



**DISTRICT IMPROVEMENT PLAN
2018-2019**

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Giddings ISD - Preparing Students for Success in the 21st Century

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.

**Students will gain
the 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 & Interpersonal Skills:

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

**Attainment of
these skills will be
enabled by:**

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

GIDDINGS INDEPENDENT SCHOOL DISTRICT SITE BASED DECISION-MAKING COMMITTEE

Roger Dees-GISD Superintendent
Shane Holman-GISD Assistant Superintendent
Claudia Bautista-GES Teacher
Virginia Cantu-GES Teacher
Lisa Dickinson-GES Teacher
Monica Lira-GES Teacher
Alisha Nicks-GES Teacher
Laura Robertson-GES Teacher
April Wiechering-GES Teacher
Heather Perry-GES Nurse
Karen Hester-GES Counselor
Mitchell Pope-GES Assistant Principal
Alisa Niemeyer-GES Principal
Brooke Eckert-GIS Teacher
Collena Janzi-GIS Teacher
Luis Puente-GIS Teacher
Ashley Richardson-GIS Teacher
Lauren Ritter-GIS Teacher
Sarah Borowicz-GIS Principal
Stacy Abbott-GMS Teacher
John Conley-GMS Teacher

Cherie Oltmann-GMS Teacher
Charlotte Penn-GMS Principal
Mary Macias-GMS Paraprofessional
Greg Shelton-GMS Assistant Principal
Tracy Dees-GHS Teacher
Michael Wood-GHS Teacher
Jason Miller-GHS Teacher
Ami Fromme-GHS Teacher
Mikel Luna-GHS Teacher
Chad Rood-GHS Principal
John Dowell-Parent
Glenda Furry-Parent
Mike Furry-Business Representative
Brandi Lowe-Parent
Mark Jones-Business Representative
Sandra Lopez-Business Representative
Donna Orsag-Community Representative
Suzanne Peschke-Community Representative
Gary Pietsch-Parent
Mitch Pope-GES Assistant Principal
Cheynna Rimes-Parent
Angela Rodriguez-Parent

Giddings ISD Needs Assessment

A comprehensive needs assessment was conducted upon completion of the 2018-2019 school year. The comprehensive needs assessment addressed District student performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the District, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs (Title I-Component 1).

Data collected included:

- input from a variety of stakeholders: students, staff, teachers, parents, community members, and the Board of Trustees
- review of core analysis team data
- an analysis of the bilingual and ESL programs with student data and staffing patterns
- an analysis of the special education programs to meet student needs
- review of student achievement as measured by state assessment by subgroup (gender, ethnicity, LEP, SPED, Economic Disadvantaged, CTE, etc.)
- review of identified At-Risk students' academic success
- review of data from the PBMAS (Performance Based Monitoring Analysis System)
- review of district Career and Technology Education participation
- review of academic interventions and student success
- review of grant evaluation, monitoring, and compliance
- review of professional development attendance and implementation
- review of materials used during instruction, and instructional practices to support best practices
- interviews with campus administrators
- review survey completed by district employees, parents, and community members
- review of highly qualified status of paraprofessionals
- review of staff turnover rate
- review of ESSA equity data
- review of all federal and state programs

2017-2018 – Accountability Ratings:

State Accountability Rating	Overall Rating	Distinctions	Domain 1 Student Performance	Domain 2 Part A: Academic Growth	Domain 2 Part B: Relative Performance	Domain 3 Closing the Gaps
Giddings ISD	B (86)	x Postsecondary Readiness	B (80)	B (89)	B (84)	C (79)
Giddings High School	Met Standard (87)	<ul style="list-style-type: none"> ✓ Achievement in Mathematics ✓ Achievement in Science ✓ Achievement in ELAR ✓ Achievement in Social Studies ✓ Comparative Academic Growth ✓ Postsecondary Readiness ✓ Comparative Closing the Gap 	85	86	83	86
Giddings Middle School	Met Standard (84)	<ul style="list-style-type: none"> ✓ Achievement in Social Studies ✓ Comparative Academic Growth ✓ Postsecondary Readiness ✓ Comparative Closing the Gaps x Achievement in Mathematics x Achievement in Science x Achievement in ELAR 	77	83	85	80
Giddings Intermediate School	Met Standard (75)	<ul style="list-style-type: none"> x Achievement in Mathematics x Achievement in Science x Achievement in ELAR x Comparative Academic Growth x Postsecondary Readiness x Comparative Closing the Gaps 	65	79	69	67
Giddings Elementary School	Met Standard (60)	<ul style="list-style-type: none"> x Achievement in Mathematics x Achievement in ELAR x Postsecondary Readiness x Comparative Closing the Gaps 	60	NA	60	60

2017-2018 STAAR Performance

STAAR Performance	All Students	African American	Hispanic	White	Two or More Races	Econ. Dis	ELL	ELL (+ Former)	SPED	SPED (Former)	Cont. Enrolled	Non-Cont. Enrolled
All Assessments												
Approaches GL	74%	65%	71%	81%	74%	69%	55%	64%	46%	67%	74%	74%
Meets GL	44%	37%	38%	55%	51%	36%	19%	28%	20%	35%	43%	47%
Masters GL	18%	11%	14%	25%	25%	14%	4%	9%	4%	10%	17%	21%
Total Tests	3,094	244	1,819	935	76	2,185	604	829	362	48	2,402	692
ELA/Reading												
Approaches GL	71%	57%	67%	80%	68%	65%	48%	59%	40%	*	71%	71%
Meets GL	41%	34%	34%	54%	48%	33%	13%	24%	17%	*	39%	46%
Masters GL	14%	9%	10%	20%	19%	10%	3%	6%	4%	*	13%	15%
Total Tests	1,188	95	695	359	31	839	240	324	139	*	920	268
Mathematics												
Approaches GL	76%	67%	75%	80%	75%	72%	69%	74%	51%	*	76%	75%
Meets GL	41%	31%	37%	50%	46%	35%	28%	35%	21%	*	41%	42%
Masters GL	18%	9%	15%	24%	25%	14%	8%	14%	5%	*	17%	22%
Total Tests	953	70	570	282	24	691	199	269	111	*	748	205
Writing												
Approaches GL	52%	*	*	*	*	44%	*	*	*	*	50%	*
Meets GL	27%	*	*	*	*	19%	*	*	*	*	26%	*
Masters GL	4%	*	*	*	*	3%	*	*	*	*	4%	*
Total Tests	262	*	*	*	*	189	*	*	*	*	206	*
Science												
Approaches GL	81%	*	76%	89%	92%	76%	*	70%	*	*	80%	83%
Meets GL	50%	*	43%	63%	62%	41%	*	27%	*	*	48%	55%
Masters GL	22%	*	16%	34%	38%	15%	*	6%	*	*	19%	32%
Total Tests	439	*	251	141	13	302	*	103	*	*	330	109
Social Studies												
Approaches GL	90%	89%	89%	95%	*	86%	*	78%	*	*	91%	89%
Meets GL	73%	71%	66%	86%	*	65%	*	46%	*	*	75%	65%
Masters GL	44%	21%	41%	58%	*	38%	*	24%	*	*	44%	41%
Total Tests	252	**	148	73	*	164	*	46	*	*	198	54

College, Career, and Military Readiness – 2017 Graduates

Total	Number	Percent
Total Graduates	139	100%
College, Career, and Military Ready	73	53%
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading <u>and</u> Mathematics	49	35%
ELA/Reading		
Met TSI criteria for at least one indicator	63	45%
Met TSI assessment criteria	22	16%
Met ACT criteria	3	2%
Met SAT criteria	47	34%
Earned credit for a college prep course	0	0%
Mathematics		
Met TSI criteria for at least one indicator	52	37%
Met TSI assessment criteria	23	17%
Met ACT criteria	3	2%
Met SAT criteria	31	22%
Earned credit for a college prep course	0	0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	14	10%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	37	27%
Industry-Based Certifications		
Earned an industry-based certification from approved list	18	13%
Associate's Degree		
Earned an associate degree while in high school	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	0	0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit)	1	1%

2017-2018 STAAR Performance - Met or Exceeded Progress

2017 Reading/ELA Performance	2018 Reading/ELA	
	Met or Exceeded Progress	Did Not Meet Progress Measure
Below Approaches	202	66
Approaches GL	179	82
Meets GL	96	63
Masters GL	70	20
Percent Met or Exceeded Progress		70%

2017 Mathematics Performance	2018 Mathematics	
	Met or Exceeded Progress	Did Not Meet Progress Measure
Below Approaches	185	50
Approaches GL	165	125
Meets GL	96	54
Masters GL	68	21
Percent Met or Exceeded Progress		67%

Graduation & Dropout Rate:

	All Students	African American	Hispanic	White	Eco. Dis	EL+	SPED
4-Year Graduation Rate (Gr 9-12): Class of 2017							
% Graduated	95.90%	100.00%	96.80%	93.90%	94.90%	100.00%	100.00%
# Graduated	139	15	60	62	75	5	13
Total in Class	145	15	62	66	79	5	13
5-Year Extended Graduation Rate (Gr 9-12): Class of 2016							
% Graduated	96.00%	94.40%	96.10%	96.30%	98.60%	90.00%	88.90%
# Graduated	143	17	74	52	68	9	8
Total in Class	149	18	77	54	69	10	9
6-Year Extended Graduation Rate (Gr 9-12): Class of 2015							
% Graduated	95.90%	93.80%	95.20%	97.00%	95.90%	90.00%	91.70%
# Graduated	162	15	79	65	71	9	11
Total in Class	169	16	83	67	74	10	12
Annual Dropout Rate (Gr 9-12): SY 2016-17							
% Dropped Out	1.00%	0.00%	1.00%	1.20%	1.10%	0.00%	0.00%
# Dropped Out	6	0	3	3	4	0	0
# of Students	619	59	286	258	371	41	62

Prioritized Strengths and Areas to Address:

Analysis of data from the needs assessment led to the following discoveries regarding our strengths and areas to address (Title I-Component 1):

Identified Strengths	Data Source
Overall performance in Social Studies	State Accountability System
Overall performance in Science	State Accountability System
Overall Graduation/Dropout Rate	State Accountability System
Performance in Grades 8-Exit Level	STAAR Summary Reports

Areas to Address	Data Source
Overall Performance in Reading	State Accountability System
Overall Performance in Writing	State Accountability System
Closing Performance Gaps – African American, ELL, SPED Performance	State Accountability System; TELPAS
Overall Performance and Practices for Students with Dyslexia	State Accountability System; Stakeholder Input
Staff Turnover Rate	Staff Turnover Data; Stakeholder Input

Goal One: Improve student achievement; Students will achieve at the highest level

Giddings ISD SMART Goals:

SMART Goal for the Greatest Area of Need:

- By the end of the 2018-2019 school year, $\geq 75\%$ of Giddings ISD students will achieve the District's established grade level expectations in Reading/ELA (Assessments: STAAR, CIRCLE, TPRI, DRA, Fountas and Pinnell Benchmarks).

Accountability Performance Objectives:

- In 2018-2019, $\geq 75\%$ of Giddings ISD students will meet or exceed the student progress measure on the STAAR in Reading/ELA and Mathematics.
- In 2018-2019, $\geq 97\%$ of Giddings ISD seniors will graduate.
- In 2018-2019, $\geq 70\%$ of Giddings ISD graduates will meet the College, Career, and Military Readiness standard.

Goal One, Strategy 1: Establish policies and practices that will help raise achievement.

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Implement the SMART Goals Process to address areas of need: <ul style="list-style-type: none"> 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 	Assistant Supt. of C&I Principals	C&I Administrator SMART Goals Teams Teachers <u>Funding:</u> General Fund Title I, Part A	2, 8	SMART Goals Meeting Agendas and Minutes Lesson Plans Student Products Classroom Observations	August 2018-June 2019
B. Provide professional development to improve Tier I instructional practices in all core content areas.	Assistant Supt. of C & I Principals	ESC Region 13 Staff Consultants Teachers <u>Funding:</u> General Fund Title I, Part A	2	Sign-in Sheets Agendas Minutes	August 2018-June 2019
C. Provide professional development on strategies to improve the achievement of underperforming student groups-At Risk, Economically disadvantaged, African American, Limited English Proficiency, Special Education, and Dyslexia	Assistant Supt. of C & I Principals	ESC Region 13 Staff Consultants Teachers <u>Funding:</u> General Fund Title I, Part A	2	Sign-in Sheets Agendas Minutes	August 2018-June 2019
D. Provide professional development on balanced literacy strategies and guided reading strategies to improve the achievement of students in PK-5 Reading.	Assistant Supt. of C & I Principals	ESC Region 13 Staff Consultants Teachers <u>Funding:</u> General Fund Title I, Part A	2	Sign-in Sheets Agendas Minutes	August 2018-June 2019

Goal One, Strategy 2: Provide intervention strategies to increase student achievement, with a special focus on the at-risk.

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Improve Tier I Instruction in Reading/ELA, Mathematics, Science, and Social Studies	Assistant Supt. of C & I Principals	Teachers ESC XIII Staff <u>Funding:</u> Title I Part A General Fund	2	Lesson Plans Walk Through Data	August 2018-June 2019 Daily
B. Improve the implementation of RTI throughout the district	Assistant Supt. of C & I Principals	Teachers Supplemental Instruction <u>Funding:</u> Title I Part A General Fund	2	Updated RTI documents RTI Meeting Minutes	August 2018-June 2019 Every three weeks
C. Provide accelerated instruction to students within two weeks of receiving the results of state assessments	Principals	Teachers Supplemental Instruction <u>Funding:</u> Title I Part A General Fund	2, 9	Accelerated Instruction Logs	August 2018-June 2019 Daily
D. Improve dyslexia services to identified students	Assistant Supt. of C & I Principals	Dyslexia Teachers Wilson Dyslexia Program <u>Funding:</u> SCE Allotment General Fund	2, 9	Schedule of Dyslexia Services Student Report Cards Unit Assessments	August 2018-June 2019 Daily
E. Provide bilingual instruction in PK - 5 that includes language acquisition strategies and supports to identified students through a dual language one-way approach	Assistant Supt. of C & I Principals	Teachers ESC 13 Staff <u>Funding:</u> Bilingual Allotment Title III	2, 9	Master Schedules Student performance on TELPAS and State Assessments	August 2018-June 2019 Daily
F. Implement ESL strategies including sheltered instruction strategies and supports the identified students	Assistant Supt. of C & I Principals	Teachers ESC 13 Staff <u>Funding:</u> Bilingual/ESL Allotment Title III	2, 9	Master Schedules Student Report Cards Student achievement on State Assessments	August 2018-June 2019 Daily
G. Provide additional academic support services for migrant students	Assistant Supt. of C & I ESC Region XIII	Teachers ESC Region XIII Staff <u>Funding:</u> Title I, Part C General Fund	2, 9	Priority for Services Plans Student Report Cards Student performance on Benchmarks and State Assessments	August 2018-June 2019 Daily
H. Provide additional academic support for students identified as being "at-risk" or low achieving students including tutoring during the day, after school, and Saturday school.	Principals	Teachers Supplemental Instruction <u>Funding:</u> Title I, Part A SCE	2, 9	Unit Assessments Student Report Cards Student performance on Benchmarks and State Assessments	August 2018-June 2019 Daily
I. Provide additional academic support services in least restrictive environment for students with needs in special education, including: Inclusion Support; Instructional Accommodations; Assessment Accommodations; Co-teaching; Research Based Instructional Strategies	SPED Coordinator Principals	Teachers ESC Region XIII Staff SPED Dept. <u>Funding:</u> SPED Allotment General Fund	2, 9	Student Progress on IEP Student performance on Benchmarks and State Assessments	August 2018-June 2019 Daily
J. Provide tutoring and enrichment for homeless students	Principals	Homeless Liaison Teachers Immanuel Lutheran <u>Funding:</u> Title I, Part A	2, 9	Unit Assessments Report Cards Student performance on Benchmarks and State Assessments	August 2018-June 2019 Every three weeks

Goal One, Strategy 2 (cont.): Provide intervention strategies to increase student achievement, with a special focus on the at-risk.

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
K. Ensure that all students have opportunity to participate in supplemental instruction in Reading and Mathematics during the day	Principals	Supplemental Instruction Teachers Fast Forward Read 180 A+ <u>Funding:</u> Title I, Part A General Fund	2, 9	Unit Assessments Teacher Lesson Plans Small Group Records Tutoring Records	August 2018-June 2019 Each three weeks
L. Provide summer school opportunities for the following: <ul style="list-style-type: none"> • PK-K bilingual • Migrant students • SSI students • Student failing to meet PGP • Students failing or At-Risk of failing State Assessments • Students failing to meet promotion standards 	Principals	Counselors Teachers <u>Funding:</u> General Fund Title I, Part A SCE Allotment	2, 9	Summer School Attendance Records Student Performance in Summer School – Pre/Post Data	June-July 2019
M. Provide career and technology sequences of courses aligned to industry certification in the areas of: Marketing, Business, BIM/Accounting, Agriculture, FCS, Technology	Principals	Counselors Teachers <u>Funding:</u> CTE Allotment Carl Perkins	2	Course Offerings Student Enrollment	January 2019
N. Implement strategies to the improve the completion rate and recover lost credit including students in special populations and students who are At Risk.	Principals	Counselors Teachers A+ <u>Funding:</u> General Fund Title I, Part A SCE	2, 9	A+ Records Completion Rate	June-July 2019
O. Provide advanced placement and dual credit course options that give students the opportunity to attain college credit.	Principals	Counselors Teachers <u>Funding:</u> General Fund High School Allotment CTE Allotment Carl Perkins	2	Course Offerings Student Enrollment	January 2019
P. Provide instruction to students on strategies to achieve the College Readiness Standard on ACT, SAT, and TSIA	Principals	Counselors Teachers <u>Funding:</u> General Fund High School Allotment CTE Allotment Carl Perkins	2	Course Offerings Student Enrollment	September 2018-June 2019

Goal One, Strategy 3: Use data to continuously adjust and improve instruction and curriculum.

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Utilize state and district assessments results to identify students in need of acceleration including STAAR, TPRI, DRA, TMSFA, TELPAS, common assessments, and benchmark assessments.	Principals	SMART Goals Teams District Testing Coordinator Campus Testing Coordinators Teachers	8	Unit Assessments Benchmark Assessments Progress Reports Report Cards Accelerated Schedule	August 2018-June 2019 Each Three weeks
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, gifted and talented instruction, bilingual/ESL instruction, special education instruction, dyslexia instruction, migrant student academic support, highly qualified needs, and early intervention strategies.	Assistant Supt. of C & I Principals	SMART Goals Teams ESC XIII Instructional Coaches <u>Funding:</u> General Fund Title I, Part A Title II, Part A Title III, Part A	5	Professional development Records Lesson Plans Walk-Through Observations Student Achievement	August 2018-June 2019
C. Disaggregate data and use results to drive instruction	Assistant Supt. of C & I Principals	C& I Administrator SMART Goals Teams Eduphoria	2	Campus Plans that reflect Student data Lesson Plans	August 2018-June 2019 Each Six Weeks
D. Work in a collaborative (Lee County – ISDs and Headstart) to collect data, disaggregate data and use results of student achievement and research-based strategies in PK to increase student success	Elementary Principal	Headstart Director <u>Funding:</u> General Fund	7	Reading Scores Implementation Data	Grant Submission Dates

Goal One, Strategy 4: Assist students with transitions including college and career readiness.

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Provide opportunities for joint staff meetings for vertical alignment: <ul style="list-style-type: none"> • Head Start and Early Elementary • Elementary and Intermediate • Intermediate and Middle School • Middle School and High School 	Assistant Supt. of C & I Principals	Teachers <u>Funding:</u> Title I, Part A	2	Documented meetings and products	August 2018-June 2019
B. Provide supplemental academic intervention to SSI students who did not meet state standard or ESSA standard on state assessments	Assistant Supt. of C & I Principals	Counselors Teachers	2	Attendance Records from Interventions	August 2018-October 2018
C. Provide PK to all qualifying students	Elementary Principal	Teachers Head Start	7	Attendance Logs Enrollment Data	May 2019
D. Provide team to address a smooth transition from Head Start to PK	Elementary Principal	Teachers Head Start Director Elementary Counselor	7	Attendance Logs Transitional Meetings Joint Staff Development	May 2019
E. Provide a transition team to assist students moving from GES to GIS, GIS to GMS, and GMS to GHS	Principals	Counselors Teachers	2	Attendance Records for transition meetings	April 2018-August 2018
F. Provide transition activities for graduates to post-graduate schooling – PK-16 Initiative	Principals	Teachers Counselors Blinn College Dual Credit Courses Advanced Placement Courses	2	Parent Information Meetings, Scholarship Information, Blinn College Partnership	August 2018-June 2019
G. Provide early motivation to support college and career readiness including: <ul style="list-style-type: none"> • Four Year Universities • Two Year Colleges • Technical Colleges • Trade Schools • Certification Programs 	Principals	Counselors College Awareness Days College Day	2	Student Participation in Activities Student Interaction with Colleges	September 2018
H. Provide early access to financial counseling for parents and scholarship information	Principals	Teachers Counselors FASFA Counselors	6	Agenda Sign-in Sheets	October 2018

Goal One, Strategy 5: Teachers and students will use technology as an instructional tool and demonstrate skills and competency.

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Provide professional development to teachers in integrating technology into instruction	Assistant Supt. of C & I Principals	Campus Based Technologists Teachers <u>Funding:</u> General Fund Instructional Materials Allotment Perkins Grant Title I, Part A	2	Documented Meeting Times; Instructional Technology	August 2018-June 2019
B. Utilize technology devices for student acceleration and enrichment, including assessment practices and benchmarks	Assistant Supt. of C & I Principals	Technology Committee Campus Based Technologists Teachers <u>Funding:</u> General Fund Instructional Materials Allotment Title I, Part A	2, 9	Student generated products	August 2018-June 2019
C. Integrate technology TEKS into core content areas	Assistant Supt. of C & I Principals	Technology Committee Campus Based Technologists Teachers	2	Lesson Plans, Classroom Observations, Curriculum Documents Student Products	August 2018-June 2019
D. Utilize distance learning as a vehicle for student instruction and staff development to increase student achievement	Principals	Technology Committee Campus Based Technologists ESC Region XIII Blinn College <u>Funding:</u> General Fund	9	Course Format, Classroom Observations	August 2018-June 2019
E. Provide students and staff with access to the latest technology to improve student achievement and prepare students for opportunities after graduation	Assistant Supt. of M & O Principals	Technology Committee Campus Based Technologists ESC Region XIII Blinn College <u>Funding:</u> General Fund Instructional Materials Allotment Perkins Grant	10	Implementation of Technology	August 2018-June 2019

Goal Two: Provide instruction by highly qualified teachers; Recruit, train and retain a certified staff

Goal Two, Strategy 1: Provide professional development that targets curricular and campus concerns.

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Provide mentors for new teachers	Principals	Mentor Teachers	2, 3	Mentee Evaluations	August 2018 January 2019
B. Implement a sustained professional development plan based on Needs Assessment with embedded staff development, including: <ul style="list-style-type: none"> • Best Practices in Instruction • Implementation of the Curriculum • Reading and Writing Across the Curriculum • Student Engagement • Problem Solving 	Assistant Supt. of C & I Principals	Teachers C&I Administrator SMART Goals Teams ESC Region XIII Staff Consultants <u>Funding:</u> General Funds Title I, Part A Title II, Part A Title III	2, 3	Staff Development Records	August 2018-June 2019
C. Provide professional development for teachers of dyslexic students, including the neurological impact of dyslexia and appropriate assessments	Assistant Supt. of C & I Principals	Teachers ESC Region XIII Staff <u>Funding:</u> General Fund	2	Staff Development Records	October 2018
D. Provide professional development for teachers in gifted and talent strategies, including differentiated instruction.	Assistant Supt. of C & I Principals	Teachers ESC Region XIII Staff <u>Funding:</u> General Fund	2	Staff Development Records	August 2018-December 2018
E. Provide training and support for teachers of supplemental instruction for at-risk students	Assistant Supt. of C & I Principals	<u>Funding:</u> Title I, Part A	2	Classroom Observation Professional development Records	August 2018 January 2019

Goal Two, Strategy 2: Recruit, develop, and retain highly qualified staff.

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Offer salaries that are competitive with the District's hiring market	Assistant Supt. of HR Principals	<u>Funding:</u> General Funds State Compensatory Funds Title I, Part A Title II, Part A Title III	3	Salary Schedule	August 2018-August 2019
B. Attend job fairs with greatest hiring potential for hiring (ESC XIII, Texas A&M University, University of Texas, Sam Houston State University, Texas State University, Central Texas ASPA).	Assistant Supt. Principals	<u>Funding:</u> Title II, Part A	3	Applications from job fairs	Spring 2018
C. Post district vacancies on the district website, TASA website, other association websites (THSCA, TMEA, VATAT).	Principals	HR Personnel TASA District Website	3	Posting	August 2018-June 2019 Within 1 week
D. Post critical non-teaching positions in area newspapers and with Texas Workforce Commission	Principals	HR Personnel TASB <u>Funding:</u> Title II, Part A	3	Posting	July-August 2019
E. Provide incentives to recruit and retain teachers in critical shortage areas, including stipends	Business Manager Principals	<u>Funding:</u> Title II, Part A General Fund	3	Employee Retention in Critical Shortage Areas	August 2018
F. Ensure that paraprofessional staff meets the ESSA standards of "highly qualified"	Principals	HR Personnel	3	Hiring Records Review of Staff Credentials	Spring 2019
G. Maintain student teacher, internships and ACP placement arrangements with Texas A&M University, Texas State University, Concordia University, Educators of Excellence ACP, Texas Teachers ACP, ESC XIII ACP, and Texas ACP	Assistant Supt. of C & I Principals	Teachers	3	Continued Placement of Interns with Texas A&M University, Texas State University, Concordia University, Educators of Excellence ACP, Texas Teachers ACP, ESC XIII ACP, and Texas ACP	Each Semester

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

Goal Three, Strategy 1: Promote safe and orderly campus through the reduction of discipline incidents

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Provide consistent discipline from campus to campus: <ul style="list-style-type: none"> Determine behaviors that warrant placement; Implement consistent procedures for assignment, notification, lessons, and release; Develop and maintaining consistent enforcement of the student code of conduct; Improve communications with parents regarding student behavior 	Principals	Assistant Principals Teachers Support Staff Student Code of Conduct Classroom Management Plans	10	Discipline referral reports	December 2018 May 2019
B. Periodically review the School Emergency Operations Plan (crisis plan) and update when necessary	Assistant Supt. Of M & O Principals	Teachers Support Staff Local law enforcement Giddings Fire Department	10	Crisis Plan Updates	December 2018 May 2019
C. Provide staff development on the School Emergency Operations Plan (Crisis Plan) including regular drills coordinated with local law enforcement	Chief Financial Officer Principals	Teachers Support Staff	10	Staff Development Agendas Crisis Drills	August 2018 January 2019
D. Update district guidelines when working jointly with outside agencies (Violations of the Law and Emergency Operations)	Assistant Supt. Of M & O Principals	Giddings Police Department Lee County Sheriff Department Giddings Fire Department Lee County EMS	10	Crisis Plan Updates	August 2018-June 2019
E. Implement program for Preventive Discipline – Discipline Management Plan that includes: <ul style="list-style-type: none"> 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; Classroom Management Techniques including TBSI (Texas Behavior Support Initiative); Character Education; Strategies to prevent violent incidents. 	Principals SPED Coordinator	Asst. Principals Counselors Teachers Law Enforcement Violence Prevention Programs <u>Funding:</u> General Fund SCE Funds	10	Discipline referral reports Program Agendas	December 2018 May 2019
F. Develop a violence prevention program that includes: <ul style="list-style-type: none"> Improved Student/Adult Communication Bully Prevention Dating Violence Prevention Follow-up on threats Staff development on recognizing potential violent behavior Coordination with area agencies to provide student assistance Counseling and interventions 	Principals	Assistant Principals SPED Coordinator Counselors Teachers Law Enforcement Mental Health Services	10	Discipline referral reports Referrals to area agencies	December 2018 May 2019
G. Train staff on suicide prevention measures from the list of recommended best practice-based programs that is provided by the TDSHS	Principals	Campus Counselors Teachers	10	Staff Development Records	August 2018-May 2019

Goal Three, Strategy 1 (cont.): Promote safe and orderly campus through the reduction of discipline referrals

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
H. Maintain an up to date school safety and security audit	Assistant Supt. Of M & O Principals	Assistant Principals	10	Completed Audit	Ongoing
I. Implement policy [Policy FFG (Legal) and (Local)] addressing abuse and neglect of children including sexual abuse that includes: <ul style="list-style-type: none"> • 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; • Actions that a child who is a victim of sexual abuse should take to obtain assistance and intervention; and • Available counseling options for students affected by sexual abuse. 	Principals	Teachers Counselors Nurses ESC XIII Training Modules	10	Information disseminated through Parent/Student Handbooks, Employee Handbooks, District Website, Staff Development Agendas, and Campus Bulletin Boards	August 2018
J. Implement policy [Policy FFI (Legal) and(Local)] addressing freedom from bullying including: <ul style="list-style-type: none"> • Bullying on property, bullying in school transportation, and Cyberbullying • Investigation and notice of bullying incidents • Bullying prevention and mediation 	Principals	Teachers Counselors Nurses ESC XIII Training Modules	10	Information disseminated through Parent/Student Handbooks, Employee Handbooks, District Website	August 2018

Goal Three, Strategy 2: Promote drug-free environment and healthy environment

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Provide consistent communication and implementation of the Student Code of Conduct, related to drug and alcohol offenses	Principals Assistant Principals	Counselors Nurses Local Law Enforcement	10	Discipline referral reports	August 2018-June 2019
B. Maintain the use of drug dogs	Principals	<u>Funding:</u> General Fund	10	Schedule of Drug Dog Visits	August 2018-June 2019
C. Promote drug prevention awareness through Red Ribbon activities, guidance and counseling support and classroom activities	Principals	Assistant Principals Counselors Nurse Teachers Law Enforcement <u>Funding:</u> General Fund	10	Program Agendas	October 2018
D. Monitor and provide periodic counseling for students who have had problems with drugs or have been identified as having potential problems	Principals	Counselors Outside Agencies <u>Funding:</u> General Fund	10	Counselor Records	August 2018-June 2019
E. Implement district wellness policies [FFA policies, EHA policies] and revise as needed including physical education and healthy eating and nutritional guidance	Assistant Supt. of C & I	School Health Advisory Committee (SHAC) <u>Funding:</u> General Fund	10	Policies adopted	May 2019
F. Provide a comprehensive school health program to include: <ul style="list-style-type: none"> Physical Education Health Education Nutrition Services Health Services Healthy and Safe School Environment Counseling and Mental Health Services Staff Wellness Parent and Community Involvement 	Assistant Supt. of C&I Director of Child Nutrition Principals	Teachers Nurses SHAC Food Service Staff <u>Funding:</u> General Fund	10	Master Schedule Menus Shot Records Health Screenings Discipline Records Counseling Records SHAC Newsletter Parent Meeting Sign-ins	August 2018-June 2019
G. Promote healthy nutrition habits by implementing local nutrition/wellness guidelines	Assistant Supt. of C&I Director of Child Nutrition Principals	Teachers Nurses SHAC Food Service Staff <u>Funding:</u> General Fund	10	Recommendation for Local policy by SHAC	November 2018
H. Meet the guidelines for student participation in the required fitness assessment and meet guidelines for reporting student results to TEA and parents	Principals	Teachers Nurses Fitnessgram	10	Fitnessgram results	May 2019

Goal Three, Strategy 3: Promote student attendance

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Provide incentives for attendance	Principals	General Funds	10	Attendance rates	August 2018-June 2019
B. Monitor absenteeism and contact parents	Principals Attendance Officer	PEIMS Personnel	10	Attendance rates	August 2018-June 2019
C. Respond to excessive absenteeism promptly	Principals Attendance Officer	Justice of the Peace	10	Attendance rates	August 2018-June 2019
D. Monitor and counsel students in danger of "dropping out" through grades, classroom progress, discipline, and absences	Principals Attendance Officer	Counselors Teachers	10	Attendance rates	August 2018-June 2019
E. Implement strategies to keep pregnant students and students who are parents in school	Principals	Counselors General fund	2, 10	Attendance rate of pregnant and parenting students	August 2018-June 2019

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

Goal Four, Strategy 1: Increase parental involvement

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Involve parents and community members as partner in schools through programs including but not limited to: <ul style="list-style-type: none"> District and Campus Improvement Committees Parent/Teacher Conferences; School, community, and family partnerships; Counselor/Parent/Student meetings; School Health Advisory Committee; Migrant services; School-Parent compacts; Open House activities; Academic Fairs; College Opportunity Events; PTO and Booster Clubs 	Superintendent Principals	Community and Business Partners <u>Funding:</u> SCE Funds Title I, Part A High School Allotment Title I, Part C	6; 10	Volunteer logs Migrant visitation log School Calendar Conference log	August 2018-June 2019
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	Assistant Supt. of C&I Principals	ESC XIII Staff <u>Funding:</u> Title I, Part A Title III Title I, Part C	6; 10	Community Attendance Records Special Program Attendance Documents	Periodically throughout the year; August 2018-June 2019
C. Provide presentations for parents including: <ul style="list-style-type: none"> Title I; Gifted and Talented; Bilingual/ESL; Migrant; Early Reading; Career Planning 	Principals	C&I Staff <u>Funding:</u> Title III Title I, Part C Title I, Part A CTE Gifted and Talented Funds	6; 10	Presentation Attendance Records	August-December 2018
D. Provide parents and students information about: higher education opportunities; <ul style="list-style-type: none"> The need for students to make informed curriculum choices to be prepared for success beyond high school; Sources for higher education admissions and financial aid Admission and financial aid; Texas Grant program; 	Principals Counselors	<u>Funding:</u> General Fund High School Allotment	6; 10	Parent and Student Meetings – Schedules and Attendance Sheets and agendas	September 2018 April 2019

Goal Four, Strategy 2: Improve communication with parents and the community

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Use multiple methods to provide important communication about school activities and events, including: <ul style="list-style-type: none"> • Newspaper advertisements and articles • Website news and announcements • Social media • Phone calls and automated phone calls • Newsletters • Letters and memos • Emails • Parent Conferences • Meetings 	Assistant Supt. of C&I Chief Financial Officer Principals	Teachers Translators <u>Funding:</u> Title I, Part A General Funds	6; 10	Communication Records	August 2018-June 2019
B. Provide translators during school events and activities	Principals	<u>Funding:</u> Title I, Part A General Funds	6; 10	Participation of Spanish speaking parents	August 2018-June 2019
E. Provide campus communication in Spanish and English	Principals	Translators <u>Funding:</u> Title I, Part A	6; 10	Progress Reports, Report Cards, Handbooks, Code of Conduct	August 2018-June 2019
C. Encourage volunteer program on every campus	Principals Teachers	Volunteers and Parents Teachers <u>Funding:</u> Title I, Part A Funds General Funds	6; 10	Training session Volunteer Logs Sign-in sheets	August 2018-June 2019
D. Strengthen School-To-Work Initiative <ul style="list-style-type: none"> • College and Career Day • Job Shadowing 	Principals	C&I Staff <u>Funding:</u> CTE Funds Carl Perkins High School Allotment	6; 10	School calendar	Spring 2018

Goal Five: Achieve fiscal responsibility that allows for effective operations and the fulfillment of the district's vision, mission, and goals.

Goal Five, Strategy 1: Improve the management of the district's available resources

Action/Activities	Persons Responsible	Resources	Title I Components	Formative Evaluation	Timelines
A. Maintain a balanced budget	Business Manager	Assistant Superintendents Principals Directors Department Heads	10	Balanced Budget	August 2018-June 2019
B. Maintain staffing according to the district's approved staffing formulas	Assistant Superintendent of HR Principals Directors	Staffing Formulas	10	Staffing Reports	August 2018-August 2019
C. Ensure the accuracy of PEIMS coding including reporting, data entry, and verification of data	Business Manager Principals PEIMS Coordinator SPED Coordinator	ESC Region XIII Staff PEIMS Clerks Counselor Teachers TxEIS	10	PEIMS Verification Documents	PEIMS Submission Dates
D. Utilize accounting principles associated with the Financial Accountability Resource Guide (FASRG)	Business Manager	Accounts Payable Clerk Payroll Clerk Accounting Clerk	10	Financial Audit	February 2019
E. Provide periodic training in fiscal responsibility and operations	Superintendent Business Manager	<u>Funding:</u> General Fund	10	Notes on Training Sessions Increased efficiency	August 2018-June 2019
F. Conduct a program evaluation on operational programs to ensure fiscal efficiency including: <ul style="list-style-type: none"> • Child Nutrition • Technology • Maintenance and Custodial • Transportation 	Chief Financial Officer Director of Child Nutrition Business Manager	<u>Funding:</u> General Fund	10	Review of staffing patterns Review of ordering and delivery schedules Review of unused inventory Cost - Ratio	March 2019
G. Investigate lease, lease/purchase and lower cost options for updating technology	Chief Financial Officer Business Manager	Technology Staff <u>Funding:</u> General Fund	10	Written plan detailing options	May 2019
H. Investigate lease, lease/purchase and lower cost options for updating transportation	Chief Financial Officer Business Manager	Transportation Staff <u>Funding:</u> General Fund	10	Written plan detailing options	May 2019

Title I – Components of a Schoolwide Program

- 1.) Comprehensive Needs Assessment: A comprehensive needs assessment is the vehicle for clarifying the direction and the priority needs of the schoolwide model to improve student achievement.
- 2.) Schoolwide Reform Strategies: A section description of effective methods and instructional strategies based on scientifically based research that provides opportunities for all children to meet the states academic achievement standards.
- 3.) Instruction by Highly Qualified Staff: A description of the procedures and activities that will ensure instruction will be provides by highly qualified staff.
- 4.) Professional Development Activities: Professional development activities support the schoolwide goals and activities. This section should include a professional development plan for the entire school.
- 5.) Attract High-Quality, Highly Qualified Teachers: Strategies used to attract high quality highly qualified staff to work with the most-at-risk students.
- 6.) Strategies to Increase Parent Involvement: Strategies to increase meaningful parent involvement that will lead to improved student achievement.
- 7.) Transition Plans for Preschool and Between Grade Levels: Description of how you will assist all district programs in transition between programs and schools.
- 8.) Teachers Included in Assessment Decisions: Description of how teachers are assisting in the decisions regarding the use of additional assessments to improve student performance
- 9.) Provide Assistance to Students Experiencing Difficulty: Strategies for providing timely, additional assistance to students experiencing difficulties mastering standards.
- 10.) Coordination and Integration of Federal, State and local services: Explanation as to how the combined programs have been modified to support the schoolwide goals.