curriculum and Instruction	Academy Conducted Increase Administrator Success with GCCISD Expectations/Guidelines			

100% = Accomplished   0% = No Progress   ✕ = Discontinue

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

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide each campus principal with a list of core teachers who failed to meet certification requirements on their campus.	Director of Personnel Assistant Superintendent of Human Resources	Current Rosters Sent			
2) Provide guidance to campus principals regarding the CTE faculty who teach courses that can satisfy core graduation requirements.	Director of Personnel Assistant Superintendent of Human Resources	Current Rosters Sent			
3) Send notice to teachers detailing requirements and timeline for completion of certification to meet requirements.	Director of Personnel	Emails sent to New Hires Checklist Reviewed Timelines Met			
4) Assist teachers who are not certified with resource materials on techniques and strategies to pass certification test(s).	Director of Personnel Assistant Superintendent of Human Resources	Required Reports Submitted Emails sent to Teachers Certification Review Session Notifications sent			
5) Offer and require attendance in high quality staff development for teachers not meeting highly effective status.	Assistant Superintendent of Human Resources Deputy Superintendent for Curriculum and Instruction	Staff Development Records Up to Date Staff Development Portfolios Reviewed			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
6) Communicate and share with all teachers not meeting certification requirements the following information: a. Testing schedule; b. Support activities; c. Contract notification letter stipulating that teachers not meeting certification by the contract recommendation date will not be recommended for renewal.	Director of Personnel Assistant Superintendent of Human Resources	Strive for 100% highly effective staff hired at all campuses			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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

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

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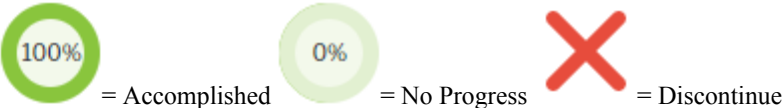
Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) All new teachers will be assigned to participate in the district level mentee support program that will facilitate activities for guidance and support with their first year.	Human Resource Coordinator Assistant Superintendent of Human Resources	District Mentee Support Documented Increase in teacher recruitment/retention			
Funding Sources: Coordination of Local, State, and Federal Funds - 40000.00					
2) Identify a campus level mentor coordinator to monitor mentee support and provide six week meetings as part of the program.	Human Resource Coordinator Director of Personnel	Campus Coordinators Identified Meetings Conducted EOY Survey Complete			
Funding Sources: Coordination of Local, State, and Federal Funds - 3000.00					
3) Develop a 3 year mentor program with a different teacher mentor each year that works through teacher cohorts for 0 to 2 year teachers.	Human Resource Coordinator Assistant Superintendent of Human Resources	Program developed and implemented Teacher Cohorts identified Retention Rate increased			
100% = Accomplished 0% = No Progress ❌ = Discontinue					

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

Performance Objective 4: Retain highly effective teachers.

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

    Summative Evaluation 4:

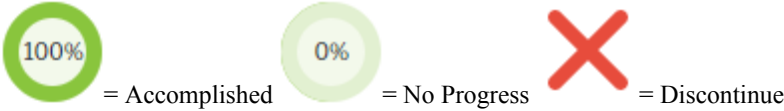| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Retain current highly effective teachers by maintaining a competitive compensation package for experienced teachers, and teachers with advanced degrees and national certifications.	Chief Financial Office Assistant Superintendent of Human Resources	Increase in Teacher Retention			
2) Review the salary schedule for teachers based on years of experience, and teachers with advanced degrees and national certifications.	Assistant Superintendent of Human Resources	Salary Schedule Reviewed			
100% = Accomplished 0% = No Progress ✗ = 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 Source(s) 1: Parent Surveys, Meeting Logs, Parent Activity Reports

Summative Evaluation 1:

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
7) Increase business partnership advisory committees in order to enhance capstone activities and internships for students.	Student Workforce Connection Liaison	Increase in Employer Partnerships			
8) Conduct focused parent, family, and community engagement sessions that support language acquisition and the academic success of EL students.	Director-Bilingual/ESL	Increase in student achievement			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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

Performance Objective 1: Increase technology proficiency for students.

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

Summative Evaluation 1:

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
6) Provide teachers with training on integrating technology resources into daily lessons (i.e., Promethean Boards and iPads).	Director of Educational Technology Educational Technology Specialist	Training Completed Walkthrough Data Reviewed			
7) Continue online registration for high school, junior school, and elementary students through the district online system.	Director of Educational Technology Chief Technology Officer Deputy Superintendent for Curriculum and Instruction	All Student Registrations Completed Online			
8) Conduct a repair/maintenance study for iPads, promethean boards, and other instructional technology in order to develop a plan to provide repair/maintenance services	Chief Technology Officer	Maintain student proficiency level with technology			
9) Implement the approved technology bond plan to promote student proficiency with technology.	Chief Technology Officer	Implementation complete			

100% = Accomplished   0% = No Progress   ✕ = Discontinue

Plan Notes

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 Resourcues 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 staff	Title I Part A/Title II, Part A	$100,000.00
1	1	3	Training costs for campus staff	Title I Part A/Title II	$50,000.00
1	1	6	ELAMSS Training Costs	Title II, Part A	$200,000.00
1	3	3	District Instructional Specialists	Title I, Part A/Title II, Part A	$200,000.00
2	1	4	Training Costs for TEA Priority focused on improving student performance	Title I, Part A	$200,000.00
2	1	8	On Ramps 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	$80,000.00
5	3	1	Contracted Services for Mentee Support and materials to support staff retention	Title II Funds	$40,000.00
5	3	2	Training Materials to support mentor success	Title II Funds	$3,000.00
6	1	2	Costs for parent and family training sessions	Title I, Part A	$60,000.00
				Sub-Total	$963,000.00

Coordination of Local and State Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Salaries for CCR Counselors		$400,000.00
1	4	4	Naviance Software costs		$49,000.00
3	1	3	Costs including accelerated instruction payroll, transportation, software programs, and materials	SCE Funds	$515,000.00
3	1	4	Costs for intervention support software programs	SCE Funds	$750,000.00
				Sub-Total	$1,714,000.00
				Grand Total	$2,677,000.00