

Gonzales Independent School District
District Improvement Plan
2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

Gonzales Independent School District is committed to a spirit of excellence in caring service and partnerships that equip students for continuous learning supporting resilience in achieving personal aspiration, compassionate and dynamic citizenship in an ever changing world.

Vision

Excellence for All

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Goals

Goal 1: GISD will implement two consistent platforms of communication in both English and Spanish to streamline information that increases home, school, and community relationships and creates a proactive environment for all stakeholders to be involved in student success.





Performance Objective 1: Increase in student attendance rate from 92.6% to 97%.

Parent/guardian attendance rate at school sponsored events (both in person and virtual) at 60%.

Evaluation Data Sources: -campus attendance reports
-parent meeting/engagement reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Survey parents and guardians to determine preferred methods of communication. The district will select the top two methods and enforce the expectation districtwide.</p> <p>Strategy's Expected Result/Impact: Streamlined, simplified communication in a format that will meet the needs of all stakeholders.</p> <p>Staff Responsible for Monitoring: Executive Director and Director of Community and Student Services</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: App for transportation staff to communicate with parent/guardians from buses - 199 - General Fund, ThoughtExchange Subscription - 199 - General Fund - \$18,900, Translation Services - 199 - General Fund - \$7,500</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training opportunities regarding the platform for parents/guardians.</p> <p>Strategy's Expected Result/Impact: Parents/guardians access and use the method of communication. Interaction between the district and parents through the platform.</p> <p>Staff Responsible for Monitoring: Technology Department, Director of Community and Student Services, Campus Administrators</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Contracted Services: Region 13 Speakers - 199 - General Fund - 199 E 61 6239 87 999 0 99 961 - \$600, Supplies for Parental Involvement Meetings - 199 - State Bilingual/ESL - 199 E 61 6399 88 999 0 25 961 - \$1,300</p>	Formative			Summative
	Sept	Nov	Jan	Feb

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support for parents for online registration.</p> <p>Strategy's Expected Result/Impact: Parents supported with entering complete and accurate information through registration process.</p> <p>Staff Responsible for Monitoring: Technology Department, Campus Administrators, Registrars</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue PreK-3rd Grade implementation of Ready Rosie program for family engagement.</p> <p>Strategy's Expected Result/Impact: Parent/Guardian understanding and support for student expectations.</p> <p>Staff Responsible for Monitoring: Director of Community and Student Services</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Ready Rosie - 199 - General Fund - \$16,000</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 5 Details	Reviews			
<p>Strategy 5: Involve parents as stakeholders through training and conferences with parents and guardians to explain and support the understanding of student expectations, opportunities, and programming.</p> <p>Strategy's Expected Result/Impact: Parents and guardians understand the importance of state and federal expectations and their role as a partner in supporting their student's achievement and graduation plan.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Special Programs Staff, Chief Academic Officer</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies for Parental Involvement Meetings - 199 - State Career & Technical Education (CTE) - \$500, Supplies for Parental Involvement Meetings - 199 - General Fund - \$2,150, Parent & Family Engagement - 211 - Title 1 - \$7,833</p>	Formative			Summative
	Sept	Nov	Jan	Feb

Strategy 6 Details	Reviews			
<p>Strategy 6: Implementation of research-based counseling program to improve communication, support, and focus in the following areas: Social Emotional Learning (SEL), College, Career, and Military Readiness (CCMR), and Career and Technical Education alignment and certifications.</p> <p>Strategy's Expected Result/Impact: -students and families who understand the opportunities afforded to them by GISD -increase in IBCs earned -SEL lesson integration</p> <p>Staff Responsible for Monitoring: Executive Director, Principals, Counselors</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Character Strong License(s) - 199 - General Fund - \$998, Recipes for Success K-6 - 282 - ESSER III - \$688</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus surveys for students regarding what platform they use most for campus communication purposes.</p> <p>Strategy's Expected Result/Impact: Improve home to school communication</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 8 Details	Reviews			
<p>Strategy 8: Strategic Change Agenda partnership with Schlechty Center.</p> <p>Strategy's Expected Result/Impact: Mission, Vision, Goals for 2023-2030</p> <p>Staff Responsible for Monitoring: Superintendent, Cabinet, Director of Federal Programs</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide opportunities for students to engage in cross-cultural experiences.</p> <p>Strategy's Expected Result/Impact: Well-rounded students, increased student engagement</p>	Formative			Summative
	Sept	Nov	Jan	Feb
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Families and community members do not feel like a valuable team member in partnership with the campuses and district. Root Cause: GISD has not facilitated a partnership with parents and community members through transparency and involvement in the education process.</p>

Goal 2: GISD will increase Overall RLA Student Performance on STAAR from 64% approaches to 70% approaches, 38% meets to 45% meets, and 15% masters to 20% masters.

Performance Objective 1: RLA performance on STAAR will increase to the following goals by campus:

Gonzales North Avenue: 70% Approaches, 45% Meets, and 20% Masters

Gonzales Junior High School: 75% Approaches, 45% Meets, and 20% Masters

Gonzales High School: 70% Approaches, 50% Meets, and 25% Masters

HB3 Goal





Evaluation Data Sources: -Six Weeks Assessments

-Mock STAAR

-STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly PLCs in all content PK-12th grade led by the instructional leadership team to ensure use of curriculum documents, planning protocols, and instructional delivery to increase Tier 1 instruction to meet the requirements of the student expectations.</p> <p>Strategy's Expected Result/Impact: Student-centered lessons delivered using best instructional practices increasing engagement, student achievement, and vertical and horizontal alignment across campuses.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Principals, Instructional Coaches, and Department Heads</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Trends Software & Assessments - 199 - General Fund - \$24,000, Liberty Source Assessments - 199 - General Fund - \$17,000</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a continuous process of support for teachers at all grade levels with research based best practices and the components of balanced literacy.</p> <p>Strategy's Expected Result/Impact: Student engagement and monitoring of comprehension when interacting with any text in reading and application of author's craft in writing. Improved communication skills in both written and verbal expression.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Instructional Coaches, Principals, and Department Heads</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Gretchen Bernabei Workshop - 199 - General Fund - \$23,500, Notice & Note Training - 255 - Title II, TPTR - \$0, Comprehension Toolkit Training - 255 - Title II, TPTR - \$0</p>	Formative			Summative
	Sept	Nov	Jan	Feb

Strategy 3 Details	Reviews			
<p>Strategy 3: Each campus will implement a walkthrough, coaching, and feedback cycle to support teachers in implementing best practices for reading instruction and drive campus professional development plans.</p> <p>Strategy's Expected Result/Impact: Effective, well-supported teachers who achieve T-TESS student growth goals. Effective feedback to support that achievement and growth mindset in teachers.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Instructional Leadership Team Members</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 4 Details	Reviews			
<p>Strategy 4: Align class size to staffing ratios in core classes for all grade levels- 1:24 for 6th-12th grades; 1:9 for PK (adult support); 1:22 for K-5th.</p> <p>Strategy's Expected Result/Impact: Increased scores across grade levels. Small group instruction. One:One student conferences</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer, Principals</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 5 Details	Reviews			
<p>Strategy 5: Implementation of mCLASS Universal Screeners K-3.</p> <p>Strategy's Expected Result/Impact: Monitor student growth at BOY, MOY, and EOY.</p> <p>Staff Responsible for Monitoring: Director of Elementary Education, Campus Administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 6 Details	Reviews			
<p>Strategy 6: Implementation of the Apache Academy All-STAARs enrichment program.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in Meets and Masters performance level.</p> <p>Staff Responsible for Monitoring: Instructional Coach Coordinator, Principals, Director of Elementary Education, Director of Secondary Education</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Jan	Feb

Strategy 7 Details	Reviews			
Strategy 7: Region 13 ESC Partnership for Instructional Coaching support at the elementary level. Strategy's Expected Result/Impact: Support for RLA Teachers Increase in student performance. Staff Responsible for Monitoring: Director of Elementary Education	Formative			Summative
	Sept	Nov	Jan	Feb
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). Root Cause: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.</p>
<p>Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. Root Cause: A system of monitoring and continuous support for professional development implementation has not been in place.</p>

Goal 2: GISD will increase Overall RLA Student Performance on STAAR from 64% approaches to 70% approaches, 38% meets to 45% meets, and 15% masters to 20% masters.

Performance Objective 2: RLA Performance on Reading Universal Screeners will increase to the following goals per grade level:





Kindergarten: 50% on grade level by the end of the school year

First: 60% on grade level by the end of the school year

Second: 60% on grade level by the end of the school year

HB3 Goal

Evaluation Data Sources: -BOY, MOY, EOY Universal Screener
-Six Weeks Assessments (spring semester)

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of the Science of Reading training received in the 2020-2021 SY.</p> <p>Strategy's Expected Result/Impact: -Common language and understanding of instructional practices based on TEA's The Science of Reading. -increase in student performance on universal screeners -increase in student performance on common assessments</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Reading Cohort Leader, Principal, Instructional Coaches</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Specialist implementation at the K-5th grade levels to support targeted reading instruction at the foundational level.</p> <p>Strategy's Expected Result/Impact: -increase in student performance on universal screeners -increase in student performance on common assessments</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Principal</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Sept	Nov	Jan	Feb
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). **Root Cause:** The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.

Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. **Root Cause:** A system of monitoring and continuous support for professional development implementation has not been in place.

Problem Statement 3: GISD has not instilled a passion for literacy in its K-12 students. **Root Cause:** Literacy supports, programming, and practices that are critical to developing a community of readers (libraries, librarians, reading specialists/instructional coaches) have not been in place or prioritized systemically to foster the love of reading and successful literacy practices.

Goal 3: GISD will increase overall Math performance on STAAR from 62% Approaches to 70% Approaches, 31% Meets to 46% Meets, and 12% Masters to 20% Masters.

Performance Objective 1: Math performance on STAAR will increase to the following goals by campus:

Gonzales North Avenue: 70% Approaches, 46% Meets, and 20% Masters

Gonzales Junior High School: 70% Approaches, 46% Meets, and 20% Masters

Gonzales High School: 70% Approaches, 50% Meets, and 25% Masters





HB3 Goal

Evaluation Data Sources: -Six Weeks Assessments

-Mock STAAR

-STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly PLCs in all content PK-12th led by the instructional leadership team to ensure use of curriculum documents, planning protocols, and instructional delivery to increase Tier 1 instruction to meet the requirements of the student expectations.</p> <p>Strategy's Expected Result/Impact: Student-centered lessons delivered using best instructional practices increasing engagement, student achievement, and vertical and horizontal alignment across campuses.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Principals, Instructional Coaches, and Department Heads</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a continuous process of support for teachers at all grade levels with research based best practices to support student mastery of math concepts.</p> <p>Strategy's Expected Result/Impact: Application of problem solving skills in real world situations. Students will make connections between concepts while justifying the solutions to problems that arise in everyday life, society, and the workplace.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Instructional Coaches, Principals, and Department Heads</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Sept	Nov	Jan	Feb

Strategy 3 Details	Reviews			
<p>Strategy 3: Each campus will implement a walkthrough, coaching, and feedback cycle to support teachers in implementing best practices for math instruction and drive campus professional development plans.</p> <p>Strategy's Expected Result/Impact: Effective, well-supported teachers who achieve T-TESS student growth goals. Effective feedback to support that achievement and growth mindset in teachers.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Instructional Leadership Team Members</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Lead4Ward Training - 199 - General Fund - \$5,835</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 4 Details	Reviews			
<p>Strategy 4: Implementation of the Apache Academy All-STAARs enrichment program.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in Meets and Masters performance level.</p> <p>Staff Responsible for Monitoring: Instructional Coach Coordinator, Principals, Director of Elementary Education, Director of Secondary Education</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 5 Details	Reviews			
<p>Strategy 5: Region 13 ESC Partnership for Instructional Coaching support at the elementary level.</p> <p>Strategy's Expected Result/Impact: Support for RLA Teachers Increase in student performance.</p> <p>Staff Responsible for Monitoring: Director of Elementary Education</p>	Formative			Summative
	Sept	Nov	Jan	Feb
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). Root Cause: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.</p>
<p>Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. Root Cause: A system of monitoring and continuous support for professional development implementation has not been in place.</p>

Goal 3: GISD will increase overall Math performance on STAAR from 62% Approaches to 70% Approaches, 31% Meets to 46% Meets, and 12% Masters to 20% Masters.

Performance Objective 2: Performance on Math Universal Screeners will increase to the following goals per grade level:

Kindergarten: 70% on grade level by the end of the school year





First: 60% on grade level by the end of the school year

Second: 60% on grade level by the end of the school year

HB3 Goal

Evaluation Data Sources: -BOY, MOY, EOY Universal Screener
-Six Weeks Assessments (spring semester)

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly PLCs in all content PK-12th led by the instructional leadership team to ensure use of curriculum documents, planning protocols, and instructional delivery to increase Tier 1 instruction to meet the requirements of the student expectations.</p> <p>Strategy's Expected Result/Impact: Student-centered lessons delivered using best instructional practices increasing engagement, student achievement, and vertical and horizontal alignment across campuses.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Principals, Instructional Coaches, and Department Heads</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a continuous process of support for teachers at all grade levels with research based best practices to support student mastery of math concepts.</p> <p>Strategy's Expected Result/Impact: Application of problem solving skills in real world situations. Students will make connections between concepts while justifying the solutions to problems that arise in everyday life, society, and the workplace.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Instructional Coaches, Principals, and Department Heads</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Sept	Nov	Jan	Feb

Strategy 3 Details	Reviews			
<p>Strategy 3: Each campus will implement a walkthrough, coaching, and feedback cycle to support teachers in implementing best practices for math instruction and drive campus professional development plans.</p> <p>Strategy's Expected Result/Impact: Effective, well-supported teachers who achieve T-TESS student growth goals. Effective feedback to support that achievement and growth mindset in teachers.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Instructional Leadership Team Members</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Lead4Ward Training - 199 - General Fund - \$5,835</p>	Formative			Summative
	Sept	Nov	Jan	Feb
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). Root Cause: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.</p> <p>Problem Statement 2: Professional development of research based best practices has not been implemented consistently across the district. Root Cause: A system of monitoring and continuous support for professional development implementation has not been in place.</p>

Goal 4: GISD will train 100% of staff in a research based Positive Behavioral Interventions and Supports system.

Performance Objective 1: GISD will increase student performance across content areas and grade levels on STAAR.

GISD will increase attendance from 92.6% to 97%.

GISD will decrease overall teacher discipline referrals by 50%.





GISD will decrease DAEP placements.

Evaluation Data Sources: -Skyward Discipline Referrals

-Six Weeks Assessments

-STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: GISD will create elementary and secondary a behavior matrices aligned to PBIS framework to identify tiered behaviors and supports for consistent expectations of student behavior and adult behavior.</p> <p>Strategy's Expected Result/Impact: -system for expected behavior -decrease in discipline referrals -increase in student achievement</p> <p>Staff Responsible for Monitoring: Coordinator of Academic and Behavior Intervention Services, Director of Special Programs</p> <p>- Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 4</p> <p>Funding Sources: CPI Books - 199 - General Fund, PBIS Implementation Training - 199 - General Fund - 199 E 13 6411 00 999 0 99 924 - \$6,500</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
<p>Strategy 2: District expectation of campus PBIS committees to monitor behavior data, interventions, and supports.</p> <p>Strategy's Expected Result/Impact: -committees meet regularly to monitor data, determine interventions, and support teachers with classroom management</p> <p>Staff Responsible for Monitoring: Coordinator of Academic and Behavior Intervention Services, Principals, Assistant Principals, Counselors, PBIS Committee</p> <p>- Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 4</p> <p>Funding Sources: Counselor & LSSP Training for SEL - 199 - General Fund - \$1,500, ESC Region 13 Conference - 199 - General Fund - \$2,000</p>	Formative			Summative
	Sept	Nov	Jan	Feb

Strategy 3 Details	Reviews			
<p>Strategy 3: GISD will continue implementation of its anonymous bully reporting system and support students and campuses with how to use the program.</p> <p>Strategy's Expected Result/Impact: -student mental and physical well-being -parent/community support for students</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Coordinator of Academic and Behavior Intervention Services</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue support for campus and districtwide behavior expectations with the role of district police officers. District PD will assist principals and staff in maintaining order, resolving conflicts, and ensuring the campus behavior matrices are followed on school grounds and at related events. Campus administrators will be trained on PD role and support for campus.</p> <p>Strategy's Expected Result/Impact: -decrease in violent behavior, substance abuse, and noncompliance with the student code of conduct</p> <p>Staff Responsible for Monitoring: GISD Chief of Police, Campus Administrators</p> <p>Funding Sources: Police Dept Supplies/Services - 199 - General Fund - \$32,027</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 5 Details	Reviews			
<p>Strategy 5: GISD will provide a districtwide Mental Health Counselor with a focus at the secondary level.</p> <p>Strategy's Expected Result/Impact: Support students mental and emotional well-being.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability and Student Services, Campus Administrators</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement safety and security measures and initiatives for students including, but not limited to, the Guardian Program.</p> <p>Strategy's Expected Result/Impact: Increased campus security</p> <p>Staff Responsible for Monitoring: Gonzales ISD PD</p>	Formative			Summative
	Sept	Nov	Jan	Feb
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

District Processes & Programs





Problem Statement 4: GISD does not have a research-based framework for PBIS (MTSS/RTI) in place. **Root Cause:** GISD created the APACHE Way as an incentive program aligned to PBIS framework, but implementation of the program as a whole was not rolled out with fidelity due to a lack of expectations, communication, guidance, and a change in leadership.

Goal 5: Gonzales ISD will increase the percentage of Emergent Bilinguals in the four year longitudinal cohort graduating from 88% to 90%.

Performance Objective 1: Overall Performance of Emergent Bilinguals on STAAR across subjects and grade levels will increase from 54% Approaches to 70% Approaches.

- Evaluation Data Sources:** -Six Weeks Assessments
 -Mock STAAR Assessments
 -STAAR Results
 -TELPAS performance

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers who are not ESL certified, but serving ESL students will receive training in SIOP strategies. Strategy's Expected Result/Impact: -meet the needs of EBs through differentiation determined by their level language acquisition Staff Responsible for Monitoring: Director of Federal Programs, Principals</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 5 Funding Sources: ESL Certification for Teachers - 199 - State Bilingual/ESL - \$7,400, ESL Academy Trainer of Trainers - 199 - State Bilingual/ESL - 199 E 13 6239 00 999 0 25 941 - \$1,000, Bilingual Consulting Services - 199 - State Bilingual/ESL - 199 E 21 6291 00 999 0 25 941 - \$3,000</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
<p>Strategy 2: K-12 Summit for TELPAS implemented to support all four components of TELPAS in grades K-12. Strategy's Expected Result/Impact: -increased performance on TELPAS -students exited from Bilingual programming in alignment with program goals Staff Responsible for Monitoring: Principals, LPAC Members, Director of Federal Programs</p> <p>Problem Statements: Student Learning 1 Funding Sources: Summit K-12 - 199 - State Bilingual/ESL - 199 E 11 6399 00 xxx 0 25 941 - \$10,000</p>	Formative			Summative
	Sept	Nov	Jan	Feb

Strategy 3 Details	Reviews			
Strategy 3: GISD will utilize After School Centers for Education (ACE) for EB student support- tutoring, enrichment, and remediation. Strategy's Expected Result/Impact: -system of support for EL students and families -increased academic achievement -decrease in EL dropout rate Staff Responsible for Monitoring: ACE Site Coordinators, Principals, LPAC Members Funding Sources: Frontline LPAC - 199 - State Bilingual/ESL - 199 E 13 6399 00 999 0 25 941 - \$7,850	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 4 Details	Reviews			
Strategy 4: Implementation of the Apache Academy All-STAARs enrichment program. Strategy's Expected Result/Impact: Increase student achievement in Meets and Masters performance level. Staff Responsible for Monitoring: Instructional Coach Coordinator, Principals, Director of Elementary Education, Director of Secondary Education Problem Statements: Student Learning 1	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 5 Details	Reviews			
Strategy 5: Implementation of SUBE Day (Successful Bilingual Education) to support Bilingual students and families in all areas of their education. Strategy's Expected Result/Impact: Increased parental involvement and knowledge of educational opportunities and expectations, school and parent partnership for success of Bilingual students. Staff Responsible for Monitoring: Director of Federal Programs, Campus Administrators, ESL/Bilingual Teachers	Formative			Summative
	Sept	Nov	Jan	Feb
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: GISD students are not meeting grade level standard as defined by the Texas Education Agency (TEA). Root Cause: The district has not followed a guaranteed viable curriculum consistently or to fidelity across campuses, creating gaps in learning.
District Processes & Programs
Problem Statement 5: High turnover in campus level leadership and content/grade level teams. Root Cause: GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.

Goal 6: Gonzales ISD will reduce the rate of removals of special education students due to behavior from 77% to 40%.

Performance Objective 1: SpEd Overall Performance on STAAR will increase from 34% Approaches to 45%.

- Evaluation Data Sources:**
- Discipline referrals
 - Six Weeks Assessments
 - Mock STAAR
 - Progress toward IEP Goals

Strategy 1 Details	Reviews			
<p>Strategy 1: A minimum of 5 staff members on each campus will be trained during the 2022-2023 school year using the Crisis Prevention Intervention Model and program.</p> <p>Strategy's Expected Result/Impact: -system for expected behavior</p> <ul style="list-style-type: none"> -decrease in discipline referrals -increase in student achievement <p>Staff Responsible for Monitoring: Campus Administrators, Special Services Staff, Director of Special Services, Coordinator of Academic and Behavioral Intervention Services</p> <p>Funding Sources: CPI Training - 199 - General Fund - \$3,000</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
<p>Strategy 2: GISD will create elementary and secondary a behavior matrices aligned to PBIS framework to identify tiered behaviors and supports for consistent expectations of student behavior and adult behavior.</p> <p>Strategy's Expected Result/Impact: -system for expected behavior</p> <ul style="list-style-type: none"> -decrease in discipline referrals -increase in student achievement <p>Staff Responsible for Monitoring: Coordinator of Academic and Behavior Intervention Services, Director of Special Programs</p> <p>- Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 4</p> <p>Funding Sources: CPI Books - 199 - General Fund, PBIS Implementation Training - 199 - General Fund - 199 E 13 6411 00 999 0 99 924 - \$6,500</p>	Formative			Summative
	Sept	Nov	Jan	Feb





Strategy 3 Details	Reviews			
<p>Strategy 3: District expectation of campus PBIS committees to monitor behavior data, interventions, and supports. Campus MTSS/PBIS committees will meet at a minimum of one time per six weeks. District committees will meet a minimum of 3 times per year.</p> <p>Strategy's Expected Result/Impact: -committees meet regularly to monitor data, determine interventions, and support teachers with classroom management</p> <p>Staff Responsible for Monitoring: Coordinator of Academic and Behavior Intervention Services, Principals, Assistant Principals, Counselors, PBIS Committee</p> <p>- Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 4</p> <p>Funding Sources: Counselor & LSSP Training for SEL - 199 - General Fund - \$1,500, ESC Region 13 Conference - 199 - General Fund - \$2,000</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus administrator and appropriate staff training on behavior discipline coding.</p> <p>Strategy's Expected Result/Impact: -appropriate reporting of student discipline data</p> <p>Staff Responsible for Monitoring: Director of PEIMS, Coordinator of Academic and Behavior Intervention Services</p>	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 5 Details	Reviews			
<p>Strategy 5: Staffing considerations to determine appropriate staffing and case loads across campuses.</p> <p>Strategy's Expected Result/Impact: Director of Special Programs, Campus Administrators</p>	Formative			Summative
	Sept	Nov	Jan	Feb
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

District Processes & Programs
<p>Problem Statement 4: GISD does not have a research-based framework for PBIS (MTSS/RTI) in place. Root Cause: GISD created the APACHE Way as an incentive program aligned to PBIS framework, but implementation of the program as a whole was not rolled out with fidelity due to a lack of expectations, communication, guidance, and a change in leadership.</p>

Goal 7: GISD will decrease the teacher turnover rate from 24% to 15% while increasing campus administrator experience with the district from an average of 4 years to 6 years.

Performance Objective 1: Develop and implement a recruitment strategy.

Strategy 1 Details	Reviews			
Strategy 1: Research opportunities to increase student teacher recruitment and retention. Strategy's Expected Result/Impact: -teacher retention Staff Responsible for Monitoring: Chief Human Resources Officer, Principals Problem Statements: District Processes & Programs 5	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
Strategy 2: Mentor program for new hires and first year teachers. Staff Responsible for Monitoring: Instructional Coach Coordinator, Human Resources Dept. Problem Statements: District Processes & Programs 5	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 3 Details	Reviews			
Strategy 3: Revise marketing materials for job fairs. Staff Responsible for Monitoring: Chief Human Resources Officer, Principals	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 4 Details	Reviews			
Strategy 4: Strategic job fair follow ups by Human Resources (Thank you notes/calls). Staff Responsible for Monitoring: Human Resources Dept.	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 5 Details	Reviews			
Strategy 5: Hold staffing meetings with all campuses to align class sizes in core classes for all grade levels to staffing ratios: 1:24 for 6th-12th grades, 1:9 for PK (adult support); 1:22 for K-5th. Staff Responsible for Monitoring: Chief Human Resources Officer, Principals Problem Statements: District Processes & Programs 5	Formative			Summative
	Sept	Nov	Jan	Feb
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

District Processes & Programs
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Problem Statement 5: High turnover in campus level leadership and content/grade level teams. Root Cause: GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.

Goal 7: GISD will decrease the teacher turnover rate from 24% to 15% while increasing campus administrator experience with the district from an average of 4 years to 6 years.

Performance Objective 2: Develop and implement a listening and learning plan that involves 100% of district staff in growth and improvement process.





Strategy 1 Details	Reviews			
Strategy 1: Conduct 1 all staff survey per year. Staff Responsible for Monitoring: Human Resources Dept. Problem Statements: District Processes & Programs 5	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
Strategy 2: Conduct 1 campus administrative survey per year. Staff Responsible for Monitoring: Human Resources Dept. Problem Statements: District Processes & Programs 5	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 3 Details	Reviews			
Strategy 3: Provide survey data to district leadership to discuss feedback received and to create a response plan. Staff Responsible for Monitoring: Human Resources Dept. Problem Statements: District Processes & Programs 5	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 4 Details	Reviews			
Strategy 4: Tribal Treats Express Initiative Strategy's Expected Result/Impact: Increase staff morale and appreciation Staff Responsible for Monitoring: Superintendent and Cabinet	Formative			Summative
	Sept	Nov	Jan	Feb
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 5: High turnover in campus level leadership and content/grade level teams. Root Cause: GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.

Goal 7: GISD will decrease the teacher turnover rate from 24% to 15% while increasing campus administrator experience with the district from an average of 4 years to 6 years.

Performance Objective 3: Provide regional competitive compensation and benefits packages to recruit and retain staff.

Strategy 1 Details	Reviews			
Strategy 1: Conduct market research Staff Responsible for Monitoring: Human Resources Dept. Problem Statements: District Processes & Programs 5	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 2 Details	Reviews			
Strategy 2: Design and implement a competitive plan. Staff Responsible for Monitoring: Human Resources Dept. Problem Statements: District Processes & Programs 5	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a communication plan to share information with staff, leaders, and Superintendent about compensation and benefits. Staff Responsible for Monitoring: Human Resources Dept. Problem Statements: District Processes & Programs 5	Formative			Summative
	Sept	Nov	Jan	Feb
Strategy 4 Details	Reviews			
Strategy 4: Provide targeted focus on substitute teachers to ensure pay is comparable to surrounding districts and increase training and expectations for substitutes. Staff Responsible for Monitoring: Human Resources Dept.	Formative			Summative
	Sept	Nov	Jan	Feb
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 5: High turnover in campus level leadership and content/grade level teams. Root Cause: GISD does not have programming in place to support new hires as well as returning staff through mentor programs, sustained/cyclical professional development, and consistent leadership.