

Goose Creek Consolidated Independent School District

District Improvement Plan

2023-2024



Mission Statement

“Developing the Whole Child”

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

Vision

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

Value Statement

Graduate every child

Children first, in a safe and nurturing educational environment

Collaborative community and parental involvement

Integrity, Respect, Humility and Transparency

Service before self

Diversity Respected

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 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 March 2023 and was completed in June 2023 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					
Goose Creek CISD			2022	2023	
			23,934	24,431	
Campus	2022	2023	Campus	2022	2023
AL	796	788	BJS	805	743
AS	602	582	CBJ	978	969
AU	796	813	EFGJS	967	1020
BA	934	765	GJS	953	997
BO	734	613	HJS	1002	994
CA	653	636	HMJS	879	811
CL	748	683			
CR	689	628	GCM	2159	2223
DZ	665	594	LEE	1811	1845
HA	718	667	RSS	2024	2098
HI	723	739	IMPACT	414	416
HO	463	349	SCTHS	414	470
LA	599	543	PEH	148	150
LI	0	287			
PU	0	555	PAC	88	105
SJ	398	657	HP/JJAEP	18	18
TR	925	801			
VW	805	829	VA	26	43

Student Demographics

	2022		2023	
	Total	Percentage	Total	Percentage
African American	3870	16.19%	4025	16.47%
American Indian	76	0.32%	66	0.27%
Asian	357	1.49%	368	1.51%
Hispanic	15276	63.89%	15765	64.53%
Native Hawaiian	21	0.09%	26	0.11%
White	3775	15.79%	3633	14.87%
Two Or More	533	2.23%	548	2.24%

Student Program Information

Year	2022	2023
Total Students	23908	24431
Economic Disadvantage	17124	18949
At Risk	13568	12869
GT	1798	1782
EB	4764	5338
Bilingual	1866	1879
ESL	1646	1400
SPED	3166	3635

Staffing Information Reviewed:

Teacher Years of Experience		
Years of Experience by Subject	2022	2023
	Percent	Percent
Beginning Teachers	9.6	14
All Core Subjects	48.3	55.8
Reading / ELA	10	13.8
Mathematics	21.4	20.4
Science	9.1	13.2
Social Studies	7.8	8.3
1 - 5 Years Experience	29	29.5
All Core Subjects	53	55.4
Reading / ELA	12.1	11.6
Mathematics	20	20.1
Science	10.8	13.9
Social Studies	10.1	9.9
6 - 10 Years Experience	20	19.1
All Core Subjects	51.7	51.2
Reading / ELA	10	9.4
Mathematics	24	18.8
Science	9	13.5
Social Studies	8.7	9.5
11 - 20 Years Experience	28.2	24.4
All Core Subjects	46.3	46.9
Reading / ELA	10.9	10
Mathematics	19.4	16.9
Science	7.5	11.5
Social Studies	8.5	8.5
Over 20 Years Experience	13.2	13
All Core Subjects	44.8	48.3
Reading / ELA	8.3	12
Mathematics	18.1	18
Science	7.6	8.5
Social Studies	10.8	9.9

Staff Retention Rates					
Goose Creek CISD			2022	2023	
			82.63%	78.10%	
Campus	2022	2023	Campus	2022	2023
AL	79.25%	78.85%	BJS	60.61%	61.90%
AS	88.64%	69.05%	CBJ	77.46%	82.09%
AU	70.00%	67.92%	EFGJS	No Data	68.85%
BA	79.59%	60.00%	GJS	66.20%	62.69%
BO	69.35%	59.02%	HJS	71.62%	66.67%
CA	75.56%	62.22%	HMJS	60.00%	75.00%
CL	76.00%	55.56%			
CR	81.40%	66.67%	GCM	80.27%	75.33%
DZ	80.95%	71.79%	LEE	79.85%	77.61%
HA	83.33%	66.67%	RSS	79.62%	79.19%
HI	72.55%	75.51%	IMPACT	84.21%	84.21%
HO	78.79%	58.06%	SCTHS	82.76%	87.50%
LA	86.96%	70.21%	PEH	100.00%	61.11%
LI	[--] = No Data				
PU	[--] = No Data		PAC	90.91%	81.82%
SJ	85.71%	82.14%	HP/JJAEP	No Data	No Data
TR	76.47%	56.60%			
VW	85.42%	69.57%	VA	No Data	No Data

ESSA Equity Report 2022-2023

Campus	% Inexperienced Teachers	% Low Income Students	% Students of Color	Campus	% Inexperienced Teachers	% Low Income Students	% Students of Color
AL	15.38	66.84	82.94	BJS	17.46	79.97	88.59
AS	11.9	79.62	91.02	CBJ	22.38	71.22	78.95
AU	24.52	60.84	73.85	EFGJS	16.39	61.62	80.32
BA	34	62.66	83.45	GJS	25.37	63.43	76.4
BO	21.31	73.58	84.51	HJS	27.53	77.73	80.27
CA	24.44	81.12	89.66	HMJS	20.58	82.29	90.64
CL	25.92	56.75	68.24				
CR	14.28	68.72	84.09	GCM	13.33	65.5	81.15
DZ	15.38	79.67	81.68	LEE	15.67	74.86	87.03
HA	16.66	74.6	87.54	RSS	16.1	64.1	78.03
HI	24.48	78.14	71.79	IMPACT	5.26	65.15	88.06
HO	12.9	64.1	73.89	SCTHS	18.75	72.6	78.61
LA	8.51	79.12	88.99	PEH	5.55	65.9	82.62
LI	N/A	N/A	N/A				
PU	N/A	N/A	N/A	PAC	0	78.47	87.89
SJ	10.71	74.23	88.64	HP/JJAEP	N/A	N/A	N/A
TR	16.98	68	81.99				
VW	4.34	57.75	79.71	VA	N/A	N/A	N/A

Poverty Group					Minority Group				
High Poverty Quartile	Low Poverty Quartile	District Equity Gap	State Avg.	State Equity Gap	High Minority Quartile	Low Minority Quartile	District Equity Gap	State Avg.	State Equity Gap
No Data	16.7	No Data	13.7	No Data	12.36	22.64	-10.28	13.7	-1.34

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

Additional survey input responses regarding areas of growth to consider are:

- Special Education/Behavioral Specialists modeling for new/struggling staff.
- Parents and the community are not as involved in school processes as teachers would like to see. Contact is often made through negative behaviors and celebrating students with parents and the community is limited.
- We need to find more ways to bring parent education to our Goose Creek families...rather than expecting parents to show up at our campuses for parent events.
- An aggressive parent outreach/education should be about going into the community rather than relying on social media or Parent Nights
- Teacher representation of students
- Do not have "before summer" as the hiring/recruitment goal when there is a teacher shortage. That puts us at a disadvantage compared to competing districts.
- Move the recruitment fair to an earlier date than those around us to sign up the best new graduates.
- Send the HR staff to Spanish speaking countries' universities to recruit desperately needed teachers for our bilingual department.
- Our Hispanic student's demographic is not represented as well with our staff. We need teachers who understand the family's needs and values in addition to being able to speak their language because they grew up surrounded by those needs and values.
- Seek to recruit and promote more Spanish speaking staff. Encourage campuses to research what draws Hispanic parents into/onto campuses and communicate that to staff.
- Provide PRACTICAL, (the HOW, not the WHY), training to staff about how to serve the demographic component of their students and their families.

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

- TEHCY funds to support identified homeless students with transportation, materials, and case support

Additional areas of strength that were shared are:

- Tracking techniques help us successfully move students from level to level.
- The ability to analyze programs and implement additional support with students that require more support than other students.
- The district embraces it's diversity and works to hire faculty/staff that reflect our community.
- Our district does a great job of accommodating all of our demographics and meeting their needs.
- Our strength is inviting parents to be a part of GCCISD especially with our new podcast and offering it in Spanish.
- We know whom we serve.
- Our District leadership has a firm grasp on the reality of our demographics and finds ways to provide educational opportunities for ALL students.
- Our aspirational identity is aligned with our reality.
- Goose Creek is very diverse & focuses on different sub pops during data processing.
- Hiring campus administrative staff that more closely resembles our student/family demographics.

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 March 2023 and was completed in June 2023 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 various student achievement data as indicated in the data charts included as well as areas to review and revise when planning the district improvement plan.

EOC STAAR Information									
GCCISD	APPR	Meets	Masters	2022 APPR	2022 Meets	2022 Masters	APPR Change	Meets Change	Masters Change
English I	67%	47%	9%	60%	43%	8%	7%	4%	1%
English II	69%	50%	5%	68%	53%	7%	1%	-3%	-2%
Algebra I	83%	48%	26%	81%	55%	38%	2%	-7%	-12%
Biology	88%	55%	17%	84%	59%	24%	4%	-4%	-7%
U.S. History	94%	68%	36%	93%	75%	45%	1%	-7%	-9%

GCCISD	Likely Did Not Pass	Likely Passed	Zone of Uncertainty	Total Students	% Not Likely	% Likely	% Zone of Uncertainty
3rd grade ELA	144	1011	535	1690	9%	60%	32%
4th grade ELA	229	802	672	1703	13%	47%	39%
5th grade ELA	92	1101	463	1656	6%	66%	28%
3rd grade Math	96	678	922	1696	6%	40%	54%
4th grade Math	171	831	703	1705	10%	49%	41%
5th grade Math	68	878	712	1658	4%	53%	43%
5th grade Science	207	760	691	1658	12%	46%	42%

GCCISD	Likely Did Not Pass	Likely Passed	Zone of Uncertainty	Total Students	% Not Likely	% Likely	% Zone of Uncertainty
6th grade RLA	233	943	592	1768	13%	53%	33%
7th grade RLA	159	1171	456	1786	9%	66%	26%
8th grade RLA	115	1245	529	1889	6%	66%	28%
6th grade Math	167	781	821	1769	9%	44%	46%
7th grade Math	206	752	831	1789	12%	42%	46%
8th grade Math	137	845	604	1586	9%	53%	38%
8th grade Science	178	832	884	1894	9%	44%	47%
8th grade Social Studies	639	417	837	1893	34%	22%	44%

Attendance Data		
	2022	2023
District	93.54%	93.33%
African American	92.45%	92.74%
American Indian or Alaska Native	91.47%	92.58%
Asian	97.03%	96.90%
Hispanic	93.43%	93.24%
Native Hawaiian or Other Pacific Islander	95.04%	92.52%
Two or More	92.74%	92.59%
White	92.64%	92.72%

Analysis for attendance indicates the following:

- The district continues to monitor attendance percentages closely.
- The district percentage appears to have slightly decreased.
- A few categories increased minimally while a few decreased minimally.
- Lower percentage of attendance significantly impacts funding so monitoring is critical to ensure that we increase attendance across the grades levels.
- The district continues to review district, campus, and related components for attendance percentages and facilitates strategies to increase staff and student

Other data reviewed included:

- CCMR Graduates data, Dual Course Credit, and OnRamps Data is reviewed routinely
- Summer Programs

Additional input responses regarding areas of growth to consider are:

- Teachers are not always given clear direction on what to do with available data and how to turn that information into student progress and/or learning.
- Rigor is a term that we need to keep and live by. Students will rise up to the expectations that are put in front of them. It needs to remain a term that is used and practiced.
- The frequency of CUAs (or perhaps the dread that comes with a District-developed test over a teacher-developed test) means that teachers are having to make curricular choices - what to teach, what to reteach, and what to omit - that have caused some negative reaction among some teachers.

- Schools need to be in sync. It appears that some schools follow the curriculum differently than others.
- Need effective research-based, easy for inexperienced teachers to implement instructional resources at the elementary level for language arts.
- Make Stemscores math available on all district elementary campuses.
- If we are assessing kids' academic achievement with CLI, then those skills (vocab, phonological awareness, etc.) need to be better represented in our curriculum.
- We need to be more effective towards personalization of student learning...finding ways for students to track their learning progress and data.
- Begin recruitment of new teachers (especially bilingual) earlier in the year to compete with other districts. We need quality staff in all of our classrooms. Some campuses have entire grade levels without an experienced teacher in reading/language arts.
- Encourage campuses to pursue fewer goals/programs at the elementary level so that efforts are aimed at achieving quality rather than saying look at all we're doing which causes most things not to be done well enough.
- Provide raises and training for sped/behavior staff so that we obtain and retain quality personnel in those areas, thus reducing behavioral issues in gen ed and raising everyone's scores as a result.
- Recognize excellence and have experienced staff with high student growth results provide staff trainings and have them lead in PLCs which would free-up campus specialists to work with students and coach struggling teachers.

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

Additional survey input indicated areas of strength are:

- Dual Credit Campus/ District STAAR scores increased from 2021-2022.
- High school campus ratings are solid Bs.
- The data is easily accessible and frequently reviewed with teams.
- The commitment in our district is great.
- We have a lot of dedicated individuals who work hard to achieve our goals.
- Making student data easily accessible.
- We have made strides toward aligning taught curriculum and implementing consistent unit assessments at the secondary level.

- The use of CUAs (Common Unit Assessments) requires that teachers follow the scope and sequence, whereas in the past, teacher-developed tests may not have been aligned with district (and state) curriculum.
- Elementary Science resources and district staff. Everything is organized.
- Quality resources are available for all parts of the instructional process.
- Communication is timely, responsive, and effective.
- The focus on dual credit has been very effective. This program is very beneficial to students. We are very fortunate to have the partnerships, funding, and support to continue cultivating this program.

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 March 2023 and was completed in June 2023 through scheduled virtual meetings and online feedback surveys as well as public comment opportunities. 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 teachers and other staff
- Monitor Implementation of 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
- Monitor implementation of the PLC monitoring process at schools
- LLI training for interventionist
- Consistent teacher assignments to Edgenuity offered during the school day
- Materials and resources needed for Intervention teachers
- Revise the assignment dynamics of the campus instructional coaches to support the specific accountability needs of the campus
- Continue 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
- Realign Title III Funds to support teacher instructional needs with curriculum
- Continue to use the AVID model to support student readiness
- Review needs for Virtual School
- Monitor the Lee College Collaborative to continue with plan and strengthening of the support with the Dual Credit Advisors to support student readiness
- Evaluate the costs associated with college courses dropped by students
- Continue with On-Ramps as numbers warrant
- Monitor the Xello activities to increase career planning with students
- 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
- Monitor Accelerated Instruction planning to meet the High Impact Tutoring Requirements within budgetary requirements
- Region 4 Training for curriculum courses as well as special program areas
- 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
- Continue to monitor and evaluate our Professional Learning and Training opportunities for additions or revisions.
- Review our Title I Plan and revise as needed as determined through program evaluation.

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.
- Accelerated Instruction costs for elementary and junior high summer opportunities were ineffective and will be realigned to support activities during the school year.
- Night School Program will be realigned to meet the needs of identified students.
- 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).
- Monitor the process to provide a systematic process for curriculum products to be implemented and establish equity.
- Monitor implementation of TCLAS Funding Components.
- Monitor the impact of the elimination of ESSER III funds that were expended as June 30, 2023.
- Monitor the ARP Special Education Funds and determine reductions for the close of the funding.
- Transitioning away from the ESSER funding dynamics since we have expended all monies for this support.

District Processes & Programs Strengths

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

- Professional Development Trainings including our District Giant Con which focuses on training to meet the interests and needs of staff
- PreK Programs -Early Learning, Dual language, and STEAM Costs (EEA Funds)
- Intervention Specialists at all schools to support students with identified instructional needs (SCE/DYS Funds)
- Supplemental funds to support accelerated instruction for all grades (SCE/Title I/ESSER III Funds)
- Supplemental ELAMSS support through instructional specialists at the secondary levels for At Risk Students (SCE Funds)
- Communities in Schools to support our student wellness needs at the secondary level. (SCE)
- Bilingual/ESL District Specialists instructional support at all schools to support identified ED students (Bilingual/ESL/Title III Funds)
- Funding for ACT testing (CCMR)
- Funding for Dual Credit Tuition Fees (CCMR)
- Materials and supplies purchased to support implementation of course work with Lee College approved Dual Credit Courses (CCMR)
- Campus Student Success Specialists costs (Title I, Part A)
- Harris County CYS to support our student wellness needs at the elementary Title I schools. (Federal Funds)
- 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)
- Scenario Learning for on-line training to support campus staff on additional areas for successful classroom instruction/safety. (Title IV)
- AVID Program for secondary schools to support student readiness through well rounded as well as safe and healthy students (Title IV)
- Training and support for new teachers and principals (Title II)
- Data Fellow (TCLAS Funding)
- Student support costs including case management, transportation, materials/supplies, etc. for identified homeless students (TEHCY Funds)
- Continuity of Learning supports and related costs (ESSER III)

- Continued Equitable Services Support for the Private Non-Profit sites (Title I/Title II/Title III/Title IV Funds)

Additional areas of strength that were shared are:

- The PLC Model is well-established and monitored.
- Training such as feedback training and implementing educational technology are solid and effective.
- There are a lot of good programs available to students that are organized and run efficiently to maximize student opportunities for success.
- I think that it is great that the district constantly evaluates these items and makes changes as necessary, so I will say that the assessment of these issues is our greatest strength.
- I believe our strength is curriculum and instruction.
- As a second-year teacher, I never second guess what I should be teaching my students because the district sets it up so well.
- We have made progress toward implementing consistent grading guidelines in the district with a new draft document.
- Other teachers' opinions are considered throughout the process.
- I see supports in various ways including the CYS support for elementary schools, the dual language, the vocational paths in high school, and impact early college opportunity.
- There is a wide range of secondary academic options.
- I believe we have strong academic programs.
- We are continuing to have deeper conversations about our program supports.
- We reviewed the successes and deficiencies with the campus specialist's role and determined that changes were needed. Actually, making a change is a significant change for this component.

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 March 2023 and was completed in June 2023 through scheduled virtual meetings and online feedback surveys as well as public comment opportunities. 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:

Staff Survey Information: Elementary Staff Survey

The following were identified as strengths:

- My school is a nurturing place that accepts all children regardless of their ability. 95%
- I have a clear understanding of what my role and responsibilities are in emergency situations. 94%
- I find my work engaging. 94%

The following were identified as areas of growth:

- My school has a consistent approach to address behavior management and discipline. 67%
- When GCCISD makes changes to policies and procedures, I understand why there are changes. 72%
- I believe my opinion counts at work. 74%

Secondary Staff Survey

The following were identified as areas of growth:

- I have a clear understanding of what my role and responsibilities are in emergency situations. 91%
- I have academic data available to me to examine for achievement gaps by race, native language, socio-economic status, and gender. 90%
- I find my work engaging. 89%

The following were identified as areas of growth:

- My school has a consistent approach to address behavior management and discipline. 42%
- There is a positive attitude of respect in my school. 55%
- I believe my opinion counts at work. 58%

Parent Survey Information: Elementary Parent Survey

The following were identified as strengths:

- I feel welcome at the school. 93%
- I believe your students feel safe at school. 88%
- My child feels a sense of belonging at school. 87%

The following were identified as areas of growth:

- I was satisfied with the extended services such as after school programs, tutorials, etc. by the school. 47%
- I feel that the disciplinary policies and procedures are fair and equally enforced. 64%
- I am satisfied with the guidance and counseling services at the school. 70%

Junior School Parent Survey

The following were identified as strengths:

- I am satisfied with the method of communication provided by the school. 75%
- I have been made aware of the disciplinary policies and procedures. 75%
- I feel like my child has had the opportunity to engage in instructional technology that will prepare him/her for the future. 75%

The following were identified as areas of growth:

- Conferences with my child's teachers in person or by phone met my needs. 25%
- I felt satisfied with the transportation services offered this year. 25%
- I was satisfied with the extended services such as after school programs, tutorials, etc. by the school. 25%

High School Parent Survey

The following were identified as strengths:

- I am satisfied with the method of communication provided by the school. 86%
- I feel that the academic curriculum is appropriate to challenge my child's ability. 81%
- I was made aware of the disciplinary policies and procedures. 76%

The following were identified as areas of growth:

- I was made aware of volunteer opportunities at my child's school. 60%
- The conferences with my child's teacher in person or by phone met my needs. 52%
- I was satisfied with the extended services such as after school programs, tutorials, etc. by the school. 48%

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.

Feedback information received regarding IDEA Federal Funds:

- I would like to see IDEA funds utilized for more SPED aides in "all" of the teachers' classrooms.
- There needs to be more para support to help with special education students. There needs to be more resources for teachers to use in class.
- There needs to be more information on what IDEA is and what supports it provides.
- Continue Testing for 3- and 4-year-olds to check for disabilities.
- Wider pre-k offering that extends beyond ESL and low income to disabilities, autism, etc.
- Alternative classroom setting for autism and ADHD students to assist in learning deficiencies.
- Monitor the programs for children that are in the least restrictive environment (regular classroom) that show very little progress in that setting.
- Consider a Social Skills curriculum (PEERS Curriculum) Designing and implementing parent training to aid in identification, implementation and generalization of skills.
- Consider providing support through a BCBA or other qualified candidate in the areas of need.
- There is an increase in Sped students so there is a continued need and an increase in the need for support for these programs.
- Consider an upgrade to software systems to ensure that students' information is always updated and kept confidential.
- Monitor the programs with special education students that have resource science and social studies classes.
- Consider an in-district testing center to help identify qualified students rather than depending on parent access to resources. Provide more resources for teachers to learn how to identify a child with special needs
- Provide Parent education and trainings at the schools. A lot of parents do not know the signs to look for or where to turn for assistance and support. Often times part of the difficulty in identifying students with disabilities is buy in from parents as they either have a lack of trust in the quality of assessment and/or competency of the professionals involved. We need to take the initial steps toward building that trust and in the long run simplifying the workload of the assessment staff and teachers.
- These funds should be provided to the schools in the district and allow the principals to make that decision regarding what they need on their campuses.
- Need the ability to go outside the district for hearing screenings, bringing in a specialist for the screenings to assist the nurses, etc.

Feedback information received regarding ESSA Federal Funds:

- Can these funds support desirable electives for Middle School and High School?
- Review how much is expended on technology?
- Can these funds be used in the Social Studies classrooms in Middle School so that students can have workbooks to complete their work in both English and Spanish?
- I would like to see more parent training (Sped and Gen-ed) or programs that are more accessible to working parents.
- Continue to consider Fine arts, after school programs, and career assistance upon graduation.
- I think anything coming from the federal government gives up our rights as parents to control what our kids are being taught in school. They use the catch phrase of low income to make it all seem ok.
- It is crucial to ensure that support is available to help students to achieve success in learning and thriving. This also includes fine arts activities and having adequate staffing for the number of students served.
- A food pantry in each school for students that don't have a daily meal and if they need to, they can just go and grab it. More up-to-date resources that are an interest to students.
- There are not sufficient funds for security in bathrooms where students use them as vaping spots. Add cameras or security or smoke alarms.
- Some type of software utilized to follow or keep up with Migrant students so that their test scores and other work that has been completed can be accounted for when they return to the classroom or move up a grade level.
- Allow Migrant students and families to have continued access to the school resources and remain enrolled while traveling, allow to attend online with a school

provided network connected. The disruption of their education when moving around for work and the truancy policies directly impact attrition and dropout rates.

- We must provide adequate staffing and support so that our migrant students can be successful. Smaller class sizes, support for English language learners must be provided.
- Concentrating on all schools equally, supporting and promoting their school be equal.
- Principal Quality is a struggle.
- Stipend to assist those teachers that have proven that they are highly qualified based on their TTESS scores and the end of the year 2022-2023. If principals have at least 10 or more teachers that have proven to be "highly qualified", then they should be able to receive a percentage of the funds as well.
- If GCCISD would like to maintain a staff of highly qualified teachers they should insure cost of living adjustments for staff and incentivize staff to further their professional development.
- Continue to provide resources to Fine Arts and Gifted and Talented programs, encourage longtime teachers to retire, and hire graduates from 4-year and Master's programs over acceleration programs.
- Reform the interview process to test for possible mental health and related abilities in the classroom in delivering, de-escalating, and disciplining.
- Classes are too disruptive for students to learn, and some teachers are disinterested in teaching—the students suffer from teachers not invested in them.
- Highly qualified teachers in every area are crucial for the academic growth of our students. This includes the area of the arts where assistants are necessary for effective instruction.
- Can we provide more field trips for the kids to learn hands-on in the environment of the topic they are learning. Currently, our school only does 2 field trips per year, and they are pushing it just because is it mandatory and we have who are students of low income.
- There needs to be a Parent informative session on what PTO is and the rules.
- Educate teachers and school administrators more on what Dyslexia is, ADHD, and 504. There seems to be a poor understanding of the difference between them and their interest in school.
- Part of the funds need to go to certain materials for accommodations for kids in special education and those in the 504 programs.
- Better educators mean better grades.
- Provide tutoring assistance for teachers acquiring certification.

Feedback information received regarding Perkins Federal Funds:

- Need programs of support student needs since a large percentage of Hispanic students do not continue with higher education for lack of many things such as: enthusiasm, motivation, personal belief, faith in personal success, etc.
- Support for students with academic differences such as hyperactivity, depression, etc. is needed.
- Any program and support to improve the progress of students that also supports a prosperous and successful future community.
- These funds should be allotted for a technology teacher on each campus from elementary through high school so that students will have the proper education on using technology on a daily/weekly basis.
- Fully fund existing programs.
- Certification fees should be shared with the families or reimbursed at 50% once passed.
- Identify students who will be more successful in these programs rather than forcing students who lack interest in developing this way into them.
- Support innovative thinking and fund research.
- Increase the curriculum to include more coding, data warehousing, excel formula, financial programs, etc.
- Great opportunity for students.

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.

Additional input responses regarding areas of growth to consider are:

- Being more purposeful in helping students make connections between high school life (academics as well as social) and real-world expectations.
- Students should be able to articulate for themselves why academics, compliance, and honing social skills are important for more successful futures post-secondarily.
- Helping the junior high schools and high schools to keep parental involvement levels similar to those of the elementary schools.
- The district should take a better look at the "welcoming" nature of the school environment. If students are commenting on forms that they do not feel welcome, they do not belong, they feel unprotected, etc., then perhaps we are pushing ideas and fanfare, but not following through with actions that are meaningful.
- We need to re-evaluate our CORE VALUES since they really aren't core values. They are goal and objective statements. If we really want to see a change in our perceived identity, we need to craft a set of core values that really align with the values of our community - equitable access to educational opportunities, kindness, respect, citizenship - core values like those that we can all embrace, teachers, staff, students, and parents/guardians alike.
- Listening to teachers, teacher retention, growing within the district.
- Schools need more bilingual staff to support parents.
- Due to the changing climate of having visitors and campus safety and security, the way parents/community members perception of what goes on in school has been impacted. There needs to be some way to educate parents/community members about daily school life or some way to let them be a part of it again.
- While people always want academic achievement to be higher, many of these people do not have all of the facts about the dynamics of each student, etc.
- Incorporate a parent notification and communication system that provides a better way of involving our parents, families, and community.

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 through 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.

Additional areas of strength that were shared are:

- Employees feel that their contributions are important to the success of the campus.
- Students feel cared for.
- The district and individual campuses try to make the school environment welcoming and a positive place to be for both students and adults.
- GCCISD is committed to serving the community by developing the whole child. We have a clear vision and mission statement.
- Different programs available to families and students
- Our community partnerships are very helpful and are an important part of our students' success.
- Our district offers so many opportunities to students.
- Between the campuses, academies, and extra-curricular activities we have, I believe that families appreciate the options that they have.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- STEM and/or STEAM 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
- Tobacco, alcohol, and other drug-use data
- 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
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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





Goals

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement a district calendar that will provide PLC days for all campuses which could include campus to campus PLCs, as well as vertical and horizontal meetings. Strategy's Expected Result/Impact: Calendar developed and Agendas/Minutes for conducted PLCs Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor the implementation of the structured reading support plan with training opportunities 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</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor the implementation of the dual language two-way program. Strategy's Expected Result/Impact: Promote long-term academic and language achievement in two languages with EB and Non-EB students. Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement research-based reading intervention for dyslexic students in special programs. Strategy's Expected Result/Impact: Increase student achievement by 10% Staff Responsible for Monitoring: Director - Intervention Programs	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Certification of Career Academies by the National Career Academy Coalition Increased Student Engagement Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
Strategy 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. Strategy's Expected Result/Impact: Increased student industry-based certifications and dual credit opportunities. Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

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

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide "Draft" Common Unit Assessments during district Professional Development meetings for teachers to provide input on Curriculum Unit Assessments (CUAs) for editing and alignment purposes.</p> <p>Strategy's Expected Result/Impact: Revised CUAs and Teacher input reviewed</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Continue to monitor the implementation of the PLC process and training to support student academic success.</p> <p>Strategy's Expected Result/Impact: Training provided and implementation documents of PLC meetings</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p> <p>Funding Sources: Training costs for campus and district staff - Coordination of Local, State, and Federal Funds - Title I Part A/Title II Funds - \$20,000</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Monitor the data review process through campus PLCs to identify and address students' needs on a continual basis.</p> <p>Strategy's Expected Result/Impact: Increase in State Assessment Scores and Increase in Student Progress</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: During PLCs, analyze data (i.e., EOC, STAAR, TELPAS) and discuss the analysis to determine high need areas to focus on with CUAs, CFAs and benchmarks to assess instruction .</p> <p>Strategy's Expected Result/Impact: Increase in State Assessment Scores for Identified High Need Areas including student progress</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Monitor Career Academy student progress through nine week checks.</p> <p>Strategy's Expected Result/Impact: Annual Data Report demonstrating Career Academy student progress</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide specialized "Back to School" training during "Giant Con" sessions for all staff members to support and increase success with classroom academic, behavior, and course completion .</p> <p>Strategy's Expected Result/Impact: Academy sessions conducted and Classroom Observations conducted</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Evaluate and revise the professional development plan in order to provide consistency among all GCCISD staff utilizing research-based strategies to increase student achievement in all core content areas.</p> <p>Strategy's Expected Result/Impact: PD Calendar Developed and Distributed, Publish in Daily News, Teacher Professional Development Cumulative Training Log, and Alignment of Goals</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p> <p>Funding Sources: ELAMSS Researched-based Training Costs - Coordination of Local, State, and Federal Funds - Title I/Title II, Part A - \$200,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide content and pedagogy training for teachers to provide instructional and curriculum support.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Walkthrough Data Analyzed and Decrease in students reading below grade level</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction</p> <p>Funding Sources: District Instructional Specialists - Coordination of Local, State, and Federal Funds - Title I, Part A/Title II, Part A Funds - \$200,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to provide instructional rounds coaching with staff to support classroom instruction which includes the established coaching expectations and monitoring system.</p> <p>Strategy's Expected Result/Impact: Instructional Rounds Completed and Analyzed</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide training through the PLC Conference to develop new campus leadership teams.</p> <p>Strategy's Expected Result/Impact: Campus planning conducted and Participants' Feedback Surveys reviewed</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p> <p>Funding Sources: Training costs for campus staff - Coordination of Local, State, and Federal Funds - Title I Part A/Title II Funds - \$20,000</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide training and campus support through quarterly "Principal Learning Time" sessions.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Results and Student Progress</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement the National Math and Science Institute (Year 3) Professional Development.</p> <p>Strategy's Expected Result/Impact: Increased Rigor in the Honors and AP classrooms</p> <p>Staff Responsible for Monitoring: Coordinator - Advanced Academics</p>	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Continue to provide sheltered instruction training and specialized support to increase academic gains for Emergent Bilingual learners.</p> <p>Strategy's Expected Result/Impact: Coaching/Feedback Forms for teachers by specialists completed and reviewed</p> <p>Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Supplemental Training for Identified Staff - Coordination of Local, State, and Federal Funds - Title III Funds - \$20,000</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide specialized training on Career Academy best practices for teachers to support integrated learning.</p> <p>Strategy's Expected Result/Impact: Integrated lesson plans implemented</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

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

Evaluation Data Sources: Graduation rates and endorsement selection

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase college, career, and military readiness activities and student participation by advertising at all campuses, the local paper, website, emails, flyers, and parent notification system.</p> <p>Strategy's Expected Result/Impact: College/Career Night Activities conducted and Parent Feedback reviewed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor college, career, and military development activities in all grade levels.</p> <p>Strategy's Expected Result/Impact: Walkthrough Data and Lesson Plans Analyzed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize campus college and career counselors to help students access resources for college, career, and military options.</p> <p>Strategy's Expected Result/Impact: Increase in use of available resources</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p> <p>Funding Sources: Salaries for CCMR Counselors/Specialist - Coordination of Local and State Funds - CCMR State Funds - \$400,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide students with a college, career, and military online program that will support them with organizing and implementing their tasks to prepare and attain post secondary plans following graduation.</p> <p>Strategy's Expected Result/Impact: Online Program Usage reports reviewed and analyzed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p> <p>Funding Sources: Software costs - Coordination of Local and State Funds - CCMR State Funds - \$100,000</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Train identified staff on the college, career, and military online program that will support students with organizing and implementing their tasks to prepare and attain post secondary plans following graduation.</p> <p>Strategy's Expected Result/Impact: Training Conducted and Reports Analyzed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement a training plan to support students with autism.</p> <p>Strategy's Expected Result/Impact: Program of Studies for identified special education students developed and implemented</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Increase the use of electronic portfolios for all CTE students.</p> <p>Strategy's Expected Result/Impact: Portfolios and post secondary plans completed.</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Educate students and parents on endorsements, Programs of Study, and GCCISD High School Options and monitor completion of coherent sequences.</p> <p>Strategy's Expected Result/Impact: Trainings Attended and Increase in students' graduating with an endorsement</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide events and activities for students to encourage enrollment in and completion of non-traditional Programs of Study.</p> <p>Strategy's Expected Result/Impact: Increase in Student Enrollment/Completion</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Initiate partnership with WJROTC branches by campus to strengthen CCMR outcomes.</p> <p>Strategy's Expected Result/Impact: Increase in Student Enrollment/Completion Increase in CCMR outcomes</p> <p>Staff Responsible for Monitoring: Coordinator - Advanced Academics</p>	Formative		
	Nov	Feb	June





Strategy 11 Details	Formative Reviews		
Strategy 11: Conduct a review in order to implement GT qualification criteria effectively in the district. Strategy's Expected Result/Impact: Criteria 100% Implemented Effectively Staff Responsible for Monitoring: Coordinator - Advanced Academics	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure every course/subject has a corresponding written curriculum document. Strategy's Expected Result/Impact: Curriculum Documents Revised, Assessment Samples Included, and Vertical Alignment TEKS Deconstruction Documents Completed Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Revise the District Scope and Sequence and evaluate data to drive rigorous instruction and professional development based on assessment reviews, staff feedback, and program evaluations with a focus on ELA curriculum. Strategy's Expected Result/Impact: Revised Curriculum Documents Completed, Plan of Action Completed, and P.D. Calendar Developed and Distributed Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to implement a continuous improvement model based on District data review processes within identified content and special program areas. Strategy's Expected Result/Impact: Campus Student Data Monitoring System Complete and Continuous Improvement Plan Reviewed, Revised, and Updated Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide ongoing support to teachers in identified content areas with focus on instructional improvement based on district data. Strategy's Expected Result/Impact: Campus Action Plan Meetings Completed, Calendar of Activities Developed and Completed, and Needs Assessments Conducted and Plans Developed Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure that all Curriculum & Pedagogy materials in all core content areas are provided for instructional support. Strategy's Expected Result/Impact: Classroom Observations Completed for Effective Implementation Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to implement a supplemental reading program to support instructional growth in Grades K-5. Strategy's Expected Result/Impact: Increase in Reading Rates Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Implement Framework for CTE Learning for CTE curricular expectations. Strategy's Expected Result/Impact: Increased performance of CTE students in defined areas Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

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

Evaluation Data Sources: State and federal accountability results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through collaboration of the Curriculum & Instruction, Bilingual Education, CTE, Intervention, and Special Education Departments, data reports will be generated and reviewed to develop plans and services to improve the delivery of instruction for all students that are at risk of failing.</p> <p>Strategy's Expected Result/Impact: Increased Student Success and Coordination of Services Established</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to implement the Grade level Texas Performance Standards Project Tasks.</p> <p>Strategy's Expected Result/Impact: GT Projects Showcase schedule</p> <p>Staff Responsible for Monitoring: Coordinator - Advanced Academics</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Plans reviewed, monitored, and adjusted</p> <p>Staff Responsible for Monitoring: Director - Intervention Programs</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide research-based interventions to those students who qualify with the criteria of Dyslexia.</p> <p>Strategy's Expected Result/Impact: Increase in students reading achievement.</p> <p>Staff Responsible for Monitoring: Director - Intervention Programs</p> <p>Funding Sources: Supplemental Services Costs (Services, materials, technology) - Coordination of Local and State Funds - Dyslexia Funding - \$400,000</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement a training plan to support the inclusion initiative for in-class support, co-teaching, and differentiated instructional strategies.</p> <p>Strategy's Expected Result/Impact: Staff Development Completed and Walkthrough Data Analyzed</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: PFS Action Plan in Place Before the First Day of School; Increased MEP student success</p> <p>Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Supplemental Support Costs (MEP staff) - Coordination of Local, State, and Federal Funds - Title I, Part C - \$15,000</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement Text to Speech program to support instruction for students with disabilities, including all other eligible students.</p> <p>Strategy's Expected Result/Impact: Increase in State Assessment Scores and Increase in Student Progress</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Continue to provide readiness opportunities for students to participate in ASVAB, PSAT, TSIA, ACT, SAT, and other college, career, and military activities.</p> <p>Strategy's Expected Result/Impact: Increase percentage in CCMR outcomes</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p> <p>Funding Sources: Costs for TSIA, PSAT, and SAT - Coordination of Local, State, and Federal Funds - CCMR Funds/Title IV Funds - \$60,000</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Continue to provide dual credit opportunities for students to increase college, career, and military readiness.</p> <p>Strategy's Expected Result/Impact: Increase CCMR outcomes.</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p> <p>Funding Sources: Dual Credit costs for tuition - Coordination of Local and State Funds - CCMR State Funds - \$750,000</p>	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Continue to implement and strengthen the OnRamps Program district-wide in cooperation with UT/OnRamps. Strategy's Expected Result/Impact: Increase percentage of OnRamps students attaining college credit Staff Responsible for Monitoring: Coordinator - Advanced Academics</p> <p>Funding Sources: Student Dual Enrollment - Coordination of Local, State, and Federal Funds - CCMR Funds - \$75,000, OnRamps Staff Training and Related Costs - Coordination of Local, State, and Federal Funds - Title IV Funds - \$30,000</p>	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Monitor dual credit enrollment, focused pathway scheduling, and related data elements in order to provide guidance to high schools on areas to improve. Strategy's Expected Result/Impact: Increase CCMR outcomes. Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Monitor all outcome-bonus data, analyze the data, and determine strategies that will be implemented by the campuses. Strategy's Expected Result/Impact: Increase CCMR outcomes. Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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





Evaluation Data Sources: State and federal accountability results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide accelerated instruction/high impact tutorials that provide focused, targeted instruction on the objectives not mastered. Strategy's Expected Result/Impact: Accelerated Instruction/Tutorials Conducted Increased Student Achievement Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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. Strategy's Expected Result/Impact: Increase in TELPAS Composite scores Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor the implemented strategies focused on the success of SPED students including customized modeling and coaching support pertinent to campus specific needs. Strategy's Expected Result/Impact: Growth in IEP goals and objectives and Increase in assessment scores Staff Responsible for Monitoring: Director - Special Education</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement a full day high quality PreK program for 4 year olds. Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year. Staff Responsible for Monitoring: Coordinator - Early Childhood Education and Outreach Initiatives</p> <p>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</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor the program design for pre-kindergarten programs for the elementary schools and the early learning academies. Strategy's Expected Result/Impact: Increase in student readiness for kindergarten. Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor the staffing, instructional support, and curriculum components for the elementary schools and the early learning academies. Strategy's Expected Result/Impact: Increase kindergarten readiness. Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p> <p>Funding Sources: Curriculum and Instruction Materials for pre-kindergarten - Coordination of Local and State Funds - Early Education Allotment Funds - \$500,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monitor implementation of the required HQ PreK components to improve student success. Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year. Staff Responsible for Monitoring: Coordinator - Early Childhood Education and Outreach Initiatives</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Review the pre-k and kindergarten state required assessment data in order to plan curriculum needs that will increase student success. Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year. Staff Responsible for Monitoring: Coordinator - Early Childhood Education and Outreach Initiatives</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide classroom educator training opportunities to the support staff in specialized classrooms. Strategy's Expected Result/Impact: Student growth in program identifiers Staff Responsible for Monitoring: Director - Special Education	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide campuses strategic support with monitoring student progress on all student accountability groups to improve student success in all areas.</p> <p>Strategy's Expected Result/Impact: Improved results for state and federal accountability.</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide district and campus-based training as well as ongoing coaching support to improve Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Improved CBA scores, Improved STAAR assessment scores, and Embedded Coaching Support</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide campuses with technology software access to support intervention and enrichment of Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: Improved academic success for at-risk students</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p> <p>Funding Sources: Costs for intervention support software programs - Coordination of Local and State Funds - SCE Funds - \$400,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monitor and provide support for campus accelerated instruction plans including state requirements for Core Subjects that occurs either before school, during the regular school day, after school, or on Saturdays for identified at risk students to improve their success.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Results, Programs created/monitored, and PD Aligned to Areas of Weakness</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p> <p>Funding Sources: Costs including accelerated instruction payroll, transportation, software programs, and materials - Coordination of Local and State Funds - SCE Funds - \$500,000</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Monitor the identification and implementation of support plans for identified homeless students. Strategy's Expected Result/Impact: Improved results for attendance, academic, and course completion Improvement in state and federal accountability Staff Responsible for Monitoring: Director - Student Services</p> <p>Funding Sources: Support Services costs (transportation, tutoring, materials, other) - Coordination of Local, State, and Federal Funds - TEHCY Funds/ARP Funds - \$100,000</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>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. 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</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Utilize Title III Instructional Specialists to provide supplemental instructional coaching to identified teachers to improve academic success for EB students at identified schools in grades 3-12. 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</p> <p>Funding Sources: Payroll costs for Bilingual/ESL Specialists - Coordination of Local, State, and Federal Funds - Title III Funds - \$160,000</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Continue to implement the Early Childhood Program, Bright Beginnings, with identified migrant students. Strategy's Expected Result/Impact: Lessons completed Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Supplemental Support (MEP staff, materials, travel costs) - Coordination of Local, State, and Federal Funds - Title I, Part C - \$15,000</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Conduct yearly review of all students high school graduation plans including endorsement selections and distinctions. Strategy's Expected Result/Impact: Personal Graduation Plans developed for all high school students Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Meetings Conducted</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: 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.</p> <p>Strategy's Expected Result/Impact: Meetings Conducted</p> <p>Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p>	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Course Completion Records Reviewed Failure Reports Reviewed and Action Plans Developed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Develop and implement a campus process with campus staff 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.</p> <p>Strategy's Expected Result/Impact: Increase in Graduation Rate and Re-enrollment of drop out students</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Monitor reports to identify any L98 students or other related categories that do not re-enroll in school and facilitate supports for acquiring the necessary credits for graduation.</p> <p>Strategy's Expected Result/Impact: Increase in Graduation Rate and Re-enrollment of drop out students</p> <p>Staff Responsible for Monitoring: Director - Student Services</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

Evaluation Data Sources: Attendance Reports





Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor campus initiatives implemented to improve attendance. Strategy's Expected Result/Impact: Increase in Attendance Rate and District Campus Campaign Staff Responsible for Monitoring: Area Executive Directors	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Increase in Attendance Rates and Decrease in Truancy Staff Responsible for Monitoring: Director - Federal Programs	Formative		
	Nov	Feb	June
Strategy 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. Strategy's Expected Result/Impact: Increase in Attendance Rates and Decrease in Truancy Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Review 360 data and other district data





Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor implementation of campus Student Support Teams to support student identified needs. Strategy's Expected Result/Impact: Increase student academic, attendance, and behavior performance Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training on district processes and procedures for MTSS. Strategy's Expected Result/Impact: Rti Overview and Handbook Developed and Implemented and Training Completed Staff Responsible for Monitoring: Director - Intervention Programs	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Teachers and Principals Understand Tier 1, 2, and 3 Levels of Intervention and Students are Receiving Quality Research Based Instruction Staff Responsible for Monitoring: Director - Intervention Programs	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Complete universal screeners for behavior at identified grade levels at selected campuses. Strategy's Expected Result/Impact: Improve Behavior Data Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor the implementation of the PBIS model. Strategy's Expected Result/Impact: Decrease in Serious Behavior Incidents Decrease in Bullying Incidents Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue to implement Review 360 to support behavior RTI; implement RTI student support team modules for online documentation, provide training, and monitor plan to support Review 360 deployment.</p> <p>Strategy's Expected Result/Impact: Decrease in RTI Referrals related to discipline</p> <p>Staff Responsible for Monitoring: Director - Student Services Director - Intervention Programs</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Facilitate a parent notification and communication process to improve awareness, involvement, and engagement that will support student academic, behavior, and safety needs.</p> <p>Strategy's Expected Result/Impact: Increase in Parent Involvement and Engagement Increase in Student attendance and academic performance Decrease in Safety incidents.</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p> <p>Funding Sources: Supplemental District and Parent Involvement Opportunities - Coordination of Local, State, and Federal Funds - Title I, Part A - \$70,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: Increase student participation in school activities.

Evaluation Data Sources: Eduthings





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to monitor opportunities through the feeder patterns to increase program awareness and participation in UIL, History Fair, Robotics, Career and Technical Student Organizations and Competitions, etc. 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</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor campus student participation in athletics in to order provide schools with options and opportunities to improve student participation. Strategy's Expected Result/Impact: Increase in student participation Staff Responsible for Monitoring: Director - Athletics</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor campus student participation in fine arts in to order provide schools with options and opportunities to improve student participation. Strategy's Expected Result/Impact: Increase in student participation Staff Responsible for Monitoring: Director - Fine Arts</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to conduct the UIL academic tournaments at the elementary and the junior school levels. Strategy's Expected Result/Impact: Increase in student participation Staff Responsible for Monitoring: Coordinator - Advanced Academics</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a district conflict resolution curriculum for identified students who engage in aggressive offenses. Strategy's Expected Result/Impact: Program Implemented and Decrease in Student Aggression Incidents Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish and train Crisis Response Teams for each feeder pattern. Strategy's Expected Result/Impact: Training Conducted Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide all district and campus staff as well as students training on bullying prevention and identification. Strategy's Expected Result/Impact: Reduction in Bullying Incidents Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide schools with the research-based implementation plan utilizing the GCCISD Bully Prevention program components for anti-bullying that includes who will teach it, when it will be taught, and what will be taught. Strategy's Expected Result/Impact: Program Implemented and Lessons Completed Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Continue Industry Safety Audits in Industrial Labs to ensure a safe working environment. Strategy's Expected Result/Impact: Industry Safety Reports continue incident -free industrial labs. Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Training Materials Reviewed and Training Developed for Implementation</p> <p>Staff Responsible for Monitoring: Director - Safe & Secure Schools</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement Standard Response Protocol, Gun Violence Prevention, and Sand Hook Promise/Texas School Safety Center Programs.</p> <p>Strategy's Expected Result/Impact: Increase awareness and readiness for all students, staff, and the community</p> <p>Staff Responsible for Monitoring: Director - Safe & Secure Schools</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement Texas School Safety Standards to address minimum school safety standards that will better ensure the safety of students and staff in our public schools.</p> <p>Strategy's Expected Result/Impact: All Instructional Facilities to be within compliance of the School Safety Standards in 19 TAC SS61.1031 by the end of the school year.</p> <p>Staff Responsible for Monitoring: Director - Safe & Secure Schools</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish District Protocols that are baseline expectations for building relationships with students, staff, and parents. Strategy's Expected Result/Impact: Protocols developed and Survey Results indicate improved relationships Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to complete the Behavior 101 Training that will support each campus with student management. Strategy's Expected Result/Impact: Training Completed and Decrease in discipline referrals Staff Responsible for Monitoring: Director - Student Services	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a quarterly review to review and develop a plan to address discipline issues including discipline data reviews. Strategy's Expected Result/Impact: Discipline Plan Implemented and Decrease in discipline incidents Staff Responsible for Monitoring: Director - Student Services	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor campus behavior reports and develop plans with campus administrators to include the support of RtI in order to improve student behavior campus wide. Strategy's Expected Result/Impact: Campus Plans Implemented and Discipline Data Improved Staff Responsible for Monitoring: Director - Student Services	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor campus intervention plans to reduce the number of In School Suspensions and Out of School Suspensions which in turn will increase classroom time and instruction. Strategy's Expected Result/Impact: Decrease in ISS/OSS Assignments Staff Responsible for Monitoring: Director - Student Services	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Decrease in student discipline referrals Staff Responsible for Monitoring: Director - Special Education Director - Intervention Programs	Formative		
	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. Strategy's Expected Result/Impact: Visible Security Officers at every campus and Decrease in Incident Reports Staff Responsible for Monitoring: Assistant Superintendent - Operations Services	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide training, guidance, and monitoring on effective implementation for PBIS strategies at each campus. Strategy's Expected Result/Impact: Decrease in Discipline Infractions Decrease Bullying incidents Staff Responsible for Monitoring: Director - SEL and Student Wellness	Formative		
	Nov	Feb	June
 No Progress  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. Strategy's Expected Result/Impact: Increase in highly effective staff recruitment results Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In accordance with DOI, monitor certification level of teachers and instructional paraprofessionals in order to provide highly effective staff. Strategy's Expected Result/Impact: Campus Rosters compiled, updated, and reviewed Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to routinely provide potential teacher candidates with information on local State Board for Educator Certification (SBEC) approved alternative certification programs. Strategy's Expected Result/Impact: Current SBEC ACP information distributed and Certifications attained Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Offer preparation session opportunities to staff for Bilingual Certification and/or ESL TEXES in order to increase the number of available certified teachers. Strategy's Expected Result/Impact: Increase in staff certified. Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Plan Developed and Positions Filled Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	Nov	Feb	June

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. Strategy's Expected Result/Impact: Positions filled Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	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. Strategy's Expected Result/Impact: Increase in participation and completion of program. Staff Responsible for Monitoring: Director - Career and Technical Education	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Recruit Masters degreed teachers to support dual credit classes on high school campuses. Strategy's Expected Result/Impact: Staff hired and Improved College, Career, and Military Readiness (CCMR) reports Staff Responsible for Monitoring: Assistant Superintendent - Human Resources	Formative		
	Nov	Feb	June
Strategy 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. Strategy's Expected Result/Impact: Identified staff meet the training requirements. Staff Responsible for Monitoring: Director - Intervention Programs	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide guidance to campus administrators in selecting long term substitutes that are appropriately certified. Strategy's Expected Result/Impact: Substitute Roster demonstrates 100% Highly Effective/Appropriate certifications Staff Responsible for Monitoring: Director - Human Resources	Formative		
	Nov	Feb	June
Strategy 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. Strategy's Expected Result/Impact: Increase Administrator Success with GCCISD Expectations/Guidelines Staff Responsible for Monitoring: Area Executive Directors	Formative		
	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Continue to provide the aspiring administrator academy to support and develop knowledge base of GCCISD expectations and guidelines.</p> <p>Strategy's Expected Result/Impact: Increase Administrator Success with GCCISD Expectations/Guidelines</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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


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


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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In accordance with DOI, continue to provide each campus principal with a list of teachers who failed to meet certification requirements on their campus.</p> <p>Strategy's Expected Result/Impact: Current Rosters Sent</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In collaboration with the CTE Director, provide guidance to campus principals on monitoring CTE faculty to meet the certification and additional training requirements for assigned courses.</p> <p>Strategy's Expected Result/Impact: Current Rosters Sent</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to provide routine reminder notices and related information including testing schedule and support activities to teachers detailing requirements and timelines for completion of certification to meet requirements.</p> <p>Strategy's Expected Result/Impact: Emails sent to New Hires, Checklist Reviewed, and Timelines Met</p> <p>Staff Responsible for Monitoring: Coordinator - Human Resources</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide certification test resource materials including techniques and strategies to support teachers who are not certified or have not passed the certification tests.</p> <p>Strategy's Expected Result/Impact: Required Reports Submitted, Emails sent to Teachers, and Certification Review Session Notifications sent</p> <p>Staff Responsible for Monitoring: Coordinator - Human Resources</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to support teachers that have not met highly effective status by offering and requiring attendance in researched based staff development.</p> <p>Strategy's Expected Result/Impact: Staff Development Records Up to Date and Staff Development Portfolios Reviewed</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Assistant Superintendent - Human Resources

 No Progress

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

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





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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor the district Parent and Family Engagement Policy that will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. This document will be distributed to parents and made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in parent and family participation</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor the campus-hosted parent engagement opportunities which would include academic training sessions for Math, Reading, Writing, Science, Social Studies and other educationally determined training sessions.</p> <p>Strategy's Expected Result/Impact: Compliance requirements met</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p> <p>Funding Sources: Costs for campus parent and family training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$60,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide focused parent, family, and community engagement sessions that support academic, behavior, and social/emotional success for our pre-school age students.</p> <p>Strategy's Expected Result/Impact: Increase in executive functions and overall instructional growth.</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p> <p>Funding Sources: Student, Parent, and Family Engagement Specialist cost - Coordination of Local, State, and Federal Funds - Title I, Part A - \$75,000, Supplemental Materials and Supplies for PAFE opportunities for Early Learning - Coordination of Local, State, and Federal Funds - Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 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 5 Details	Formative Reviews		
Strategy 5: 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 6 Details	Formative Reviews		
Strategy 6: Schools will conduct information sessions for parents at the high schools to discuss academic options, academic class rank, and graduation requirements. 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 7 Details	Formative Reviews		
Strategy 7: 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 8 Details	Formative Reviews		
Strategy 8: 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 9 Details	Formative Reviews		
<p>Strategy 9: Conduct the required Migrant Education PAC meetings.</p> <p>Strategy's Expected Result/Impact: Increase in parent awareness and participation.</p> <p>Staff Responsible for Monitoring: Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Supplemental Support (MEP Staff, materials, and related costs) - Coordination of Local, State, and Federal Funds - Title I, Part C - \$3,000</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Increase business and parent partnerships in order to enhance capstone activities, work-based learning opportunities, and internships for students.</p> <p>Strategy's Expected Result/Impact: Increase in Employer Partnerships</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Conduct dyslexia parent information meetings to discuss characteristics of dyslexia, provide parent strategies, and information on dyslexia screeners.</p> <p>Strategy's Expected Result/Impact: Increase in parent education regarding dyslexia</p> <p>Staff Responsible for Monitoring: Director - Intervention Programs</p>	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Conduct Behavior Intervention parent information meetings and provide information and feedback to parents on strategies and tips to help students struggling with behavior issues.</p> <p>Strategy's Expected Result/Impact: Increase in parent education regarding behavior intervention</p> <p>Staff Responsible for Monitoring: Director - Special Education Director - Intervention Programs</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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 students in grades K-12 with iPads as a 21st century technology tool that will be utilized in their classroom and at home. Strategy's Expected Result/Impact: Usage reports reviewed Staff Responsible for Monitoring: Director - Educational Technology	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the Educational Technology Specialists to co-teach with classroom teachers to implement technology in core curricular lessons. Strategy's Expected Result/Impact: Educational Technology Specialists Rotation Schedule Implemented Walkthrough and Data Reviewed Staff Responsible for Monitoring: Director - Educational Technology	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide all Core Content Classrooms with a standard set of technology items. (i.e., Promethean Board, OPS, document camera). Strategy's Expected Result/Impact: Purchased Systems and Utilization of Systems Staff Responsible for Monitoring: Chief Technology Officer	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide teachers with training on integrating technology resources into daily lessons (i.e., Promethean Boards and iPads). Strategy's Expected Result/Impact: Training Completed and Walkthrough Data Reviewed Staff Responsible for Monitoring: Director - Educational Technology	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Continue online registration for high school, junior school, and elementary students through the district online system. Strategy's Expected Result/Impact: All Student Registrations Completed Online Staff Responsible for Monitoring: Chief Technology Officer	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to routinely develop a repair/maintenance study for iPads, Promethean boards, and other instructional technology in order to provide repair/maintenance services Strategy's Expected Result/Impact: Maintain student proficiency level with technology Staff Responsible for Monitoring: Chief Technology Officer	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Implement the approved technology bond plan to promote student proficiency with technology. Strategy's Expected Result/Impact: Implementation complete Staff Responsible for Monitoring: Chief Technology Officer	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide a Safe and Secure Digital Environment for learning. Strategy's Expected Result/Impact: Maintain Trusted Learning Environment Seal Staff Responsible for Monitoring: Director - Cybersecurity	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	\$20,000.00
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 Staff Training and Related Costs	Title IV Funds	\$30,000.00
2	2	10	Student Dual Enrollment	CCMR Funds	\$75,000.00
3	1	5	Support Services costs (transportation, tutoring, materials, other)	TEHCY Funds/ARP Funds	\$100,000.00
3	1	7	Payroll costs for Bilingual/ESL Specialists	Title III Funds	\$160,000.00
3	1	8	Supplemental Support (MEP staff, materials, travel costs)	Title I, Part C	\$15,000.00
3	3	7	Supplemental District and Parent Involvement Opportunities	Title I, Part A	\$70,000.00
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	3	Supplemental Materials and Supplies for PAFE opportunities for Early Learning	Title I, Part A	\$10,000.00
6	1	3	Student, Parent, and Family Engagement Specialist cost	Title I, Part A	\$75,000.00
6	1	9	Supplemental Support (MEP Staff, materials, and related costs)	Title I, Part C	\$3,000.00
Sub-Total					\$1,196,000.00
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	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

Coordination of Local and State Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
3	1	4	Costs including accelerated instruction payroll, transportation, software programs, and materials	SCE Funds	\$500,000.00
Sub-Total					\$5,550,000.00