

Goose Creek Consolidated Independent School District

District Improvement Plan

2021-2022



Mission Statement

“Developing the Whole Child”

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

Vision

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

Value Statement

Graduate every child

Children first, in a safe and nurturing educational environment

Collaborative community and parental involvement

Integrity, Respect, Humility and Transparency

Service before self

Diversity Respected

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment was completed through the Instructional Leadership Committee as well as other district and campus committees through scheduled virtual meetings and feedback surveys completed April 2021-June 2021. The Federal and State Program Evaluations were completed in May 2021 through a virtual meeting and online feedback survey.

Demographic information for students and staff was reviewed.

Ethnicity Race Report Category	2019-2020		2020-2021	
	Teacher	Student	Teacher	Student
A - Asian	13	377	15	357
B - Black or African American	281	3,692	285	3,628
H - Hispanic/Latino	350	15,099	381	14,828
I - American Indian or Alaska Native	6	83	6	90
P - Native Hawaiian or Other Pacific Islander	6	25	6	21
T - Two or More Races	14	483	19	496
W - White	878	4,167	889	3,898
Totals	1,548	23,926	1,601	23,318

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 District ILC, Program Evaluation, and other needs assessment feedback gathered through virtual meetings and survey forms indicated and confirmed the following:

- Need to continue to improve tracking techniques so that we successfully move students from level to level.
- Continue to provide training and options presented by highly successful presenters.
- Increase vertical alignment opportunities with teachers.
- Analyze programs and implement additional support with students that require more support than other students.

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

- Monitor student ethnicity totals with staff totals.
- Monitor at-risk assessment data to address needs for students.
- Monitor the recruitment of bilingual teachers and diversity in our campus staff including recognizing which schools need more male educators
- Continue to monitor the hiring of inexperienced teachers in order to improve the cultural connection to our student demographics.
- Provide more training for teachers about other cultures to support meeting them where our students are.

Demographics Strengths

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

- 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)
- Training offered and conducted specific to campus and district staff needs.

Student Learning

Student Learning Summary

The District ILC, Program Evaluation Committee, and other needs assessment feedback gathered through virtual meetings and survey feedback forms indicated the following about student learning with identified areas of strength as well as areas of growth with regard to the district's overall STAAR student achievement data:

State Accountability - Campus Information			
	2019	2020	2021
Number of campuses with letter grade of A	2	***	***
Number of campuses with letter grade of B	14	***	***
Number of campuses with letter grade of C	8	***	***
Number of campuses with letter grade of D	3	***	***
Number of campuses with letter grade of Not Rated	2	***	***
*** Not Rated: Declared State of Disaster			

Federal Accountability - Campus Information			
	2019	2020	2021
Number of campuses labeled as Comprehensive Support	0	***	***
Number of campuses labeled as Targeted Support	14	***	***
Number of campuses labeled as Additional Targeted Support	1	***	***
*** Not Rated: Declared State of Disaster			

With the results for "Approaches Grade Level", STAAR Reading, Writing, Math and Science gains were made for our Limited English Proficiency and Special Needs students. English I and II as well as Alg EOCs demonstrated sustained minimal success, with other subjects demonstrating minimum to moderate loss. A focus on 8th grade SS and Science will be required, showing up to 10% loss, also requiring a focus on accelerated instruction.

With the results for "Meets Grade Level", there were significant gains in our LEP and Sped populations again, with moderate sustained increases in all sub-populations in Eng II and minimal loss for other grade levels and subjects.

With the results for "Masters Grade Level", there were gains in LEP and Sp Ed for ELA, Math and Science as well as increases in African American ELA and Algebra EOC, which may be a result of our inclusion of culturally relevant literature selections in our classrooms and libraries.

The information in the below chart reflects a comparison of the STAAR results for the district compared to the state with ELA. Although we saw increases in our scores at the district level for ELA, our comparison to the state still demonstrates a mild decline.

STAAR-EOC	GCCISD 2021 vs. STATE 2021		
	Approaches	Meets	Masters
GR 3 READING	-4	-6	-5
GR 4 READING	-4	-4	-4
GR 5 READING	-3	-6	-6
GR 6 READING	-8	-7	-5
GR 7 READING	-8	-10	-9
GR 8 READING	-6	-6	-5
GR 4 WRITING	-4	-5	-3
GR 7 WRITING	-7	-7	-3
ENG 1	-7	-7	-4
ENG 2	-8	-9	-6

The information in the below chart reflects a comparison of the STAAR results for the district compared to the state with Math, Science, and Social Studies. Although the scores showed mild decline within our district comparison for Math, Science and Social Studies, we showed gains as compared to the state.

STAAR-EOC	GCCISD 2021 vs. STATE 2021		
	Approaches	Meets	Masters
GR 3 MATH	-2	-4	-3
GR 4 MATH	-1	-4	-4
GR 5 MATH	0	-3	-2
GR 6 MATH	-1	0	-1
GR 7 MATH	5	5	1
GR 8 MATH	11	15	6
ALG 1	4	0	1
GR 5 SCIENCE	4	0	-1
GR 8 SCIENCE	-1	1	0
BIOL	1	3	3
GR 8 SOCIAL STUDIES	-5	-6	-4
US HIST	-1	-2	-2

The following feedback was provided by the ILC, Program Evaluation Committee and other needs assessment meetings for consideration as the district improvement plan is developed:

- Tutorials/STAAR Master classes and rotations have been beneficial.
- PLCs are beneficial for setting goals and instructional approaches in order to support addressing students that need academic improvement.
- Full day Pre-K was extremely beneficial.
- The Prek/Kinder ECDS data clearly reflects those students attending pre-k and kinder perform significantly better than those who do not.

The district will also implement and monitor the requirements for the following additional entitlements due to the impact of the pandemic:

- ESSER I, II, and III Funds along with the required MO-Equity.
- TCLAS Data Coach, Literacy Coaches, Vetted Tutors, ADSY, GYO, and Dual Credit Faculty Expansion
- COVID-19 School Health Support Grant

Student Learning Strengths

The following strengths were indicated that they continue to assist with improving student academic achievement:

- Accelerated Instruction funding focused on campus-designed intervention activities and the district summer program. (SCE)
- Campus Instructional Specialists focused on student data, academic planning, and coaching classroom teachers. (Title I)
- Campus Academic Specialists focused on student data, academic planning, and coaching classroom teachers. (SCE)
- District Content Specialists continue to support student academic success at the schools identified as most in need. (Title I/Title II)
- Training for Campus and District Staff to carry out the identified activities that are evidence-based (Title II)
- Research-based training in core content to improve campus academic improvement. (Title I/Title II)
- Training for advanced coursework teachers such as Dual credit, On-Ramps (Title IV)
- Educational support staff at identified schools supporting academic improvement for EL students (Title III)
- Support student readiness through AVID strategies (Title IV)
- Carryout the required Equitable Services with participating PNPs (ESSA)

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 District ILC, Program Evaluation Committee, and other needs assessment feedback gathered through virtual meetings and survey feedback forms provided the following information:

- Specialists and teachers work well together to create viable curriculum.
- Continue to require consistent expectations across campuses/district in regards to district initiatives and the instructional expectations.
- Continue to monitor all campuses to ensure PLCs are implemented with fidelity.
- 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:

- Effective intervention programs are needed for struggling students in all content areas.
- Professional Development training for teachers/staff about other cultures is needed.
- Professional Development to provide culturally relevant lessons in class every day is needed.
- Additional review of additional staff positions for academic and/or behavior support with state program funds.
- Monitor full day Prek and transition to Early Learning Centers (State Program Prek Funds/EEA Funds).
- Implement a process to provide a systematic process for curriculum products to be implemented and establish equity.

District Processes & Programs Strengths

The District ILC, Program Evaluation Committee, and other needs assessment feedback gathered through virtual meetings and survey 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)
- Funding for ACT testing (CCMR)
- Funding for Dual Credit Tuition Fees (CCMR)
- Harris County CYS to support our student wellness needs at the elementary Title I schools. (Federal Funds)
- 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/safety. (Title IV)
- 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 District ILC, Program Evaluation Committee, and other needs assessment feedback gathered through virtual meetings and survey forms including student, staff, and parent surveys provided the following information:

- 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.
- The district is thorough in trying to detect the need for mental health intervention and providing information about resources.
- Campuses provides many opportunities for parents and teachers to connect.

The district's student, staff, and parent surveys indicted the following strengths as well as areas of growth:

Student Survey Information:

The strengths for the student surveys were:

- Elementary Students
 - My teachers want me to do my best-91.4%
 - My teachers make sure I always do my best -86.7%
 - My teachers understand what they are teaching me-86.4%
- Secondary Students
 - My teachers expect me to do my best at all times-81.9%
 - My teachers are prepared and ready for class-75.3%
 - My teachers encourage me to do my best-65.4%

The areas of growth needed for the student survey were:

- Elementary Students
 - I feel safe from being picked on, teased, embarrassed, or harassed by others at my school-39.3%
 - My classes stay on task-43.2%
 - Students in my school treat each other with respect-45.4%
- Secondary Students
 - My classes stay busy and do not waste time-36.6%
 - Students in my school treat others with respect-36.5%
 - Teachers at my school make learning fun-25.5%

Staff Survey Information:

The strengths for the staff survey indicated:

- Elementary School Staff
 - I have a clear understanding of what my role and responsibilities are in emergency situations-95.9%
 - My school is a nurturing place that accepts all children, regardless of their ability-91.9%
 - My school is safe and secure for students, teachers, and staff-91.6%
- Secondary School Staff
 - I have a clear understanding of what my role and responsibilities are in emergency situations-96%
 - I find my work engaging-91%
 - My school is a nurturing place that accepts all children, regardless of their ability-90%

The areas of growth needed for the staff survey were:

- Elementary School Staff:
 - When GCCISD makes changes to policies and procedures, I understand why-63.6%
 - Culturally relevant lessons are embedded in my day-to-day teaching-65.8%
 - When I contribute to the organization's success, I am recognized-66.9%
- Secondary School Staff:
 - My school has a consistent approach to address behavior management and discipline-54%
 - My opinion counts at work-63%
 - There is a positive attitude of respect in my school-68%

Parent Survey Information:

The strengths for the parent survey feedback indicated the following:

- Elementary School Parent:
 - I am satisfied with the amount of communication provided by the school-86.1%
 - My child feels a sense of belonging at school-86.7
 - I am satisfied with the method of communication provided by the school-89.1%
- Junior School Parent:
 - I am satisfied with the method of communication provided by the school-80.8%
 - I feel comfortable communicating with campus administrators-78.5%
 - I have been made aware of the disciplinary policies and procedures-76.5%
- High School Parent:
 - I am satisfied with the method of communication provided by the school-87.6%

- I feel that the academic curriculum is appropriate to challenge my child's ability-81.8%
- I am satisfied with the amount of communication provided by the school-81.1%

The areas of growth needed for the parent survey were:

- Elementary School Parent:
 - I am satisfied with the extended services offered by the school (after school programs, tutorials)-41.3%
 - I have been made aware of volunteer opportunities at my child's school-57.3%
- Junior School Parent:
 - I feel that the disciplinary policies and procedures are fair and equally enforced-55.2%
 - I have been made aware of volunteer opportunities at my child's school-46.2%
 - I am satisfied with the extended services such as tutorials, other after school programs offered by the school-40.8%
- High School Parent:
 - I am satisfied with the extended services such as tutorials, other after school programs offered by the school-53.3%
 - I have conferences with my child's teacher in person or by phone that met my needs regarding my child-51.2%
 - I have been made aware of volunteer opportunities at my child's school-42.9%

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.
- 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 through Harris County support identified students through case management in the elementary schools. (Title I/Restart/THHY)

Priority Problem Statements

Problem Statement 2: Schools continue to struggle to effectively implement interventions for struggling students.

Root Cause 2: Campus implementation to support the academic and behavior intervention process for students has not become a systemic process for all schools.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: Attendance percentages for elementary, junior high, and high schools have not met the increase expected.

Root Cause 1: The current support system has not been implemented effectively to address student attendance issues.

Problem Statement 1 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

- State and federally required assessment information
- (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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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

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

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

Performance Objective 1: Continue to develop, implement, and monitor programs and related resources strategically to close identified achievement gaps in all content areas.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement a district calendar that will provide PLC days for all campuses which could include campus to campus PLCs, as well as vertical and horizontal meetings.</p> <p>Strategy's Expected Result/Impact: Calendar developed and Agendas/Minutes for conducted PLCs</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement ELA and Math blocks at the Junior Schools to increase instructional time.</p> <p>Strategy's Expected Result/Impact: Increased instructional time, School day interventions, and Increased student progress</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop a structured reading support plan with training opportunities for Junior Schools and High Schools in order to decrease the number of struggling readers.</p> <p>Strategy's Expected Result/Impact: Decrease in Achievement Gaps and Professional Development Trainings Conducted</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Develop and implement a district-wide process for supplemental material purchases for the core content areas in all grade levels and campuses across the district.</p> <p>Strategy's Expected Result/Impact: Establish equitable access to supplemental instructional materials for all students.</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Maintain the dual language two-way program at Carver Elementary and Harlem Elementary in grades K-2. 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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement the dual language two-way program at Alamo Elementary beginning in kindergarten. 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	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Develop the plan to implement the dual language two-way program at the remaining elementary campuses. 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	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Develop and implement bi-literary assessments that measure the proficiency of students in two languages. Strategy's Expected Result/Impact: Bi-literary measures that align with the dual language program. Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Develop Career Academy plans to target gaps in design and student outcomes identified in the National Standards of Practice and the CCRSM Blueprint. Strategy's Expected Result/Impact: Certification of Career Academies by the National Career Academy Coalition Increased Student Engagement Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Research and implement highly rigorous curriculum and state of the art learning labs in Career & Technical Education Programs of Study. Strategy's Expected Result/Impact: Increased student industry-based certifications and dual credit opportunities.	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Director - Career and Technical Education



No Progress



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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to conduct and monitor campus action plans to meet accountability performance goals that address the whole child. 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</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct instructional rounds at selected campuses to provide feedback on identified problem of practice. Strategy's Expected Result/Impact: Training schedules implemented, Teams established, Feedback Sheets completed and reviewed Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus administrators will conduct a minimum of ten classroom walkthroughs weekly to communicate support of best instructional practices. Strategy's Expected Result/Impact: Walkthrough Data Analyzed Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to provide District-wide avenues of communication among teachers, including vertical team meetings, to meet the needs of all students. Strategy's Expected Result/Impact: Meeting/Training Logs Reviewed, Goals Established, and Improved Student Data Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to support staff on building common formative assessments K-12 and develop a plan to meet individual student needs based on data. Strategy's Expected Result/Impact: Core Teams Trained and Common Formative Assessments Developed Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide draft CBAs during C&P meetings for teachers to provide input into Curriculum Based Assessments (CBAs) for editing and alignment purposes.</p> <p>Strategy's Expected Result/Impact: Revised CBAs and Teacher input reviewed</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Continue to monitor the implementation of the PLC process and training to support student academic success.</p> <p>Strategy's Expected Result/Impact: Training provided and implementation documents of PLC meetings</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p> <p>Funding Sources: Training costs for campus and district staff - Coordination of Local, State, and Federal Funds - Title I Part A/Title II/ Title IV - \$20,000</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Monitor the data review process through campus PLCs to identify and address students' needs on a continual basis.</p> <p>Strategy's Expected Result/Impact: Increase in State Assessment Scores and Increase in Student Progress</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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 .</p> <p>Strategy's Expected Result/Impact: Increase in State Assessment Scores for Identified High Need Areas including student progress</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Continue district writing PLCs in grades 4 and 7 at all campuses.</p> <p>Strategy's Expected Result/Impact: Attain 80% in "Approaches" at all schools</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Continue district social studies PLCs in grade 8 at all junior school campuses.</p> <p>Strategy's Expected Result/Impact: Attain 80% in "Approaches" at all schools</p> <p>Staff Responsible for Monitoring: Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
Strategy 12: Monitor Career Academy student progress through nine week checks. Strategy's Expected Result/Impact: Annual Data Report demonstrating Career Academy student progress Staff Responsible for Monitoring: Specialists - Career and Technical Education	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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 Details	Formative Reviews		
<p>Strategy 1: Provide specialized training during the "Back to School" academies for all staff members to support classroom instruction. Strategy's Expected Result/Impact: Academy sessions conducted and Classroom Observations conducted Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Evaluate and revise the professional development plan in order to provide consistency among all GCCISD staff utilizing research-based strategies to increase student achievement in all core content areas. 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 I/Title II, Part A - \$200,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide content and pedagogy training for teachers to provide instructional and curriculum support. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District Specialists will provide guidance to campus instructional specialists and campus academic specialalists on implementing a campus plan to train teachers so they can successfully establish a balanced literacy focus in K-5 classrooms. Strategy's Expected Result/Impact: Walkthrough Data Analyzed and Decrease in students reading below grade level Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Funding Sources: District Instructional Specialists - Coordination of Local, State, and Federal Funds - Title I, Part A/Title II, Part A - \$200,000</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to provide instructional rounds coaching with staff to support classroom instruction which includes the established coaching expectations and monitoring system.</p> <p>Strategy's Expected Result/Impact: Instructional Rounds Completed and Analyzed</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide training through the PLC Conference to develop campus leadership teams.</p> <p>Strategy's Expected Result/Impact: Campus planning conducted and Participants' Feedback Surveys reviewed</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p> <p>Funding Sources: Training costs for campus staff - Coordination of Local, State, and Federal Funds - Title I Part A/Title II/Title IV - \$20,000</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide training and campus support through monthly "Principal Learning Time" sessions.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Results and Student Progress</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement the National Math and Science Institute (Year 1) Professional Development.</p> <p>Strategy's Expected Result/Impact: Increased Rigor in the Honors and AP classrooms</p> <p>Staff Responsible for Monitoring: Director - Advanced Academics</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide sheltered instruction training that integrates the ELPS and research-based strategies to support Emergent Bilingual learners and promotes academic achievement.</p> <p>Strategy's Expected Result/Impact: Coaching/Feedback Forms for teachers by specialists completed and reviewed</p> <p>Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Supplemental Training for Identified Staff - Coordination of Local, State, and Federal Funds - Title III - \$60,000</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide specialized training on Career Academy best practices for teachers to support integrated learning.</p> <p>Strategy's Expected Result/Impact: Integrated lesson plans implemented</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>	Formative		
	Nov	Feb	June





	 No Progress	 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 Details	Formative Reviews		
<p>Strategy 1: Increase college, career, and military readiness activities and student participation by advertising at all campuses, the local paper, website, emails, flyers, and parent notification system.</p> <p>Strategy's Expected Result/Impact: College/Career Night Activities conducted and Parent Feedback reviewed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate college, career, and military development activities in all grade levels.</p> <p>Strategy's Expected Result/Impact: Walkthrough Data and Lesson Plans Analyzed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize campus college and career counselors to help students access resources for college, career, and military options.</p> <p>Strategy's Expected Result/Impact: Increase in use of available resources</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p> <p>Funding Sources: Salaries for CCMR Counselors/Specialist - Coordination of Local and State Funds - CCMR State Funds - \$400,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide students with a college, career, and military online program that will support them with organizing and implementing their tasks to prepare and attain post secondary plans following graduation.</p> <p>Strategy's Expected Result/Impact: Online Program Usage reports reviewed and analyzed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p> <p>Funding Sources: Software costs - Coordination of Local and State Funds - CCMR State Funds - \$100,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Train identified staff on the college, career, and military online program that will support students with organizing and implementing their tasks to prepare and attain post secondary plans following graduation.</p> <p>Strategy's Expected Result/Impact: Training Conducted and Reports Analyzed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
Strategy 6: Educate students and parents on endorsements, Programs of Study, and GCCISD High School Options and monitor completion of coherent sequences. 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	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide events and activities for students to encourage enrollment in and completion of non-traditional Programs of Study. Strategy's Expected Result/Impact: Increase in Student Enrollment/Completion Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Implement a transition plan for Special Education students 14 years of age and older. Strategy's Expected Result/Impact: Program of Studies for identified special education students developed and implemented Staff Responsible for Monitoring: Director - Special Education	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Increase the use of electronic portfolios for all CTE students. Strategy's Expected Result/Impact: Portfolios and post secondary plans completed. Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 1 Details	Formative Reviews		
<p>Strategy 1: Ensure every course/subject has a corresponding written curriculum document. Strategy's Expected Result/Impact: Curriculum Documents Revised, Assessment Samples Included, and Vertical Alignment TEKS Deconstruction Documents Completed Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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) 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 - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to implement a continuous improvement model based on District data review processes within identified content and special program areas. 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</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide ongoing support to teachers in identified content areas with focus on instructional improvement based on district data. 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 - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure that all Curriculum & Pedagogy materials in all core content areas are provided for instructional support. Strategy's Expected Result/Impact: Classroom Observations Completed for Effective Implementation Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to implement a supplemental reading program to support instructional growth in Grades K-5. Strategy's Expected Result/Impact: Increase in Reading Rates Staff Responsible for Monitoring: Director - Advanced Academics Funding Sources: Supplemental reading program - Coordination of Local and State Funds - Early Education Allotment - \$60,000	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Implement Framework for CTE Learning for CTE curricular expectations. Strategy's Expected Result/Impact: Increased performance of CTE students in defined areas Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Develop and implement an early literacy summer reading program. Strategy's Expected Result/Impact: Increase in student literacy competencies and Increase in student assessment results Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction	Formative		
	Nov	Feb	June
 No Progress  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 1 Details	Formative Reviews		
<p>Strategy 1: Through collaboration of the Curriculum & Instruction, Bilingual Education, CTE, Intervention, and Special Education Departments, data reports will be generated and reviewed to develop plans and services to improve the delivery of instruction for all students that are at risk of failing.</p> <p>Strategy's Expected Result/Impact: Increased Student Success and Coordination of Services Established</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Grade level Texas Performance Standards Project Tasks</p> <p>Strategy's Expected Result/Impact: GT Projects Showcase schedule</p> <p>Staff Responsible for Monitoring: Director - Advanced Academics</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strengthen the GT differentiation component in the grades 1-5 curriculum within math, science, language arts, and social studies.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Director - Advanced Academics</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Revise/develop an Honors course curriculum to replace the Pre-AP curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in rigor; Walkthroughs completed; Increase in student achievement</p> <p>Staff Responsible for Monitoring: Director - Advanced Academics</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to provide readiness opportunities for students to participate in PSAT, TSIA, SAT, and other college, career, and military activities.</p> <p>Strategy's Expected Result/Impact: Increase percentage in CCMR outcomes</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career</p> <p>Funding Sources: Costs for TSIA, PSAT, and SAT - Coordination of Local, State, and Federal Funds - CCMR Funds/Title IV Funds - \$60,000</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to provide dual credit opportunities for students to increase college, career, and military readiness. Strategy's Expected Result/Impact: Increase CCMR outcomes. Staff Responsible for Monitoring: Director - Counseling and College and Career Funding Sources: Dual Credit costs for tuition - Coordination of Local and State Funds - CCMR Funds - \$750,000	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to implement and strengthen the OnRamps Program district-wide in cooperation with UT/OnRamps. Strategy's Expected Result/Impact: 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		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Conduct 504/Dyslexia meetings to provide campus support to promote student achievement. Strategy's Expected Result/Impact: Meetings Conducted Staff Responsible for Monitoring: Director - Intervention Programs	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide research-based interventions to those students who qualify with the criteria of Dyslexia. Strategy's Expected Result/Impact: Increase in students reading achievement. Staff Responsible for Monitoring: Director - Intervention Programs	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Monitor district and campus plans in order increase all EL student achievement and meet state compliance with Bilingual/ESL Education. Strategy's Expected Result/Impact: Plans reviewed/ revised. Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Monitor district and campus plans in order increase all Sp Ed student achievement and meet state compliance with Special Education. Strategy's Expected Result/Impact: Plans reviewed/ revised. Staff Responsible for Monitoring: Director - Special Education	Formative		
	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
Strategy 12: Implement a training plan to support the inclusion initiative for in-class support, co-teaching, and differentiated instructional strategies. Strategy's Expected Result/Impact: Staff Development Completed and Walkthrough Data Analyzed Staff Responsible for Monitoring: Director - Special Education	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Implement Text to Speech program to support instruction for students with disabilities, including all other eligible students. Strategy's Expected Result/Impact: Increase in State Assessment Scores and Increase in Student Progress Staff Responsible for Monitoring: Director - Special Education	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
Strategy 14: Refine CTE Programs of Study for students with low incidence disabilities. 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 Director - Career and Technical Education	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: With campus teams, develop and implement supplemental instructional service plans including tutorials for MEP (Migrant Education Program) students that have been identified as PFS or other at risk factor. Strategy's Expected Result/Impact: PFS Action Plan in Place Before the First Day of School; Increased MEP student success Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June



No Progress



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 Details	Formative Reviews		
<p>Strategy 1: Provide accelerated instruction/high impact tutorials that provide focused, targeted instruction on the objectives not mastered. Strategy's Expected Result/Impact: Accelerated Instruction/Tutorials Conducted Increased Student Achievement Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to provide training in strategies that differentiates instruction for EL students at their proficiency levels. 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</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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. 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</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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 I-station, SeeSaw, Chatterpix, Flipgrid, and/or TELPAS Summit Program. Strategy's Expected Result/Impact: Increase in TELPAS Composite scores Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Monitor the implemented strategies focused on the success of SPED students including customized modeling and coaching support pertinent to campus specific needs. Strategy's Expected Result/Impact: Growth in IEP goals and objectives and Increase in assessment scores</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Director - Special Education

 No Progress





 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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement a full day high quality PreK program for 4 year olds. Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year. Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction</p> <p>Funding Sources: 50% Salary costs for Pre-K teachers and Support Staff - Coordination of Local and State Funds - EEA Funds - \$2,500,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Revise the program design for pre-kindergarten programs for the elementary schools and the early learning academies. Strategy's Expected Result/Impact: Increase in student readiness for kindergarten. Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review and develop the staffing, instructional support, and curriculum components for the elementary schools and the Early Childhood Academies. Strategy's Expected Result/Impact: Increase kindergarten readiness. Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p> <p>Funding Sources: Curriculum and Instruction Materials for pre-kindergarten - Coordination of Local and State Funds - EEA Program Funds - \$500,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monitor implementation of the required HQ PreK components to improve student success. Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year. Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Review the pre-k and kindergarten state required assessment data in order to plan curriculum needs that will increase student success. Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year. Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 Details	Formative Reviews		
<p>Strategy 1: Support campuses with monitoring student progress focusing on sub populations and at risk students. Strategy's Expected Result/Impact: Improved results for state and federal accountability. Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide District/Campus-based training and ongoing coaching support to improve Tier I instruction. Strategy's Expected Result/Impact: Improved CBA scores, Improved STAAR assessment scores, and Embedded Coaching Support Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor and provide support for campus plans as well as the requirements for HB 4545 for Math, Science, English Language Arts, and Social Studies that occurs either before school, during the regular school day, after school, or on Saturdays for identified at risk students to improve their success. Strategy's Expected Result/Impact: Increased STAAR Results, Programs created/monitored, and PD Aligned to Areas of Weakness Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction Funding Sources: Costs including accelerated instruction payroll, transportation, software programs, and materials - Coordination of Local and State Funds - SCE Funds - \$500,000, Costs for tutorial sessions provided by Retired teachers - Coordination of Local, State, and Federal Funds - ESSER III Funds - \$300,000</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide campuses with technology software access to support intervention and enrichment of Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: Improved academic success for at-risk students</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p> <p>Funding Sources: Costs for intervention support software programs - Coordination of Local and State Funds - SCE Funds - \$600,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize Title III Instructional Paraprofessionals to provide supplemental academic support to LEP students at identified schools in grades 3-12.</p> <p>Strategy's Expected Result/Impact: Improved academic performance on state assessments and course completion. Increase in student reading proficiency levels by the end of the year.</p> <p>Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Payroll costs for full-time instructional paraprofessionals - Coordination of Local, State, and Federal Funds - Title III Funds - \$240,000</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide opportunities for transitional meetings for SPED students moving from grade 5 to grade 6 & from grade 8 to grade 9 in order to provide information related to student needs.</p> <p>Strategy's Expected Result/Impact: Meetings Conducted</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Continue to implement the Early Childhood Program with identified migrant students.</p> <p>Strategy's Expected Result/Impact: Lessons completed</p> <p>Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p>	Formative		
	Nov	Feb	June

Strategy 9 Details	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 Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Track campus course completion by having counselors run failure reports each 9 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). 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		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Develop and implement a campus process with counselors to compile a list of at-risk students that have been identified as L98 or related categories and use resources to contact them to re-enroll in school and complete their necessary credits for graduation. Strategy's Expected Result/Impact: Increase in Graduation Rate and Re-enrollment of drop out students Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Provide opportunities for transitional meetings for EL students moving from grade 5 to grade 6 & from grade 8 to grade 9 in order to provide information related to student needs. Strategy's Expected Result/Impact: Meetings Conducted Staff Responsible for Monitoring: Director - Bilingual/ESL/Migrant	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Opportunities/resources will be provided through the SEL and Student Wellness Department to any remaining students that were identified as L98 or related categories that did not re-enroll in school to begin their remaining credits for graduation. Strategy's Expected Result/Impact: Increase in Graduation Rate and Re-enrollment of drop out students Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June



No Progress



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 Details	Formative Reviews		
Strategy 1: Monitor campus initiatives implemented to improve attendance. Strategy's Expected Result/Impact: Increase in Attendance Rate and District Campus Campaign Staff Responsible for Monitoring: Area Executive Directors	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the systems at campuses to improve student attendance. Strategy's Expected Result/Impact: Action Plans developed, Systems established, and Increase in Attendance Rate Staff Responsible for Monitoring: Area Executive Directors	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase in Attendance Rates and Decrease in Truancy Staff Responsible for Monitoring: Director - Federal Programs	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase in Attendance Rates and Decrease in Truancy Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
 No Progress  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 Details	Formative Reviews		
Strategy 1: Provide training on district processes and procedures for RtI. Strategy's Expected Result/Impact: Rti Overview and Handbook Developed and Implemented and Training Completed Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor implementation of campus Student Support Teams to support student identified needs. Strategy's Expected Result/Impact: Increase student academic, attendance, and behavior performance Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor the implementation of the PBIS model. Strategy's Expected Result/Impact: Improve Behavior Data Staff Responsible for Monitoring: Director - Student Services	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Complete universal screeners for behavior at identified grade levels at selected campuses. Strategy's Expected Result/Impact: Improve Behavior Data Staff Responsible for Monitoring: Director - Social Emotional Learning and Student Wellness	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. 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	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Decrease in RTI Referrals related to discipline</p> <p>Staff Responsible for Monitoring: Director - Student Services</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: District Program Directors</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor campus student participation in athletics in to order provide schools with options and opportunities to improve student participation.</p> <p>Strategy's Expected Result/Impact: Increase in student participation</p> <p>Staff Responsible for Monitoring: Director - Athletics</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor campus student participation in fine arts in to order provide schools with options and opportunities to improve student participation.</p> <p>Strategy's Expected Result/Impact: Increase in student participation</p> <p>Staff Responsible for Monitoring: Director - Fine Arts</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to conduct an invitational UIL academic tournament at the junior school level.</p> <p>Strategy's Expected Result/Impact: Increase in student participation</p> <p>Staff Responsible for Monitoring: Director - Advanced Academics</p>	Formative		
	Nov	Feb	June
 No Progress  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

Strategy 1 Details	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 Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish and train Crisis Response Teams for each feeder pattern. Strategy's Expected Result/Impact: Training Conducted Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide all district and campus staff as well as students training on bullying prevention and identification. Strategy's Expected Result/Impact: Reduction in Bullying Incidents Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Program Implemented and Lessons Completed Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Training Materials Reviewed and Training Developed for Implementation Staff Responsible for Monitoring: Director - Safe & Secure Schools	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
Strategy 6: Continue Industry Safety Audits in Industrial Labs to ensure a safe working environment. Strategy's Expected Result/Impact: Industry Safety Reports continue incident -free industrial labs. Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Strategy 1 Details	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 Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate Behavior 201 Training as a support for developing PBIS at each campus. Strategy's Expected Result/Impact: Training Completed and Decrease in discipline referrals Staff Responsible for Monitoring: Director - Student Services	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a plan to address discipline issues including discipline data reviews. Strategy's Expected Result/Impact: Discipline Plan Implemented and Decrease in discipline incidents Staff Responsible for Monitoring: Director - Student Services	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement campus behavior plans in support of RtI. Strategy's Expected Result/Impact: Campus Plans Implemented and Discipline Data Improved Staff Responsible for Monitoring: Director - Student Services	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement interventions to reduce the number of In School Suspensions and Out of School Suspensions to ensure increased classroom time and instruction. Strategy's Expected Result/Impact: Decrease in ISS/OSS Assignments Staff Responsible for Monitoring: Director - Student Services	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide security officers who are active and visibly monitor students before school, between classes, after school, and during lunch.</p> <p>Strategy's Expected Result/Impact: Visible Security Officers at every campus and Decrease in Incident Reports</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Support Services</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to implement a recruitment plan to hire staff prior to summer. Strategy's Expected Result/Impact: Increase in highly effective staff recruitment results Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In accordance with DOI, monitor certification level of teachers and instructional paraprofessionals in order to in order to provide highly effective staff. Strategy's Expected Result/Impact: Campus Rosters compiled, updated, and reviewed Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to routinely provide potential teacher candidates with information on local State Board for Educator Certification (SBEC) approved alternative certification programs. Strategy's Expected Result/Impact: Current SBEC ACP information distributed and Certifications attained Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Offer Bilingual Certification Preparation sessions to staff in order to increase the number of available certified Bilingual teachers. Strategy's Expected Result/Impact: Increase in Bilingual staff certified. Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Offer ESL TEXES Preparation sessions to staff in order to increase the number of available certified ESL teachers. Strategy's Expected Result/Impact: Increase in Bilingual staff certified. Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Attract and train current secondary core content teachers to seek ESL certification to meet the needs of EL students. Strategy's Expected Result/Impact: Trainings conducted and Certifications attained Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Plan Developed and Positions Filled Staff Responsible for Monitoring: Director - Talent Acquisition & Development	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Positions filled Staff Responsible for Monitoring: Director - Talent Acquisition & Development	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Expand Instructional Practices Program of Study by continuing to expand the Career Academy for Future Educators. Strategy's Expected Result/Impact: Increase in participation and completion of program. Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Recruit Masters degreed teachers to support dual credit classes on high school campuses. Strategy's Expected Result/Impact: Staff hired and Improved College, Career, and Military Readiness (CCMR) reports Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Provide guidance to campus administrators in selecting long term substitutes that are appropriately certified. Strategy's Expected Result/Impact: Substitute Roster demonstrates 100% Highly Effective/Appropriate certifications Staff Responsible for Monitoring: Director - Human Resources	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Provide new administrator academy to support and develop knowledge base of GCCISD expectations and guidelines. Strategy's Expected Result/Impact: Increase Administrator Success with GCCISD Expectations/Guidelines Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction	Formative		
	Nov	Feb	June





Strategy 13 Details	Formative Reviews		
Strategy 13: Provide aspiring administrator academy to support and develop knowledge base of GCCISD expectations and guidelines. Strategy's Expected Result/Impact: Increase Administrator Success with GCCISD Expectations/Guidelines Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
Strategy 14: Monitor dyslexia training requirements by the Texas Education Agency for all teachers serving students with dyslexia in either general education or special education. Strategy's Expected Result/Impact: Identified staff meet the training requirements. Staff Responsible for Monitoring: Director - Intervention Programs	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Current Rosters Sent</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide guidance to campus principals on monitoring CTE faculty to meet the certification and additional training requirements for assigned courses.</p> <p>Strategy's Expected Result/Impact: Current Rosters Sent</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Emails sent to New Hires, Checklist Reviewed, and Timelines Met</p> <p>Staff Responsible for Monitoring: Director - Talent Acquisition & Development</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Required Reports Submitted, Emails sent to Teachers, and Certification Review Session Notifications sent</p> <p>Staff Responsible for Monitoring: Director - Talent Acquisition & Development</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to support teachers that have not met highly effective status by offering and requiring attendance in researched based staff development.</p> <p>Strategy's Expected Result/Impact: Staff Development Records Up to Date and Staff Development Portfolios Reviewed</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Strive for 100% highly effective staff hired at all campuses</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Retain highly effective teachers.

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: District Mentee Support Documented and Increase in teacher recruitment/retention</p> <p>Staff Responsible for Monitoring: Director - Talent Acquisition & Development</p> <p>Funding Sources: Contracted Services for Mentee Support and materials to support staff retention - Coordination of Local, State, and Federal Funds - Title II Funds - \$60,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify a campus level mentor coordinator to monitor mentee support and provide six week meetings as part of the program.</p> <p>Strategy's Expected Result/Impact: Campus Coordinators Identified, Meetings Conducted, and EOY Survey Complete</p> <p>Staff Responsible for Monitoring: Director - Talent Acquisition & Development</p> <p>Funding Sources: Training Materials to support mentor success - Coordination of Local, State, and Federal Funds - Title II Funds - \$3,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Program developed and implemented, Teacher Cohorts identified, and Retention Rate increased</p> <p>Staff Responsible for Monitoring: Director - Talent Acquisition & Development</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Retain current highly effective teachers by maintaining a competitive compensation package for experienced teachers, and teachers with advanced degrees and national certifications.</p> <p>Strategy's Expected Result/Impact: Increase in Teacher Retention</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Review the salary schedule for teachers based on years of experience, and teachers with advanced degrees and national certifications.</p> <p>Strategy's Expected Result/Impact: Salary Schedule Reviewed</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in parent and family participation</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Compliance requirements met</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p> <p>Funding Sources: Costs for campus parent and family training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$60,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor campus progress facilitated by the Title I Campus Student Success Specialists to complete home and/or community visits/notifications in order to update parents on progress or to provide support for their children related to academics, attendance, and/or behavior.</p> <p>Strategy's Expected Result/Impact: Increase in student performance with academics, attendance, and/or behavior</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Elementary campuses will host Career Development activities to engage parents and students in opportunities to investigate career paths.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation and awareness</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
Strategy 5: Schools will conduct information sessions for parents at the high schools to discuss academic options, academic class rank, and graduation plans. Strategy's Expected Result/Impact: Increase in Graduation Rate Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campuses will provide information sessions for parents and students on graduation requirements, counseling, and career pathways that will improve graduation rates for all students with an emphasis on EL, MEP, and/or Special Education. Strategy's Expected Result/Impact: Parent Sessions Conducted and Improved Graduation Rate Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Conduct focused parent, family, and community engagement sessions that support language acquisition and the academic success of EL students. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Conduct the required Migrant Education PAC meetings. Strategy's Expected Result/Impact: Increase in parent awareness and participation. Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Increase business and parent partnerships in order to enhance capstone activities, work-based learning opportunities, and internships for students. Strategy's Expected Result/Impact: Increase in Employer Partnerships Staff Responsible for Monitoring: Student Workforce Connection Liaison	Formative		
	Nov	Feb	June
 No Progress  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 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Elementary Integration Specialist Rotation Schedule Implemented and Walk through Data Reviewed</p> <p>Staff Responsible for Monitoring: Director - Educational Technology</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue the Junior School Mobile Device Initiative with all teachers and support them with Technology Integration Specialists on a weekly rotation.</p> <p>Strategy's Expected Result/Impact: Junior School Integration Specialist Rotation Schedule Implemented and Walkthrough Data Reviewed</p> <p>Staff Responsible for Monitoring: Director - Educational Technology</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: iPad Distribution Completed</p> <p>Staff Responsible for Monitoring: Director - Educational Technology</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize the Educational Technology Specialists to co-teach with classroom teachers to implement technology in core curricular lessons.</p> <p>Strategy's Expected Result/Impact: Educational Technology Specialists Rotation Schedule Implemented Walkthrough and Data Reviewed</p> <p>Staff Responsible for Monitoring: Director - Educational Technology</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
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		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
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		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
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 Strategy's Expected Result/Impact: Maintain student proficiency level with technology Staff Responsible for Monitoring: Chief Technology Officer	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Implement the approved technology bond plan to promote student proficiency with technology. Strategy's Expected Result/Impact: Implementation complete Staff Responsible for Monitoring: Chief Technology Officer	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

District Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	Training costs for campus and district staff	Title I Part A/Title II/ Title IV	\$20,000.00
1	3	2	ELAMSS Researched-based Training Costs	Title I/Title II, Part A	\$200,000.00
1	3	4	District Instructional Specialists	Title I, Part A/Title II, Part A	\$200,000.00
1	3	6	Training costs for campus staff	Title I Part A/Title II/Title IV	\$20,000.00
1	3	9	Supplemental Training for Identified Staff	Title III	\$60,000.00
2	2	5	Costs for TSIA, PSAT, and SAT	CCMR Funds/Title IV Funds	\$60,000.00
2	2	7	OnRamps Student Costs and Staff Training	Title IV-ESSA Funds	\$30,000.00
3	1	3	Costs for tutorial sessions provided by Retired teachers	ESSER III Funds	\$300,000.00
3	1	6	Payroll costs for full-time instructional paraprofessionals	Title III Funds	\$240,000.00
5	3	1	Contracted Services for Mentee Support and materials to support staff retention	Title II Funds	\$60,000.00
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					\$1,253,000.00
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	Software costs	CCMR State Funds	\$100,000.00
2	1	6	Supplemental reading program	Early Education Allotment	\$60,000.00
2	2	6	Dual Credit costs for tuition	CCMR Funds	\$750,000.00
2	4	1	50% Salary costs for Pre-K teachers and Support Staff	EEA Funds	\$2,500,000.00
2	4	3	Curriculum and Instruction Materials for pre-kindergarten	EEA Program Funds	\$500,000.00
3	1	3	Costs including accelerated instruction payroll, transportation, software programs, and materials	SCE Funds	\$500,000.00
3	1	4	Costs for intervention support software programs	SCE Funds	\$600,000.00
Sub-Total					\$5,410,000.00
Grand Total					\$6,663,000.00