

Galveston Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



Board Approval Date: November 16, 2022

Mission Statement

The mission of Galveston ISD is to Educate, Engage and Empower EACH student for a life of Excellence

Vision

Island of Excellence - World of Opportunity

Value Statement

We believe: • Every child can learn • Every child should have equal access to learn, grow and become successful adults • In a district where each and every student is a prepared, confident leader who is comfortable in any culture and knows he/she will succeed given any situation • Everyone has a voice and is a participant • All children possess exceptional talent to reach their dreams • Each child deserves an abundance of exceptional educational experiences • That in all actions everyone will be treated with respect and dignity • In a district that supports and rewards staff who provide exceptional educational experiences • GISD students are better prepared for the real world because of our diversity and their experiences in our community and schools • All children and staff deserve their schools to be a safe and effective place to learn, work, play, and heal • GISD can be one of the premier school districts in the nation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Galveston ISD serves approximately 6700 students of whom 78% are economically disadvantaged. The ethnic composition of the District consists of 24 % African American, 49% Hispanic, 23% White and 4% other. The Special Education Department serves 10% of the students within the District. Twenty-two percent are Emergent Bilinguals.

Demographics Strengths

Galveston ISD is part of the Texas Education Agency's System of Great Schools Network (SGS). "The goal of the SGS Network is to increase the number of students in high quality seats" each year. Galveston ISD is working to ensure that every school within the district is a quality school. The District is working to manage school performance through the implementation of a School Performance Framework, expand choice options for families by incorporating opportunities for school redesign, and improve access to options by streamlining the school application and enrollment processes.

The District has improved its drop-out and school leaver rates through the leadership of a Dropout Recovery and Attendance Team coordinated by a designated Central Office leader. In an effort to sustain the improvement and reduce the rate further, the team is focused on creating systems to track student progress and reduce absenteeism and any likelihood of students disconnecting from school. The District's attendance rate is 93.36% and the dropout rate is less than 1%. The District uses Capturing Kids Hearts to help teachers and students build relationships and establish a supportive learning environment.

Community and parent involvement is an integral part of the district. All district schools are focusing on engaging parents in the school. Parents participate on site committees, in ESL classes, and campus specific activities that support teaching and learning.

Galveston ISD is working to increase the number of students who are college and career ready. Approximately 25% of the students took Advanced Placement exams. Approximately 30% completed dual credit coursework.

During the last official accountability rating, 10 of the district's 11 schools earned a rating of "C" or higher.

Student Achievement

Student Achievement Summary

Galveston ISD earned an accountability rating "84" (B) for 2022. Two campuses earned a rating of "A". Six earned a rating of "B" and two earned a rating of "C". One campus was not rated. Five of the district's 11 campuses earned one or more distinctions. Oppe earned all allowable distinctions. Other district schools earning distinctions include Austin, Crenshaw, Morgan, Parker and Rosenberg. AIM excelled in its graduation performance and the number of students meeting the EOC standards. The district is committed to Early Childhood Education as evidenced by its investment in full day programs for PreK 3 and PreK 4.

Student Achievement Strengths

Students performed well in Reading in four out of six of the elementary campuses. In addition, three out of six of the elementary campuses performed well as related to "Closing the Gap."

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: What school actions can Galveston ISD implement to ensure that all students in Galveston ISD attend high performing schools? **Root Cause:** Lack of clearly articulated actions to initiate a call for quality

District Culture and Climate

District Culture and Climate Summary

Galveston ISD is a full choice district. Families choose among nine magnet programs throughout the district. Four of six elementary programs are magnet and two of three middle schools are magnet. Ball High School is a comprehensive high school divided into four small learning communities. Each program has an academic focus that is a draw for the student. Students are usually awarded their first choice provided space is available. With exception of Austin Middle School, which accepts students by qualification, all other seats within the district are filled by lottery if there are more requests than available seats.

The District will continue the implementation of a comprehensive PBIS system that began the fall of 2018 framing Capturing Kids' Hearts and other behavior interventions/ initiatives. Capturing Kids Hearts has been implemented district-wide to ensure a systematic approach to building relationships with students and other adults. Each campus has incorporated CKH and has also developed its own culture around its magnet theme or campus theme. The CHAMPS (Communication - Help - Activity - Movement - Participation Success) provides tools to ensure a well-managed classroom as a key to maximizing student learning opportunities.

In addition, the District has an Academic Plan that has been communicated to everyone within the district. The Academic Plan serves as the compass for teaching and learning within the district.

District Culture and Climate Strengths

GISD administration engages the community within the schools. The District works closely with the Educational Foundation, the Galveston Sustainable Alliance, the Moody Foundation and other community entities to build partnerships that foster positive outcomes for students through mentorships, internships, and academic programs. The Educational Foundation supports academic initiatives through its grant programs that are available to campuses and to individual teachers. GISD campuses have a positive relationship with the Chamber of Commerce which supports student entrepreneurship through Lemonade Day and IncubaTOR.

Galveston ISD is committed to the mental well being of students and staff. The District through Causeway Galveston focuses on Casel's model for Social Emotional Learning. The District works collaboratively with FuelEd to provide faculty and staff the resources needed to support students social emotional needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have been working on recruiting and retaining talent for the past five years. During those years, the turnover rate has averaged 18%. We are interested in learning more about new ways to compensate teachers. We have investigated steps that other districts throughout the state and nation have taken to retain their teachers. Half of our teaching staff falls within the range of 0 – 5 years of experience. We are fortunate to have community support. We have a human capital management plan in place that can be refined to support schools and improve our talent pipeline. We are exploring options such as accelerated teacher pay, career pathways, supplements and stipends.

Galveston ISD is part of a System of Great Schools. We are committed to ensuring that every child has the opportunity to be in a high achieving school. We have created a school performance framework that helps inform the District about campus strengths and areas of concern so that the District can be proactive in addressing student needs. Through our work with Texas Association of School Boards and our work with TXCEE, we are engaged in examining models such as Opportunity Culture, Collaborative Learning Communities as framed in TxCEE's SEED (System of Effective Educator Development).

Staff Quality, Recruitment, and Retention Strengths

Galveston ISD Human Capital Management Department has established strong relationships with area universities and is able to have prospective teachers serve in an Induction Program supported by the universities and the district. In addition, Galveston ISD has a strong First Year Teacher Academy where teachers are supported by master teachers who visit their classrooms and supported by their peers through scheduled monthly meetings.

The District is working closely with TxCEE to implement the TEEMs (Texas Educator Effectiveness Model) system which includes pay for performance system. Teachers through the SLO process who grow their students a year or more in areas identified in the state curriculum and approved by their principals while meeting other effectiveness requirements become eligible for monetary incentives.

Teachers are highly valued and the District is exploring options to accelerate teachers who grow students on a different compensation system as well as create options for career advancement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Reading performance and mathematics performance are major concerns. The district is focused on improving reading and mathematics at all grade levels. In order to improve reading, teachers and administrators PreK - grade 8 have adopted the Balanced Literacy approach. The instructional focus will be placed on grades PreK-4 through grade 4 with the implementation of the new state adoption HMH reading. In addition, the District has contracted with TXCEE, Region 4 Texas Lesson Study and Texas Instructional Leadership, RPM and Houston A+ (@ Central MS) to assist with improving student performance in the state tested areas. A team of educators district-wide representing the core curriculum help review district assessments that have been created by content specialists. As a part of the teacher appraisal system, District level Student Growth Measures have been identified and provide direction for instructional focus. The Board through Lone Star Governance has created Student Outcome Goals.

Curriculum, Instruction, and Assessment Strengths

The District is resource rich and has been fortunate enough to have excellent providers to help with Curriculum, Instruction and Assessment. Primary providers include Lead4ward, Region 4 Education Service Center, Project Lead the Way, SRSD, and RPM. Under the tutelage of Lead4ward, the district established a District Assessment Development Team whose primary responsibility is to create the district assessments. NIET consultants support the district in coaching and developing administrators so that they can provide teachers with constructive feedback around the instructional practices observed within the classroom. Teacher coaches assist with Texas Lesson Study, Project Lead the Way and STEMscopes. The District also utilizes mentor teachers, Collaborative Learning Leaders, instructional specialists and pedagogy coaches to help in strengthening curriculum, instruction and assessment. Protocols are in place for Academic and Behavioral Response to Intervention as well as meeting the needs of second language learners.

Parent and Community Engagement

Parent and Community Engagement Summary

The District, after Strategic Planning process, created a position entitled Family and Community Engagement (FACE) Specialist to assist with the coordination of resources for students and families within GISD.

Galveston ISD is also the recipient of the Menninger Grant for working in partnership with other community agencies to support the social & emotional well-being of our students.

The Executive Director for Early Childhood works collaboratively with agencies throughout the community to coordinate learning experiences for the parents of our youngest learners.

Parent and Community Engagement Strengths

Our community is committed to improving Galveston schools. We have some pockets of greatness within our district, but we want all schools within our district to be great schools. Galveston ISD is aware of the importance of a quality education system on the island and within this region. The Moody Foundation clearly understands the importance of investing in quality education to the extent that the Foundation has hired an executive director for educational giving whose job has been to generate funds to support a comprehensive effort to provide resources identified as priorities by the district and the community.

Technology

Technology Summary

The District has a learning management system (CANVAS) that provides teachers and students the opportunity to extend learning. Students have access to chrome books at the majority of the District's campuses.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Goals





Goal 1: The Galveston Independent School District will increase the percent of Third Grade students who score Meets grade level or above on STAAR Reading from 49% to 75% by August 2027.

Performance Objective 1: Increase the percent of students who meet growth projection on the MAP Reading Assessment in grades K-8 from 45% to 80%

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Ensure teachers have a full understanding of unpacking the TEKS Strategy's Expected Result/Impact: Implementation of TIL and campus CSCs Staff Responsible for Monitoring: Assistant Superintendent for Teaching and Learning; District Program Coordinators; Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement effective PLC's focused on teaching strategies that will enable all students to acquire knowledge and skills for critical thinking, problem solving, logic, creativity and research. Strategy's Expected Result/Impact: Effective principals, teachers, Staff Responsible for Monitoring: Campus Principals; CSCs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement assessments that are aligned with state and local standards to evaluate student progress, programming and staffing. Strategy's Expected Result/Impact: Valid assessments that accurately predict student performance on STAAR and EOCs Staff Responsible for Monitoring: District Testing Coordinator; District Program Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Insure Bilingual, ESL, Special Education, Career Technical Education programs meet the needs of students being served. Staff Responsible for Monitoring: Program Coordinators --Bilingual/ESL Specialist, Special Education and District CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Eliminate individual student learning gaps by utilizing innovative strategies through early identification, intentional interventions and systematic record keeping.</p> <p>Strategy's Expected Result/Impact: Higher student performance of the students within the bottom quartile</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Support, Assistant Superintendent for Teaching and Learning District Program Coordinators; Campus Principals; CSCs</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The Galveston Independent School District will increase the percent of Third Grade students who score Meets grade level or above on STAAR Reading from 49% to 75% by August 2027.

Performance Objective 2: Each year, 85% of Pre-K students will score in the Making Adequate Progress range on the Phonemic Awareness portion of the EOY C-PALLS assessment.





High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: The Executive Director for Early Childhood will provide teachers with research based effective teaching strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will have more support which will result in increased student achievement.</p> <p>Staff Responsible for Monitoring: Executive Director for Early Childhood</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: The Galveston Independent School District will increase the percent of Third Grade students who score Meets grade level or above on STAAR Reading from 49% to 75% by August 2027.

Performance Objective 3: GISD will provide professional learning opportunities that are relevant and effective resulting in increased student achievement as measured through SGMs (Student Growth Measures)

Strategy 1 Details	Reviews			
Strategy 1: Provide all teachers with support in the creation and implementation of student learning objectives (SGMs) Strategy's Expected Result/Impact: Improved student outcomes in all content areas Teacher feedback Staff Responsible for Monitoring: Campus principals; CSCs	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The Galveston Independent School District will increase the percent of Third Grade students who score Meets grade level or above on STAAR Reading from 49% to 75% by August 2027.

Performance Objective 4: 4. The achievement gap by race, ethnicity, and socioeconomic status will be no greater than ten percentage points on all academic measures.





Strategy 1 Details	Reviews			
<p>Strategy 1: Director Coordinator of Academic Programs will work with campus teams to ensure understanding of the RTI process along with possible interventions and resources.</p> <p>Strategy's Expected Result/Impact: Narrowing of the achievement gap</p> <p>Clear RTI protocols</p> <p>Staff Responsible for Monitoring: District Coordinator of Academic Programs</p> <p>Campus RTI teams</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase the percent of Third Grade students who score Meets grade level or above on STAAR Mathematics from 41% to 75% by August 2027.

Performance Objective 1: Increase the percent of students who meet growth projection on the MAP Math Assessment in grades K - 8 from 52% to 80%.

High Priority

HB3 Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Offer performance based compensation reflective of increased student achievement for one year Achievement growth for students</p> <p>Strategy's Expected Result/Impact: Increase in number of teachers and principals receiving a performance incentive annually.</p> <p>Staff Responsible for Monitoring: Chief Human Capital Management Officer, Director for Talent Development, Director of Special Initiatives and Assistant Superintendent</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: GISD Leadership teams will participate in the STAAR4ward webinar in order to be informed about the STAAR test and data disaggregation so that they can be more informed in their CLCs.</p> <p>Strategy's Expected Result/Impact: Semi-monthly accountability meetings will provide evidence of student progress.</p> <p>Seven campuses will receive a rating of "B" or higher for 2022-2023.</p> <p>Staff Responsible for Monitoring: All campus principals; Assistant Superintendent for Teaching and Learning, Executive Directors for Elementary and Secondary Education, Assistant Superintendent for Student Support</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase the percent of Third Grade students who score Meets grade level or above on STAAR Mathematics from 41% to 75% by August 2027.

Performance Objective 2: Each year, 90% of Pre-K students will score in the Making Adequate Progress range on the Overall Math portion of the EOY C-PALLS assessment.

High Priority





HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with professional learning in Frogstreet math Strategy's Expected Result/Impact: Student math performance will increase. Staff Responsible for Monitoring: Executive Director for ECH	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase support to teachers and incentivize those who pass the ESL test. Strategy's Expected Result/Impact: Increase in the number of teachers who pass the test successfully. Staff Responsible for Monitoring: BE/ESL Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase the percent of Third Grade students who score Meets grade level or above on STAAR Mathematics from 41% to 75% by August 2027.

Performance Objective 3: By the end of 2023, 60% of students will score Meets or above on Math STAAR and Algebra I EOC assessments.

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus principals will participate in monthly educational rounds at selected campuses. based on data, a 'problem of practice will be identified. Administrators will participate in 5 minute classroom visits, debriefing the data collected about the campus instructional practices around the problem of practice.</p> <p>Strategy's Expected Result/Impact: Teachers' 20 minute observations will show evidence of improved instructional practices based on feedback obtain in the observational rounds.</p> <p>Student growth will be evident through SLO outcomes.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendent for Teaching and Learning, Executive Directors for Elementary and Secondary</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 55% to 75% by August 2027.

Performance Objective 1: Increase the percent of students who complete 3 hours of English or Math Dual Credit from 42% to 60%.

High Priority





HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Develop, implement and evaluate programs that support student participation in dual credit math and English. Strategy's Expected Result/Impact: More options to meet needs of students Staff Responsible for Monitoring: Assistant Superintendent for Teaching and Learning, Executive Director for Secondary Education, High School Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 55% to 75% by August 2027.

Performance Objective 2: Increase percent of students who complete an Industry Based Certification from 14% to 20%.





HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Monitor student progress toward the acquisition of Industry Based Certifications Strategy's Expected Result/Impact: More students acquiring certifications Staff Responsible for Monitoring: High School Principal District CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The Galveston Independent School District will improve students' sense of belonging by increasing the number of students who indicate they are connected to a trusted adult on campus by 50% over the next five years.

Performance Objective 1: Increase the percent of students in grades 3 - 5 indicating they feel connected to an adult at their school from 66% to 90%.

High Priority





Strategy 1 Details	Reviews			
Strategy 1: Engage students with the adults in their school through SEL Curriculum. Strategy's Expected Result/Impact: More students feeling connected. Staff Responsible for Monitoring: District SEL Coordinator, Executive Directors for Elementary and Secondary Education	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The Galveston Independent School District will improve students' sense of belonging by increasing the number of students who indicate they are connected to a trusted adult on campus by 50% over the next five years.

Performance Objective 2: Increase the percent of students in grades 6 - 12 who feel connected to an adult at their school from 44% to 85%.

High Priority

Evaluation Data Sources: District Created Survey





Strategy 1 Details	Reviews			
Strategy 1: Engage students with the adults in their school through SEL Curriculum. Strategy's Expected Result/Impact: More students connecting with campus adults. Staff Responsible for Monitoring: District SEL Coordinator, Executive Directors for Elementary and Secondary Education	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Seventy-five (75%) of students will score Meets grade level or above on Science and Social Studies STAAR and EOC assessments by August 2027.

Performance Objective 1: For the 2022-2023, 40% of 5th grade Galveston ISD students who take the science test will score MEETS.

High Priority

Evaluation Data Sources: STAAR 5th Grade Science





Strategy 1 Details	Reviews			
Strategy 1: Create pacing calendar Strategy's Expected Result/Impact: Instructional calendar with topics to be taught Staff Responsible for Monitoring: District Science Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Seventy-five (75%) of students will score Meets grade level or above on Science and Social Studies STAAR and EOC assessments by August 2027.

Performance Objective 2: Forty% (40%) of the 8th graders in Galveston ISD will score MEETS on the 8th Grade STAAR Science for 2022-2023.

High Priority





Evaluation Data Sources: Eighth Grade STAAR Science Test

Strategy 1 Details	Reviews			
Strategy 1: Use TIL strategies with 8th Grade Science Teachers Strategy's Expected Result/Impact: Improved student performance on 8th grade Science STAAR Staff Responsible for Monitoring: District Science Coordinator and Campus Support Coordinators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Seventy-five (75%) of students will score Meets grade level or above on Science and Social Studies STAAR and EOC assessments by August 2027.

Performance Objective 3: Seventy percent (70%) of the students taking the Biology EOC will score MEETS on the test.





Evaluation Data Sources: Biology EOC.

Strategy 1 Details	Reviews			
Strategy 1: Use TIL strategies with Biology Teachers Strategy's Expected Result/Impact: Increase number of students at MEETS Staff Responsible for Monitoring: District Science Coordinator and Campus Support Coordinators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Seventy-five (75%) of students will score Meets grade level or above on Science and Social Studies STAAR and EOC assessments by August 2027.

Performance Objective 4: Forty percent (40%) of the students taking the 8th Grade Social Studies STAAR will score MEETS.





Evaluation Data Sources: 8th Grade Social Studies STAAR

Strategy 1 Details	Reviews			
Strategy 1: Use TIL strategies with 8th Grade Social Studies Teachers Strategy's Expected Result/Impact: Improved performance in the number of students Meeting expectations on STAAR Staff Responsible for Monitoring: District Social Studies Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The Galveston Independent School District will increase the number of A or B campuses using the STAAR 2022 data from five to twelve by 2027.

Performance Objective 1: 100% of GISD schools will have an annual school performance review using the School Performance Framework.





High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: GISD will implement a local school performance framework to help identify areas of strength and areas of growth for each campus.</p> <p>Strategy's Expected Result/Impact: Continuous improvement framework to ensure quality schools for all students</p> <p>Staff Responsible for Monitoring: Superintendent's Cabinet and SPF Design Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: The Galveston Independent School District will increase the number of A or B campuses using the STAAR 2022 data from five to twelve by 2027.

Performance Objective 2: 100% of GISD schools will receive support unique to the needs of the campus.

High Priority





Strategy 1 Details	Reviews			
Strategy 1: GISD will enact annual school performance reviews and planning processes to make performance and needs - driven decisions Strategy's Expected Result/Impact: Improved schools Staff Responsible for Monitoring: Superintendent's Cabinet and SPF Design Team	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Galveston ISD will diversity and enhance the district's revenue by four million dollars per year over the next five years.

Performance Objective 1: Decrease expenditures to enhance district's revenue by two million dollars in 2022-2023.

High Priority

Evaluation Data Sources: District's revenue stream

Strategy 1 Details	Reviews			
Strategy 1: Review staffing needs, expenditures and requests, partnerships Strategy's Expected Result/Impact: Savings for the district Staff Responsible for Monitoring: Assistant Superintendent for Business and Operations Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andriana Rendon	Curriculum Support Coordinator	Curriculum	1
Desiree Monges	Writing Specialist		1
Eric Mueller	Coordinator	Special Programs	1
Jean Langevine	Curriculum Specialist	Science	1
Jennifer Hart	Family and Community Engagement	Parental Involvement	1
Karen Hill	Curriculum Specialist	Social Studies and Science	1
Kimberly McDougal	Curriculum Assessment Campus Liaison	Cores- Math, Reading, Social Studies, Sc	1
Kimberly Sam	Curriculum Specialist	Cores- Math, Reading, Science, Social St	1
Nakia Bellow	Literacy Coach		1
Paola Pernalette	Curriculum Support Coordinator	Reading	1
Person TBD	Curriculum Specialist	Elementary mathematics	1
Randy Randle	Interventionist	Behavior	1
Ronisha Ward	Social Worker		1
Terrilyn Brown	GT Specialist		1
Tracy West	Curriculum Support Coordinator	Curriculum	1
Vivian Hernandez	Family and Community Engagement	Parental Involvement	1

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00