

Georgetown Independent School District

District Improvement Plan

2019-2020 Goals/Performance Objectives/Strategies



GEORGETOWN ISD

Home of the most inspired students, served by the most empowered leaders...

Mission Statement

Inspiring and empowering every learner to lead, grow, and serve.

Vision

Home of the most inspired students, served by the most empowered leaders.

Value Statement

Beliefs

We believe public education is the foundation of our community.

Our actions should be student-centered.

It is our responsibility to prepare students for their future.

Developing leaders is vital to our success.

Instruction should be designed based on the needs of the learners.

Community engagement enhances educational experiences.

Goals

Develop a future ready learning experience that reflects student voice, choice and ownership.

Engage the community to become champions and advocates for student success and the future of the District.

Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

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Goals

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: All GISD Learners will graduate College, Career, and/or Military Ready by 2024. (Baseline: 71%)

Increase the % of GISD graduates identified as CCMR by 4% as measured by State CCMR criteria by 2020.

Utilizing existing Pathways, increase the number of Pathways that offer industry certifications by 50% by 2020.

Evaluation Data Source(s) 1: CCMR Data from the State and Industry Based Certifications per Pathway Inventory

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Complete an inventory of all possible CTE Industrial Certifications available utilizing current staff and facilities, and research and execute steps necessary to increase industrial certifications offered to students.		Dir. of CCMR with support from CTE Coordinator and CTE teachers	Students will have expanded access to more industrial certifications.				
2) Assess current state of AP participation rates and their correlation to successful exam completion, and research ways to improve AP enrollment and AP exam participation.		Dir. of CCMR with support from Advanced Academics Coordinator	A plan will be developed to improve AP enrollment and AP exam participation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
3) Evaluate College Board's new pre-AP program and its alignment with GISD's vision, mission, beliefs, and the Learner Profile.		Dir. of CCMR with support from Advanced Academics Coordinator, and curriculum coordinators	Provide a recommendation for either purchasing College Board's pre-AP label and coursework or naming our own courses, writing our own curriculum, and training our pre-AP teachers by end of 2020.				
4) Refine processes for students who intend to join the military to have increased access to military readiness information and preparation.		Dir. of CCMR in conjunction with JROTC leaders and instructors	Additional partnerships and opportunities will exist to support military-bound students in being aware of possibilities and prepared to serve.				
5) Explore opportunities to gain Dual Credit for CTE courses with Texas State Technical College (TSTC).		Director of CCMR with support from CTE coordinator, advanced academics coordinator, and Assistant Superintendent of Teaching & Learning	Begin offering Dual Credit for identified CTE Courses in partnership with TSTC.				
6) Provide professional learning on differentiation/personalization for K-12 teachers to challenge students at levels appropriate to their individual needs and interests.		Dir. of CCMR with support from Advanced Academics Coordinator, G/T specialists, and experienced Personalized Learning Path (PLP) teachers	Teachers will be empowered to inspire students through personalized learning approaches.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
7) Create an AP and pre-AP professional learning plan.		Director of CCMR with support from CTE coordinator, advanced academics coordinator, and Assistant Superintendent of Teaching & Learning	All Pre-AP and AP teachers will have access to quality professional learning per developed plan				
8) Create a revised ACC dual credit framework that includes a math option.		Director of CCMR with support from CTE coordinator, advanced academics coordinator, and Assistant Superintendent of Teaching & Learning	Students will have Dual Credit options in Math				
9) Execute a plan for all 8th-12th graders to link their College Board accounts with Khan Academy to allow them to pursue personalized instruction.		Director of CCMR with support from CTE coordinator, advanced academics coordinator, and Assistant Superintendent of Teaching & Learning	Students will have access to individualized support per College Board Account.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
10) Build awareness and gain input into the Cultural Awareness Key of CCMR.		Director of CCMR with support from CTE coordinator, advanced academics coordinator, and Assistant Superintendent of Teaching & Learning	Increase awareness and input into the development team efforts around this CCMR key				
11) Partner with community, businesses, and nonprofits to develop a community problem-solving needs database that could be utilized to match with curricular needs in order to provide a foundation for Service Learning opportunities.		Director of CCMR with support from CTE coordinator, advanced academics coordinator, and Executive Director for Communications	Information to inform service learning projects				
12) Develop CCMR intervention and development plans with the CCMR Specialists and their campus administrators.		Director of CCMR with support from CTE coordinator, advanced academics coordinator, and Assistant Superintendent of Teaching & Learning	Plan of support for supporting students in meeting CCMR criteria.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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13) Partner with the community to design optimal Future Readiness Fairs that will take an innovative and inclusive approach to expose all students to CCMR options.		Director of CCMR with support from CTE coordinator, advanced academics coordinator, and Assistant Superintendent of Teaching & Learning	Increase participation and feedback on Future Ready Fairs.				
14) Partner with the community to connect career pathways in GISD with careers in the military and coordinate student visits to military bases to explore career options or career springboard options the military could provide.		Director of CCMR with support from CTE coordinator, advanced academics coordinator, and Assistant Superintendent of Teaching & Learning	Enhance knowledge of post graduation options.				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Increase opportunities to address physical, mental and emotional wellness.

Evaluation Data Source(s) 2: Guidance and Counseling Curriculum and discipline data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Create vertically aligned K-8 counseling competencies using the Texas Model, ASCA model, and the GISD Learner Profile.		Director of Guidance & Wellness (Lead), with support from Assistant Superintendent for Operations & School Leadership, and Guidance and Counseling staff	Counseling groups and classroom guidance will be aligned to the Texas Model as part of a comprehensive guidance curriculum.				
2) Explore the implementation of a district wellness resource center that includes naming, marketing, branding, partnership exploration, and overall functioning.		Director of Guidance & Wellness (Lead), with support from the lead nurse, and Communications and HR Departments	A GISD Health and Wellness Center will be created with staffing from a local partnership. Increased access to health care for students, staff, and parents of students.				
3) Create and implement a phase-in plan for Social Emotional Learning competencies in GISD campuses.		Social Emotional Learning Specialist with support from the Director of Guidance and Wellness	Two GISD elementary schools and one GISD middle school will adopt procedures for implementation of SEL standards for the 2020-2021 school year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
4) Evaluate drug and alcohol prevention programs that align with elementary school physical education TEKS as well as middle school science TEKS.		Director of Guidance & Wellness (Lead), with support from Lead Nurse	Through alignment with existing TEKS, instruction on these topics will be consistent across campuses and vertically aligned - ready for launch in 2020-2021 school year.				
5) Create a 3-8 Social Emotional Learning Survey that is common across all campuses and can be linked to data in the current Student Information System (SIS).		Coordinator of Counselors with support from Director of Guidance and Wellness	Through data analysis, data can be pulled from the existing SIS on students to map a student's SEL score with other criteria (academic, behavior, and attendance). Trends can be addressed through counselor and school programming.				
6) Phase in Trust Based Relational Intervention (TBRI) as the trauma informed approach for staff in GISD.		Director of Guidance and Wellness with support from Coordinator of School Counselors and Social Emotional Learning Specialist	A training implementation plan will be created to include a diverse training experience with ongoing support and consultation. Teachers efficacy will increase as measured by the teacher efficacy indicators.				
7) Social Emotional Learning Academy will be created and implemented for staff of schools who will lead the SEL adoption process.		Social Emotional Learning Specialist with support from the Director of Guidance and Wellness	The SEL Academy will create the "why" for the importance of SEL in classrooms.				
8) Launch a design team in the area of social-emotional learning (SEL).		Social Emotional Learning Specialist with support from Director of Guidance and Wellness	The team will work toward a common definition of SEL in GISD. They will create a phase-in plan that includes equity and evidence based practices across all campuses.				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: The percent of 3rd grade students that meet grade level or above on STAAR Reading will increase from 37% to 44% by May of 2020.

The average NWEA MAP RIT score for 3rd grade students in Reading will increase by 13.6 by May 2020.

The percent of 3rd grade students that meet grade level or above on STAAR Math will increase from 34% to 48% by May of 2020.

The average NWEA MAP RIT score for 3rd grade students in Math will increase by 16.4 by May 2020.

The percent of 8th grade students that meet grade level or above on STAAR Reading will increase from 49% to 53%, by May of 2020.

The average NWEA MAP RIT score for 8th grade students in Reading will increase by 5.1 points by May 2020.

The percent of 8th grade students that meet grade level or above on STAAR Math will increase from 36% to 42% by May 2020.

The average NWEA MAP RIT score for 8th grade students in Math will increase by 6.9 by May 2020.

The average 11th grade student performance on SAT Math will increase by 37 points by May 2020. (Baseline=493)

The average 11th grade student performance on SAT Reading will increase by 42 points by May 2020. (Baseline=502)

Evaluation Data Source(s) 3: MAP, STAAR, & SAT

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) (Key Strategy #1) Designing Engaging Work aligned to standards and the Learner Profile Support staff in designing engaging work for students by providing opportunities such as: Designing Engaging Work (DEW) training, C4DII training, Design Open Gym, and sessions at District/Campus professional Learning Days. (1.1)		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendents, Chief Strategists, Coordinators and Digital Learning Coaches	Sessions will be scheduled and communicated. Sessions will include strategies for supporting staff in unpacking standards and webbing units aligned to curriculum. All sessions will provide exit tickets in order to measure perception of value and meaning to participants. Staff will design and deliver engaged and aligned work.				
2) Explore, develop, and provide support for the use of protocols for analyzing student work in order to assess alignment to the standards and Learner Profile. (1.2)		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendents, Chief Strategists, and coordinators	Protocols will exist and used to inform improvement. Staff will design and deliver engaged and aligned work.				
3) Create a Design Dashboard/landing page for housing resources for Designing Engaging Work for staff use. (1.3)		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendents, Chief Strategists, Digital Learning Coaches, and Coordinators	A dash board will exist in order to provide improved access to resources for district and campus staff.				
4) Create a Design Capacity Matrix in order to be able to assess understanding and implementation of the Designing Engaging Work (DEW) process. (1.4)		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendents, Chief Strategists, Digital Learning Coaches, and Coordinators	A capacity matrix will exist and be used to self-assess individual capacity for designing engaging work.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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5) Build the capacity of campus leaders to implement the Leading Learning Process (which includes, but is not limited to unpacking standards and webbing work) (1.5)		Assistant Superintendents, Chief Strategists, and Coordinators	All campus and district leaders will be able to lead Design as incorporated in the Leading Learning Process.				
6) Identify teacher focus groups to gather feedback on curriculum resource improvements. (1.6)		Assistant Superintendent for Teaching & Learning and Chief Strategist for Learning & Design	A well communicated feedback loop process will exist that will allow for feedback and improvement of the GISD Curriculum Documents and tools				
7) Develop plan for Literacy Academies to begin implementation Summer 2020. Academies will be required for all elementary principals and PreK-3 grade teachers. (1.7)		Assistant Superintendent for Teaching & Learning (lead), with support from Chief Strategists, and Coordinators	Reading Academies will be developed and all elementary principals and PreK-3 teachers will have attended by Fall 2021.				
8) Develop a 5 year Early Childhood Literacy and Numeracy plan for implementation 2020-2021. (HB 3) (1.8)		Assistant Superintendent for Teaching & Learning (lead), with support from Chief Strategists, and Development Team members	A 5 year plan will be presented to the board for approval by the end of the 2019-2020 school year.				
9) (Key Strategy # 2) Design and support feedback systems to assess whether students are learning what they need to learn. Create an Assessment & Feedback Team for GISD. (2.1)		Chief Strategist for Assessment & Feedback (lead) with support from Assistant Superintendent for Teaching & Learning	An Assessment & Feedback team will exist in order to build system capacity for using data to inform improvement efforts.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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10) Identify, provide training for and implement a standards aligned assessment item bank source to interface in Eduphoria. (2.2)		Chief Strategist for Assessment & Feedback (lead), with support from Director of Assessment & Feedback and RtI Coordinator	Standards aligned item bank will exist and be housed in Eduphoria for teacher/campus use.				
11) Identify strategies and supports for progress monitoring-to include, but not limited to Measures of Academic Progress (MAP) Skills. (2.3)		Chief Strategist for Assessment & Feedback (lead), with support from Director of Assessment & Feedback and RtI Coordinator	Inventory of progress monitoring tools will be developed and assessed for gaps and strategic abandonment.				
12) Support full implementation of MAP as an assessment for Reading and Mathematics in K-8 to include teacher professional learning around implementation and use of data, full implementation in the classroom, use of data to inform personalized instructional decision making. (2.4)		Director of Assessment & Feedback (lead), with support from curriculum coordinators, campus leadership, Chief Strategists, and Assistant Superintendents	K-8 Reading & Math teachers will have valid data to inform instruction and differentiation resulting in growth for all students. Data will be communicated to parents.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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13) Improve the Standards Based Report Card tools and system for K-2 and explore possible expansion to 3rd grade by 2020-2021. (2.5)		Chief Strategist for Assessment & Feedback (lead), with support from Assistant Superintendent for Teaching & Learning, Chief Strategists for Learning & Design, and Coordinators.	Positive feedback on Standards Based Report Cards and a recommendation on possible expansion.				
14) Identify current assessment systems practices, processes, and tools used in order to perform a gap analysis, identify priority needs, and implement supports for 2020-2021. (2.6)		Chief Strategist for Assessment & Feedback (lead), with support from Assistant Superintendent for Teaching & Learning, Chief Strategists for Learning & Design, and Coordinators	Teachers will have consistent access to progress monitoring tools and intervention to support student learning.				
15) Provide professional learning for campus and district leadership in the utilization of data to drive instructional decisions and Special Populations program management. (2.7)		Director of Assessment & Feedback (lead), with support from Assistant Superintendent of Teaching & Learning and Chief Strategists	Data from Texas English Language Proficiency Assessment System (TELPAS) and Individualized Education Programs (IEPs) will be available to teachers to use to inform instructional improvement decisions to meet the needs of students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
16) Develop an assessment framework for GISD that includes: identification of types of assessments administered, best practices for the development of assessments, the rationale for assessments, and the processes and tools to support assessment. (2.8)		Chief Strategist for Assessment & Feedback (lead), with support from Assistant Superintendent for Teaching & Learning, Chief Strategist for Learning & Design, and Coordinators	Assessment Framework will exist and guide District assessment practices.				
17) Create a Community-Based Accountability Leadership Team (2.9)		Chief Strategist for Assessment & Feedback (lead), with support from Assistant Superintendent for Teaching & Learning, and Community Based Accountability System (CBAS) team	A team will be developed to design a process by which GISD can engage the community to inform a CBAS to provide a more thorough accounting of performance in GISD schools.				
18) Develop a process for assessing and communicating growth in Learner Profile attributes. (2.10)		Chief Strategist for Assessment & Feedback (lead), with support from Assistant Superintendents, Chief Strategists, Teachers and Principals	A system for assessing and communicating LP growth will be drafted for a minimum of grades K-3.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
19) Ensure that Curriculum Based Assessments (CBAs) serve as sample formative assessments for teachers to use to drive instructional decisions. Continue to review CBAs for effectiveness and alignment to state standards and high priority learning standards. (2.11)		Chief Strategist for Assessment & Feedback (lead), with support from Chief Strategist for Learning & Design, Assistant Superintendent for Teaching & Learning, and Coordinators	CBAs embedded in curriculum documents.				
20) (Key Strategy #3) Customize instruction for students based on assessment/feedback. Provide professional learning on balanced literacy and reader's/writer's workshop for ELAR teachers. (3.1)		Curriculum Coordinators (lead), with support from Chief Strategists, Assistant Superintendents, and Principals	Provide an increased level of personalized learning for ELAR/SLAR.				
21) Provide professional learning on guided math for teachers in grade PK-5. (3.2)		Math Coordinator (lead), with support from Chief Strategist for Learning & Design and Assistant Superintendent for Teaching & Learning	Provide an increased level of personalized learning for math instruction.				
22) Identify a development team to explore best practices in the area of personalized learning in order to operationally define this concept in GISD. (3.3)		Chief Strategists, Assistant Superintendent for Teaching & Learning, Campus Principals, Teachers, and Librarians	An operational definition of personalized learning will be developed and used to inform strategic next steps in better personalizing experiences for students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
23) Develop a support system for campus interventionists in order to align processes and tools for supporting Tier II & III interventions. (3.4)		Director of Assessment & Feedback and RtI Coordinator (lead), with support from Assistant Superintendent for Teaching & Learning, and Chief Strategists for Assessment & Feedback and Learning & Design	A schedule of support opportunities will exist.				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.


Performance Objective 4: Increase student perception of engagement in work provided in schools. (Baseline will be established 2019-2020)

Evaluation Data Source(s) 4: Student perception data from district surveys

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Provide Designing Engaging Work professional learning for teachers and campus leaders.		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendents	Increase number of teachers and administrators trained in DEW. Students report their work is engaging.				
2) Provide C4DII (Coaching for Design) Training for campus and district administrators.		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendents	C4DII Coaches will exist on every campus. Students report their work is engaging.				
3) Support the development of a coaching for design process on every campus.		Chief Strategists and Assistant Superintendents	A coaching model will exist on every campus. Students report their work is engaging.				
4) Develop a student survey in order to measure perception of engagement.		Assistant Superintendents with support from Chief Strategies and Campus leadership	A student survey will exist and be used to gather feedback on perceptions of engagement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
5) Design and implement a survey to assess student perception of engagement.		Chief Strategist for Learning & Design (lead), with support from Chief Strategists and Assistant Superintendent for Teaching & Learning	A survey will be administered to establish baseline data.				
6) Modify strategy for providing training for Capturing Kids Heart for all new GISD instructional staff.		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendent for Teaching & Learning	All new instructional staff hired before the start of school will receive training prior to Fall semester.				
7) Develop and implement support for Capturing Kids Hearts Process Champions (to include site visits, collaboration, and coaching).		Chief Strategist for Leadership & Culture (lead), with support from Chief Strategists, and Assistant Superintendent for Teaching & Learning	A support system will exist in order to strengthen and sustain Capturing Kids Heart philosophy.				
							


Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 5: Increase the percentage of native Spanish speaking learners reading on grade level in Spanish by 5% in grades K through 2.


Evaluation Data Source(s) 5: TELPAS, MAP, and STAAR

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Provide targeted professional learning for teachers of English Language Learners to include Sheltered Instruction strategies in both literacy and math.		Dual Language and ESL Coordinators	Increased teacher capacity to support English and Spanish learners with specific linguistic accommodation strategies. Increased student achievement on TELPAS and STAAR.				
2) Provide in-depth phonics training to PK-2 teachers to improve Spanish reading fluency of DL students		DL Coordinator (lead), with support from Director of State & Federal Programs	Increase in phonemic awareness of PreK-2 Dual Language Students.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 6: Increase the percentage of English Language Learners meeting or exceeding 1 year of growth as measured by TELPAS. (Dual Language Baseline=41%) (Secondary ESL Baseline=17%)

Evaluation Data Source(s) 6: TELPAS Data

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Increase emphasis on language of the day and reflective journals of Dual Language students to improve writing capacity.		DL Coordinator, campus administration, and DL lead teachers	Increase in English Language proficiency.				
2) Provide tiered TELPAS speaking and listening support for campuses with limited student progress on 2018-19 TELPAS.		DL Coordinator (lead), with support from campus administrators and DL lead teachers	Improved performance in speaking and listening skills as measured by TELPAS.				
3) Develop teacher survey that will inform district of teacher understanding of TELPAS English language proficiency levels and provide just in time targeted training and coaching based on teacher feedback.		ESL Coordinator, with support from campus administration, and lead teachers	Increased number of teachers understanding English language proficiency levels and evidence of designing and planning engaging work enhancing English language development. Increased in TELPAS proficiency levels in at least 1 level higher than previous year.				
4) Develop a design team representing each secondary campus to support in identifying and evaluating supplemental resources for English language development, and research continuous assessment tools to measure growth in English language development.		ESL Coordinator, Assessment team, support from campus administrators, and ESL lead teachers	Recommendations for supplemental instructional resources are made and established assessment tools have been identified to measure growth in English language development.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
5) Develop a more robust program for Newcomers/Beginners and provide targeted proficiency level training and coaching to enhance English language development and acquisition.		ESL Coordinator, Support from campus administrators, and ESL lead teachers	Increased performance in English language development and acquisition in their first year in US schools.				
6) Provide Seidlitz 7 Steps training for language rich classrooms for ESL teachers. And, will develop a plan to provide this training for all teachers who serve ELLs.		Director of Federal and State Programs (lead), with support from Dual Language/ESL Coordinators	Improved use of Seidlitz strategies in classrooms serving ELL students.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 7: Increase percentage of students served by Special Education services who are meeting individual progress measures (one years growth) in reading and math based on standardized assessment tools. (STAAR Baseline Reading=41% and Math=54%)

Evaluation Data Source(s) 7: MAPS, STAAR, DRA

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Establish and utilize an audit process to ensure that students Individual Education Plans are data-informed and focused on appropriate student achievement based on identified individual student needs		Director of Special Education	A systematic and consistent process to assure student IEPs are appropriately ambitious.				
2) Implement focused Professional Learning at all levels specific to specialized instructional needs of Special Education students for all staff. (Such as Solid Roots, Unique Learning, and targeted best practices for Inclusion and Resource settings).		Special Education Director	Staff will be better prepared to engage students in a more appropriately ambitious learning experience.				
3) Special Education department will implement an ongoing survey to gather qualitative data from parents in order to determine and analyze levels of parental involvement in IEP development and quality of services provided to students.		Special Education Director	We will gain an understanding of parent perspective and need. Professionals in the department will shift focus to prioritize parent involvement. This information will help us identify areas of need to address through training.				
4) Support early literacy development of all students by providing resources and training through Coordinated Early Intervening Services.		Executive Director of Special and Federal Programs	CEIS Teachers will be provided with tools and knowledge to provide quality, research-based first instruction in reading.				
	Funding Sources: 224 IDEA B, SpEd - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
5) Special Education case managers will increase the use of existing data on student performance to inform development of appropriately ambitious IEPs, including Accelerated Instruction Plan, if applicable.		Special Education Director	Special Education students' IEPs will be aligned to PLAAFPs and to existing data. Focused interventions will be delivered to students in an effort to increase learning related to high priority standards. A secondary expected result would be growth on individual progress measures on STAAR.				
6) Increase number and variety of community partners supporting student learning (Bridges Program, CBVI, and BAC).		Special Education Director	Greater opportunities for a more well-rounded educational experiences.				
							


Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 1: Increase communication initiatives that share the GISD story across a broad range of platforms and highlight student work.


Evaluation Data Source(s) 1: Communication/Marketing Plan, Social Media platforms and website analytics

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Develop a GISD Communication/Marketing Plan.		Executive Director for Communications	Increase awareness of GISD vision, mission, beliefs and Learner Profile.				
2) Develop and implement a video marketing campaign.		Executive Director for Communications (lead), with support from Communications Department	Video campaign will run on the GISD website and social media.				
3) Improve the weekly eNewsletters to staff, parents and community to ensure it includes Spanish translation and is more mobile-friendly.		Executive Director for Communications	Enhanced and increased access to District and Campus information.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 2: Increase number of volunteers and mentors serving in schools and partnerships to support student learning experiences. (Baseline will be established in 2019-2020)

Evaluation Data Source(s) 2: Data from feedback opportunities such as climate survey, Raptor, and Relatrix Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Develop volunteer, mentor portal to invite participation. (MVPS and Relatrix will be implemented to support this effort)		Executive Director for Communication (Lead), with support from Communication staff	Increased number of mentors and volunteers				
2) Create more robust opportunities for community members to partner and serve the students of GISD.		Executive Director for Communications (lead), with support from communications staff	Increased number of community partnerships				
							


Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 3: Improve online experience for users as measured by GISD online analytics. (Baseline will be established 2019-2020)


Evaluation Data Source(s) 3: Website analytic data

Summative Evaluation 3:

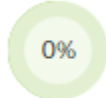
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Launch GISD Instagram to expand information to reach a more diverse audience.		Executive Director for Communications (Lead), with support from Communications Department	Increased communication for GISD parents, community, staff and students.				
2) Implement Sprout Social to enhance social media communication and response.		Executive Director for Communications	Engage in more one-on-one conversation with followers and provide a faster response to feedback and inquiries				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 4: Communicate SRO Duties and Responsibilities in the District Improvement Plan per SB1707 (TEC 37.081(d)).

Evaluation Data Source(s) 4: District Improvement Plan

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>1) Duties and responsibilities of the SRO:</p> <p>Protection of the lives and property of the students, teachers, staff members and visitors of the GISD school campuses as directed.</p> <p>Enforcement of Federal, State and Local criminal laws and ordinances.</p> <p>Investigations of criminal activity and accidents occurring at assigned campuses.</p> <p>Provide traffic control during the arrival and departure of students on an as needed basis, based upon a law enforcement determination of need.</p> <p>Provide assistance to other law enforcement officers with outside investigations concerning GISD students or in matters regarding their school assignment.</p> <p>The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.</p> <p>Make the principal of the school aware of any law enforcement action taken, as soon as practicable.</p>		Chief Strategist for School Operations	Compliance with SB1707				

At the principal's request, take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law.

Advise the principal before requesting additional police assistance on campus, when practicable.

Coordinate their activities with the principal and staff members concerned.

Seek permission, advice, and guidance prior to enacting any program within the school.

Encourage individual and small group discussions with students, to further establish rapport with the students.

Make themselves available for conference with students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention nature.

Become familiar with all community agencies offering assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary thereby acting as a resource person to the students, faculty, and staff of the school.

Coordinate all security efforts at their assigned campuses including the coordination of a safety audit of the campus and develop a long-range plan for campus safety. The plan will incorporate input from school staff, students and parents.

Assist the principal in identifying situations or school protocol, on campus or during school sponsored events, which have a potential for becoming dangerous situations and develop action plans, through long term problem solving, in an attempt to prevent or minimize their impact.

Maintain detailed and accurate records of the operation of the School Resource Officer Program.

School Resource Officers are not to be used for routine administrative duties such as lunchroom duty, hall monitor, bus duty, or other monitoring duties. If there is a problem in one of these areas, the SRO may assist the school until the problem is solved.

Instructional responsibility of the SRO at the secondary schools:

All instruction by the SRO shall be as a guest speaker. The principal or a member of the faculty may request the SRO to provide instruction. The SRO shall not be asked to teach on a full-time basis.

Make a variety of specialized, short-term law related presentations available to the high school faculty and students.

Develop an expertise in various subjects that can be presented to the students. Such subjects should include a basic understanding of the laws, the role of the police officer and the police mission, and other topics that relate to student or school safety.

Duties and Responsibilities of Supervisor

a. Program development and administration.

Approving reports, overseeing problem solving efforts, providing leadership, training, direction, evaluations,

Establishing rapport with the school Principals and GISD staff.

Performing scheduled and non-scheduled visits to the school campuses.

Liaison with School Principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.


Performance Objective 5: Increase Pre-K and Title Campus parent participation in programs and activities designed to promote and support the home/school partnership. (Baseline data established 2019-2020)


Evaluation Data Source(s) 5: Pre-K and Title I Parent Campus Survey and Sign-in sheets for events.


Summative Evaluation 5:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Re-design opportunities to engage parents in their student's learning.	2.6, 3.1, 3.2	Director of Federal and State Programs	Families will become significant contributors to the family engagement process. Parents will be invited to participate on the design team for this event.				
2) Provide community identified learning opportunities for parents such as understanding technology, English as a Second language, and at home learning strategies.		Executive Director of Special and Federal programs and Director of Federal and State programs	Parents will become partners with their children's schools to support student learning.				
3) Identify and/or develop training to support improved communication strategies and skills for campus staff. (For example-Office staff will participate in Winning Culture Training)		Director of State and Federal Programs	Needs will be identified and a professional learning plan developed to support campus staff.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: Increase reported capacity of leaders (campus and district) to collaborate, problem-solve, and align work to the GISD Strategic Framework. (Baseline data to be established 2019-2020)

Increase positive perception of leadership capacity growth opportunities for teachers and campus leaders. (Baseline will be established 2019-2020)

Increase achievement of campus and district identified goals and pathways.


Evaluation Data Source(s) 1: Survey data, DLT Exit Tickets, and results related to Campus & District Goals/Pathways.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Establish GISD Leadership Commitments with the District Leadership Team (DLT) and align professional learning opportunities to the commitments for DLT, APs, and Aspiring Leaders.		Chief Strategist for Leadership & Culture (lead), with support from Chief Strategists and Assistant Superintendents	Increase capacity of campus and district leaders to develop, implement and sustain systems to support staff in designing engaging work aligned to standards and LP, assess student learning, and customize support.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
2) Re-design the District Leadership Team (DLT) meeting structure and content to align to and in support of the identified GISD Leadership Commitments and the following 3 key focus areas: 1) Designing Engaging Work aligned to standards and the Learner Profile. 2) Develop and support feedback systems to assess whether students are learning what they need to learn. 3) Customizing instruction for students based on assessment/feedback.		Chief Strategist for Leadership & Culture, Chief Strategists and Assistant Superintendents	Enhance leadership skills around the identified Leadership Capacities. Improve perception of value of DLT as evident by Exit Ticket feedback. Improved student outcomes in academic measures such as DRA, MAP, Classroom Assessments, etc.				
3) Re-develop a mentoring program and process for 1st year GISD teachers including, but not limited to: Improved induction day, dedicated mentor/mentee time supported by district staff, before/after-school just-in-time supports, etc.		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendents, Chief Strategists and Coordinators	New teachers will provide feedback indicating support during first year. Increase or maintain retention of 1st year teachers.				
4) Implement additional learning and collaboration opportunities for APs such as: TASA AP Academy and AP PLCs.		Chief Strategist for Leadership & Culture (lead), with support from Assistant Superintendents and Chief Strategists	Deepen understanding of the vision for transformational leadership and strategies for supporting organizational alignment to the GISD vision, mission and beliefs. Increase number of APs prepared for the principalship.				
5) Implement and sustain leadership capacity building experiences such as: Transformation Leadership Academy to support induction for district and campus leadership staff.		Assistant Superintendents and Chief Strategists	Deepen understanding of transformational leadership practices that lead to action in support of the GISD vision, mission, and beliefs.				
6) Re-design Assistant Principal Learning Sessions to align with District Leadership Team learning opportunities.		Chief Strategist for Leadership & Culture(lead), with support from Assistant Superintendents and Chief Strategists	Deepen understanding of APs in supporting "Leading Learning" in GISD. Improve perception of APs as evident in Exit Tickets. Increase number of APs prepared for the principalship.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
7) Re-design and re-brand the Aspiring Leadership Academy (ALA) to align with identified Leadership Commitments. ALA is now the AP Prep Academy.		Chief Strategist for Leadership & Culture (lead), with support from Chief Strategists and Assistant Superintendents	Increase number of GISD teachers prepared to assume leadership roles (such as the role of assistant principal).				
8) Explore the possibility of creating and launching the Hammerlun Leadership Academy.		Chief Strategists and Assistant Superintendents	Increase learning opportunities for all levels looking to enhance leadership capacity				
9) Implement improved coaching and support strategy for all campus principals.		Assistant Superintendents, Chief Strategists, and Director of Assessment & Feedback	Increase in coaching frequency per week. Increased feedback for campus leaders. Increased perception of support by campus leaders. Enhanced campus performance aligned to Campus Goals and Pathways.				
10) Implement just-in-time leadership learning experiences for district and campus leaders. (HCLL Learning Time) based on survey data from the District Leadership Team (DLT).		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendents, Chief Strategists, and Coordinators	Increase perception of support in personal identified areas of need. Increase capacity of leaders to implement department/campus pathways.				
11) Provide additional targeted support for campus leaders implementing Targeted Improvement Plans (TIPs)		Director of Assessment & Feedback (Lead), with support from Assistant Superintendents, and Chief Strategists	Principals will report positive perception of support from DCSI (District Coordinator for School Improvement), Chief Strategists, and Assistant Superintendents. Targeted Improvement Plans will be implemented with fidelity.				
							

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Increase campus leaders perception of capacity to support, evaluate, and enhance the efficacy of Dual Language and ESL programs. (Baseline data established 2019-2020)

Evaluation Data Source(s) 2: Perceptual survey data, TELPAS, STAAR, and Walkthroughs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Provide targeted support to campus administrators to develop capacity to support DL teaching and Learning. Support includes meeting with campus administration, providing focused training on DL and ESL best practices, increasing presence in PLCs, and providing walkthrough support.		Dual Language Coordinator and State and Federal Program Director	Increased administrator capacity to support, evaluate, and enhance the efficacy of Dual Language and ESL programs resulting in increased student achievement on TELPAS and STAAR.				





Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 1: Align resources to provide technology and collaborative spaces that reflect a student's need for choice.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Implement a student device and internet hot spot lending program.		Chief of Technology and Innovation (Lead), with support from technology staff and Teaching & Learning team members, and campus input	Implement a student device and internet hot spot lending program to identify students determined as in-need of web-enabled technology away from school and provide the necessary technology resources and training.				
2) Increase the overall security posture of GISD technology services.		Chief of Technology and Innovation (Lead), with support from technology team	Increase the overall security posture of GISD technology services in the areas of policy, network, data, privacy, hardware/assets, user behaviors and content filtering in order to ensure the safety of students and staff with minimal disruption to teaching, learning and district business.				
3) Research and pilot systems that support personalized learning in attainment of student academic goals and growth in the GISD Learner Profile.		Chief of Technology and Innovation	Research and pilot systems that support personalized learning in attainment of student academic goals and growth in the GISD Learner Profile.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
4) Continued exploration of the use of portfolios for assessment and feedback purposes.		Chief Strategist for Technology (lead), with support from Chief Strategists, and Assistant Superintendent for Teaching & Learning	Portfolio tool and process will be identified.				
5) Enhance the District systems for technology resource life-cycle management, cost of ownership, usage reporting and scalability.		Chief of Technology and Innovation (Lead), with support from technology team	Enhance the District systems for technology resource life-cycle management, cost of ownership, usage reporting and scalability to be better positioned to budget and plan for innovation and meaningful exploration for an ever evolving technology needs assessment.				
6) Update the standard for interactive classroom display technology in all GISD classrooms.		Chief of Technology and Innovation (Lead), with support from technology team	Update the standard for interactive classroom display technology in all GISD classrooms from outdated ceiling-mounted projectors and screens to mobile interactive displays that add tremendous flexibility and versatility in function and choice in where learning happens.				
7) Replace all outdated audio/video equipment in all school cafeterias and gyms.		Chief of Technology and Innovation (Lead), with support from technology team	Replace all outdated audio/video equipment in all school cafeterias and gyms with updated and flexible new systems that better meet modern instructional and presentation needs.				
8) Implement an innovative campus student broadcast system at every campus.		Chief of Technology and Innovation (Lead), with support from technology team	Implement an innovative industry-grade live student-lead campus broadcast at every campus that gives students career ready skills in media and entertainment.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 2: Increase positive perception of professional learning in GISD to support personalized learning and continuous improvement needs. (Establish baseline data 2019-2020)

Evaluation Data Source(s) 2: Feedback on District supported Professional Learning sessions (on-going) and district survey data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Design professional learning opportunities and experiences ensuring voice, choice, and ownership are key components of all GISD professional learning.		Chief Strategist for Learning & Design (Lead), with support from Assistant Superintendents, Chief Strategists, and development team members	Voice, choice and ownership will be evident in professional learning and measured via session surveys and district survey.				
2) Establish a professional learning plan for GISD that is aligned to the Strategic Framework, reflects the needs identified in campus/district improvement plans, and ensures the reflection of voice, choice, and ownership.		Chief Strategist for Learning & Design (lead), with support from Assistant Superintendents, Chief Strategies, Coordinators/Directors, and principals	All professional learning offered by GISD will be aligned to the Strategic Framework and needs identified in campus and district plans and pathways.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue