

# **Giddings Independent School District**

## **District Improvement Plan**

### **2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

**Giddings I.S.D. will prepare all students with the academic, leadership, and interpersonal knowledge and skills necessary for success in college, the military, or a career in the 21st Century.**

## Vision

Attainment of the academic, leadership, and interpersonal knowledge and skills necessary for success will be attained through:

A School Staff who is committed to,

- Continuously Improving
- Leading by Example
- Being Enthusiastic
- Holding Oneself and Others Accountable
- Being a Partner in the Education of All Students
- Being Supportive and Respecting Others
- Being Committed to Student Success
- Being Compassionate

Students who are committed to,

- Being Good Citizens
- Ensuring Their Own Educational Success
- Seeking Opportunities for Success
- Helping Others Reach Success
- Respecting Others
- Being Open Minded
- Seeking Support
- Showing Appreciation
- Being Self Disciplined

A Board, Parents, and Community who are committed to,

- Providing the Necessary Resources
- Providing Support to Students and Staff
- Showing Mutual Respect
- Being Active at School Activities
- Ensuring Open Lines of Communication
- Holding Their Own Students and the School Accountable

# Preparing Students for Success in the 21st Century

Students will gain the following Knowledge and Skills necessary for success.

## Academic Skills:

- Core Academic Knowledge
- Problem Solving
- Academic Communication
- Financial Literacy
- Technology Literacy
- Real-World Application
- Inquisitiveness
- Life-Long Learning

## Leadership and Interpersonal Skills:

- Decision Making
- Interpersonal Communication
- Commitment
- Work Ethic
- Self Discipline
- Motivation
- Team Work
- Time Management

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Giddings Independent School District is a mid-sized school with approximately 1900 students in grades Pre-K - Grade 12.

Our student population presently consists of:

- 66% Economically Disadvantaged
- 21% Limited English Proficient
- 37% At-Risk
- 10% Special Education
- 57% Hispanic
- 32% White
- 8% African American
- 3% Other Races/Ethnicity

### Demographics Strengths

After ten years of shifting demographics, Giddings ISD's demographics have remained relatively stable over the last four years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The District continues to strive to identify the programs and strategies necessary to meet the needs of LEP and Special Education Students. **Root Cause:** Students have deficiencies in language development and language acquisition that hinder their mastery of the academic curriculum.

# Student Learning

## Student Learning Summary

### 2018-2019 Student Performance (2019-2020 State Performance Data-Not Available)

Percentage of Students who reached the STAAR Masters Grade Level Standard by Subject:

- Reading - 14%
- Mathematics - 23%
- Science - 19%
- Social Studies - 46%
- Writing - 9%

Percent of Students who reached the STAAR Meets Grade Level Standard by Subject:

- Reading - 43%
- Mathematics - 46%
- Science - 50%
- Social Studies - 71%
- Writing - 28%

Percent of Students who reached the STAAR Approaches Grade Level Standard by Subject:

- Reading - 72%
- Mathematics - 81%
- Science - 81%
- Social Studies - 90%
- Writing - 63%

Percent of Students who reached the District's Grade Level Expectations in Early Elementary Reading Inventories:

- Pre-K - 70%
- Kindergarten - 91%
- First Grade - 74%
- Second Grade - 62%

## Student Learning Strengths

Student Academic Strengths:

- Students reaching the Approaches Grade-Level Standard in Mathematics, Science, and Social Studies
- Overall Performance in Social Studies

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Reading performance lags behind performance in Mathematics, Science, and Social Studies. **Root Cause:** Students have deficits in language development and foundation reading skills (listening skills, phonological awareness, vocabulary development) that create gaps in their reading performance. These gaps particularly impact the performance of Economically Disadvantaged, Special Education, and Limited English Proficiency Students.

**Problem Statement 2 (Prioritized):** Writing performance lags performance in Mathematics, Science, Social Studies, and Reading. **Root Cause:** Writing instruction is not consistently emphasized across the curriculum and across the grade levels.

**Problem Statement 3 (Prioritized):** Performance of Special Education Students lags behind other student groups. **Root Cause:** Students have learning disabilities that hinder their mastery of the academic curriculum.

**Problem Statement 4 (Prioritized):** Performance of Limited English Proficiency Students lags behind other student groups. **Root Cause:** Students have deficiencies in language acquisition that hinder their mastery of the academic curriculum.

# District Processes & Programs

## District Processes & Programs Summary

### **Giddings ISD utilizes the TEKS Resource System and TExGUIDEs as its adopted curriculum.**

The District uses multiple methods to assess students' mastery of the curriculum including Texas Primary Reading Inventory, Developmental Reading Assessment, District-wide Benchmark Assessments, and Fountas and Pinell Benchmark Assessments along with the state assessments (STAAR and TELPAS). The District utilizes Eduphoria to disaggregated data to make instructional adjustments and provide accelerated instruction.

### **Giddings ISD utilizes SMART Goals as its District-wide School Improvement Process.**

The District has established SMART Goals Leadership Committees at the district and campus levels. SMART Goals Committees meet regularly to establish goals, implement improvement strategies, and monitor progress. The District Leadership Committee reports progress to the Board of Trustees at least three times per year.

### **Giddings ISD has implemented a plan to recruit and hire the best person for every position. This is critical to the overall success of the District and its students.**

The recruitment and retention plan is focused on three goals:

- Recruit and hire highly qualified candidates
- Retain staff by creating a supportive work environment and quality professional development
- Offer salaries that are at or above the market value for districts of similar size in the area

## District Processes & Programs Strengths

The establishment of the District SMART Goals Committee has helped ensure the District has a strategic focus and is aligned in its strategies for improvement. Regular meetings and reports to the Board of Trustees have helped increase shared accountability for success.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** The District continues to strive to provide professional development for teachers in best practices for reading and writing instruction along with curriculum updates.



# Perceptions

## Perceptions Summary

Giddings ISD surveyed parents and the community to determine their perceptions related to the school climate at the:

- 75% of respondents agreed or strongly agreed that their child's school provided a quality learning environment.
- 74% of respondents agreed or strongly agreed that their child's campus was making steady progress toward high standards for learning.
- 78% of respondents agreed or strongly agreed that school safety is a priority in the district.
- Over 70% of respondents responded favorably to all areas of the survey (climate, academics, discipline, aesthetics).

## Perceptions Strengths

Over 70% of respondents responded favorably to all areas of considered (Academics, School Climate, Campus Discipline, Overall Environment).

# Priority Problem Statements

**Problem Statement 1:** Reading performance lags behind performance in Mathematics, Science, and Social Studies.

**Root Cause 1:** Students have deficits in language development and foundation reading skills (listening skills, phonological awareness, vocabulary development) that create gaps in their reading performance. These gaps particularly impact the performance of Economically Disadvantaged, Special Education, and Limited English Proficiency Students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Writing performance lags performance in Mathematics, Science, Social Studies, and Reading.

**Root Cause 2:** Writing instruction is not consistently emphasized across the curriculum and across the grade levels.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Performance of Limited English Proficiency Students lags behind other student groups.

**Root Cause 3:** Students have deficiencies in language acquisition that hinder their mastery of the academic curriculum.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Performance of Special Education Students lags behind other student groups.

**Root Cause 4:** Students have learning disabilities that hinder their mastery of the academic curriculum.

**Problem Statement 4 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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data

## 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

# Goals





Revised/Approved: November 9, 2020





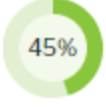





**Goal 1:** Establish policies and practices that will help raise achievement.

**Performance Objective 1:** Establish policies and practices that will help raise achievement in the core academic subjects (Reading/ELA, Mathematics, Science, Social Studies).

**Evaluation Data Sources:** SMART Goals Meeting Agenda and Minutes; Lesson Plans; PD Sign In Sheets

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the SMART Goals Process to address areas of need: Identify Greatest Areas of Need Based on Data; Research Best Practices to Address Areas of Need; Provide Professional Development; Best Practices Implemented; Analyze and Refocus</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by SMART Goals Meetings through agendas and meeting minutes.</p> <p>Impact will be measured by the student progress toward meeting the SMART Goal.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> C&amp;I Administrator, SMART Goals TEAMS, Teachers - General Fund, Does not specify - Title I, Part A</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 
<p><b>Strategy 2:</b> Provide professional development on best practices to improve Tier I instructional practices in all core content areas-Reading/ELA, Mathematics, Science, Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be assessed by sign in Sheets, agendas, and meeting minutes.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Professional Development - General Fund, Professional Development - Title I, Part A</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 





<p><b>Strategy 3:</b> Provide professional development on strategies to improve the achievement of under performing student groups- at Risk, Economically Disadvantaged, African American, Limited English Proficiency, Special Education, and Dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by Sign In Sheets, Agendas, and Meeting Minutes.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> ESC Region 13 staff, Consultants, and Teachers - General Fund, ESC Region 13 staff, Consultants, and Teachers - Title I, Part A</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 4:</b> Provide professional development on balanced literacy strategies and guided reading strategies to improve the achievement of students in PK-5 Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by sign in sheets, agendas, and meeting minutes.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> ESC Region 13 staff, Consultants, Teachers - General Fund, ESC Region 13 staff, Consultants, Teachers - Title I, Part A</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Implement best practices for instruction in the core academic subjects (Reading/ELA, Mathematics, Science, Social Studies).</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by Lesson Plans, Classroom Observations, and Walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Professional Development - Title I, Part A, Supplies - General Fund, Supplies - Instructional Materials Allotment</p>	<b>Reviews</b>			
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



**Goal 1:** Establish policies and practices that will help raise achievement.

**Performance Objective 2:** Provide professional development on strategies to improve the achievement of under performing student groups- At Risk, Economically Disadvantaged, African American, Limited English Proficiency, Special Education, and Dyslexia.

**Evaluation Data Sources:** Eduphoria Data; PD Sign In Sheets; Agendas; Minutes

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Utilize state and district assessment results to identify students in need of acceleration, including STAAR, CIRCLE, TX-KEA, mCLASS, TMSFA, TELPAS, common assessments, interim assessments, and benchmark assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Unit Assessments</li> <li>- Benchmark Assessments</li> <li>- Progress Reports</li> <li>- Report Cards</li> <li>- Accelerated Schedule</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> SMART Goals Teams, District Testing Coordinator, Campus Testing Coordinators, Teachers - General Fund</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p><b>Strategy 2:</b> Provide teachers with opportunities to attend professional development aligned with campus and district greatest areas of need to support curriculum development in the content areas (Reading/ELA, Mathematics, Science, Social Studies), gifted and talented instruction, bilingual/ESL instruction, special education instruction, dyslexia instruction, migrant student academic support, highly qualified needs, and early intervention strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Professional Development Records</li> <li>- Lesson Plans</li> <li>- Walk Through Observations</li> <li>- Student Achievement</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> SMART Goals Teams, Region 13 Instructional Coaches - General Fund, SMART Goals Teams, Region 13 Instructional Coaches - Title I, Part A, SMART Goals Teams, Region 13 Instructional Coaches - Title II, Part A, SMART Goals Teams, Region 13 Instructional Coaches - Title III, Part A</p>	Reviews			
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<b>Strategy 3: Disaggregate data and use results to drive instruction</b> <b>Strategy's Expected Result/Impact:</b> Impact will be measured by: - Campus Plans that reflect student data - Lesson Plans <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals <b>Results Driven Accountability</b> <b>Funding Sources:</b> Curriculum and Instruction Administrator, SMART Goals Teams, Eduphoria - General Fund	<b>Reviews</b>			
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<b>Strategy 4: Work in a collaborative (Giddings ISD and Headstart) to collect data, disaggregate data and use results of student achievement and research based strategies in PK to increase student success.</b> <b>Strategy's Expected Result/Impact:</b> Impact will be measured by: - Reading Scores - Implementation Data <b>Staff Responsible for Monitoring:</b> Assistant Superintendent Elementary Campus Principal <b>Funding Sources:</b> Headstart Director - General Fund	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Establish policies and practices that will help raise achievement.







**Performance Objective 3:** Assist students with transitions including increasing the percentage of students who are college, career, and military ready.









**Evaluation Data Sources:** PD Sign In Sheets, Minutes, and Agendas; Meeting Sign In Sheets, Minutes, and Agendas; Blinn College Partnership Agreement; Student Participation in Activities

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide opportunities for joint staff meetings for vertical alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Documented meetings and products</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teachers - Title I, Part A</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Provide supplemental academic intervention to students who did not meet state standard or ESSA standard on state assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Records from Intervention</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Counselors, Teachers - General Fund</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Provide PK to all qualifying students</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Logs</li> <li>- Enrollment Data</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Elementary Campus Principal</p> <p><b>Funding Sources:</b> Teachers, HeadStart - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Feb</b>	<b>Apr</b>	<p><b>June</b></p> 



<p><b>Strategy 4:</b> Provide team to address a smooth transition :  Head Start to PK;  Elementary to Intermediate;  Intermediate to Middle School;  Middle School to High School.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Logs</li> <li>- Transitional Meetings</li> <li>- Joint Staff Development</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Elementary Campus Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teachers, Head Start Director, Elementary Counselor - General Fund</p>	Reviews			
	Formative			Summative
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<p><b>Strategy 5:</b> Provide transition activities for graduates to post-graduate schooling- PK-16 initiative</p> <ul style="list-style-type: none"> <li>-SAT and PSAT preparation</li> <li>-Dual Credit Courses</li> <li>-AP courses</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Parent Information Meetings</li> <li>- FAFSA Completion</li> <li>- Scholarship Information</li> <li>- Blinn College Partnership</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Teachers, Counselors, Blinn College, Dual Credit Courses, Advanced Placement Courses - General Fund</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p><b>Strategy 6:</b> Provide early motivation to support college and career readiness including:</p> <ul style="list-style-type: none"> <li>- Four Year Universities</li> <li>- Two Year Colleges</li> <li>- Technical Colleges</li> <li>- Trade Schools</li> <li>- Certification Programs</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Student Participation in Activities</li> <li>- Student Interaction with Colleges</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Counselors, College Awareness Days, College Day - General Fund</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				







<b>Strategy 7:</b> Provide early access to financial counseling for parents (FAFSA) and scholarship information <b>Strategy's Expected Result/Impact:</b> Impact will be measured by: - Agenda - Sign In Sheets <b>Staff Responsible for Monitoring:</b> Campus Principals <b>Funding Sources:</b> Teachers, Counselors, FASFA Counselors - General Fund	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 
<b>Strategy 8:</b> Provide support for the attainment of College, Career, and Military Readiness by offering courses to attain college credit (dual credit and Advanced Placement), multiple career pathways, and industry certifications. <b>Strategy's Expected Result/Impact:</b> Impact will be measured by: -Master Schedule of course offerings -Student participation rates -Industry certifications offered and attained <b>Staff Responsible for Monitoring:</b> Assistant Superintendent Principals <b>Title I Schoolwide Elements: 2.5 - Results Driven Accountability</b> <b>Funding Sources:</b> Supplies and Equipment - Carl Perkins, Contracted Services and Supplies - Title I, Part A	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 
 No Progress  Accomplished  Continue/Modify  Discontinue				











**Goal 1:** Establish policies and practices that will help raise achievement.

**Performance Objective 4:** Teachers and students will use technology as an instructional tool for including to enhance lesson delivery, for remote instruction, to provide acceleration programs, and to demonstrate skill and competency.

**Evaluation Data Sources:** PD Sign In Sheets; Student-generated products; Classroom Observations and Walkthroughs; Technology Plan

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide professional development to teachers in integrating technology into instruction and best practices for remote instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Documented Meeting Times</li> <li>- Instructional Technology</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Campus Based Technologies, Teachers - General Fund, Campus Based Technologies, Teachers - Carl Perkins, Campus Based Technologies, Teachers - Title I, Part A, Campus Based Technologies, Teachers - Instructional Materials Allotment</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Utilize technology devices and software programs for student acceleration and enrichment including assessment practices and benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Student generated products</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals Technology Department Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Technology Devices, Hardware, and Software (IXL, Edgenuity, - General Fund, Technology Committee, Campus Based Technologists - Instructional Materials Allotment, Technology Committee, Campus Based Technologists - Title I, Part A, Technology Devices, Hardware, and Software (ICL, Edgenuity, - Title III, Part A</p>	<b>Reviews</b>			
<p><b>Strategy 3:</b> Integrate technology TEKS into core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Classroom Observations</li> <li>- Curriculum Documents</li> <li>- Student Products</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Technology Committee, Campus Based Technologists, Teachers - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Feb</b>	<b>Apr</b>	<p><b>June</b></p> 
	<p><b>Nov</b></p> 	<b>Feb</b>	<b>Apr</b>	<p><b>June</b></p> 
	<p><b>Nov</b></p> 	<b>Feb</b>	<b>Apr</b>	<p><b>June</b></p> 







<p><b>Strategy 4:</b> Provide students and staff with access to technology to improve student achievement and prepare students for opportunities after graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by: - Implementation of technology devices and equipment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Maintenance and Operations Campus Principals</p> <p><b>Funding Sources:</b> Technology Devices and Equipment, including student devices (Chromebooks, tablets, calculators, etc.), interactive displays, projectors, document cameras. - Title I, Part A, Technology Devices and Equipment, including student devices (Chromebooks, tablets, calculators, etc.), interactive displays, projectors, document cameras. - General Fund, Technology Devices and Equipment, including student devices (Chromebooks, tablets, calculators, etc.), interactive displays, projectors, document cameras. - Instructional Materials Allotment, Technology Devices and Equipment, including student devices (Chromebooks, tablets, calculators, etc.), interactive displays, projectors, document cameras. - Carl Perkins, Technology Devices and Equipment, including student devices (Chromebooks, tablets, calculators, etc.), interactive displays, projectors, document cameras. - Title III, Part A</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 
<p><b>Strategy 5:</b> Provide students with access to the internet from home to decrease the digital divide, provide access to information, and increase access to lessons digitally.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by: -deployment of wifi hotspots</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Maintenance and Operations Technology Staff</p> <p><b>Funding Sources:</b> Mifi Hotspots and Data Plans - Title I, Part A, Mifi Hotspots and Data Plans - Title III, Part A</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>Apr</b> 	<b>June</b> 
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 2:** Provide instruction by certified and qualified teachers; Recruit, train, and retain a certified staff.

**Performance Objective 1:** Provide professional development that targets curricular and campus concerns.

**Evaluation Data Sources:** PD Sign In Sheets; Classroom Observation and Walkthroughs; Professional Development Records

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide mentors for new teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Observations and Walkthroughs</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Mentor Teachers - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 
<p><b>Strategy 2:</b> Implement sustained professional development plan based on Needs Assessment with embedded staff developing, including:</p> <ul style="list-style-type: none"> <li>- Best practices in instruction</li> <li>- Implementation of the curriculum</li> <li>- Reading and Writing across the curriculum</li> <li>- Student Engagement</li> <li>- Problem Solving</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Staff Development Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Funding Sources:</b> Teachers, C&amp;I Administrator, SMART Goals Teams, ESC Region XIII Staff, Consultants - General Fund, Teachers, C&amp;I Administrator, SMART Goals Teams, ESC Region XIII Staff, Consultants - Title I, Part A, Teachers, C&amp;I Administrator, SMART Goals Teams, ESC Region XIII Staff, Consultants - Title II, Part A, Teachers, C&amp;I Administrator, SMART Goals Teams, ESC Region XIII Staff, Consultants - Title III, Part A</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 
<p><b>Strategy 3:</b> Provide professional development for teachers of dyslexic students, including neurological impact of dyslexia and appropriate assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Staff Development Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Funding Sources:</b> Teachers, ESC Region XIII Staff - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 









<b>Strategy 4:</b> Provide training and support for teachers of supplemental instruction for at-risk students. <b>Strategy's Expected Result/Impact:</b> Impact will be measured by: - Classroom Observation - Professional development Records <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals <b>Funding Sources:</b> - Title I, Part A	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	











**Goal 2:** Provide instruction by certified and qualified teachers; Recruit, train, and retain a certified staff.

**Performance Objective 2:** Recruit, develop, and retain highly qualified staff including teachers, campus administration, campus support staff, and highly qualified paraprofessionals.

**Evaluation Data Sources:** Salary schedule; Applications from job fairs; Posting; Employee Retention in critical shortage areas; Hiring Records; Review of Staff Credentials

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Offer salaries that are competitive with the District's hiring market.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Salary Schedules</li> <li>- TASB Salary Survey</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of HR Campus Principals</p> <p><b>Funding Sources:</b> - General Fund, - State Compensatory Funds, - Title I, Part A, - Title II, Part A, - Title III, Part A</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Attend job fairs with greatest hiring potential for hiring (ESC XIII, Texas A&amp;M University, University of Texas, Sam Houston State University, Texas State University, Central Texas ASPA).</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Application from job fairs</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Campus Principals</p> <p><b>Funding Sources:</b> - Title II, Part A</p>	<b>Reviews</b>			
<p><b>Strategy 3:</b> Post district vacancies on the district website, TASA website, other association websites (THSCA, TMEA, VATAT).</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Posting</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> HR Personnel, TASA, District Website - General Fund</p>	<b>Reviews</b>			
<p><b>Strategy 4:</b> Post critical non-teaching positions in area newspapers and with Texas Workforce Commission.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Posting</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> HR Personnel, TASB - Title II, Part A</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
	Nov 	Feb	Apr	June 
	Nov 	Feb	Apr	June 
	Nov 	Feb	Apr	June 

<p><b>Strategy 5:</b> Provide incentives to recruit and retain teachers in critical shortage areas (Mathematics, Science, Special Education, Bilingual Education), including stipends.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Employee retention in critical shortage areas</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Campus Principals</p> <p><b>Funding Sources:</b> - Title II, Part A, - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 6:</b> Ensure that paraprofessional staff meets the ESSA standards of "highly qualified."</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Hiring Records</li> <li>- Review of Staff Credentials</li> <li>- Paraprofessional Training Certificates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> HR Personnel - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 7:</b> Maintain student teacher, internships and ACP placement arrangements with Texas A&amp;M University, Texas State University, Concordia University, Western Governor's University, Educators of Excellence, Texas Teachers ACP, ESC XIII ACP, and Texas ACP.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Continued placement of interns with Texas A&amp;M University, Texas State University, Concordia University, Western Governor's University, Educators of Excellence ACP, Texas Teachers ACP, ESC XIII ACP, and Texas ACP.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Funding Sources:</b> Teachers - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
 No Progress  Accomplished  Continue/Modify  Discontinue				














**Goal 3:** Provide safe and orderly climate, conducive to learning. Teach and learn in a caring, positive, nurturing, and safe environment.













**Performance Objective 1:** Promote safe and orderly campus through the reduction of discipline incidents.

**Evaluation Data Sources:** Discipline referral report; Crisis Plan Updates; Staff Development Agendas; Crisis Drills; Program Agendas; Referrals to area agencies; Staff Development Records; Completed Audit; Information disseminated through Parent/Student Handbooks, Employee Handbooks, District Website, Staff Development Agendas, and Campus Bulletin Boards

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide consistent discipline from campus to campus:</p> <ul style="list-style-type: none"> <li>- Determine behaviors that warrant disciplinary placements;</li> <li>- Implement consistent procedures for assignment and release;</li> <li>- Develop and maintaining consistent enforcement of the student code of conduct;</li> <li>- Improve communications with parents regarding student behavior</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Discipline referral reports</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Assistant Principals, Teachers, Support Staff, Student Code of Conduct, Classroom Management Plans - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 2:</b> Periodically review the School Emergency Operations Plan (crisis plan) and update when necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- EOP Updates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Maintenance and Operations Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Support Staff, Local Law Enforcement, Giddings Fire Department - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 3:</b> Provide staff development on the School Emergency Operations Plan (Crisis Plan) including regular drills coordinated with local law enforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Staff Development</li> <li>- Agendas</li> <li>- Crisis Drills</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Support Staff - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 

<p><b>Strategy 4:</b> Update district guidelines when working jointly with outside agencies (Violations of the Law and Emergency Operations).</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Crisis Plan Updates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Maintenance and Operations Campus Principals</p> <p><b>Funding Sources:</b> Giddings Police Department, Lee County Sheriff Department, Giddings Fire Department, Lee County EMS - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 5:</b> Implement program for Preventive Discipline- Discipline Management Plan that includes:</p> <ul style="list-style-type: none"> <li>- Proactive policies and guidelines toward bullying [Policy FFI(Local)], dating violence [Policy FFH(Local)], unwanted physical or verbal aggression, and sexual harassment on school grounds, and in school vehicles;</li> <li>- Classroom Management Techniques including TBSI (Texas Behavior Support Initiative);</li> <li>- Character Education;</li> <li>- Title IX Training and Awareness</li> <li>- Strategies to prevent violent incidents</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Discipline referral reports</li> <li>- Program Agendas</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Special Education Coordinator</p> <p><b>Funding Sources:</b> Assistant Principals, Counselors, Teachers, Law Enforcement, Violence Prevention Programs - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June
<p><b>Strategy 6:</b> Develop a violence prevention program that includes:</p> <ul style="list-style-type: none"> <li>- Social Emotional Learning</li> <li>- Improved Student/Adult Communication</li> <li>- Dating Violence Prevention</li> <li>- Follow-up on threats</li> <li>- Staff development on recognizing potential violent behavior</li> <li>- Coordination with area agencies to provide student assistance</li> <li>- Counseling and interventions</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Discipline referral reports</li> <li>- Referrals to area agencies</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Assistant Principals, SPED Coordinator, Counselors, Teachers, Law Enforcement, Mental Health Services - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 

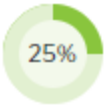







<p><b>Strategy 7:</b> Train staff on suicide prevention measures from the list of recommended best practice-based programs that is provided by the TDSHS</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Staff Development Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Campus Counselors, Teachers - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 8:</b> Maintain an up to date school safety and security audit</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Completed Audit</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Maintenance and Operations Campus Principals</p> <p><b>Funding Sources:</b> Assistant Principals - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 9:</b> Implement policy [Policy FFG(Legal) and (Local)] addressing abuse and neglect of children including sexual abuse that includes:</p> <ul style="list-style-type: none"> <li>- Methods for increasing staff [Policy DMA (Legal)], student, and parent awareness of issues regarding sexual abuse of children including warning signs indicating that a child may be a victim of sexual abuse;</li> <li>- Actions that a child who is a victim of sexual abuse should take to obtain assistance and intervention; and</li> <li>- Available counseling options for students affected by sexual abuse</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Information disseminated through Parent/Student Handbooks, Employee Handbooks, District Website, Staff Development Agendas, and Campus Bulletin Boards</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Counselors, Nurses, ESC XIII Training Modules - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 10:</b> Implement policy [Policy FFI (Legal) and (Local)] addressing freedom from bullying including:</p> <ul style="list-style-type: none"> <li>- Bullying on property, bullying in school transportation, and Cyberbullying</li> <li>- Investigation and notice of bullying incidents</li> <li>- Bullying prevention and mediation</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Information disseminated through Parent/Student Handbooks, Employee Handbooks, District Website</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Counselors, Nurses, ESC XIII Training Modules - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 3:** Provide safe and orderly climate, conducive to learning. Teach and learn in a caring, positive, nurturing, and safe environment.

**Performance Objective 2:** Promote drug-free environment and healthy environment

**Evaluation Data Sources:** Schedule of Drug Dog Visits; Program Agendas; Counselor Records; Policies Adopted; Health Screenings; Discipline Records; Counseling Reports; SHAC Meeting Sign In Sheets, Minutes, and Agendas; SHAC Report to the Board; Fitnessgram Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide consistent communication and implementation of the Student Code of Conduct, related to drug and alcohol offenses.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Discipline referral reports</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Principals</p> <p><b>Funding Sources:</b> Counselors, Nurses, Local Law Enforcement - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 2:</b> Maintain the use of drug dogs</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Schedule of Drug Dog Visits</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 3:</b> Promote drug prevention awareness through awareness activities, guidance and counseling support and classroom activities</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Program Agendas</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Assistant Principals, Counselors, Nurse, Teachers, Law Enforcement - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 4:</b> Monitor and provide periodic counseling for students who have had problems with drugs or have been identified as having potential problems</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Counselor Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Counselors, Outside Agencies - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 

<p><b>Strategy 5:</b> Implement district wellness policies [FFA policies, EHA policies] and revise as needed including physical education and healthy eating and nutritional guidance</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Policies Adopted</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Director of Child Nutrition Campus Principals</p> <p><b>Funding Sources:</b> School Health Advisory Committee (SHAC) - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 6:</b> Provide a comprehensive school health program to include:</p> <ul style="list-style-type: none"> <li>- Physical Education</li> <li>- Health Education</li> <li>- Nutrition Services</li> <li>- Health Services</li> <li>- Health and Safe School Environment</li> <li>- Counseling and Mental Health Services</li> <li>- Staff Wellness</li> <li>- Parent and Community Involvement</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Master Schedule</li> <li>- Health Screenings</li> <li>- Discipline Records</li> <li>- Counseling Records</li> <li>- SHAC Newsletter</li> <li>- Parent Meeting Sign Ins</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Director of Child Nutrition Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Nurses, SHAC, Food Service Staff - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 7:</b> Promote healthy nutrition habits by implementing local nutrition/wellness guidelines</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Recommendation for Local policy by SHAC</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Director of Child Nutrition Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Nurses, SHAC, Food Service Staff - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 



**Strategy 8:** Meet the guidelines for student participation in the required fitness assessment and meet guidelines for reporting student results to TEA and parents

**Strategy's Expected Result/Impact:** Impact will be measured by:


- Fitnessgram results


**Staff Responsible for Monitoring:** Campus Principals

**Funding Sources:** Teachers, Nurses, Fitnessgram - General Fund

Reviews			
Formative			Summative
Nov	Feb	Apr	June
 0%			

 No Progress

 Accomplished

 Continue/Modify









 Discontinue







**Goal 3:** Provide safe and orderly climate, conducive to learning. Teach and learn in a caring, positive, nurturing, and safe environment.

**Performance Objective 3:** Promote student attendance

**Evaluation Data Sources:** Attendance rates; Attendance rates of pregnant and parenting students

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide incentives for attendance</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Rates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 2:</b> Monitor absenteeism and contact parents</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Rates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Attendance Officer</p> <p><b>Funding Sources:</b> PEIMS Personnel - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 3:</b> Respond to excessive absenteeism promptly</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Rates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Attendance Officer</p> <p><b>Funding Sources:</b> Justice of the Peace - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<p><b>Strategy 4:</b> Monitor and counsel students in danger of "dropping out" through grades, classroom progress, discipline, and absences</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Rates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Attendance Officer</p> <p><b>Funding Sources:</b> Counselors, Teachers - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 

<b>Strategy 5:</b> Implement strategies to keep pregnant students and students who are parents in school <b>Strategy's Expected Result/Impact:</b> Impact will be measured by: - Attendance Rates of pregnant and parent students <b>Staff Responsible for Monitoring:</b> Campus Principals <b>Funding Sources:</b> Counselors - General Fund	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	















**Goal 4:** Support student achievement through home, community, and school communication. Strengthening partnerships and collaboration with parents, families, and the community.

**Performance Objective 1:** Increase parental involvement

**Evaluation Data Sources:** Volunteer Logs; Migrant visitation log; School Calendar; Conference log; Community Attendance Records; Special Program; Attendance Documents; Presentation Attendance Records; Parent and Student Meetings- Schedules and Attendance Sheets and agendas

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Involve parents and community members as partner in schools through programs including but not limited to:</p> <ul style="list-style-type: none"> <li>- District and Campus Improvement Committees</li> <li>- Parent/Teacher Conferences</li> <li>- School, Community, and Family Partnerships</li> <li>- Counselor/Parent/Student Meetings</li> <li>- School Health Advisory Committee</li> <li>- Migrant Services</li> <li>- School-Parent Compacts</li> <li>- Open House Activities</li> <li>- Academic Fairs</li> <li>- College Opportunity Events</li> <li>- PTO and Booster Clubs</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Volunteer Logs</li> <li>- Migrant Visitation Logs</li> <li>- School Calendar</li> <li>- Conference Log</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Superintendent Campus Principals</p> <p><b>Funding Sources:</b> Community and Business Partners - Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p><b>Strategy 2:</b> Secure parent representation in migrant meetings, special program committees (Title programs I-V), district and campus site-based committees, technology committee, school health advisory committee</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Community Attendance Records</li> <li>- Special Program</li> <li>- Attendance Documents</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Funding Sources:</b> ESC XIII Staff - Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				





<p><b>Strategy 3:</b> Provide presentations to parents including:</p> <ul style="list-style-type: none"> <li>- Title I;</li> <li>- Gifted and Talented</li> <li>- Bilingual/ESL</li> <li>- Migrant</li> <li>- Early Reading</li> <li>- Career Planning</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Presentation Attendance Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> C&amp;I Staff - Title I, Part A, C&amp;I Staff - CTE Allotment, C&amp;I Staff - Gifted and Talented Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 
<p><b>Strategy 4:</b> Provide parents and students information about higher education opportunities:</p> <ul style="list-style-type: none"> <li>- The need for students to make informed curriculum choices to be prepared for success beyond high school;</li> <li>- Sources for higher education admissions and financial aid;</li> <li>- Admission and financial aid;</li> <li>- Texas Grant Program</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Parent and Student Meetings- Schedules and Attendance Sheets with Agendas</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals School Counselors</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>Apr</b>	<b>June</b> 
 No Progress  Accomplished  Continue/Modify  Discontinue				











**Goal 4:** Support student achievement through home, community, and school communication. Strengthening partnerships and collaboration with parents, families, and the community.

**Performance Objective 2:** Improve communication with parents and the community

**Evaluation Data Sources:** Communication Records; Participation of Spanish speaking parents; Progress Reports; Report Cards; Handbooks; Code of Conduct; Training Session; Volunteer Logs; Sign In Sheets; School Calendar

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Use multiple methods to provide important communication about school activities and events, including:</p> <ul style="list-style-type: none"> <li>- Newspaper advertisements and articles</li> <li>- Website news and announcements</li> <li>- Social Media</li> <li>- Phone Calls and automated phone calls</li> <li>- Newsletters</li> <li>- Letters and Memos</li> <li>- Emails</li> <li>- Parent Conferences</li> <li>- Meetings</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Communication Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Chief Financial Officer Campus Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Teachers, Translators - General Fund, Teachers, Translators - Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p><b>Strategy 2:</b> Provide translators during school events and activities</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Participation of Spanish speaking parents</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> - General Fund, - Title I, Part A</p>				
Reviews				
Formative			Summative	
Nov	Feb	Apr	June	
				

<b>Strategy 3: Provide campus communication in Spanish and English</b> <b>Strategy's Expected Result/Impact:</b> Impact will be measured by: - Progress Reports - Report Cards - Handbooks - Student Code of Conduct <b>Staff Responsible for Monitoring:</b> Campus Principal <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> Translators - Title I, Part A	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<b>Strategy 4: Encourage volunteer program on every campus</b> <b>Strategy's Expected Result/Impact:</b> Impact will be measured by: - Training Session - Volunteer Logs - Sign In Sheets <b>Staff Responsible for Monitoring:</b> Campus Principals School Teachers <b>Title I Schoolwide Elements:</b> 3.1 <b>Funding Sources:</b> Volunteers/Parents, Teachers - Title I, Part A, Volunteers/Parents, Teachers - General Fund	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
<b>Strategy 5: Strengthen School-To-Work Initiative</b> - College and Career Day - Job Shadowing <b>Strategy's Expected Result/Impact:</b> Impact to be measured by: - School Calendar <b>Staff Responsible for Monitoring:</b> Campus Principals <b>Funding Sources:</b> C&I Staff - CTE Allotment, C&I Staff - Carl Perkins	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	Apr	June 
 No Progress  Accomplished  Continue/Modify  Discontinue				

## District Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Ashton Booth	Director of Special Education
Administrator	Lee Shane Holman	Assistant Superintendent
Parent	Lisa Lindner	GHS Parent
Parent	Brandi Lowe	GES Parent
Parent	Michelle Newman	GHS Parent
Parent	Lisa Sherrod	GES Parent
Business Representative	Jacob Jaeger	Shoppa's John Deere
Community Representative	Jack Allen	Lee County Sherriff's Department
Classroom Teacher	Carol Kieschnick	GHS Teacher
Classroom Teacher	Deanna Jaeger	GHS Teacher
Classroom Teacher	Ami Fromme	GHS Teacher
Classroom Teacher	John Booth	GHS Teacher
Classroom Teacher	Jazmin Alcantara	GES Teacher
Classroom Teacher	April Kuck	GES Teacher
Administrator	Alisa Niemeyer	GES Principal
Administrator	Chad Rood	GHS Principal
Administrator	Roger Dees	Superintendent
Parent	Alejandra Caldera	GMS Parent
Business Representative	Sandra Lopez	Lopez Auto Clinic
Business Representative	Nick Hinze	First National Bank
Parent	Caleb Booth	GES Parent
Administrator	Michael Mahoney	GIS Principal
Classroom Teacher	Eric Mott	GHS Teacher
Classroom Teacher	Saundra Morris	GHS Teacher
Classroom Teacher	April Allen	GIS Teacher
Classroom Teacher	Jena Cannell	GIS Teacher
Classroom Teacher	Stacy Abbott	GMS Teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Jennifer Placke	GHS Teacher