Goose Creek Consolidated Independent School District

District Improvement Plan

2022-2023

Mission Statement

"Developing the Whole Child"

Goose Creek CISD develops and enhances each learner's intellectual, social, and emotional well-being facilitated by a highly qualified team committed to

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

Vision

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

Value Statement

Graduate every child

Children first, in a safe and nurturing educational environment

Collaborative community and parental involvement

Integrity, Respect, Humility and Transparency

Service before self

Diversity Respected

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The district comprehensive needs assessment process including the Federal and State program evaluations was completed through the various district and campus committees as well as the Instructional Leadership Committee. This process began in April 2022 and was completed in June 2022 through scheduled virtual meetings as well as online feedback surveys. Data regarding the district is indicated in the charts below:

District and Campus Student Enrollment Information										
		2019	2020	2021	2022					
Goose Creek CISD		23,837	23,926	23,318	23,908					
Campus	2019	2020	2021	2022		Campus	2019	2020	2021	2022
AL	769	788	727	796		DZ	752	674	652	665
AS	729	693	633	602		HA	657	699	696	718
AU	782	778	721	796		HI	832	810	766	723
BA	870	882	826	934		HO	493	494	439	463
BO	840	836	746	734		LA	672	673	630	599
CA	668	725	657	653		SJ	443	444	390	398
CL	704	721	733	748		TR	886	889	868	925
CR	729	709	657	689		VW	849	794	724	805
Campus	2019	2020	2021	2022		Campus	2019	2020	2021	2022
BJS	951	977	1024	805		GCM	2088	2104	2165	2159
CBJ	1085	1074	1075	978		LEE	1757	1784	1786	1811
EFGJS	0	0	0	967		RSS	2233	2124	2045	2024
GJS	1117	1149	1195	953		IMPACT	402	410	411	414
HJS	1185	1213	1282	1002		SCTHS	157	236	347	414
HMJS	990	1015	997	879		PEH	128	144	106	148
						PAC	57	74	16	88

Student Demographics

Year	African American	American Indian	Asian	Hispanic	Native Hawaiian	White	Two Or More
2022	16.19%	0.32%	1.49%	63.89%	0.09%	15.79%	2.23%
2021	15.56%	0.39%	1.53%	63.59%	0.09%	16.72%	2.13%
2020	15.43%	0.35%	1.58%	63.11%	0.10%	17.42%	2.02%
2019	15.19%	0.31%	1.64%	62.48%	0.11%	18.32%	1.94%
2018	15.37%	0.25%	1.59%	61.81%	0.11%	19.02%	1.85%

Student Program Information

Year	GT	CTE	EB	Bilingual	ESL	Section 504	Dyslexia	SPED
2022	7.52%	ND	19.93%	7.80%	6.88%	7.93%	5.82%	13.24%
2021	8.06%	ND	18.19%	7.68%	5.60%	8.01%	4.88%	11.87%
2020	8.01%	25.75%	18.41%	10.01%	7.21%	8.32%	3.91%	11.33%
2019	8.13%	27.29%	17.21%	7.96%	8.51%	7.59%	3.70%	10.61%
2018	8.24%	27.39%	15.62%	8.31%	6.55%	ND	3.49%	10.36%

Staff Retention Rates

			2019	2020	2021	2022		
		GCCISD	82.81	83.95	86.64	82.63		

Campus	2019	2020	2021	2022		Campus	2019	2020	2021	2022
AL	87.76	91.67	91.67	79.25		BJS	86.67	79.03	78.79	60.61
AS	78.72	76.09	88.64	88.64		CBJS	80.95	75.76	77.27	77.46
AU	82.98	78.26	91.49	70.00		HJS	86.36	87.88	81.69	71.62
BA	80.85	84.00	72.92	79.59		HMJS	66.67	81.82	78.87	60.00
BO	73.33	78.69	76.27	69.35		GJS	83.08	77.94	81.69	66.20
CA	81.82	79.07	77.78	75.56		EFGJS	ND	ND	ND	ND
CL	79.55	79.55	82.22	76.00						
CR	82.50	79.55	76.74	81.40		GCM	74.83	78.72	84.25	80.27
DZ	68.75	77.08	76.19	80.95		LEE	77.31	77.52	90.70	79.85
HA	81.82	80.49	83.72	83.33		RSS	73.68	80.77	88.89	79.62
HI	76.60	79.17	74.47	72.55		IMPACT	94.12	90.00	84.21	84.21
HO	86.67	83.33	83.87	78.79		SCTHS	80.00	84.62	67.74	82.76
LA	86.67	86.36	90.70	86.96		PEH	86.96	68.00	94.44	100.00
SJ	78.79	83.87	90.00	85.71		PAC	63.64	83.33	63.64	90.91
TR	83.33	87.76	92.16	76.47		HIGH POINT	N/A	N/A	N/A	N/A
VW	87.50	87.23	93.75	85.42		JJAEP	N/A	N/A	N/A	N/A

ESSA Equity Report 2021-2022

Campus	% Inexperienced Teachers	% Low Income Students	% Students of Color	Campus	% Inexperienced Teachers	% Low Income Students	% Students of Color
AL	5.66	67.33	83.07	DZ	9.52	73.2	79.23
AS	15.90	73.88	90.92	HA	18.75	76.45	88.1
AU	10.00	53.75	73.06	HI	7.84	77.21	70.67
BA	28.57	59.5	82.26	HO	12.12	56.36	69.27
BO	16.12	67.38	82.14	LA	8.69	81.23	89.58
CA	15.55	77.56	89.88	SJ	3.57	74.3	89.81
CL	20.00	52.43	67.16	TR	11.76	69.2	81.3
CR	9.30	66.09	83.7	VW	6.25	53.43	78.72
BJS	12.12	77.73	86.69	GCM	12.92	66.04	79.3
CBJS	18.30	69.83	77.14	LEE	14.17	79.53	86.47
EFGJS	ND	ND	ND	RSS	12.73	62.2	76.75
GJS	18.30	66.02	76.68	IMPACT	0.00	61.5	88.37
HJS	20.27	66.59	75.75	SCTHS	17.24	73.65	80.16
HMJS	22.66	82.34	89.53	PEH	5.55	70	81.48
				PAC	0.00	83.71	85.97

Poverty Group

High Poverty Quartile	Low Poverty Quartile	District Equity Gap	State Avg.	State Equity Gap
11.33	12.81	-1.48	13.05	-1.72

Minority Group

High Minority Quartile	Low Minority Quartile	District Equity Gap	State Avg.	State Equity Gap
12.16	14.75	-2.59	13.05	-0.89

The committees and feedback surveys provided identified areas of strength as well as areas to review and revise for the district demographic component when planning the district improvement plan:

- Look for strategies to minimize turn over
- Job embedded PD in the classroom during the day
- Monitor the staffing of paras in classrooms for specialized settings
- Special Education Specialists modeling for new/struggling staff
- Strategic use of professionals' schedules, Student/teacher case loads
- Monitor job descriptions for specialized staff such as College and Career Counselors and revise to align with changes and updates for the role
- Continue 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
- 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 improve student academic performance through support services, training, and other related components
- Campus specialists that are focused on student data and direct classroom coaching with teachers. (Title I)
- District instructional 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 comprehensive needs assessment process including the Federal and State program evaluations was completed through the various district and campus committees as well as the Instructional Leadership Committee. This process began in April 2022 and was completed in June 2022 through scheduled virtual meetings as well as online feedback surveys. The committees and feedback surveys identified areas of strength as well as areas of growth with regard to the district's overall STAAR student achievement data as indicated in the data charts included as well as areas to review and revise when planning the district improvement plan.

District Accountability Ratings					
District	Grade	Scale Score	Domain 1-Student Achievement	Domain 2-School Progress	Domain 3-Closing the Gaps
GCCISD	B	89	B (84)	A (92)	B (84)

Elementary Accountability Ratings											
Campus	Grade	Scale Score	Domain 1-Student Achievement	Domain 2-School Progress	Domain 3-Closing the Gaps	Campus	Grade	Scale Score	Domain 1-Student Achievement	Domain 2-School Progress	Domain 3-Closing the Gaps
AL	B	89	C (79)	A (90)	B (88)	DZ	B	87	C (77)	A (91)	C (77)
AS	B	85	C (73)	B (88)	C (78)	HA	B	87	C (71)	A (91)	C (77)
AU	C	74	C (72)	C (75)	C (70)	HI/HO	C	77	C (72)	C (79)	C (73)
BA	C	73	C (72)	C (74)	C (71)	LA	A	90	C (76)	A (91)	B (87)
BO	B	80	D (NR) (69)	B (83)	C (73)	SJ	A	90	C (76)	A (93)	B (84)
CA	D (NR)	69	D (NR) (62)	C (70)	D (NR) (68)	TR	C	70	D (NR) (69)	C (70)	D (NR) (69)
CL	B	84	C (76)	B (88)	C (76)	VW	A	90	B (80)	B (88)	A (94)
CR	B	83	B (80)	B (86)	C (77)						

Secondary Accountability Ratings

Campus	Grade	Scale Score	Domain 1- Student Achievement	Domain 2- School Progress	Domain 3- Closing the Gaps	Campus	Grade	Scale Score	Domain 1- Student Achievement	Domain 2- School Progress	Domain 3- Closing the Gaps
BJS	C	78	C (73)	B (81)	C (71)	GCM	B	87	B (86)	A (91)	C (78)
CBJS	B	84	C (77)	B (85)	B (80)	LEE	B	86	B (84)	A (91)	C (74)
EFGJS	B	81	C (79)	B (83)	C (77)	RSS	B	85	B (86)	B (87)	B (81)
GJS	B	82	C (79)	B (83)	C (78)	IMPACT	A	97	A (96)	A (95)	A (100)
HJS	C	79	C (73)	B (81)	C (74)	SCTHS	B	85	B (88)	B (89)	C (75)
HMJS	B	82	C (72)	B (83)	B (80)	PEH	B	88	B(85)	Not Rated	Not Rated
						PAC	N/A	N/A	N/A	N/A	N/A

2022 STAAR - All Grades All Subjects

Goose Creek CISD	School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Is.	Two or More	Special Ed	Cont. Enrolled	Not Cont. Enrolled	Econ Disadv	EB/EL All
At Approaches Grade Level or Above	2022	71%	74%	74%	62%	71%	78%	73%	92%	80%	73%	38%	73%	64%	68%	64%
	2021	65%	67%	68%	56%	65%	72%	57%	88%	74%	69%	32%	67%	58%	61%	57%
At Meets Grade Level or Above	2022	44%	48%	49%	35%	43%	52%	42%	77%	51%	50%	19%	46%	36%	40%	34%
	2021	38%	41%	43%	29%	37%	47%	33%	73%	43%	42%	17%	40%	31%	33%	28%
At Masters Grade Level	2022	20%	23%	25%	13%	19%	25%	21%	52%	17%	23%	6%	21%	15%	17%	15%
	2021	16%	18%	20%	10%	15%	22%	12%	46%	26%	18%	4%	17%	12%	12%	10%

Analysis indicates the following:

- At Approaches Grade Level or Above for All Grades All Subjects-GCCISD was below the State and Region 4, but increased percentages from the prior year and in all twelve accountability areas.
- At Meets Grade Level or Abovefor All Grades All Subjects-GCCISD was below the State and Region 4, but increased percentages from the prior year and in all twelve accountability areas.
- At Masters Level for All Grades All Subjects-GCCISD was below the State and Region 4, but increased percentages from the prior year and in eleven of the twelve accountability areas.

2022 STAAR - All Grades ELA/Reading

Goose Creek CISD	School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Cont. Enrolled	Not Cont. Enrolled	Econ Disadv	EB/EL All
At Approaches Grade Level or Above	2022	70%	75%	75%	62%	70%	77%	68%	90%	80%	78%	36%	73%	63%	67%	62%
	2021	63%	68%	69%	53%	62%	70%	61%	87%	75%	70%	27%	65%	56%	58%	54%
At Meets Grade Level or Above	2022	46%	53%	54%	38%	45%	55%	50%	76%	73%	58%	19%	49%	38%	42%	35%
	2021	38%	45%	46%	28%	37%	47%	33%	71%	42%	46%	15%	39%	31%	33%	26%
At Masters Grade Level	2022	20%	25%	27%	15%	19%	25%	27%	45%	27%	27%	6%	21%	16%	17%	15%
	2021	13%	18%	20%	8%	12%	18%	9%	34%	25%	18%	3%	14%	10%	10%	9%

Analysis indicates the following:

- At Approaches Grade Level or Above for All Grades ELA/Reading-GCCISD was below the State and Region 4, but increased percentages from the prior year and in all twelve accountability areas.
- At Meets Grade Level or Abovefor All Grades ELA/Reading-GCCISD was below the State and Region 4, but increased percentages from the prior year and in all twelve accountability areas.
- At Masters Level for All Grades ELA/Reading-GCCISD was below the State and Region 4, but increased percentages from the prior year and in all twelve accountability areas.

2022 STAAR - All Grades Mathematics

Goose Creek CISD	School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Cont. Enrolled	Not Cont. Enrolled	Econ Disadv	EB/EL All
At Approaches Grade Level or Above	2022	72%	72%	73%	61%	73%	76%	71%	96%	69%	70%	39%	74%	66%	69%	71%
	2021	67%	66%	66%	56%	68%	73%	54%	89%	82%	66%	36%	69%	60%	63%	64%
At Meets Grade Level or Above	2022	41%	42%	44%	31%	42%	46%	33%	79%	23%	43%	18%	44%	34%	38%	38%
	2021	38%	37%	39%	28%	37%	45%	28%	73%	36%	39%	17%	40%	30%	33%	33%
At Masters Grade Level	2022	20%	20%	22%	11%	20%	23%	14%	55%	8%	20%	6%	21%	14%	17%	17%
	2021	17%	18%	19%	9%	17%	22%	10%	54%	36%	16%	5%	18%	13%	14%	14%

Analysis indicates the following:

- At Approaches Grade Level or Above for All Grades Mathematics-GCCISD was below Region 4, but was at the State level and increased percentages from the prior year and in eleven of the twelve accountability areas.
- At Meets Grade Level or Abovefor All Grades Mathematics-GCCISD was below the State and Region 4, but increased percentages from the prior year and in eleven of the twelve accountability areas.
- At Masters Level for All Grades Mathematics-GCCISD was below Region 4, but was at the State level and increased percentages from the prior year

and in eleven of the twelve accountability areas.
- The one accountability area that decreased in all three components was the Pacific Islander Student Group.

| 2022 STAAR - All Grades Science | | | | | | | | | | | | | | | |
Goose Creek CISD	School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Cont. Enrolled	Not Cont. Enrolled	Econ Disadv	EB/EL All
At Approaches Grade Level or Above	2022	72%	76%	76%	63%	72%	81%	80%	92%	89%	68%	40%	74%	65%	69%	63%
	2021	73%	71%	71%	64%	72%	81%	59%	91%	80%	77%	38%	74%	67%	69%	63%
At Meets Grade Level or Above	2022	42%	47%	49%	32%	42%	53%	33%	83%	44%	47%	17%	45%	35%	38%	30%
	2021	45%	44%	45%	35%	43%	57%	41%	78%	80%	49%	22%	47%	36%	40%	31%
At Masters Grade Level	2022	18%	21%	23%	11%	17%	26%	13%	61%	11%	22%	5%	19%	12%	15%	10%
	2021	20%	20%	22%	13%	18%	32%	12%	63%	20%	27%	6%	22%	15%	16%	10%

Analysis indicates the following:

- At Approaches Grade Level or Above for All Grades Science-GCCISD was below the prior year percentage, the State, and Region 4 as well as decreased in AA, Two or More, and Not Continously Enrolled. GCCISD maintained percentages in Hisp, White, Continously Enrolled, Econ. Dis., and EB/EL and increased percentages in Amer. Ind., Asian, Pac. Island., and Special Ed.
- At Meets Grade Level or Above for All Grades Science-GCCISD was below the prior year percentage, the State, and Region 4 as well as decreased in eleven of the twelve accountability areas. GCCISD increased percentages in only one of the twelve accountability areas - Asian.
- At Masters Level for All Grades Science-GCCISD was below the prior year percentage, the State, and Region 4 as well as decreased in ten of the twelve accountability areas. GCCISD increased percentages in one of the twelve accountability areas - Amer. Indian and maintained one of the twelve accountability areas - EB/EL.

| 2022 STAAR - All Grades Social Studies | | | | | | | | | | | | | | | |
Goose Creek CISD	School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Cont. Enrolled	Not Cont. Enrolled	Econ Disadv	EB/EL All
At Approaches Grade Level or Above	2022	69%	75%	75%	66%	67%	79%	89%	92%	*	74%	43%	71%	60%	65%	47%
	2021	70%	73%	74%	66%	68%	79%	60%	88%	*	70%	41%	71%	63%	65%	45%
At Meets Grade Level or Above	2022	43%	50%	51%	39%	41%	53%	56%	70%	*	47%	21%	45%	35%	38%	19%
	2021	45%	49%	51%	40%	43%	56%	40%	72%	*	37%	23%	46%	38%	39%	19%
At Masters Grade Level	2022	24%	30%	32%	19%	22%	31%	33%	59%	*	26%	8%	25%	18%	20%	7%
	2021	25%	29%	31%	17%	22%	37%	40%	56%	*	24%	8%	26%	18%	20%	8%

Analysis indicates the following:

- At Approaches Grade Level or Above for All Grades Social Studies- GCCISD was below the prior year percentage, the State, and Region 4 as well as decreased percentages in Hisp. and Not Continously Enrolled. GCCISD maintained percentages in AA, White, Continously Enrolled, and Eco. Dis., and increased percentages in Amer. Ind., Asian, Two or More, Special Ed., and ED/EL.
- At Meets Grade Level or Above for All Grades Social Studies-GCCISD was below the prior year percentage, the State, and Region 4 as well as decreased percentages in AA, Hisp, White, Asian, Special Ed., Continously Enrolled, Not Continously Enrolled, and Eco. Dis. GCCISD maintained percentages in EB/EL and increased percentages in Amer. Ind. and Two or More
- At Masters Level for All Grades Social Studies-GCCISD was below the prior year percentage, the State, and Region 4 as well as decreased percentages in White, Amer. Ind., Continously Enrolled, and EB/EL. GCCISD maintained percentages in Hisp., Special Ed., Not Continously Enrolled, and Eco. Dis. and increased percentages in AA, Asian, and Two or More
- One of the twelve accountability areas, Pacific Islander Student Group, had no data to review since the number of students is below the threshold for student group numbers.

GCCISD - Attendance Rate													
School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Econ Disadv	EB/EL All
2020-21	93.20%	95.00%	94.80%	91.40%	93.40%	93.60%	91.20%	98.00%	96.40%	92.50%	92.30%	92.70%	94.00%
2019-20	97.80%	98.30%	98.50%	97.50%	97.90%	97.50%	96.30%	99.40%	98.40%	97.50%	97.20%	97.60%	98.30%
GCCISD - Chronic Absenteeism													
School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Econ Disadv	EB/EL All
2020-21	21.30%	15.00%	15.40%	28.50%	20.10%	20.20%	31.30%	3.20%	15.00%	22.70%	26.50%	23.30%	18.20%
2019-20	7.10%	6.70%	6.40%	9.00%	6.20%	8.60%	15.60%	2.00%	4.30%	7.10%	10.30%	7.40%	4.20%

Analysis indicates the following:

- The data review is a year behind so the comparison is between 2020 and 2021.
- The district has been monitoring attendance percentages closely since COVID.
- Lower percentage of attendance significantly impacts funding so monitoring is critical to ensure that we increase attendance across the grades levels.
- The district has completed reviews of district, campus, and related components for attendance percentages and facilitates strategies to increase staff and student attendance.
- COVID has and continues to significantly impact staff and student attendance.
- Remote support for student COVID cases will continue for 2022-2023 through district monitoring and a central location.

GCCISD - Annual Dropout Rate (Gr 7-8)													
School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Econ Disadv	EB/EL All
2020-21	0.90%	0.90%	1.10%	1.00%	0.80%	1.20%	5.90%	0.00%	*	1.50%	2.40%	0.90%	0.80%
2019-20	0.20%	0.50%	0.70%	0.20%	0.10%	0.30%	0.00%	0.00%	0.00%	0.00%	0.70%	0.20%	0.40%
GCCISD - Annual Dropout Rate (Gr 9-12)													
School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Econ Disadv	EB/EL All
2020-21	1.50%	2.40%	2.40%	2.20%	1.10%	2.30%	4.50%	0.00%	0.00%	1.80%	2.10%	1.40%	1.00%
2019-20	1.00%	1.60%	1.70%	1.10%	0.90%	1.30%	3.80%	0.00%	0.00%	1.80%	1.70%	1.30%	1.30%

Analysis indicates the following:

- The data review is a year behind so the comparison is between 2020 and 2021.
- GCCISD is at the state level and has a lower percentage of dropouts for both data points grades 7-12 when compared to the Region 4 area.
- While all GCCISD data percentages indicate a higher dropout rate for most accountability points that can be compared, the data is difficult to analyze since the extent of the impact of the COVID pandemic can not be fully measured.
- The district continues to see this as a priority and continues to implement full scale strategies to locate and re-enroll students.

GCCISD - College, Career, and Military Ready Graduates (Student Achievement)													
School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Econ Disadv	EB/EL All
2020-21	77.30%	61.90%	65.20%	70.80%	77.50%	81.00%	60.00%	92.60%	*	80.00%	91.10%	75.30%	72.50%
2019-20	74.70%	61.10%	63.00%	66.70%	75.30%	78.40%	50.00%	84.20%	*	84.60%	83.00%	72.10%	53.60%
GCCISD - Dual Course Credits in Any Subject (Annual Graduates)													
School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Econ Disadv	EB/EL All
2020-21	31.70%	22.20%	25.90%	22.50%	33.20%	32.70%	20.00%	55.60%	*	28.00%	7.10%	27.80%	9.20%
2019-20	28.00%	20.70%	24.60%	18.10%	28.70%	28.40%	16.70%	63.20%	*	42.30%	7.80%	23.80%	13.40%
GCCISD - Onramps Course Credits (Annual Graduates)													
School Year	District	State	R4	Afr. Am.	Hisp.	Wh.	Amer. Ind.	Asian	Pac. Isl.	Two or More	Special Ed	Econ Disadv	EB/EL All
2020-21	12.30%	2.00%	4.40%	6.80%	11.70%	17.10%	20.00%	33.30%	*	8.00%	1.20%	9.70%	3.30%
2019-20	4.90%	1.50%	4.00%	0.80%	3.50%	8.90%	0.00%	31.60%	*	11.50%	0.00%	3.00%	1.80%

Analysis indicates the following:

- The data review is a year behind so the comparison is 2020 and 2021.

- CCMR Graduates data indicates - GCCISD is above the prior year percentage and signifcanlty above the State and Region 4 percentages with increases in percentages for eight of the ten accountability areas and a decrease in one accountability area -Two or More
- Dual Course Credits in Any Subject data indicates - GCCISD is above the prior year percentage and above the State and Region 4 percentages with increases in percentages for five of the accountability areas-AA, Hisp., White, Amer. Ind., and Eco. Dis., but with decreases in percentages for four accountability areas- Asian, Two or More, Special Ed, and EB/EL
- OnRamps Course Credit data indicates - GCCISD is above the prior year percentage and signifcanlty above the State and Region 4 percentages with increases in percentages for eight of the accountability areas-AA, Hisp., White, Amer. Ind., Asian, Special Ed, Eco. Dis., and EB/EL, but with a decrease in one accountability area-Two or More
- One of the ten accountability areas, Pacific Islander Student Group, had no data to review since the number of students is below the threshold for student group numbers.

Student Learning Strengths

The following strengths continue to support with improving student academic achievement:

- Accelerated Instruction funding focused on campus-designed intervention activities and the district summer program. (SCE)
- Campus specialists focused on student data, academic planning, and coaching classroom teachers. (SCE/Title I)
- District 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)
- Educational activities to cultivate and grow academic strengths for identified GT students (GT Funds)
- Early Learning focus with PreK programs-Early Learning Academies, Dual Language, and STEAM (EEA Funds)
- Data Fellow (TCLAS Funds)
- ESSER III Funds for High Impact Tutorials
- TEHCY Funds to support identified homeless students

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data indicates that schools continue to ineffectively implement interventions for struggling students. **Root Cause:** Campus planning and implementation of effective intervention plans to support the academic and/or behavior for identified students has not become a systemic process for all schools.

District Processes & Programs

District Processes & Programs Summary

The district comprehensive needs assessment process including the Federal and State program evaluations was completed through the various district and campus committees as well as the Instructional Leadership Committee. This process began in April 2022 and was completed in June 2022 through scheduled virtual meetings as well as online feedback surveys including student, staff, and parent surveys. The committees and feedback surveys provided identified areas of strength as well as areas to review and revise for the district processes and programs component when planning the district improvement plan:

- Feedback Training for administrators and campus specialists
- Fueling Brains training for all PreK teachers
- Refine the PD Framework for all staff (Compliance, Tier I, II, and III)
- AP Training to improve student scores, college credit, and college readiness
- Processes for implementing or removing a program, professional development, and funding sources and processes
- Funding sources for additional materials and supplies for social emotional supports
- Continue to vet programs through C&I
- Continue to refine the PLC monitoring process at schools
- LLI training for interventionist
- Specialists need to be on campus more
- Consistent teacher assignments to Edgenuity offered during the school day
- Materials and resources needed for Intervention teachers
- Examine, refine, and/or redesign the role of the campus specialists to align to accountability needs of the campus, not administrative needs.
- Guided Reading training conducted before August
- STAAR Prep materials for tutorials being different than general classroom materials
- Behavior Support for general population students
- Special Education Training for various components
- Maximize instructional programs such as technology
- Intentional focus on students' needs when determining tutors and maximize time offerings
- A process is needed for ensuring equitable resources and training is being done district wide
- Offer tutorials for high school more frequently and throughout the year, not just in April and May
- Monitor implementation of tutorials so athletics and fine arts students participate
- Title III support staff need additional training to support instructional needs of identified students
- Continue to use the AVID model
- Review needs for Virtual School
- Debrief and refine the Lee College Collaborative to continue with plan and strengthening of the support with the Dual Credit Advisors
- Evaluate the costs associated with college courses dropped by students
- Continue with On-Ramps as numbers warrant
- Xello helps students with career planning
- District Specialists are essential to strengthening instruction

- Processes for improving attendance of truant and homeless students
- Monitor effectiveness of contracts with agencies to determine level of at-risk student improvement with attendance, academics, and behavior
- Specialists and teachers work well together to create viable curriculum.
- Provide STAAR Camps
- Attendance Recovery is crucial
- Remote Instruction
- Tutoring Revamp to meet the High Impact Tutoring Requirements
- Region 4 Trainings extended to all areas of the district
- Continue to require consistent expectations across campuses/district in regard to district initiatives and the instructional expectations.
- Continue to monitor all campuses to ensure PLCs are implemented with fidelity.
- Monitor technology implementation to ensure effective use of 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 federal and/or 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.
- Monitor implementation of TCLAS Funding Components
- Monitor the ESSER III use of funds plan and determine reductions for the funding decrease for June 30, 2023.
- Monitor the ARP Special Education Funds and determine reductions for the funding decrease for June 30, 2023.

District Processes & Programs Strengths

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

- 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)
- Campus Student Success Specialists costs (Title I, Part A)
- 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)

- Data Fellow (TCLAS Funding)
- Continuity of Learning supports and related costs (ESSER III)
- PreK Programs -Early Learning, Dual language, and STEAM Costs (EEA Funds)

Problem Statements Identifying District Processes & Programs Needs

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

Perceptions

Perceptions Summary

The district comprehensive needs assessment process including the Federal and State program evaluations was completed through the various district and campus committees as well as the Instructional Leadership Committee. This process began in April 2022 and was completed in June 2022 through scheduled virtual meetings as well as online feedback surveys including student, staff, and parent surveys. The committees and feedback surveys provided identified areas of strength as well as areas to review and revise for the district perceptions component when planning the district improvement plan:

Student Survey Information:

The Elementary Student Campus Surveys reflected the following were:

- Celebrations of success:
    - School is welcoming to all students, parents, and people of all backgrounds.
    - Most teachers have high expectations for ALL students (not just some students).
    - Principal and assistant principals care about all students regardless of their differences.
    - School experiences will prepare all students to meet the challenges of life.
    - Most teachers encourage students to work hard in their class.
    - Most teachers address bullying in the classroom
- Areas of growth:
    - Students do not speak about our school in a proud and positive manner.
    - Students feel that they do not belong a school.
    - We need more teaching and discussions in class about bullying related issues.
    - Adults are not fully aware of the amount of bullying that goes on
- Bullying concerns that will require additional strategies to address:
    - Physical bullying (being pushed, fighting)
    - Verbal bullying (being teased or called names)
    - Bullying about physical appearance/characteristics

The Junior School Student Campus Surveys reflected the following were:

- Celebrations of Success
    - Most teachers have high expectations for ALL students (not just some students).
    - My school is welcoming to all students, parents, and people of all backgrounds.
    - Teachers encourage me to work hard in their class.
    - At least one adult says positive things to me frequently in school.
- Areas of Growth:
    - Students do not speak about our school in a proud and positive manner.
    - Most of my teachers are consistent and fair when it comes to discipline.

- Most teachers do not connect their teaching to different cultures.
  - When I have a problem, there is not at least one teacher in my building that I can talk to about my problem.
  - I feel that I do not belong in my school.
- Bullying concerns that will require additional strategies to address:
  - Verbal bullying (being teased or called names)
  - Social media/ Internet bullying (online, video games)
  - Bullying about racial/cultural issues Bullying about gender
  - Bullying about physical appearance/characteristics

The High School Student Campus Surveys reflected the following were:

- Celebrations of Success
  - Most teachers encourage me to work hard in their class.
  - At least one adult says positive things to me frequently in school.
  - Most of my teachers really enjoy teaching me and care about me.
  - Principal and assistant principals care about all students regardless of their differences.
  - My school is welcoming to all students, parents, and people of all backgrounds.
- Areas of Growth:
  - Students do not speak about our school in a proud and positive manner.
  - School experiences are not preparing me to meet the challenges of life.
  - Most teachers connect their teaching to different cultures.
  - My school is not consistent with addresses bullying.
- While Bullying has no responses that indicate significant areas that require strategies to address, there are two that were noted as watch areas:
  - Verbal bullying (being teased or called names).
  - Social media/ Internet bullying (online, video games).

Staff Survey Information:

The Elementary School Staff Surveys reflected the following were:

- Celebrations of Success
  - I find my work engaging.
  - I would recommend GCCISD as a great place to work.
  - Goals and Accountabilities are clear to everyone on the team.
- Areas of Growth:
  - My opinion counts at work.
  - When I contribute to the organization's success, I am recognized.
  - When GCCISD makes changes to policies and procedures, I understand why.

The Junior School Staff Surveys reflected the following were:

- Celebrations of Success:
    - I find my work engaging.
    - Goals and Accountabilities are clear to everyone on the team.
    - I have the information I need to do my job well.
- Areas of Growth:
    - When GCCISD makes changes to policies and procedures, I understand why.
    - My opinion counts at work.
    - When I contribute to the organization's success, I am recognized.

The High School Staff Surveys reflected the following were:

- Celebrations of Success:
    - I find my work engaging.
    - I would recommend GCCISD as a great place to work.
    - My campus administration support my professional development requests.
- Areas of Growth:
    - When GCCISD makes changes to policies and procedures, I understand why.
    - When I contribute to the organization's success, I am recognized.
    - My opinion counts at work.

Parent Survey Information:

The strengths for the parent survey feedback indicated the following:

The Elementary Parent Surveys reflected the following were:

- Celebrations of Success:
    - I believe my child feels safe at school.
    - I feel welcome at the school.
    - I feel the non-teaching staff at the school are helpful and friendly.
- Areas of Growth:
    - I am satisfied with the transportation services offered during the school year.
    - I have been made aware of volunteer opportunities at the school.
    - I am satisfied with the extended services such as tutorials offered after school.

The Junior School Parent Surveys reflected the following were:

- Celebrations of Success:
    - I feel the non-teaching staff at the school are helpful and friendly.
    - I feel welcome at the school.
    - I feel the academic curriculum is appropriate to challenge my child's ability.

- Areas of Growth:
    - I feel that the disciplinary policies and procedures are fair and equally enforced.
    - I have been made aware of volunteer opportunities at the school.
    - I am satisfied with the extended services such as tutorials offered after school.

The High School Parent Surveys reflected the following were:

- Celebrations of Success:
    - I am satisfied with the method of communication provided by the school.
    - I feel the academic curriculum is appropriate to challenge my child's ability.
    - I believe my child feels safe at school.
- Areas of Growth:
    - My child's school communicates activities and programs available for parent involvement.
    - I feel the disciplinary policies and procedures are fair and equally enforced.
    - I have been made aware of volunteer opportunities at the school.

Additional feedback provided through meetings included:

- Provide more parent engagement/workshops for children that have special needs.
- Provide more direct interaction with students and families for College and Career would be more beneficial to student success.
- Review the strategies and support provided through the district Truancy office to determine a plan for improving student attendance with identified students including identified homeless students.
- Review and monitor services of contracts such as Communities in Schools to determine success of strategies to improve student attendance and supporting parent and families.
- Campus Student Success Specialists are supportive with handling difficult student/family issues.
- Harris County CYS continue to provide needed support for specialized services with students and parents.
- Review the implementation strategies of parent engagement for services needed to support Migrant students.
- Continue to offer the Parent Fair during the Fall.
- Continue to provide opportunities for learning about diverse cultures.
- Continue to provide support for the physical and emotional needs of each student.
- Continue to facilitate activities and support for the staff regarding respect, relationships, behavior, and support for students and their families.
- Continue to be vigilant in efforts to detect the need for mental health intervention and providing information about resources.
- Continue to provide various opportunities for parents and teachers to connect through engagement opportunities.

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.

- Established District Safe and Secure Schools Committee
- Safe and Supportive School Program and Behavioral Threat Assessment Team
- School Health Advisory Council
- Anti-Bullying Committee
- Campus Level Safety Meeting through the GCCISD PD
- Campus Crime Stoppers through the GCCISD PD
- Regional Inter-agency Protocol and Collaboration Meeting
- The School Wellness 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 continue to provide case management to support identified at-risk students in secondary schools. (SCE)
- The Community Youth Specialists though Harris County support identified students through case management in the elementary schools. (Title I)
- TEHCY and ARP-Homeless funds that provide support such as transportation, materials and supplies, intervention activities, etc. for identified homeless students and their families.

Priority Problem Statements

Problem Statement 1: Data indicates that schools continue to ineffectively implement interventions for struggling students.

Root Cause 1: Campus planning and implementation of effective intervention plans to support the academic and/or behavior for identified students has not become a systemic process for all schools.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

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 Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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		

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.
    Strategy's Expected Result/Impact: Calendar developed and Agendas/Minutes for conducted PLCs
    Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction
	Formative		

	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		

Strategy 2: Monitor the progress of the ELA and Math blocks at the Junior Schools to increase instructional time and increase academic improvement.
    Strategy's Expected Result/Impact: Increased instructional time, school day interventions, and increased student progress
    Staff Responsible for Monitoring: Area Executive Directors
	Formative		

	Nov	**Feb**	**June**

Strategy 3 Details	Formative Reviews		

Strategy 3: Monitor the implementation of the structured reading support plan with training opportunities for Junior Schools and High Schools in order to decrease the number of struggling readers.
    Strategy's Expected Result/Impact: Decrease in Achievement Gaps and Professional Development Trainings Conducted
    Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction
Director - Secondary Curriculum and Instruction
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		

Strategy 4: Monitor the implementation of the district-wide process for supplemental material purchases for the core content areas in all grade levels and campuses across the district.
    Strategy's Expected Result/Impact: Equitable access to supplemental instructional materials for all students.
    Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction
Director - Secondary Curriculum and Instruction
	Formative		

	Nov	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor the implementation of the dual language two-way program.	Formative		
Strategy's Expected Result/Impact: Promote long-term academic and language achievement in two languages with EB and Non-EB students.	Nov	Feb	June
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement research-based reading intervention for dyslexic students in special programs.	Formative		
Strategy's Expected Result/Impact: Increase student achievement by 10%	Nov	Feb	June
Staff Responsible for Monitoring: Director - Intervention Programs			

Strategy 7 Details	Formative Reviews		
Strategy 7: Develop Career Academy plans to target gaps in design and student outcomes identified in the National Standards of Practice and the CCRSM Blueprint.	Formative		
Strategy's Expected Result/Impact: Certification of Career Academies by the National Career Academy Coalition Increased Student Engagement	Nov	Feb	June
Staff Responsible for Monitoring: Director - Career and Technical Education			

Strategy 8 Details	Formative Reviews		
Strategy 8: Research and implement highly rigorous curriculum and state of the art learning labs in Career & Technical Education Programs of Study.	Formative		
Strategy's Expected Result/Impact: Increased student industry-based certifications and dual credit opportunities.	Nov	Feb	June
Staff Responsible for Monitoring: Director - Career and Technical Education			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to conduct and monitor campus action plans to meet accountability performance goals that address the whole child.	**Formative**		
Strategy's Expected Result/Impact: Action Plan Meetings Conducted, Data Walls displayed, Increase in Scores, and Progress in PLC Process **Staff Responsible for Monitoring:** Area Executive Directors	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct instructional rounds to provide feedback on identified problem of practice.	**Formative**		
Strategy's Expected Result/Impact: Training schedules implemented, Teams established, Feedback Sheets completed and reviewed **Staff Responsible for Monitoring:** Area Executive Directors	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus administrators will conduct a minimum of ten classroom walkthroughs weekly to communicate support of best instructional practices.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough Data Analyzed **Staff Responsible for Monitoring:** Area Executive Directors	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to provide District-wide avenues of communication among teachers, including vertical team meetings, to meet the needs of all students.	**Formative**		
Strategy's Expected Result/Impact: Meeting/Training Logs Reviewed, Goals Established, and Improved Student Data **Staff Responsible for Monitoring:** Deputy Superintendent - Curriculum and Instruction	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
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.	**Formative**		
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	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide "Draft" CBAs during C&P meetings for teachers to provide input on Curriculum Based Assessments (CBAs) for editing and alignment purposes.	Formative		
Strategy's Expected Result/Impact: Revised CBAs and Teacher input reviewed **Staff Responsible for Monitoring:** Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to monitor the implementation of the PLC process and training to support student academic success.	Formative		
Strategy's Expected Result/Impact: Training provided and implementation documents of PLC meetings **Staff Responsible for Monitoring:** Area Executive Directors **Funding Sources:** Training costs for campus and district staff - Coordination of Local, State, and Federal Funds - Title I Part A/Title II Funds - $20,000	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Monitor the data review process through campus PLCs to identify and address students' needs on a continual basis.	Formative		
Strategy's Expected Result/Impact: Increase in State Assessment Scores and Increase in Student Progress **Staff Responsible for Monitoring:** Area Executive Directors	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
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 .	Formative		
Strategy's Expected Result/Impact: Increase in State Assessment Scores for Identified High Need Areas including student progress **Staff Responsible for Monitoring:** Area Executive Directors	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Monitor Career Academy student progress through nine week checks.	Formative		
Strategy's Expected Result/Impact: Annual Data Report demonstrating Career Academy student progress **Staff Responsible for Monitoring:** Specialists - Career and Technical Education	Nov	Feb	June

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide specialized training during "Back to School" sessions for all staff members to support and increase success with classroom academic, behavior, and course completion .	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Academy sessions conducted and Classroom Observations conducted **Staff Responsible for Monitoring:** Deputy Superintendent - Curriculum and Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2:	**Formative**		
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.	**Nov**	**Feb**	**June**

Strategy's Expected Result/Impact: PD Calendar Developed and Distributed, Publish in Daily News, Teacher Professional Development Cumulative Training Log, and Alignment of Goals
    Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction
 	
    Funding Sources: ELAMSS Researched-based Training Costs - Coordination of Local, State, and Federal Funds - Title I/Title II, Part A - $200,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide content and pedagogy training for teachers to provide instructional and curriculum support.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: District Specialists will provide guidance to campus teaching and learning coaches on implementing a campus plan to train teachers so they can successfully establish a balanced literacy focus in K-5 classrooms.	**Formative**		
	Nov	**Feb**	**June**
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 Funds - $200,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to provide instructional rounds coaching with staff to support classroom instruction which includes the established coaching expectations and monitoring system.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Instructional Rounds Completed and Analyzed **Staff Responsible for Monitoring:** Area Executive Directors			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide training through the PLC Conference to develop new campus leadership teams.	**Formative**		
Strategy's Expected Result/Impact: Campus planning conducted and Participants' Feedback Surveys reviewed	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction **Funding Sources:** Training costs for campus staff - Coordination of Local, State, and Federal Funds - Title I Part A/Title II Funds - $20,000			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide training and campus support through quarterly "Principal Learning Time" sessions.	**Formative**		
Strategy's Expected Result/Impact: Increase in STAAR Results and Student Progress	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Area Executive Directors			

Strategy 8 Details	Formative Reviews		
Strategy 8: Implement the National Math and Science Institute (Year 2) Professional Development.	**Formative**		
Strategy's Expected Result/Impact: Increased Rigor in the Honors and AP classrooms	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Advanced Academics			

Strategy 9 Details	Formative Reviews		
Strategy 9: Continue to provide sheltered instruction training to support Emergent Bilingual learners.	**Formative**		
Strategy's Expected Result/Impact: Coaching/Feedback Forms for teachers by specialists completed and reviewed **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP **Funding Sources:** Supplemental Training for Identified Staff - Coordination of Local, State, and Federal Funds - Title III Funds - $30,000	**Nov**	**Feb**	**June**

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide specialized training on Career Academy best practices for teachers to support integrated learning.	**Formative**		
Strategy's Expected Result/Impact: Integrated lesson plans implemented **Staff Responsible for Monitoring:** Director - Career and Technical Education	**Nov**	**Feb**	**June**

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

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

Performance Objective 4: Encourage and guide students to set goals for college, career, and military readiness.

    Evaluation Data Sources: Graduation rates and endorsement selection

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: College/Career Night Activities conducted and Parent Feedback reviewed **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate college, career, and military development activities in all grade levels.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough Data and Lesson Plans Analyzed **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize campus college and career counselors to help students access resources for college, career, and military options.	**Formative**		
Strategy's Expected Result/Impact: Increase in use of available resources **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness **Funding Sources:** Salaries for CCMR Counselors/Specialist - Coordination of Local and State Funds - CCMR State Funds - $400,000	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: Online Program Usage reports reviewed and analyzed **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness **Funding Sources:** Software costs - Coordination of Local and State Funds - CCMR State Funds - $100,000	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Training Conducted and Reports Analyzed **Staff Responsible for Monitoring:** Director - Counseling and College and Career Readiness	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement a transition plan for Special Education students 14 years of age and older.	Formative		
Strategy's Expected Result/Impact: Program of Studies for identified special education students developed and implemented **Staff Responsible for Monitoring:** Director - Special Education	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Increase the use of electronic portfolios for all CTE students.	Formative		
Strategy's Expected Result/Impact: Portfolios and post secondary plans completed. **Staff Responsible for Monitoring:** Director - Career and Technical Education	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Educate students and parents on endorsements, Programs of Study, and GCCISD High School Options and monitor completion of coherent sequences.	Formative		
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	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Provide events and activities for students to encourage enrollment in and completion of non-traditional Programs of Study.	Formative		
Strategy's Expected Result/Impact: Increase in Student Enrollment/Completion **Staff Responsible for Monitoring:** Director - Career and Technical Education	Nov	Feb	June

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure every course/subject has a corresponding written curriculum document.	**Formative**		
Strategy's Expected Result/Impact: Curriculum Documents Revised, Assessment Samples Included, and Vertical Alignment TEKS Deconstruction Documents Completed	Nov	Feb	June
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Revise the District Scope and Sequence and evaluate data to drive rigorous instruction and professional development based on assessment reviews, staff feedback, and program evaluations with a focus on ELA curriculum.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Revised Curriculum Documents Completed, Plan of Action Completed, and P.D. Calendar Developed and Distributed			
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement a continuous improvement model based on District data review processes within identified content and special program areas.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Campus Student Data Monitoring System Complete and Continuous Improvement Plan Reviewed, Revised, and Updated			
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide ongoing support to teachers in identified content areas with focus on instructional improvement based on district data.	**Formative**		
Strategy's Expected Result/Impact: Campus Action Plan Meetings Completed, Calendar of Activities Developed and Completed, and Needs Assessments Conducted and Plans Developed	Nov	Feb	June
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction			

Strategy 5 Details	Formative Reviews

	Formative		
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	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction			

Strategy 6 Details	Formative Reviews

	Formative		
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	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Advanced Academics			
Funding Sources: Supplemental reading program - Coordination of Local and State Funds - Early Education Allotment Funds - $60,000			

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: Implement Framework for CTE Learning for CTE curricular expectations.			
Strategy's Expected Result/Impact: Increased performance of CTE students in defined areas	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Career and Technical Education			

Strategy 8 Details	Formative Reviews

	Formative		
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	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction			

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

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

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

    Evaluation Data Sources: State and federal accountability results

Strategy 1 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Increased Student Success and Coordination of Services Established
    Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction
	Formative		

	Nov	Feb	June

Strategy 2 Details	Formative Reviews		

Strategy 2: Continue to implement the Grade level Texas Performance Standards Project Tasks.
    Strategy's Expected Result/Impact: GT Projects Showcase schedule
    Staff Responsible for Monitoring: Director - Advanced Academics
	Formative		

	Nov	Feb	June

Strategy 3 Details	Formative Reviews		

Strategy 3: Monitor 504/Dyslexia plans to provide campus supports to promote student achievement and adjust plan to provide access to the general education curricula.
    Strategy's Expected Result/Impact: Plans reviewed, monitored, and adjusted
    Staff Responsible for Monitoring: Director - Intervention Programs
	Formative		

	Nov	Feb	June

Strategy 4 Details	Formative Reviews		

Strategy 4: 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
 	
    Funding Sources: Supplemental Services Costs (Services, materials, technology) - Coordination of Local and State Funds - Dyslexia Funding - $400,000
	Formative		

	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement a training plan to support the inclusion initiative for in-class support, co-teaching, and differentiated instructional strategies.	**Formative**		
Strategy's Expected Result/Impact: Staff Development Completed and Walkthrough Data Analyzed **Staff Responsible for Monitoring:** Director - Special Education	**Nov**	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: With campus teams, develop and implement supplemental instructional service plans for MEP (Migrant Education Program) students that have been identified as PFS or other at risk factors.	**Formative**		
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 **Funding Sources:** Supplemental Support Costs (MEP staff) - Coordination of Local, State, and Federal Funds - Title I, Part C - $15,000	**Nov**	**Feb**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: Implement Text to Speech program to support instruction for students with disabilities, including all other eligible students.	**Formative**		
Strategy's Expected Result/Impact: Increase in State Assessment Scores and Increase in Student Progress **Staff Responsible for Monitoring:** Director - Special Education	**Nov**	**Feb**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to provide readiness opportunities for students to participate in PSAT, TSIA, SAT, and other college, career, and military activities.	**Formative**		
Strategy's Expected Result/Impact: Increase percentage in CCMR outcomes **Staff Responsible for Monitoring:** Director - Counseling and College and Career **Funding Sources:** Costs for TSIA, PSAT, and SAT - Coordination of Local, State, and Federal Funds - CCMR Funds/Title IV Funds - $60,000	**Nov**	**Feb**	**June**

Strategy 9 Details	Formative Reviews		
Strategy 9: Continue to provide dual credit opportunities for students to increase college, career, and military readiness.	**Formative**		
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 State Funds - $750,000	**Nov**	**Feb**	**June**

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue to implement and strengthen the OnRamps Program district-wide in cooperation with UT/OnRamps.	Formative		
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 Funds - $30,000	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Refine CTE Programs of Study for students with low incidence disabilities.	Formative		
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 - Career and Technical Education	Nov	Feb	June

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

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

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

    Evaluation Data Sources: State and federal accountability results

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide accelerated instruction/high impact tutorials that provide focused, targeted instruction on the objectives not mastered.		**Formative**		
Strategy's Expected Result/Impact: Accelerated Instruction/Tutorials Conducted Increased Student Achievement		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction				

Strategy 2 Details		Formative Reviews		
Strategy 2: Improve TELPAS composite scores with L, S, R, and W by continuing to provide instructional methods to enhance and improve academic language for EB students.		**Formative**		
Strategy's Expected Result/Impact: Increase in TELPAS Composite scores		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP				

Strategy 3 Details		Formative Reviews		
Strategy 3: Monitor the implemented strategies focused on the success of SPED students including customized modeling and coaching support pertinent to campus specific needs.		**Formative**		
Strategy's Expected Result/Impact: Growth in IEP goals and objectives and Increase in assessment scores		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Special Education				

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to implement a full day high quality PreK program for 4 year olds.	**Formative**		
Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction **Funding Sources:** 50% Salary costs for Pre-K teachers and Support Staff - Coordination of Local and State Funds - Early Education Allotment Funds - $2,500,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the program design for pre-kindergarten programs for the elementary schools and the early learning academies.	**Formative**		
Strategy's Expected Result/Impact: Increase in student readiness for kindergarten.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor the staffing, instructional support, and curriculum components for the elementary schools and the early learning academies.	**Formative**		
Strategy's Expected Result/Impact: Increase kindergarten readiness.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction **Funding Sources:** Curriculum and Instruction Materials for pre-kindergarten - Coordination of Local and State Funds - Early Education Allotment Funds - $500,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor implementation of the required HQ PreK components to improve student success.	**Formative**		
Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Review the pre-k and kindergarten state required assessment data in order to plan curriculum needs that will increase student success.	**Formative**		
Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction			

Strategy 6 Details		Formative Reviews		
Strategy 6: Implement and monitor the Fueling Brains Behavior Initiative in the ECSE programs.		Formative		
Strategy's Expected Result/Impact: Student growth in program identifiers **Staff Responsible for Monitoring:** Director - Special Education		**Nov**	**Feb**	**June**

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

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

Performance Objective 1: Improve graduation rates for all identified student accountability groups.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide campuses strategic support with monitoring student progress on all student accountability groups to improve student success in all areas.	**Formative**		
Strategy's Expected Result/Impact: Improved results for state and federal accountability. **Staff Responsible for Monitoring:** Area Executive Directors	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide district and campus-based training as well as ongoing coaching support to improve Tier I instruction.	**Formative**		
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	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide campuses with technology software access to support intervention and enrichment of Tier 2 instruction.	**Formative**		
Strategy's Expected Result/Impact: Improved academic success for at-risk students **Staff Responsible for Monitoring:** Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction **Funding Sources:** Costs for intervention support software programs - Coordination of Local and State Funds - SCE Funds - $400,000	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor and provide support for campus accelerated instruction plans including 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased STAAR Results, Programs created/monitored, and PD Aligned to Areas of Weakness **Staff Responsible for Monitoring:** Director - 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 additional tutors - Coordination of Local, State, and Federal Funds - ESSER III Funds - $300,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor the identification and implementation of support plans for identified homeless students.	**Formative**		
Strategy's Expected Result/Impact: Improved results for attendance, academic, and course completion Improvement in state and federal accountability	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services **Funding Sources:** Support Services costs (transportation, tutoring, materials, other) - Coordination of Local, State, and Federal Funds - TEHCY Funds/ARP Funds - $100,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide EBs support that targets their proficiency levels and accelerates English language acquisition so that all grade levels in all State assessments show yearly progress.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student led talks to self monitor own goals/folders completed and improved student practice on listening, speaking, reading, and writing through technology **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP			

| Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize Title III Instructional Paraprofessionals to provide supplemental academic support to EB students at identified schools in grades 3-12.	**Formative**		
	Nov	**Feb**	**June**
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. **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP **Funding Sources:** Payroll costs for full-time instructional paraprofessionals - Coordination of Local, State, and Federal Funds - Title III Funds - $240,000			

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to implement the Early Childhood Program with identified migrant students.	**Formative**		
Strategy's Expected Result/Impact: Lessons completed **Staff Responsible for Monitoring:** Director - Bilingual/ESL/MEP **Funding Sources:** Supplemental Support (MEP staff, materials, travel costs) - Coordination of Local, State, and Federal Funds - Title I, Part C - $15,000	**Nov**	**Feb**	**June**

Strategy 9 Details	Formative Reviews		
Strategy 9: 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.	**Formative**		
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	**Nov**	**Feb**	**June**

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide opportunities for transitional meetings for SPED/504 students moving from grade 5 to grade 6 and from grade 8 to grade 9 in order to provide information related to student needs.	**Formative**		
Strategy's Expected Result/Impact: Meetings Conducted **Staff Responsible for Monitoring:** Director - Special Education	**Nov**	**Feb**	**June**

Strategy 11 Details	Formative Reviews		
Strategy 11: Conduct yearly review of all students high school graduation plans including endorsement selections and distinctions.	**Formative**		
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	**Nov**	**Feb**	**June**

Strategy 12 Details	Formative Reviews		
Strategy 12: Track campus course completion by having counselors run failure reports each 9 weeks in order for students who are failing a class to have a conference with the school counselor. If the student has reoccurring failures on the academic plan, then action steps will be developed and monitored.	**Formative**		
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	**Nov**	**Feb**	**June**

Strategy 13 Details	Formative Reviews		
Strategy 13: Provide opportunities for transitional meetings for EB students moving from grade 5 to grade 6 & from grade 8 to grade 9 in order to provide information related to student needs.	**Formative**		
Strategy's Expected Result/Impact: Meetings Conducted **Staff Responsible for Monitoring:** Director - Bilingual/ESL/Migrant	**Nov**	**Feb**	**June**

Strategy 14 Details	Formative Reviews		
Strategy 14: 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**

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

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

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor campus initiatives implemented to improve attendance.	**Formative**		
Strategy's Expected Result/Impact: Increase in Attendance Rate and District Campus Campaign	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Area Executive Directors			

Strategy 2 Details	Formative Reviews		
Strategy 2: The Campus Student Success Specialists will provide attendance, academic, and/or behavior information and related supports to parents so that their children will be successful in school.	**Formative**		
Strategy's Expected Result/Impact: Increase in Attendance Rates and Decrease in Truancy	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Federal Programs			

Strategy 3 Details	Formative Reviews		
Strategy 3: The Campus Student Wellness Interventionists, CYS, and CIS will provide parents with information and/or resources so that their children will be in attendance and successful in the school environment.	**Formative**		
Strategy's Expected Result/Impact: Increase in Attendance Rates and Decrease in Truancy	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - SEL and Student Wellness			

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

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

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

    Evaluation Data Sources: Review 360 data and other district data

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor implementation of campus Student Support Teams to support student identified needs.	**Formative**		
Strategy's Expected Result/Impact: Increase student academic, attendance, and behavior performance	Nov	Feb	June
Staff Responsible for Monitoring: Director - SEL and Student Wellness			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training on district processes and procedures for RtI.	**Formative**		
Strategy's Expected Result/Impact: Rti Overview and Handbook Developed and Implemented and Training Completed	Nov	Feb	June
Staff Responsible for Monitoring: Director - Intervention Programs			

Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor the implementation of the instructional Response to Intervention (RtI) model so that campuses meet the needs of their struggling students, and progress monitor RtI data on a scheduled basis.	**Formative**		
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	Nov	Feb	June
Staff Responsible for Monitoring: Director - Intervention Programs			

Strategy 4 Details	Formative Reviews		
Strategy 4: Complete universal screeners for behavior at identified grade levels at selected campuses.	**Formative**		
Strategy's Expected Result/Impact: Improve Behavior Data	Nov	Feb	June
Staff Responsible for Monitoring: Director - Social Emotional Learning and Student Wellness			

Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor the implementation of the PBIS model.	**Formative**		
Strategy's Expected Result/Impact: Improve Behavior Data	Nov	Feb	June
Staff Responsible for Monitoring: Director - Student Services			

Strategy 6 Details	Formative Reviews		
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.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease in RTI Referrals related to discipline **Staff Responsible for Monitoring:** Director - Student Services Director - Intervention Programs			

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

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

Performance Objective 4: Increase student participation in school activities.

   Evaluation Data Sources: Eduthings

Strategy 1 Details	Formative Reviews		

Strategy 1: Continue to monitor opportunities through the feeder patterns to increase program awareness and participation in UIL, History Fair, Robotics, Career and Technical Student Organizations and Competitions, etc.
     Strategy's Expected Result/Impact: Increase in the number of students in each organization and Increase in the number of students competing or placing in competitions
     Staff Responsible for Monitoring: District Program Directors
	Formative		

	Nov	Feb	June

Strategy 2 Details	Formative Reviews		

Strategy 2: Monitor campus student participation in athletics in to order provide schools with options and opportunities to improve student participation.
     Strategy's Expected Result/Impact: Increase in student participation
     Staff Responsible for Monitoring: Director - Athletics
	Formative		

	Nov	Feb	June

Strategy 3 Details	Formative Reviews		

Strategy 3: Monitor campus student participation in fine arts in to order provide schools with options and opportunities to improve student participation.
     Strategy's Expected Result/Impact: Increase in student participation
     Staff Responsible for Monitoring: Director - Fine Arts
	Formative		

	Nov	Feb	June

Strategy 4 Details	Formative Reviews		

Strategy 4: Continue to conduct an invitational UIL academic tournament at the junior school level.
     Strategy's Expected Result/Impact: Increase in student participation
     Staff Responsible for Monitoring: Director - Advanced Academics
	Formative		

	Nov	Feb	June

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a district conflict resolution curriculum for identified students who engage in aggressive offenses.	**Formative**		
Strategy's Expected Result/Impact: Program Implemented and Decrease in Student Aggression Incidents	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - SEL and Student Wellness			

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish and train Crisis Response Teams for each feeder pattern.	**Formative**		
Strategy's Expected Result/Impact: Training Conducted	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - SEL and Student Wellness			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide all district and campus staff as well as students training on bullying prevention and identification.	**Formative**		
Strategy's Expected Result/Impact: Reduction in Bullying Incidents	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - SEL and Student Wellness			

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.	**Formative**		
Strategy's Expected Result/Impact: Program Implemented and Lessons Completed	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - SEL and Student Wellness			

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.	**Formative**		
Strategy's Expected Result/Impact: Training Materials Reviewed and Training Developed for Implementation	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Safe & Secure Schools			

Strategy 6 Details	Formative Reviews		
Strategy 6: Continue Industry Safety Audits in Industrial Labs to ensure a safe working environment.	**Formative**		
Strategy's Expected Result/Impact: Industry Safety Reports continue incident -free industrial labs. **Staff Responsible for Monitoring:** Director - Career and Technical Education	**Nov**	**Feb**	**June**

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish District Protocols that are baseline expectations for building relationships with students, staff, and parents.	**Formative**		
Strategy's Expected Result/Impact: Protocols developed and Survey Results indicate improved relationships	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate Behavior 101/102 Training as a support for developing PBIS at each campus.	**Formative**		
Strategy's Expected Result/Impact: Training Completed and Decrease in discipline referrals	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a quarterly review to review and develop a plan to address discipline issues including discipline data reviews.	**Formative**		
Strategy's Expected Result/Impact: Discipline Plan Implemented and Decrease in discipline incidents	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services			

Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor campus behavior plans in support of RtI.	**Formative**		
Strategy's Expected Result/Impact: Campus Plans Implemented and Discipline Data Improved	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services			

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.	**Formative**		
Strategy's Expected Result/Impact: Decrease in ISS/OSS Assignments	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Student Services			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide training on MDRs and restorative discipline strategies for campuses to assist in monitoring of discipline of At-Risk Students in Special Education and 504.	Formative		
Strategy's Expected Result/Impact: Decrease in student discipline referrals **Staff Responsible for Monitoring:** Director - Special Education Director - Intervention Programs	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide security officers who are active and visibly monitor students before school, between classes, after school, and during lunch.	Formative		
Strategy's Expected Result/Impact: Visible Security Officers at every campus and Decrease in Incident Reports **Staff Responsible for Monitoring:** Chief Operating Officer	Nov	Feb	June

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to implement a recruitment plan to hire staff prior to summer.	**Formative**		
Strategy's Expected Result/Impact: Increase in highly effective staff recruitment results	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Assistant Superintendent - Human Resources			

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.	**Formative**		
Strategy's Expected Result/Impact: Campus Rosters compiled, updated, and reviewed	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Assistant Superintendent - Human Resources			

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.	**Formative**		
Strategy's Expected Result/Impact: Current SBEC ACP information distributed and Certifications attained	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Assistant Superintendent - Human Resources			

Strategy 4 Details	Formative Reviews		
Strategy 4: Offer preparation session opportunities to staff for Bilingual Certification and/or ESL TEXES in order to increase the number of available certified teachers.	**Formative**		
Strategy's Expected Result/Impact: Increase in staff certified.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP			

Strategy 5 Details	Formative Reviews		
Strategy 5: Establish a plan that will enable the district to recruit and hire certified Bilingual teachers who meet the needs of the EL students for Elementary PK-5th grades prior to summer.	**Formative**		
Strategy's Expected Result/Impact: Plan Developed and Positions Filled	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Assistant Superintendent - Human Resources			

Strategy 6 Details	Formative Reviews		
Strategy 6: Establish a plan that will enable the district to recruit and hire certified ESL teachers for secondary Grades 6-12 prior to summer.	Formative		
Strategy's Expected Result/Impact: Positions filled **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Expand Instructional Practices Program of Study by continuing to expand the Career Academy for Future Educators.	Formative		
Strategy's Expected Result/Impact: Increase in participation and completion of program. **Staff Responsible for Monitoring:** Director - Career and Technical Education	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Recruit Masters degreed teachers to support dual credit classes on high school campuses.	Formative		
Strategy's Expected Result/Impact: Staff hired and Improved College, Career, and Military Readiness (CCMR) reports **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Monitor dyslexia training requirements by the Texas Education Agency for all teachers serving students with dyslexia in either general education or special education.	Formative		
Strategy's Expected Result/Impact: Identified staff meet the training requirements. **Staff Responsible for Monitoring:** Director - Intervention Programs	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide guidance to campus administrators in selecting long term substitutes that are appropriately certified.	Formative		
Strategy's Expected Result/Impact: Substitute Roster demonstrates 100% Highly Effective/Appropriate certifications **Staff Responsible for Monitoring:** Director - Human Resources	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Continue to provide the new administrator academy to support and develop the knowledge base of GCCISD expectations and guidelines.	Formative		
Strategy's Expected Result/Impact: Increase Administrator Success with GCCISD Expectations/Guidelines **Staff Responsible for Monitoring:** Area Executive Directors	Nov	Feb	June

Strategy 12 Details	Formative Reviews

Strategy 12 Details	Formative Reviews		

Strategy 12: Continue to provide the 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: Area Executive Directors
	Formative		

	Nov	**Feb**	**June**

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: In accordance with DOI, continue to provide each campus principal with a list of core teachers who failed to meet certification requirements on their campus.	**Formative**		
Strategy's Expected Result/Impact: Current Rosters Sent **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide guidance to campus principals on monitoring CTE faculty to meet the certification and additional training requirements for assigned courses.	**Formative**		
Strategy's Expected Result/Impact: Current Rosters Sent **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: Emails sent to New Hires, Checklist Reviewed, and Timelines Met **Staff Responsible for Monitoring:** Director - Talent Acquisition & Development	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: Required Reports Submitted, Emails sent to Teachers, and Certification Review Session Notifications sent **Staff Responsible for Monitoring:** Director - Talent Acquisition & Development	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to support teachers that have not met highly effective status by offering and requiring attendance in researched based staff development.	**Formative**		
Strategy's Expected Result/Impact: Staff Development Records Up to Date and Staff Development Portfolios Reviewed **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources	**Nov**	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
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. **Strategy's Expected Result/Impact:** Strive for 100% highly effective staff hired at all campuses **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources	Formative		
	Nov	**Feb**	**June**

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

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		
Strategy 1: All new teachers will be assigned to participate in the district level mentee support program that will facilitate activities for guidance and support with their first year.	**Formative**		
Strategy's Expected Result/Impact: District Mentee Support Documented and Increase in teacher recruitment/retention **Staff Responsible for Monitoring:** Director - Talent Acquisition & Development **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	**Nov**	**Feb**	**June**

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

Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor the mentor program with a different assigned teacher mentor each year that works through teacher cohorts for zero year teachers.	**Formative**		
Strategy's Expected Result/Impact: Program developed and implemented, Teacher Cohorts identified, and Retention Rate increased **Staff Responsible for Monitoring:** Director - Talent Acquisition & Development	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Retain current highly effective teachers by maintaining a competitive compensation package for experienced teachers, and teachers with advanced degrees and national certifications.	**Formative**		
Strategy's Expected Result/Impact: Increase in Teacher Retention **Staff Responsible for Monitoring:** Assistant Superintendent - Human Resources	**Nov**	**Feb**	**June**

| Strategy 5 Details	Formative Reviews		

Strategy 5: Review the salary schedule for teachers based on years of experience, and teachers with advanced degrees and national certifications.
      Strategy's Expected Result/Impact: Salary Schedule Reviewed
      Staff Responsible for Monitoring: Assistant Superintendent - Human Resources
	Formative		

	Nov	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		

Strategy 1: The district Parent and Family Engagement Policy will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. This document will be distributed to parents and made available to the local community in an understandable and uniform format.
    Strategy's Expected Result/Impact: Increase in parent and family participation
    Staff Responsible for Monitoring: Director - Federal Programs
	Formative		

	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		

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

	Nov	**Feb**	**June**

Strategy 3 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Increase in student performance with academics, attendance, and/or behavior
    Staff Responsible for Monitoring: Director - Federal Programs
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		

Strategy 4: Elementary campuses will host Career Development activities to engage parents and students in opportunities to investigate career paths.
    Strategy's Expected Result/Impact: Increase in parent participation and awareness
 	
    Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness
	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 EB 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 **Funding Sources:** Supplemental Support (MEP Staff, materials, and related costs) - Coordination of Local, State, and Federal Funds - Title I, Part C - $3,000	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

| Strategy 10 Details	Formative Reviews		
Strategy 10: Conduct dyslexia parent information meetings to discuss characteristics of dyslexia, provide parent strategies, and information on dyslexia screeners. **Strategy's Expected Result/Impact:** Increase in parent education regarding dyslexia **Staff Responsible for Monitoring:** Director - Intervention Programs	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews

Strategy 11 Details		Formative Reviews		
Strategy 11: Conduct Behavior Intervention parent information meetings and provide information and feedback to parents on strategies and tips to help students struggling with behavior issues. **Strategy's Expected Result/Impact:** Increase in parent education regarding behavior intervention **Staff Responsible for Monitoring:** Director - Special Education Director - Intervention Programs		Formative		
		Nov	Feb	June

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

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

Performance Objective 1: Increase technology proficiency for students.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide K-5th grade students with iPads as a 21st century technology tool that will be utilized in their classroom and at home.	**Formative**		
Strategy's Expected Result/Impact: Usage reports reviewed	Nov	Feb	June
Staff Responsible for Monitoring: Director - Educational Technology			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide 6th-8th grade students with iPads as a 21st century technology tool that will be utilized in their classroom and at home.	**Formative**		
Strategy's Expected Result/Impact: Usage Reports Reviewed	Nov	Feb	June
Staff Responsible for Monitoring: Director - Educational Technology			

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: iPad Distribution Completed	Nov	Feb	June
Staff Responsible for Monitoring: Director - Educational Technology			

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

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

Strategy 6 Details	Formative Reviews

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

Strategy 9 Details	Formative Reviews

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

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

Plan Notes

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

The State and Federal program funds will be reviewed and updated through in-person or virtual meetings with principals, district and campus instructional staff, and the state and federal program committee. The State and Federal Program Committee will have a mid-year review meeting to complete an update on progress of state and federal program initiatives and activities. The meeting will be scheduled, communicated by email, conducted virtually with a google response document for committee members to complete.

In accordance with SB 1707: SRO Duties

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

In accordance with SB 11 and HB 18:

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

In accordance with program compliance requirements:

- SCE: The district plan is included as an addendum to the district improvement plan.
- Carl Perkins: Funds will supplement the program goals for secondary schools to "build and improve" CTE programs in order to increase the number of students graduating College, Career, and Military Ready.
- Title I, Part A: School attendance criteria is based on campus residing students.
- Title I, Part C: The Migrant Education Program PFS plan is included as an addendum to the district improvement plan.

District Funding Summary

			Coordination of Local, State, and Federal Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7	Training costs for campus and district staff	Title I Part A/Title II Funds	$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 Funds	$200,000.00
1	3	6	Training costs for campus staff	Title I Part A/Title II Funds	$20,000.00
1	3	9	Supplemental Training for Identified Staff	Title III Funds	$30,000.00
2	2	6	Supplemental Support Costs (MEP staff)	Title I, Part C	$15,000.00
2	2	8	Costs for TSIA, PSAT, and SAT	CCMR Funds/Title IV Funds	$60,000.00
2	2	10	OnRamps Student Costs and Staff Training	Title IV Funds	$30,000.00
3	1	4	Costs for tutorial sessions provided by additional tutors	ESSER III Funds	$300,000.00
3	1	5	Support Services costs (transportation, tutoring, materials, other)	TEHCY Funds/ARP Funds	$100,000.00
3	1	7	Payroll costs for full-time instructional paraprofessionals	Title III Funds	$240,000.00
3	1	8	Supplemental Support (MEP staff, materials, travel costs)	Title I, Part C	$15,000.00
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
6	1	8	Supplemental Support (MEP Staff, materials, and related costs)	Title I, Part C	$3,000.00
				Sub-Total	$1,356,000.00
			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 Funds	$60,000.00
2	2	4	Supplemental Services Costs (Services, materials, technology)	Dyslexia Funding	$400,000.00
2	2	9	Dual Credit costs for tuition	CCMR State Funds	$750,000.00
2	4	1	50% Salary costs for Pre-K teachers and Support Staff	Early Education Allotment Funds	$2,500,000.00
2	4	3	Curriculum and Instruction Materials for pre-kindergarten	Early Education Allotment Funds	$500,000.00
3	1	3	Costs for intervention support software programs	SCE Funds	$400,000.00

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Costs including accelerated instruction payroll, transportation, software programs, and materials	SCE Funds	$500,000.00
				Sub-Total	$5,610,000.00