

# **Greenville Independent School District**

## **District Improvement Plan**

### **2022-2023**



**Public Presentation Date:** October 25, 2022

# Mission Statement

Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

## **Portrait of a Graduate**

*The Greenville Independent School District is committed to providing students with the education they need to compete and succeed in the 21st-century. GISD has worked with representatives from the local business community to identify the knowledge and skills a student should possess upon high school graduation.*

## **A GREENVILLE INDEPENDENT SCHOOL DISTRICT GRADUATE IS**

### **Prepared with 21st Century Skills**

Graduates will be ready for today's and tomorrow's world with critical thinking skills that allow them to problem solve and actively participate in the designing of innovative solutions. Students will effectively utilize current technologies and possess the necessary skills that will enable them to learn to use next-generation technology. They will anticipate, embrace and adapt to change.

### **Exhibit Interpersonal and Collaborative Skills**

Graduates will possess the skills necessary to work independently and to contribute to group efforts. They will demonstrate effective leadership skills by communicating ideas, negotiating appropriate solutions, respecting differing points of view, motivating others and collaborating effectively with individuals of diverse backgrounds.

### **Academically Prepared for the Future**

Graduates will be empowered with the knowledge needed to make informed decisions about educational and career options that will integrate their talents with future professions.

### **Responsible Citizens**

Graduates will respect others and embrace cultural diversity. They will demonstrate ethical and moral decision-making in the context of their local, national and global community. Graduates will also possess an awareness of community resources and understand the value of service to others.

# Vision

We educate today...you succeed tomorrow!

# Greenville ISD Beliefs and Commitments

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- *We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.*

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- *We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.*

We believe our exceptional staff is the most important resource serving the students of our district.

- *We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.*

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- *We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.*

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- *We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.*

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Community: Greenville is a North Texas city located in central Hunt County, approximately 45 miles from Dallas. It is the county seat and largest city of Hunt County. As of the 2010 census, the city population was 25,557. The city offers relaxation, family fun, friendly neighbors and a smart place to live and do business.

As of the census[5] of 2010, there were 25,557. The racial makeup of the city was 68.47% White, 16.75% African American, 0.29% Native American, 1.07% Asian, 0.29% Pacific Islander, 9.77% from other races, and 2.76% from two or more races.

The median income for a household in the city was \$51,841, and the median income for a family was \$40,477. The per capita income for the city was \$19,558.

Greenville ISD serves approximately 5,200 students in Pre-Kindergarten through twelfth grade. Greenville ISD, which encompasses the city of Greenville, Texas and a surrounding five to seven-mile radius, is a school district that has something to offer just about everyone.

In Greenville, families who have lived here for generations welcome newcomers who choose to move to Greenville for the same reasons the natives don't leave - location and hometown atmosphere. The Greenville Independent School District is the second largest employer in Greenville with approximately 950 staff (includes subs and student workers) members. More than 570 of those are instructional staff. The District boasts 9 campuses, including 1 Pre-K campus, 6 elementary schools (K-5), 1 sixth grade center, 1 middle school, (7-8), 1 traditional high school (9-12), and 1 alternative high school. The District has a diverse student population with 46.8 percent Hispanic students, 16.2 percent African-American students, 29.7 percent White students.

Staff: Highly qualified designations are based on criteria regarding proper certifications for teaching. Highly effective designations are more challenging to define and measure. As noted in the Curriculum and Instruction section and the Technology section of this needs assessment, strategies are needed to support and monitor the efforts of teachers to apply staff development concepts into the classroom. Improved delivery methods to address changing student needs are a priority. Approximately 25% of the full student body is designated as LEP. Effective strategies and techniques for instructional delivery are taught through the Bilingual/ESL teacher certification process. Currently the district is focusing on increasing the number of elementary teachers with this certification. School improvement requirements include a strong focus on effective instructional delivery. GISD is compliant with the Highly Qualified Teacher Continuous Improvement Plan process with results documented annually. An equity analysis and required performance objectives are included in this plan and must be supported by the District Improvement Plan. Five elementary campuses are designated as Title I, Part A schoolwide programs due to high poverty levels.

### Demographics Strengths

Located 53 miles from Dallas, Greenville is a gem that offers both a small-town feel and access to the excellent career opportunities and everything else the vibrant city has to offer. GISD serves 5,200 students and works with them and their families to design pathways to college, career, and the military. Texas A&M Commerce is located just 16 miles away and offers affordable higher education opportunities. Paris Junior College is in walking distance from Greenville High School, and is a dual-credit partner with GISD.

### Points of Pride

- Greenville ISD students have a 95.1% four-year graduation rate (2022 Accountability)
- Greenville ISD received a score of 98 in fiscal accountability
- The GISD School Board was named one of five state finalists for the HEB's 2020 Outstanding School Board Award

- Robust academic offerings and industry certification opportunities in Career and Technical Education with a state-of-the-art 50,000 square foot facility
- One of only five districts in Texas to offer Suzuki Strings
- Recently updated campuses to enhance safety, security, and 21st-century learning
- State, national, and world championship-winning Robotics teams
- 5 National Solar Car Championships
- Destination Imagination teams have qualified for Global finals for the last 10 years
- Robust & innovative programs for gifted & talented students
- Dual credit offerings through area junior college in core academics and Career and Technical Education
- Recognized Navy Junior Reserve Officers Training Corps (NJROTC) with “Outstanding” rating.
- Award-winning fine arts programs offered elementary through high school including our Lion Pride Band, theater, choir, art, and Suzuki Strings
- Home of the FIRST drill team in the world, the GHS Flaming Flashes, founded by Gussie Nell Davis, also the creator of the Kilgore Rangerettes
- Nationally recognized FFA program, as well as many other agricultural offerings
- State-recognized 21st Century After-School Program (ACE)
- Competitive athletics programs
- Partnerships with colleges and universities, particularly Paris Junior College and Texas A&M Commerce
- A diverse student body that reflects the rich cultures and differences throughout our community
- Highly qualified and skilled teachers in every classroom

Staff: GISD continues to strive for 100% compliance with state requirements for certification. The GISD staff training calendar and content are reviewed by the Education Improvement Committee. Campus Improvement Committees review content for individual campus training plans designed annually through the Needs Assessment process

Greenville ISD students can take advantage of numerous educational offerings including extracurricular activities. The regular education program is supplemented by programs that cater to those with individual needs, including special education, deaf education, and speech therapy. Gifted and Talented (G/T) students in grades K-6 are served on their home campus.

In addition to the core academic program of instruction, Greenville ISD offers a wide range of enrichment programs for students across the district: Suzuki Strings, Destination Imagination, Advanced Academics, Robotics, UIL Academics, Greenville ISD STEM Academy, Dual Language Academy, Junior ROTC, Dual Credit offerings through a partnership with Paris Junior College, and a self-paced Alternative High School. Greenville ISD has a rigorous Pathways in Technology Early College High School (P-Tech) that functions as a school within a school. The Texas ACE Program provides extended day activities at Bowie, Lamar, Carver, Crockett, Travis, Sixth Grade Center, Greenville Middle School and Greenville High School. The program also provides Summer Enrichment Camps for students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Improvements are needed for the analysis of student data to connect with campus based teacher training. **Root Cause:** Professional Learning Communities at the campus have concentrated on data analysis for student interventions and stopped short in some cases of monitoring teacher training needs of intervention implementation.

**Problem Statement 2:** Campuses are facing challenges with meeting the academic, social, and emotional needs of their minority, Limited English Proficient, and economically disadvantaged students. **Root Cause:** Increase in diverse population, limited bilingual certified teachers, ESL teachers, and counseling for social emotional learning.

**Problem Statement 3:** Communication concerns for families about services provided by the district and campuses. **Root Cause:** A community of diverse learners also includes families and students who speak multiple languages.

# Student Achievement

## Student Achievement Summary

### State Accountability 2021-2022

Greenville ISD was rated a "C" overall in the 2021-2022 accountability ratings:

Domain 1 Student Achievement: C (74)

Domain 2 School Progress: C (78)

Domain 3 Closing the Gaps: C (70)

The State of Texas Assessments of Academic Readiness, or STAAR, assesses grades 3-8. Grades 3 and 6 are assessed in reading and math. Grades 4 and 7 are assessed in reading, math, and writing. Grade 5 is assessed in reading, math, and science; and grade 8 is assessed in reading, math, social studies and science. High school students are required to take (5) STAAR end-of-course (EOC) assessments (English I, English II, Biology, U.S. History and Algebra I).

House Bill 22, of the 85th Texas Legislature authorized the creation of a new accountability system. As a result, the overall design of the 2018-2019 accountability system evaluates performance according to three domains:

- Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.
- School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

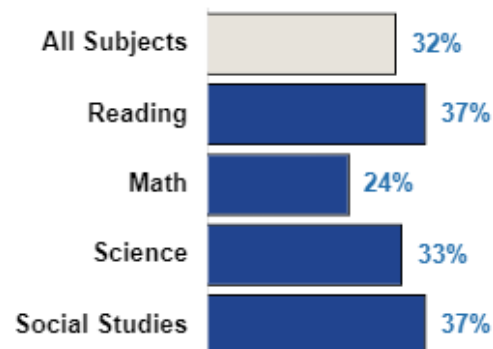
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	61%	45%	59%	72%	65%	81%	23%	65%	56%	54%	54%	36%	58%	61%	58%
At Meets GL Standard or Above	32%	18%	29%	45%	53%	60%	0%	37%	27%	24%	24%	22%	26%	32%	30%
At Masters GL Standard	13%	6%	11%	20%	41%	35%	0%	15%	10%	9%	9%	9%	13%	14%	11%

### Percentage of Students Approaching Grade Level or Above



Subject	This District	State
All Subjects	61%	74%
Reading	60%	75%
Math	58%	72%
Science	64%	76%
Social Studies	66%	75%

### Percentage of Students Meeting Grade Level or Above



Subject	This District	State
All Subjects	32%	48%
Reading	37%	53%
Math	24%	42%
Science	33%	47%
Social Studies	37%	50%

\* Indicates results are masked due to small numbers to protect student confidentiality

### District and Campus Distinction Designations 2022



Distinction Designations comprise the final component of state accountability and are awarded in recognition of outstanding achievement in academic areas. Each campus is eligible to earn distinction designations in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Distinction designations are awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Comparative Academic Growth (campus only)
- Top 25 Percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)

District/Campus		Distinction Designation
Greenville ISD	C	None
Bowie Elementary	B	None
Carver Elementary	C	Science
Crockett Elementary	NR	None
KGJ STEM Academy	B	English Language Arts/Reading
		Academic Growth
		Closing the Gaps
Lamar Elementary	C	None
LP Waters (paired with Lamar El)	C	N/A
Travis/6th Grade Center	NR	None
Greenville Middle School	C	None
		None
Greenville High School	C	English Language Arts/Reading
		Science

## Student Achievement Strengths

Greenville ISD continues to have a four-year graduation rate above state average (95.1%). The five and six year graduation rates are also above state average.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** GISD scored below 70% for all students on all STAAR/EOC tests. **Root Cause:** Lack of understanding student needs and curriculum implementation.

**Problem Statement 2:** GISD has significant gaps in performance of African American students compared to other district sub-populations. **Root Cause:** Lack of differentiation and targeted instruction for each student's skill gap.

**Problem Statement 3:** GISD performed 15% lower than state average in College, Career, and Military Readiness (CCMR). **Root Cause:** Tracking of students and understanding the CMMR impact.

# District Culture and Climate

## District Culture and Climate Summary

Students choose from vibrant program offerings. Destination Imagination, Suzuki Strings, athletics, media tech, solar car courses, and any of our 50+ dual credit courses are showcased on GISD transcripts. Class schedules are reflective of interactive opportunities designed to develop the whole child. Culinary Arts, Cosmetology, Auto Body Shop, Fine Arts, Suzuki Strings, Horticulture, Vocational Agriculture, Naval ROTC, and Robotics classes offer students opportunities to explore their areas of smartness. The district also offers a Pathways in Technology Early College High School (P-TECH). This program allows students to choose a pathway and take courses that provide the academic, technical, and workplace skills that are attractive to employers. P-TECH students also have the opportunity to graduate with an Associate's Degree from Paris Junior College. The program ensures our students have a lifelong passion for learning, assist in directing their future, and help students discover skills that will drive them to prosperity.

GISD also has a robust Career and Technical Education Advisory Board with members from local business and industry as well as representatives from the Greenville Economic Development Council.

Greenville ISD is rich in spirit, tradition and community. The renowned Flaming Flashes pioneered their trade in the 1930's and our world winning robotics teams are revered nationwide. The reinvigorated Greenville Educational Enrichment Foundation engages community spirit through fund raising efforts and issuance of teacher grants. Booster clubs and Parent Teacher Associations garner additional support, and businesses in the area give freely of time and resources.

GISD arms students with a fusion of life and educative lessons that propel them steadfastly into the global society. By educating the whole child, students leave Greenville ISD with lessons for wherever life leads.

## Innovative Initiatives

- Forever A Lion, a partnership with Texas A&M University - Commerce that provides a pathway to college for every Greenville High School graduate.
- Growing Up Bilingual, a dual language program that allows students to grow up studying subjects in English and Spanish, preparing them to succeed in a competitive marketplace.
- Elementary STEM (Science Technology Engineering Math) academy (Katherine G Johnson STEM Academy, located @ Crockett Elementary). This dedicated school of choice emphasizes STEM exploration for elementary students.
- Early College High School, a powerful grant-funded initiative that allows students to graduate from high school with an Associate's Degree in Engineering from Paris Junior College.

## District Culture and Climate Strengths

Greenville ISD has developed a positive culture and climate where students, parents, and community stakeholders are valued and can contribute to the success of our school district. The spirit of tradition and partnership with the community around us is shared throughout every campus. Greenville ISD continues to provide a safe learning environment in which our students thrive. The tag line #WEAREGISD follows the original #IAMGISD to show the team work and family spirit of the district. We are GISD United.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1:** More lessons need to be relevant to the real world in which students live in today. **Root Cause:** PLCs have not focused on connecting student expectations provided by the state TEKS to the real world connection.

**Problem Statement 2:** Parent and community engagement need to be stronger throughout every campus. **Root Cause:** Intentional development of the partnerships has not been the primary focus.

**Problem Statement 3:** A decrease of partnerships between businesses and industry in Greenville and Greenville ISD. **Root Cause:** Lack of shared communication of wants and needs.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Greenville ISD seeks out the best and brightest to work with and nurture our students. Greenville ISD's efforts to attract, develop, and retain a high-quality instructional and administrative staff is not without challenges, though and while we work to stay competitive in our market, we are also working to improve educational and professional environment that identifies us as intentionally exceptional in Greenville. We strive to maintain a 100% highly-qualified staff. Quality instructional and administrative staff members are attracted to Greenville ISD because they see the employment in this district as an opportunity to collaborate and work with other highly qualified and knowledgeable team members. Developing and increasing the capacity of professional staff at all levels is a priority in Greenville ISD. The district has increased staff development and technology training aligned to district needs. One priority is to increase the number of teachers with the English as a Second Language (ESL) certification. Retaining a quality base of teachers has also been a priority for Greenville ISD. The turnover rate for Greenville ISD was 27% as compared to the state turnover rate of 15.1% in 2021-202 in district with over 5,000 to 9,999 students. The turnover rate was very high this year due to several factors. Approximately 21.0% of the 2020-2021 teachers had eleven to over twenty years of experience with 14.5% being new teachers according to the last published Texas Academic Performance Report (TAPR).

Greenville ISD is partnering with Texas A&M University Commerce in the 2022-2023 school year to offer staff the opportunity to earn a Bachelor's degree at a reduced rate through their Pride Pathway program. Pride Pathway targets paraprofessionals already working within school districts, providing an affordable, fully online option for completing a bachelor's or master's degree leading to teacher certification. As well, GISD has been awarded the Grow Your Own grant to allow for additional opportunities for staff to earn a teaching certification.

## Staff Quality, Recruitment, and Retention Strengths

Quality administrators at each campus; Opportunities for collaboration and teamwork; Core documents are distributed throughout organization; Increased training aligned to district priorities; Broad range of teacher experience; New teacher mentoring program; new teachers are provided with four days of training prior to entire staff returning; Good staff attendance

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** High teacher turnover rate in 2021-2022 (27%). **Root Cause:** Limited support, training and growth programs not intentional on retention and growth.

**Problem Statement 2:** Identification of appropriate recruitment pool for teachers to obtain quality applicants. **Root Cause:** Developing partnerships with local colleges and alternative certification facilities.

**Problem Statement 3:** Recruitment of certified Bilingual Staff has been low. **Root Cause:** Competitive Salary Base or Stipend.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Greenville ISD has a research based and best practice curriculum that is aligned to the state standards. A focus on instructional best practices, gap areas, and identification of root causes forms the basis for improvement in the written curriculum documents. Data-driven decisions for improvement in written curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data.

Greenville ISD is driven to improve, innovate, and develop action plans based on our goals and objectives to ensure student achievement growth. Greenville ISD works to improve new learning and changes in the written, taught and assessed curriculum areas. Student engagement, rigorous coursework, innovative educational strategies, and increased use of accessible technologies are in the activities and strategies of the district. Greenville ISD strives to increase the alignment of instructional processes and educational resources to meet the rigorous standards and will continue to be the focus of the this school year.

Greenville ISD continues its commitment to an instructional focus in the 2022-2023 school year. Multiple support personnel have been added to campuses to support the overall instructional program. The following positions have been support campuses with instruction: Dean of Instruction, Interventionists, Lead Teachers, and Demo Teachers. This group will help anchor the Instructional Leadership Team (ILT) on each campus. This group will provide direction and support for the direction of the instructional program as well as provided targeted improvement and coaching support of classroom teachers. Campuses will continue to utilize Professional Learning Communities while also adding the Supporting Teacher Effectiveness Project (STEP protocol). The STEP protocol is an asset-based approach to professional learning communities that helps educators discover and replicate what's working in Greenville ISD.

## Curriculum, Instruction, and Assessment Strengths

Focus includes strengthening the principals' ability to be instructional leaders. Professional Learning Communities are held weekly with teachers to increase their collegial collaborations with colleagues to plan effectively for student achievement and growth. Intentional data analysis occurs after each nine-weeks tests to determine the depth of learning by each student for the last nine-week's learning. Instructional Strategists are available for each content throughout all grade levels to support planning, instruction, and data analysis.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Lessons plans are not fully developed, when they are completed, to ensure depth and complexity required for each student to meet mastery. **Root Cause:** Limited time dedicated to planning and accountability around lesson plan completion.

**Problem Statement 2:** Student products are often not aligned to the Texas Essential Knowledge and Skills (TEKS) . **Root Cause:** Many teachers lack a deep understanding of student standards.

**Problem Statement 3:** Teachers are not effectively utilizing the GISD pacing guide for each subject content area. **Root Cause:** Lack of understanding of supporting resources including Instructional Focus Documents (IFDs).

# Parent and Community Engagement

## Parent and Community Engagement Summary

Greenville ISD is committed to building and maintaining a culture of pride and respect with its internal and external stakeholders. GISD works to capitalize on community strengths and develop mutually beneficial partnerships that enhance the district's programs. Greenville ISD will work with campuses and local community organizations to create partnerships that meet specific campus and district goals. GISD, with a broad community approach, has engaged in a new strategic plan to help guide the district in the following areas:

- Finance
- Teaching and Learning
- Priority Schools
- Human Resources
- Communications
- Parent and Community Engagement
- Facilities

## Parent and Community Engagement Strengths

- Greenville ISD values the opinions of its parents, teachers, and community members. We use surveys and focus groups to research perceptions, opinions and beliefs and use the findings to inform future decisions.
- Greenville ISD's mobile app is available to the public for tailored messaging, notifications, news announcements and more.
- Greenville ISD works closely with area businesses, who have generously provided monetary and in-kind donations yearly. Our business partners underwrite specific events, recognitions and facilities (ex. Veterans Day, Hero of Hope, indoor athletic facility).
- Greenville ISD provides timely and engaging announcements and stories on the district website and campus websites to keep internal and external audiences informed and inspired.
- Greenville ISD promotes PTAs, boosters, and parent organizations that support student activities. Greenville ISD Council of PTAs meets four times a year to share parental involvement ideas/strategies implemented on each GISD campus.
- Greenville ISD encourages community interaction by hosting various events and programs throughout the year (ex. Back the Red, White and Blue, Veterans Day, Golden Lions luncheon).
- Greenville ISD publishes three digital newsletters every week during the school year (Heads Up for school board and administrators; GISD News for parents, community members, media and employees; and Lion Pride for employees). During the summer, Heads Up continues publication.
- The Communications Department designs strategic marketing plans for various campaigns throughout the school year. Examples include Come Grow With Us (video and mailer), PreK Marketing and Enrollment campaign, Family Health Connection partnership with Carevide, and Forever A Lion partnership with Texas A&M Commerce.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Increase parent involvement on all campuses. **Root Cause:** Campus Improvement Plans have had limited mention of parent involvement.

**Problem Statement 2:** Increase social media followers and GISD app users. **Root Cause:** Competing apps and social media outlets.



# **District Context and Organization**

## **District Context and Organization Summary**

In Greenville ISD, our teachers are committed to providing our students with high-quality learning experiences with hands-on experiences. District leaders, campus leaders, and support staff work in collaboration with teachers to ensure that all students are provided with a safe, student-centered learning environment conducive to learning. The collaboration between our district and community stakeholders further ensures that our students have the resources and necessary support to achieve their personal learning goals.

## **District Context and Organization Strengths**

Greenville ISD has a collaborative team of administrators and instructional staff from the superintendent to the teachers. Administrators want what is best for their schools and their students. The administrators work in Professional Learning Communities utilizing the STEP protocol, with their teachers to take an in depth look at each student and their progress toward success. Instructional Strategists work closely with campuses, principals and teachers to align and support the district curriculum. Each campus employs an Instructional Leadership Team (ILT) that consists of the principal, assistant principals, deans of instruction, lead teachers and demo teachers that ensure the district pacing guide and effective instruction are taking place on campus.

# Technology

## Technology Summary

In the district we are currently utilizing Chromebooks, staff laptops, student desktops, interactive projectors, document cameras, new Polycom phones, and each campus is outfitted with Xerox machines in the offices and teacher's lounges.

- We have access to both Office 365 and Google G Suite for Education, as well as utilizing Clever to sync accounts district-wide.
  - We have our own 10 GB fiber ring connection between all of our facilities, and have been working with our providers to create resilient link.
- We have negotiated with Region10 for multiple fiber circuits for our district to provide resilient internet access for our students, staff, and community.

## Technology Strengths

- A major strength in our district is that we have a solid infrastructure due to the most recent bond.
- We have developed an upgrade process to get more life out of our current teacher and student computers without having to buy all new machines.
- An exceptional technology team that is very knowledgeable and does everything to support students and staff.
- Our Technology Improvement Committee meets multiple times annually to discuss upcoming technologies, technology concerns, and areas of improvement.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Within the next couple years, data center server infrastructure will need to be replaced due to coming to end of life and needing required security updates to stay current with security trends. **Root Cause:** Technology equipment is having a much shorter lifespan due to cyber-security threats and the rapid advancement of technology. Equipment that before could last 10-15 years is now needing to be replaced every 5-7 years as recommended by experts in the field. This puts a financial strain on the department as we look for solutions that are both affordable and adequate to meet the needs of the district.

**Problem Statement 2:** Cybersecurity threats, both internal and external, are on the rise. **Root Cause:** Advances in technology.

**Problem Statement 3:** Student Chromebook devices will continue to need to be replaced each year at a higher rate than previous anticipated. **Root Cause:** Supply chain issues continue to persist. GISD will continue to purchase student devices at a higher rate than previously anticipated to stay current with testing needs.

# 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Prekindergarten Self-Assessment Tool

#### **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Communications data

# Goals

**Goal 1:** Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

**Performance Objective 1:** By June, 2023, the percentage of students that will rate in the category of meets for the combined STAAR/EOC will be 35%. GISD seeks to increase the level of students achieving the meets standards for all students in the combined STAAR/EOC to 55% by June 2027.

**High Priority**

**Evaluation Data Sources:** STAAR/EOC Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Align product and objectives in lesson plans and instructional implementation. Campuses will continue utilizing the Supporting Teacher Effectiveness Project (STEP) on each campus to focus on formative student performance, student work, and provide appropriate intervention and enrichment. <b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness Increase student achievement <b>Staff Responsible for Monitoring:</b> Principals Lead Teacher Dean of Instruction Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campuses will conduct student goal setting conferences with students in ELAR and Mathematics to determine growth needed and set steps to increase achievement. <b>Strategy's Expected Result/Impact:</b> Demonstrate student growth in ELAR and Mathematics STAAR achievement. <b>Staff Responsible for Monitoring:</b> Principals Lead Teachers Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct regular reviews of student achievement data and program effectiveness to make informed instructional decisions to impact targeted students groups . <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principals Dean of Instruction Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

**Performance Objective 2:** By June, 2023, GISD will achieve a scale score of 85 on the CCMR component of Domain I in the state accountability system. By June, 2027, GISD will achieve a scale score of 93.

**High Priority**

**Evaluation Data Sources:** State accountability rating  
CCMR tracking document

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to expand the dual credit program/partnership with Paris Junior College. This includes the Pathways in Technology Early College High School (P-TECH) at GHS that allows for students to earn an Associates Degree. <b>Strategy's Expected Result/Impact:</b> Number of students enrolled in dual credit courses, grades and credits awarded. <b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principal Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Career and Technical Education students with hands-on experiential learning opportunities through real-world settings such as internships, clinical, and practicum learning experiences that coincide with curriculum and instructional strategies to better equip and prepare students upon graduation. <b>Strategy's Expected Result/Impact:</b> Number of hands-on experiential learning opportunities Number of students participating <b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principal Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration	Formative			Summative
	Nov	Jan	Mar	June







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Work with Paris Junior College to offer College Preparatory Math and English at GHS and NHHS. <b>Strategy's Expected Result/Impact:</b> Increased number of students achieving CCMR <b>Staff Responsible for Monitoring:</b> Principal Counselor Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase the number of Industry Based Certifications offered at GHS and NHHS. <b>Strategy's Expected Result/Impact:</b> Increased number of students achieving CCMR <b>Staff Responsible for Monitoring:</b> Principal Counselor Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement SAT preparation opportunities for students prior to school-wide testing day. <b>Strategy's Expected Result/Impact:</b> Increased number of students achieving CCMR <b>Staff Responsible for Monitoring:</b> Principal Counselors Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide a pathway for Early College High School students to earn an Associates Degree. <b>Strategy's Expected Result/Impact:</b> Increased number of students achieving CCMR <b>Staff Responsible for Monitoring:</b> Principal Early College High School Chancellor Counselors Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

**Performance Objective 3:** By June, 2023. the percentage of students that will rate in the category of meets for the HB3 Reading Board Goals will be 36%. 55% of 3rd grade students will achieve a meets rating for the HB3 Reading Board Goal by June, 2027.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand PLCs, utilizing the Supporting Teacher Effectiveness Project (STEP) on each campus that focus on formative student performance, student work, and provide appropriate intervention and enrichment. <b>Strategy's Expected Result/Impact:</b> Improved student achievement. <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Dean of Instruction Lead Teacher Demo Teachers Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Meet with campus principals weekly, and bi-weekly to ensure systems are in place and being followed at the campus level to safeguard all students growing and making academic progress. <b>Strategy's Expected Result/Impact:</b> Improved academic performance on all assessments. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Administration Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Train principals, campus leaders, and teachers on collection and analysis of multiple data sources to provide appropriate and differentiated literacy instruction. <b>Strategy's Expected Result/Impact:</b> Data from state and local assessments will be analyzed and used to guide instructional decisions and responses increasing overall "meets" rate. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Teaching & Learning Deputy Superintendent of Administration Director of Accountability , Research, Evaluation and Assessment	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a clear and intentional focus on early literacy for reading in all grade levels to include faithful application of guided reading. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Dean of Instruction Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 1:** Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

**Performance Objective 4:** By June, 2023. the percentage of students that will rate in the category of meets for the HB3 Math Board Goal will be 30%. 50% of 3rd grade students will achieve a meets rating for the HB3 Math Board Goal by June, 2027.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development that targets math at all grade levels. Administrators will follow up on implementation of training using continual progress monitoring by reviewing lesson plans and conducting intentional walk-throughs. <b>Strategy's Expected Result/Impact:</b> Progress of math performance at BOY/MOY/EOY Increased Nine-week assessment performance Increased STAAR Performance <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Dean of Instruction Math Strategist Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning Continuing Education Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assess students using Summative (nine-week) Exams aligned with the district curriculum/pacing guides. <b>Strategy's Expected Result/Impact:</b> Increased performance on student assessment data in Aware, PLC content, data analysis, and student goal sheets. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Dean of Instruction Deputy Superintendent of Administration Instructional Strategist Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a clear and intentional focus on early numeracy for math in all grade levels to include faithful application of guided math. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Dean of Instruction Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

**Performance Objective 5:** By June, 2023, the percentage of students that will rate in the category of meets for the special education population will increase to 25% from 21%. By June, 2027, 40% of SPED students will achieve the meets category.

**Evaluation Data Sources:** STAAR/EOC results

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Review Results Driven Accountability Data to assess Special Education program impact on SPED students with principals. <b>Strategy's Expected Result/Impact:</b> Increased understanding of special programs and student need. <b>Staff Responsible for Monitoring:</b> Executive Director of Special Education.		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Goal 1:** Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

**Performance Objective 6:** By June 2023, the percentage of students that will rate in the category of meets for the African-American population will increase to 22% from 18%. By June, 2027, 40% of African-American students will achieve the meets category.





**Evaluation Data Sources:** STAAR/EOC results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide accelerated support for students that were not successful on the 2022 STAAR assessment aligned to HB 4545 requirements in Texas. Students must receive 30 hrs of targeted intervention on each area they were successful on prior to the 2023 STAAR assessment and documented in accelerated instruction plans. <b>Strategy's Expected Result/Impact:</b> Documentation of student progress on STAAR, Summative and APEX which will lead to increase student achievement. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Dean of Instruction Teachers Director of Accountability Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct regular reviews of student achievement data and program effectiveness to make informed instructional decisions to impact targeted students groups not having met the 2022 Closing the Gaps targets. <b>Strategy's Expected Result/Impact:</b> Increased scores for AA, Hispanic, Economically Disadvantaged, Special Education, and ELL student groups on the Summative Assessments and 2021 STAAR, EOC, TELPAS, TPRI, Tejas LEE <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Dean of Instruction Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning Director of Instruction Director of Accountability Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

**Performance Objective 7:** By August, 2023, Travis Sixth Grade Center and Crockett Elementary will achieve a "C" or better rating in the state accountability system.

**Evaluation Data Sources:** STAAR results  
A-F accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Travis Sixth Grade Center and Crockett Elementary will participate in Kagan Cooperative Learning strategies to increase student engagement and teacher efficacy. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Travis Sixth Grade Center and Crockett Elementary will participate in executive coaching with Engage 2 Learn, a vetted high-quality contracted service partner aligned with foundational essential actions within the Effective Schools Framework. <b>Strategy's Expected Result/Impact:</b> Increased leadership capacity <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Meet with Travis Sixth Grade Center and Crockett Elementary principals bi-weekly to review Targeted Improvement Plan progress. Participate in conference calls with the Texas Education Agency and Region 10 Educational Service Center to review Targeted Improvement Plans to review and receive feedback after quarterly submission. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Administration	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				



**Goal 1:** Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

**Performance Objective 8:** Increase the academic performance of Economically Disadvantaged, African American, English Language Learners, Special Education students, students identified as dyslexic, and/or served through 504, at all grade levels in Math, Science, Reading, and Social Studies to at least 70% approaches.

**High Priority**

**Evaluation Data Sources:** STAAR/EOC, and Summative Exam Data,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Literacy/Reading interventionists will work with students that have been identified as needing Tier 3 support by utilizing research-based reading instruction. Reading/ELA strategist will help plan and model lessons, and attend Professional Learning Community (PLCs) meetings to provide support for all reading teachers when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on STAAR Reading.</p> <p>Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on REN360 Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Teaching and Learning Principals Assistant Principals Dean of Instruction Interventionists Instructional Strategist</p> <p><b>Title I:</b> 2.4, 2.6 - <b>Results Driven Accountability - Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers support students who have been identified as needing Tier 2 support by utilizing research based guided reading strategies and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on STAAR Reading.</p> <p>Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on REN360 Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Lead Teacher Teacher Deputy Superintendent of Teaching and Learning</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability - Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Math Interventionists will support students who have been identified as needing Tier 3 support by utilizing research-based math instruction. Math Strategist will help plan and model lessons, and attend Professional Learning Community (PLCs) meetings to provide support for all math teachers when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on STAAR Mathematics.</p> <p>Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on REN360 Mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Teaching and Learning Principals Assistant Principals Dean of Instruction Interventionists Instructional Strategist</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will support students who have been identified as needing Tier 2 support by utilizing research based guided mathematics strategies and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on STAAR Mathematics.</p> <p>Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on REN360 Mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Teaching and Learning Principals Assistant Principals Dean of Instruction Interventionists Instructional Strategist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide written intervention plans and intervention strategies for any student not meeting passing requirements on state assessments with progress monitoring as well as students that score in the bottom 20% of Ren 360. Beginning of the Year data, as well as intervention groups based on need and connected to HB 4545 requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring records, Tier II and Tier III RtI documents</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Principal Dean of Instruction Teachers Instructional Strategist Lead Teacher</p> <p><b>Title I:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Conference with each student to create a Student Performance Plan (Individual Graduation Plan IGP) and review plans at regular intervals. All students will be provided with a student goal sheet that will be updated after each summative (nine-week) exam. HB 4545</p> <p><b>Strategy's Expected Result/Impact:</b> Conferences held and summary uploaded into Aware for each student</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Principal Dean of Instruction Teachers Counselors Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration Director of Accountability</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Strengthen Transition Plans for seamless transition between L.P. Waters and each elementary campus, from each elementary campus to the Sixth Grade Center, from the SGC to GMS and from GMS to GHS.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of parent meetings and student visits to future campus. Increase in maintaining students from grade level to grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers Dean of Instruction Assistant Principals Counselors</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide tutorials (acceleration) for students who may be at risk for academic failure and provide additional educational assistance to individual students the district or school determines needs assistance with support from the ACE program. <b>Strategy's Expected Result/Impact:</b> Number of students attending tutorials after school  Improvement in daily and summative student work <b>Staff Responsible for Monitoring:</b> Principals Asst. Principals Dean of Instruction Teachers ACE Grant Project Director ACE Site coordinator  <b>Title I:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Support the implementation of a Bilingual education program and provide on-site coaching by Bilingual Director for Dual Language, and effective implementation of LPAC Committees. <b>Strategy's Expected Result/Impact:</b> Student work samples to represent growth in academic goals and intervention. Spanish exam scores - summative and STAAR. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Dean of Instruction Teacher Director of Bilingual Services  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

**Performance Objective 9:** Provide 100% of Greenville ISD students with equitable access to a comprehensive rigorous and relevant curriculum aligned to state standards and promoting college, career, and military readiness.

**Evaluation Data Sources:** Summative, tutoring logs, intervention logs, lesson plans, PLC content.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of all students groups.  <b>Strategy's Expected Result/Impact:</b> Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, students identified as dyslexic, and/or served through 504 who demonstrate growth on STAAR Reading.  Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, students identified as dyslexic, and/or served through 504 who demonstrate growth from initial data point to EOY on REN360 Reading.  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Director of Instruction Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement a comprehensive set of supports to engage students in varied options for grade repair, credit attainment, and goal setting.  <b>Strategy's Expected Result/Impact:</b> Increase graduation rates for each student group, as defined in state accountability  <b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principal Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> *Provide access to CTE courses at GMS and GHS. *Promote free and open recruitment activities through the District website, social media, and counseling staff to all students and parents. *Continue to establish community partnerships for CTE and to work with the CTE Advisory Board. <b>Strategy's Expected Result/Impact:</b> Number of partnerships established Student intern programs growth plan Industry Certifications Awarded <b>Staff Responsible for Monitoring:</b> Principal Associate Principal for Curriculum and Instruction Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue to support the implementation of the ACE Program on GISD campuses. <b>Strategy's Expected Result/Impact:</b> Number of students enrolled in ACE programs on campuses Progress through academic programs. <b>Staff Responsible for Monitoring:</b> Principals, Asst. Principals ACE Director ACE Site Coordinator  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to align and expand STEM programs in grades Pre-K to grade 12 and expand community partnerships. <b>Strategy's Expected Result/Impact:</b> STEM initiative at each campus. STEM focused classes offered to all students. Increase recruitment to science, math and technology classes in middle and high school. STEM focus partnerships with local businesses. <b>Staff Responsible for Monitoring:</b> Superintendent STEM Director Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning Principals  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Monitor dropout data including graduation rates, high school equivalency certificate rates, and academic credit hours. <b>Strategy's Expected Result/Impact:</b> Decrease percentage of dropouts, grades 7-12; Measured increase in graduation rates. <b>Staff Responsible for Monitoring:</b> Principals Asst. Principal Dean of Instruction Counselors Student Engagement Officers Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**Goal 2:** The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness. (Student Safety)

**Performance Objective 1:** Reduce out-of-class discretionary placements of all student groups by 10%.

**Evaluation Data Sources:** \*Student groups served, included over-representation of students from economically disadvantaged families, ethnic, and racial representations, and with a disability who receive Special Education and limited English proficiency services.

\*Attendance Rates

\*Pre and post assessment results

\*Dropout rates

\*Graduation rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administration, with Student Engagement Officers will support the continued implementation of Tier 1 behavior strategies based on the student code of conduct. <b>Strategy's Expected Result/Impact:</b> Out-of-class discretionary placements will be reduced as a result of the implementation of effective Tier 1 behavior strategies. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Engagement Officer Deputy Superintendent of Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The continuing education coordinator, campus principals and assistant principals will ensure all New to Greenville ISD teachers are taught, coached, and supported in implementing and sustaining Capturing Kids' Hearts strategies. <b>Strategy's Expected Result/Impact:</b> Campus office referral data will reflect the implementation of behavioral interventions and Capturing Kids' Hearts prior to a student being removed from class. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Engagement Officer Continuing Education Coordinator Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus instructional leadership teams along with the Student Engagement Officer will review student discipline each month to monitor out-of-class placements and to strategize regarding areas in need of targeted interventions. <b>Strategy's Expected Result/Impact:</b> Out of class discretionary placements will be reduced as a result of implementing Tier 1 behavior supports with fidelity. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Engagement Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All campuses will implement preventative discipline management programs, Restorative Practices and will use frameworks as a way to support teachers in recognizing how to proactively intervene with classroom-level behaviors in order to reduce the number of discipline incidents for the campus. <b>Strategy's Expected Result/Impact:</b> Out-of-class discretionary placements will be reduced as a result of implementing Tier 1 behavior supports with fidelity. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Engagement Officer Deputy Superintendent of Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Initiate anti-bullying/cyber-bully protocol on all campuses. See policies FFI (Legal) and (Local). <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals Decrease in absences <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Teachers Counselors Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide classroom management professional learning opportunities to new to GISD teachers. <b>Strategy's Expected Result/Impact:</b> Increased effectiveness of classroom instruction Reduction in discipline referrals coming from classrooms <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness. (Student Safety)

**Performance Objective 2:** Provide a safe and secure learning environment for all.

**Evaluation Data Sources:** All district personnel will be trained in the Standard Response Protocol and implement appropriate response procedures. Greenville ISD will partner will local and state law enforcement agencies to train district personnel in school safety.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide a Standard Response Protocol training to all district staff members. <b>Strategy's Expected Result/Impact:</b> Implement standard response protocols that create a safe and orderly environment in critical situations. <b>Staff Responsible for Monitoring:</b> GISD PD, District-Wide Safety/Security Team, Operations, Technology, Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Partner with GISD PD to implement school safety training for district staff members. <b>Strategy's Expected Result/Impact:</b> Increase staff knowledge and awareness of school safety. <b>Staff Responsible for Monitoring:</b> GISD PD, District-Wide Safety/Security Team, Operations, Technology	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to increase awareness of sexual abuse, maltreatment of children, internet predators and suicide prevention training to all staff members. Provide conflict resolution and violence prevention training. <b>Strategy's Expected Result/Impact:</b> Reduction in instances of sexual abuse, maltreatment of children, and internet predators. <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Counselors Student Engagement Officers  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Conduct an district safety audit with and external partner to evaluate the overall safeness of schools and facilities within GISD <b>Strategy's Expected Result/Impact:</b> Safer schools <b>Staff Responsible for Monitoring:</b> Chief of Police Deputy Superintendent of Administration		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

**Goal 2:** The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness. (Student Safety)

**Performance Objective 3:** Less than 5% of all discipline referrals will be for bullying as a result of implementation of Capturing Kids Hearts.

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Character Strong character education. <b>Strategy's Expected Result/Impact:</b> Reduction in bullying. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide MANDT training to all campuses.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 3:** The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

**Performance Objective 1:** 100% of Greenville ISD teachers will meet the Texas certification requirements for District of Innovation requirements for CTE courses that represent a wide range of expertise, experience and is reflective of our community.

**Evaluation Data Sources:** Certifications

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop teacher leadership to support teacher development as a means of recruiting, supporting and retaining effective teachers. <b>Strategy's Expected Result/Impact:</b> Increased teacher retention <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Assistant Director of Human Resources Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain a hiring process that permits principals and the Assistant Superintendent of Human Resources to recruit the best candidates and provide letters of intent early in the hiring period. <b>Strategy's Expected Result/Impact:</b> Highest qualified candidates hired early to prevent them from being hired by other districts. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Assistant Superintendent of Human Resources Principals Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize the Ignite grant to help develop and implement a comprehensive retention plan that provides avenues for Greenville ISD employees to seek degrees, certifications, and CPEs in accordance with district needs and priorities. All new to GISD teachers will participate in an induction support program. <b>Strategy's Expected Result/Impact:</b> Retention plan; salary study <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Review current hiring and recruitment process for substitute teachers. Review pay in comparison to surrounding districts. Review surrounding districts' best practices for hiring. <b>Strategy's Expected Result/Impact:</b> Remain competitive in pay for substitutes. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Assistant Director of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trends, to include market analysis of salaries, benefits and incentives. *Provide stipends for critical need areas and extra duty assignments *Maintain student discipline *Maintain a positive climate <b>Strategy's Expected Result/Impact:</b> Recruitment and retention numbers <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Assistant Superintendent of Finance Principals Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Participate in State and Local job fairs to support the recruitment and hiring of highly effective teachers and personnel, including highly effective teachers in hard-to-fill positions and teachers who become certified through State and local alternative routes to certification. <b>Strategy's Expected Result/Impact:</b> Increase in teacher recruiting and hiring Increase in student achievement Quality of number of highly qualified teacher applicants Diversity of applicant pool <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Hire qualified Spanish and English bilingual personnel who can communicate effectively orally and in writing in both languages. <b>Strategy's Expected Result/Impact:</b> Quality of number of highly qualified teacher applicants. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Principals  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Implement GISD Administrative Mentoring Program to grow new and potential GISD Administrators <b>Strategy's Expected Result/Impact:</b> Teacher retention Surveys of program (beneficial or not?) <b>Staff Responsible for Monitoring:</b> Superintendent Coordinator of Professional Development Deputy Superintendent of Administration Assistant Superintendent of Human Resources Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> All staff (campus, district leadership, auxiliary) will continue to participate in Capturing Kids' Heart training that began in Spring 2019. <b>Strategy's Expected Result/Impact:</b> Singular focus among all the adults at all 9 campuses. <b>Staff Responsible for Monitoring:</b> Coordinator of Continuing Education Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Partner with Texas A&M University-Commerce to inform current staff members of the Pride Pathway program that allows staff members to earn a degree and eventual teaching certification. <b>Strategy's Expected Result/Impact:</b> Increased teacher applicant pool <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3:** The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

**Performance Objective 2:** 95% of new teachers will move from Refinement to Reinforcement on TTESS.





**Evaluation Data Sources:** TTESS walk-through, observation and final summative.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All new teachers will be assigned an exemplary mentor teacher working on the same campus. <b>Strategy's Expected Result/Impact:</b> Increase new teacher's knowledge and skills in instruction as well as daily tasks. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional Leadership Teams will facilitate embedded professional development for teachers that ensures teachers are focused on students needs, and learn about student-centered best practices to implement and to put into action immediately at the conclusion of the professional development. <b>Strategy's Expected Result/Impact:</b> Research based strategies being taught to teachers and implemented in the classroom. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Principals will conduct classroom walkthroughs with intentional feedback. <b>Strategy's Expected Result/Impact:</b> Increased alignment of instruction to student expectations. <b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

**Performance Objective 3:** The number of teachers who have ESL certification will increase by 25%.

**Evaluation Data Sources:** ESL Certification

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for teachers seeking ESL certification/endorsement to increase their success rate on the teacher certification exam. <b>Strategy's Expected Result/Impact:</b> ESL Certification by all teachers. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Teaching and Learning Director of Bilingual Programs Director of Instructional Programs Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

**Performance Objective 4:** Provide opportunities for high-quality professional development for 100% of teachers in order to support student centered learning.

**Evaluation Data Sources:** Teacher retention rates  
Student achievement data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Teaching and Learning and Continuing Education department will work collaboratively with other departments to design a comprehensive professional development plan addressing the needs of all teachers and students. <b>Strategy's Expected Result/Impact:</b> The district will have a comprehensive collaboratively developed professional learning plan that will drive instructional improvement across the district. <b>Staff Responsible for Monitoring:</b> Continuing Education Coordinator Deputy Superintendent of Teaching and Learning Instructional Strategists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide staff development opportunities for administrators, teachers and paraprofessionals to ensure they are prepared to meet the needs of diverse learners (Cooperative Learning, ESL, SIOP, GT, PBSI, ELPS, and Special Education). <b>Strategy's Expected Result/Impact:</b> Universal Screener to identify students at risk academically. Update student classification of at-risk Track/trend via summative and STAAR/EOC data for progress. Course Catalog Track teaching learning through Eduphoria <b>Staff Responsible for Monitoring:</b> Continuing Education Coordinator Principals Asst Principals Dean of Instruction Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide content area specific staff development for all teachers Pre-K to grade 12 based on data, campus initiatives and research based practices.  <b>Strategy's Expected Result/Impact:</b> Teacher/Admin/Data evaluation to identify targeted professional development Exit survey from Professional Development Walk through data of classroom teachers that participated in PD <b>Staff Responsible for Monitoring:</b> Principals Asst. Principals Dean of Instruction Instructional Strategist Continuing Education Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>➡</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

**Goal 3:** The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

**Performance Objective 5:** By June, 2027, the teacher turnover rate will decrease from 27% to 20%. GISD will reduce to teacher turnover rate to 15% by June, 2027.

**Evaluation Data Sources:** Teacher retention data

**Goal 4:** The district will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

**Performance Objective 1:** Continue to ensure that the tax dollars invested into Greenville ISD are managed effectively and efficiently while abiding with all applicable standards, laws and regulations.

**Evaluation Data Sources:** Monthly Financial Reports  
FIRST Score

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Update the Compensation Plan & Stipends Manual to ensure that the administering of salaries and wages for all employees is equitable, accurate and aligned to board and district goals and objectives. <b>Strategy's Expected Result/Impact:</b> Budget review Equity study of salary/stipends Completed Compensation Plan <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Finance Assistant Superintendent of Human Resources  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Prepare budget templates that provides guidance to campus and department budget managers on the correct process of planning and preparing their respective budgets. <b>Strategy's Expected Result/Impact:</b> Budget Calendar/Timeline Following process of established guidelines. Called Board Meetings (Budget Meetings) <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Finance  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop purchasing procedures and processes that not only align with district policies but demonstrate the continuous ability to utilize sound purchasing management and implement the EDGAR guidelines with fidelity. <b>Strategy's Expected Result/Impact:</b> Purchasing procedures documentation Following process of established guidelines Balanced Budget <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Finance Purchasing Director  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create an annual budget report and audit report that provides an in-depth overview of the finances of the entire district including, but not limited to, budgeting, financial planning, district goals and objectives, belief statements, academic programs, campus budgets, tax rate history, property value history, etc. <b>Strategy's Expected Result/Impact:</b> Annual Financial Report Appropriate use of school funds Balanced Budget <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Finance Superintendent	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 4:** The district will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

**Performance Objective 2:** Continue to uphold state law and regulations with scheduled public budget workshops.

**Evaluation Data Sources:** FIRST Report  
Audit Findings  
Monthly Financial Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> State of the District presentations, budget presentation at monthly called board meetings, special board budget workshops, establish and adhere to budget calendar <b>Strategy's Expected Result/Impact:</b> Transparency with board of trustees and community. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				







**Goal 4:** The district will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

**Performance Objective 3:** Create a ten year plan for facilities that will include future use of facilities and prioritization of maintenance and operations needs.

**Evaluation Data Sources:** Maintenance and Operations Report  
Strategic Plan  
Financial Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct building inspections with each principal and the Maintenance and Grounds Manager to prioritize maintenance needs and make decisions regarding facility improvements. <b>Strategy's Expected Result/Impact:</b> Better response to student, staff, and building needs. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations Executive Director of Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review the facilities assessment and available resources to develop a plan for upgrading existing facilities, constructing new facilities, and providing guidance for maintaining and repairing existing facilities. <b>Strategy's Expected Result/Impact:</b> Determination of new facilities for GISD. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations Deputy Superintendent of Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop an instructional facility master plan based on facilities assessment, the District facilities educational standards, current use, master schedules, and building capacities. <b>Strategy's Expected Result/Impact:</b> Identify benchmarks for possible action. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations Deputy Superintendent of Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Review and make recommendation of current bus schedule for the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Identify most efficient routing schedule. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations Executive Director of Operations Director of Transportation	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Review current bus and white fleet, make recommendations for a replacement schedule, and implement the replacement schedule as funding allows. <b>Strategy's Expected Result/Impact:</b> Identify best purchasing option for District. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations Executive Director of Operations Director of Transportation Lead Mechanic	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Work with the District's architects, engineers, and construction manager to develop and construct phase II and III of the current transportation center. <b>Strategy's Expected Result/Impact:</b> Defined plan for utilization of the transportation center. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations Executive Director of Operations Director of Transportation	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 4:** The district will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

**Performance Objective 4:** The District will pass a bond of \$136.5 million for a new Middle School and to replace L.P. Waters in November of 2022.

**Evaluation Data Sources:** Election Results

Strategy 1 Details	Reviews			
Strategy 1: Conduct town hall meetings at Greenville Middle School and L.P. Waters. Strategy's Expected Result/Impact: Increased understanding Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 4:** The district will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

**Performance Objective 5:** The District will maintain a score of 98 or above on the FIRST report from 2022-2023 until 2026-2027.

**Evaluation Data Sources:** FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Review accounting procedures and update finance manual. Staff Responsible for Monitoring: Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 5:** Communication among the district employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

**Performance Objective 1:** GISD will maintain clear communication with families, students, staff, and community resulting in a 10% increase in those participating in an online experience.

**Evaluation Data Sources:** Followers for Apps with this opportunity  
Parent Portal Use  
Number downloads for GISD APP





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to promote the use of Family Access through social media for parents. <b>Strategy's Expected Result/Impact:</b> Use of parent portal Multiple parent topical surveys over critical topics. <b>Staff Responsible for Monitoring:</b> Principals Teachers Deputy Superintendent of Teaching and Learning Continuing Education Coordinator Visual Communication Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Market opportunities through social media for parents and community organizations to volunteer on the campus to support student learning. <b>Strategy's Expected Result/Impact:</b> Number of volunteer opportunities; number of volunteers, impact on student achievement <b>Staff Responsible for Monitoring:</b> Principals Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Online Enrollment using Family Access to complete yearly registration for returning and new students. Including transportation <b>Strategy's Expected Result/Impact:</b> Number of online registrations Increased number of students registering for Transportation <b>Staff Responsible for Monitoring:</b> PEIMS Director Deputy Superintendent of Administration Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Regularly organized special events that showcase student work and highlight the academic accomplishment of students and staff. (Student recognition at each monthly school board meeting, GISD State of the District each fall semester, Golden Lions Luncheon, Campus PTA programs/open houses, Art Around Town-annual art showcase of student artwork K-12). <b>Strategy's Expected Result/Impact:</b> Parent and Community Participation <b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent of Administration Communications Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The District, middle, and high school campuses will provide information to parents, students, counselors, and teachers information about higher education admission and financial aid opportunities, TEXAS grant program, Teach for Texas grant programs, the need for students to be informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. <b>Strategy's Expected Result/Impact:</b> Increase in student acceptance to higher education <b>Staff Responsible for Monitoring:</b> Principal Counselor Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Greenville ISD will encourage community interaction by hosting various events and programs throughout the year (ex. Back the Red, White and Blue, Veterans Day, Golden Lions luncheon). <b>Strategy's Expected Result/Impact:</b> Increased community involvement <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Communications Director of Communications, Relations, and Marketing	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 5:** Communication among the district employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

**Performance Objective 2:** Use of all communication opportunities that GISD utilizes to communicate with all stakeholders will increase from beginning of year to end of year.

**Evaluation Data Sources:** Follower count for Facebook, Twitter, etc  
Increase in use of Parent Portal  
Increase in downloads of GISD APP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> District Communications team will launch and introduce a District Instagram Page. <b>Strategy's Expected Result/Impact:</b> Increased social media presence and users <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Communications	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Share GISD news on other community sites and in other community newsletters. <b>Strategy's Expected Result/Impact:</b> Increased awareness <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Communications Director of Communications, Relations, and Marketing	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Greenville ISD Communications team will provide timely and engaging announcements, stories, photo galleries, and videos on the district and campus websites to keep internal and external audiences informed. <b>Strategy's Expected Result/Impact:</b> Increased awareness <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Communications Director of Communications, Relations, and Marketing	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Communication among the district employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

**Performance Objective 3:** Engaging parents and staff as partners in the academic and social-emotional development of students.

**Evaluation Data Sources:** Parent involvement activities at the district and campus level. Staff development activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development for staff the includes mental health, trauma informed care, bullying prevention, sexual abuse, dating violence, sex trafficking and other maltreatment of children. <b>Strategy's Expected Result/Impact:</b> Increase awareness of how mental health and traumatic events affect student success. <b>Staff Responsible for Monitoring:</b> Continuing Educator Coordinator Counselors Principals Assistant Principals Assistant Superintendent of School Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Coordinate, provide technical assistance and other support to assist the implementation of effective parent and family involvement activities including regular meetings that improve student academic achievement and school performance. <b>Strategy's Expected Result/Impact:</b> Increase engagement of parents with their child's school. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning  <b>Title I:</b> 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Rally Round Reading to eliminate reading gaps. <b>Strategy's Expected Result/Impact:</b> Improved academic performance Reduce school to prison pipeline for all students.	Formative			Summative
	Nov	Jan	Mar	June



<b>Staff Responsible for Monitoring:</b> Communications Team  <b>Title I:</b> 2.4, 2.5				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				