

GANADO ISD

DISTRICT IMPROVEMENT PLAN

2019-2020



Dr. John Hardwick, Jr.
Superintendent

Ganado ISD School Board

2019-2020

Clay Green, President
Chris Hajovsky, Vice President
Mary Kay George, Secretary
Billy Benavides
Jaime Bures
Brian Peters
Nick Strauss

District Administrators

2019-2020

Dr. John Hardwick, Jr. – Superintendent of Schools
Dr. Donna Thompson – Director of Curriculum and Instruction
Dr. David Segers – Secondary Principal
William Prats – Secondary Assistant Principal
Jennifer Stephenson – Elementary Principal
Sabrina Taylor – Elementary Assistant Principal

District Planning Committee

2018-2019*

Dr. Donna Thompson, Director of Curriculum and Instruction
Melinda Engelmohr, District Non-teaching Professional
Brent Bennett, Secondary non-teaching Professional
Rose Hernandez, Parent
Amy Prove, Parent
Jackie Fowler, Parent
Susan Carter, Community Member
Open position, Community Member
Maria Hernandez, Business Member
Open position, Business Member
Naché Holub, Special Population Teacher
Tiffany Keszler, Elementary Classroom Teacher
Janie Riddle, Elementary Classroom Teacher
Malina Andel, Secondary Classroom Teacher
Kayla Peters, Secondary Classroom Teacher
Elizabeth Teague, Secondary Classroom Teacher

* The 2018-2019 District Planning Committee worked together to create the 2019-2020 District Improvement Plan during the summer prior to the beginning of school and before the election of the 2019-2020 District Planning Committee.

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Dr. John Hardwick, Jr., 210 S. Sixth Street, Ganado, TX 77962, 361-771-4200

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GANADO ISD

DISTRICT IMPROVEMENT PLAN

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GANADO ISD

MISSION STATEMENT

Ganado ISD will provide educational excellence for all students to promote and cultivate college, career, and workforce readiness, while providing students with choices for a meaningful and successful life.

CORE VALUES

Every student counts...
Every moment matters.

GANADO ISD TEAM OF 8

SCHOOL BOARD GOALS

2019-2020

PROCESS: On September 10, 2019, members of the Ganado ISD School Board took part in an exercise designed to identify *common values* held by the District's stakeholders as well as to identify *strengths* observed within the Ganado ISD. After identifying the values and strengths, the Board was challenged to use that insight to select areas where Ganado ISD could grow, develop and improve; and from there, to develop measurable goals associated with the Effective Schools Framework Levers.

GANADO ISD VALUES:

- Leadership
- Respect
- Positive Attitude
- Discipline
- Complacency
- Integrity
- Honesty
- Commitment to Excellence

GANADO ISD STRENGTHS:

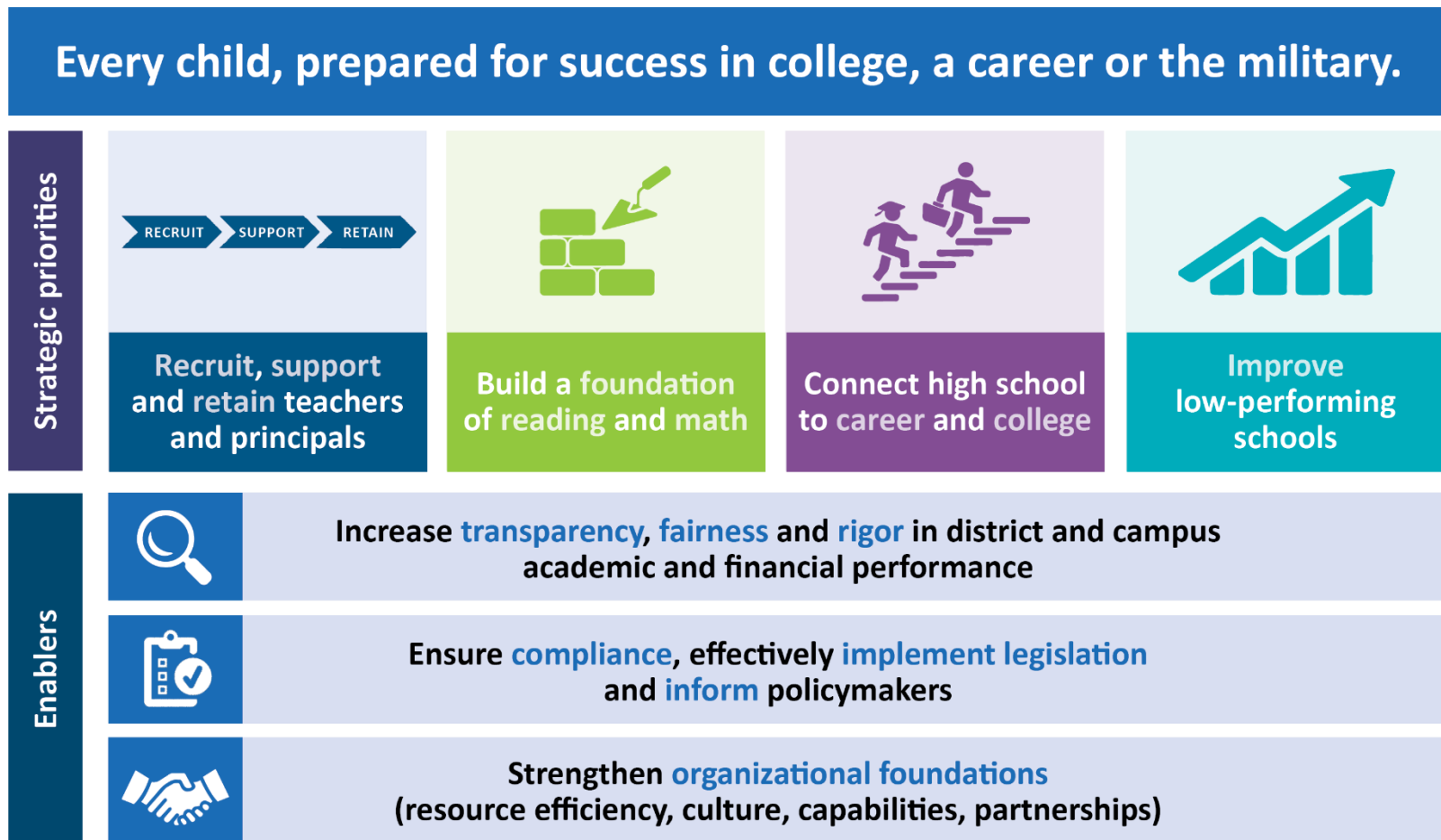
- Strong Community Support
- Tradition
- Student Behavior
- Small Town Atmosphere
- Student Initiative and Drive
- Facilities
- High Expectations
- Quality Communication

BOARD GOALS and COMMITMENTS:

- **Positive School Culture:** Create a positive school culture with a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
 - ✓ The Board gives voice to the District's vision, mission, goals and values.
 - ✓ The Board exemplifies high expectations for all students in academic, athletic and extracurricular endeavors as well as in behavior and conduct.
 - ✓ The Board provides campuses with best practice resources and tools for engaging families.
 - ✓ The Board provides data systems to track pertinent school culture data.
 - ✓ The Board provides campuses with access to external student support services.
 - ✓ The Board ensures that campus buildings are well maintained, safe, and conducive to learning.
 - ✓ The Board adopts district policies and practices which align with and promote a positive school culture.
- **Strong School Leadership and Planning:** Effective district and campus instructional leaders with clear roles and responsibilities develop, implement and monitor focused improvement plans that address the causes of low performance, include strategies to retain effective, well-supported faculty and staff, and outline steps for maintaining functional and state-of-the-art facilities.
 - ✓ The Board provides opportunities for ongoing support and coaching of the district and campus leaders.
 - ✓ The Board provides the district and campuses with adequate funding and sufficient control over their budgets to ensure access to necessary resources for implementation of the school's and district's improvement plans and high-quality instruction to meet students' learning needs.
 - ✓ The Board supports principals by protecting their time dedicated for school instructional leadership.
 - ✓ The Board ensures that principal supervisors have necessary authority to create conditions for school success.
 - ✓ The district policies and practices adopted by the Board prioritize principal and district instructional leadership.
 - ✓ The Board provides effective governance to support and promote student outcomes.
 - ✓ The Board supports the hiring and retention of highly-qualified and effective administrators, faculty and staff.
 - ✓ The Board prioritizes the needs related to facility, building and grounds and creates and implements a long-range plan to address high priority needs.

TEA STRATEGIC PLAN

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.



TEA EFFECTIVE SCHOOLS FRAMEWORK

The **Effective Schools Framework** (ESF) was developed in conjunction with the Texas Education Agency (TEA) and school and district leaders and included a national review of research about what makes high-performing schools excellent. The ESF describes where effective schools strive to be for each action, not necessarily where they are. This allows the framework to align with the continuous growth efforts of all campuses and districts.

The ESF is rooted in the continuous improvement process.

Identify the Needs. Increased focus on campus practices in addition to data.

Plan. Narrow focus on high leverage needs.

Implement and Monitor. Supports and capacity builders aligned to the framework.

The ESF defines 5 Prioritized Levers that are essential in high performing campuses. Each lever has Essential Actions that describes what the most effective schools do to support powerful teaching and learning. The framework also includes District Commitments organized by Lever that describe the conditions local education agencies or school districts must provide so that schools are set up for success.

Prioritized Lever 1: **Strong School Leadership and Planning**

Prioritized Lever 2: **Effective, Well-Supported Teachers**

Prioritized Lever 3: **Positive School Culture**

Prioritized Lever 4: **High Quality Curriculum**

Prioritized Lever 5: **Effective Instruction**

STATE BOARD OF EDUCATION LONG-RANGE PLAN FOR PUBLIC EDUCATION

Equity and Access

Equity and access means that all children get what they need to learn, thrive, and grow.

For the state and for school districts, equity and access means an equitable distribution of resources and opportunities based on individual needs such that students and schools who need more support to reach an equitable outcome, compared to their counterparts, receive what they need.

Vision:

- All students will be served by effective schools that provide high-quality systems of support, both in school and out of school, which are monitored for effectiveness and designed to improve equitable outcomes for all students, especially those with the greatest needs.
- All student demographic groups will be held to high expectations, supported, and enabled to reach their potential and goals, and all performance gaps will be closed.
- Texas public schools will have funding that is equitably based on student needs and is efficient, sustainable, and responsible to taxpayers.
- All students will be knowledgeable about and have access to a variety of pathways and opportunities linked to work, career, and educational choices.
- All students and staff will have access to and utilize relevant technology to enhance student learning, academic outcomes, and opportunities for college and career readiness.
- All students, particularly students who are traditionally served at low-performing schools and/or who are considered at risk, will have educators who effectively facilitate their learning, development, and success.

GANADO ISD

COMPREHENSIVE NEEDS ASSESSMENT

DISTRICT DEMOGRAPHICS and ENROLLMENT:

The following table shows a three-year comparison of the demographics and enrollment of Ganado ISD:

	2016-2017	2017-2018	2018-2019
Total Students	783	767	774
African American	25	20	21
Hispanic	408	417	433
White	340	322	311
Amer. Indian/Alaskan	1	0	0
Asian	1	0	0
Two or More Ethnicities	8	8	9
Economically Disadvantaged	466	439	405
Limited English Proficient	82	78	83
At-Risk	310	344	312

Student enrollment is an important factor in determining state funding for the district. As the table indicates, the Ganado ISD enrollment has only fluctuated slightly over the past three years with an average enrollment of 775. The data shows that enrollment for 2016-2017 was the highest of the three years with a dip in enrollment in 2017-2018 and a slight rebound in 2018-2019. The District accepts transfer students at the current time.

Additionally, the table shows a decrease in both the number of African American and White students in the district while there has been a slight but steady increase in the number of Hispanic students. The rise in the number of Hispanic students indicates a possible need to employ strategies targeting students with limited English proficiency even though the number of students identified as LEP has remained relatively stable. This is because students raised in Hispanic homes may have sufficiently developed social language to pass the LEP screening test, yet still lack adequate academic language to ensure their success and achievement in the classroom and on state-mandated assessments. The number of students identified as "At-Risk" spiked in 2017-2018 but then dropped back down almost to the 2016-2017 level. The District has seen a decline in numbers of students identified as Eco. Disadv. in the last three years, dropping from 466 in 2016-17 to 405 in 2018-2019. The number of Eco Disadv. students at a campus helps determine whether or not the campus receives Title I funds as well as the amount of funds. Continued efforts at reaching the Eco. Disadv. population as well as those students who are considered At-Risk will be made.

ATTENDANCE:

		2016-2017	2017-2018	2018-2019
Ganado Elementary	101	97.11%	96.71%	96.61%
Ganado Junior High	041	97.71%	97.07%	97.22%
Ganado High School	001	96.96%	95.83%	95.96%
Ganado ISD	120902	97.2%	96.50%	96.55%

Average Daily Attendance (ADA), along with student enrollment, is important to the district as a determining factor for state revenue. The district's average attendance has fallen at or slightly below the 97% target; however, the individual campus attendance rates have sometimes fallen as low as 95.83%.

STATE-MANDATED ASSESSMENT:

**STAAR DATA Grades 3-5
THREE-YEAR COMPARISON**

TESTED GROUP	2016-2017	2017-2018	2018-2019 Preliminary
Standard	Approaches Gr. Level	Approaches Gr. Level	Approaches Gr. Level
3 rd Grade Reading	73%	83%	84%
3 rd Grade Math	75%	78%	77%
4 th Grade Reading	68%	71%	86%
4 th Grade Math	53%	54%	79%
4 th Grade Writing	58%	56%	76%
5 th Grade Reading	84%	96%	80%
5 th Grade Math	93%	96%	85%
5 th Grade Science	83%	81%	74%

**STAAR DATA Grades 6-8
THREE-YEAR COMPARISON**

TESTED GROUP	2016-2017	2017-2018	2018-2019 Preliminary
Standard	Approaches Gr. Level	Approaches Gr. Level	Approaches Gr. Level
6 th Grade Reading	80%	67%	62%
6 th Grade Math	70%	63%	81%
7 th Grade Reading	67%	92%	77%
7 th Grade Math	62%	76%	70%
7 th Grade Writing	71%	84%	64%
8 th Grade Reading	86%	86%	83%
8 th Grade Math	54%	89%	72%
8 th Grade Science	69%	75%	80%
8 th Grade Social Studies	63%	49%	67%

**EOC DATA
THREE YEAR COMPARISON**

TESTED GROUP	2016-2017	2017-2018	2018-2019 Preliminary
Standard	Approaches Gr. Level	Approaches Gr. Level	Approaches Gr. Level
English I	46%	52%	64%
English II	63%	53%	57%
Algebra I	64%	60%	83%
Biology	85%	76%	81%
US History	85%	90%	85%

All public school students in Texas, Grades 3-12, take STAAR tests. STAAR tests are designed to measure what students are learning in each grade and whether or not they are ready for the next grade. The goal is to ensure that all students receive what they need to be academically successful. Meeting these individual student needs depends greatly on schools, parents, and community members working together.

In 2016-2017, TEA initiated new standards of accountability for measuring student performance. These standards, again, address whether or not the student has mastered the grade level content and is ready to move to the next grade level.

APPROACHES GRADE LEVEL: The student shows some knowledge of course content but may be missing critical elements. Therefore, the student may need additional support in the coming year.

MEETS GRADE LEVEL: The student shows strong knowledge of course content and has demonstrated that he or she is ready to progress to the next grade.

MASTERS GRADE LEVEL: The student shows master of course content and appears to be on track for college and career readiness.

In order to be able to compare “apples with apples,” the STAAR comparison was limited to the last three years since 2016-2017 was when the new standards of accountability were initiated. Likewise, the comparison was limited to the percentage of students achieving the “Approaches Grade Level” standard. The “Meets Grade Level” and “Masters Grade Level” standards were not analyzed, but it should be noted that fewer numbers of students achieved the upper level standards. No trends were evident in the display of data. Some years showed an increase in the number of students achieving the “Approaches Grade Level” standard whereas other years, there was a decrease. The same was true when the group or cohort of students was followed to the next grade level: sometimes they performed better the next year and sometimes, they performed worse. It should be noted that the 2018-2019 scores shown are preliminary. Actual scores that have been vetted against accountability measures will be released at a later date.

Performances that could be considered “outliers” were as follows:

<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
4 th Grade Math 53%	4 th Grade Math 54%	English II 57%
4 th Grade Writing 58%	4 th Grade Writing 56%	
5 th Grade Math 93%	5 th Grade Reading 96%	
8 th Grade Math 54%	5 th Grade Math 96%	
English I 46%	7 th Grade Reading 92%	
	8 th Grade Social Studies 49%	
	English I 52%	
	English II 53%	
	US History 90%	

STAFF DEVELOPMENT PLANS FOR 2019-2020:

On July 22-23, 2019, GISD teachers began planning lessons and activities for the 2019-2020 school year at a *TEKS Resource System Collaborative Planning for Teachers* workshop at Region 3 Education Service Center (ESC). Teachers were asked to attend at least one of the planning days. After an update on the new features of the TEKS Resource System, Ganado ISD's approved curriculum and Scope and Sequence document, teachers were able to group with grade level or content area colleagues to begin lesson planning. These planning days will be offered throughout the 2019-20 school year with five additional *TEKS Resource System Collaborative Planning* days offered.

On August 7, 2019, Superintendent Dr. John Hardwick welcomed back the faculty and staff at a Convocation. New employees were introduced and were welcomed to the team. Dr. Hardwick shared the theme for the school year, "2020 Vision," before turning the program over to an award-winning improvisational comedy troupe from Dallas/Fort Worth called "Curtis Needs a Ride." The troupe both entertained and inspired the faculty and staff with lighthearted learning.

In addition to several technology trainings offered locally by Technology Director Jenny Nelson, two days of technology workshops were offered on August 13 and 14. Aiming to train teachers on how to best utilize the new technology in their classrooms, a presenter offered SMART Board trainings on August 13. On August 14, several of GISD's own "techsperts" shared with their colleagues regarding various technology-related programs, apps, or equipment in mini-sessions that were offered conference-style. Numerous trainings related to the effective use of new technology tools will continue to be offered throughout the year.

Trainings related to the District curriculum, TEKS Resource System, were offered as well as guidance on how to best utilize DMAC, the District's chosen data-disaggregation program. Teachers are required to use both of these tools to drive instruction throughout the year. Other various topics addressed in staff development to support effective classroom instruction were brain-based instruction and techniques in addressing the needs of students with language or learning difficulties.

Additionally, numerous staff development trainings that are required by state or federal mandate were made available to both faculty and staff. Gulf Bend MHMR offered an 8 hour training on Mental Health First Aid on August 15, 2019. Those attending the full day of training were certified in the topic. Also, on August 19, faculty and staff attended Emergency Response Training provided by a local community trainer. Other required and/or recommended training was obtained via online self-paced instruction offered by a subscribed site called Eduhero. These topics included: Child Abuse for Texas School Employees (1 cpe); Bloodborne Pathogens (1 cpe); Sexual Harassment for Educators (1 cpe); Bullying Management for

School Personnel (.75 cpe); Cyberbullying for Educators (1 cpe); Allergy & Anaphylaxis (1 cpe); Classroom Conflict (1 cpe); FERPA & PPRA in Schools (1 cpe); Teen Dating Violence for Educators (**only** teachers Grade 7 and up) (1 cpe); Illegal Use of Steroids (**only** Coaches Grade 7 and up) (1 cpe); and Concussion Awareness (**only** Coaches of UIL activities – every 2 years) (2 cpe).

The District will receive the annual refresher training for teachers of Gifted and Talented students on January 20, 2020.

Teachers, administrators and all personnel involved with the administration of the STAAR tests will be trained in testing security and protocol on February 17, 2020.

Furthermore, throughout the year, teachers and administrators will participate in Professional Learning Communities (PLCs) where data and instruction are studied, analyzed and discussed. There are also five half-days set aside in the District calendar for parent conferences, PLCs, and grade reporting.

Additional training opportunities will be offered as the need arises throughout the year.

STAFFING PATTERNS

Ganado ISD saw a surprisingly large faculty and staff turnover at the end of 2018-2019. With at least 30 employees leaving, there were several long-time employees who retired as well as a significant number of employees who moved or took employment in other districts. Additionally, there were numerous re-assignments within the district as administration sought to fill vacancies created by those retiring or leaving employment.

Several new positions were also added. With the combining of the Junior High campus with the High School campus, the administrative team changed to include a full-time principal and a full-time assistant principal. Likewise, Ganado Elementary added to their administrative team to include both a full-time principal and a full-time assistant principal. Three additional positions included a teaching/coaching position, a school secretary, and a custodian were added. The District also filled the Transportation Director position. At the time of this writing, a vacancy remains at the secondary level for an ESL teacher.

FACILITIES:

The original Ganado ISD school and stadium, built after a \$200,000 bond was passed in 1950, had multiple additions made throughout at last 70 years as the student body increased. Throughout the years, the three schools continued to be housed in one main building with annexes added for agriculture classes, athletics, an auditorium, transportation/maintenance plant, the media center/library, the gyms, band hall, home economics building, central administration offices, and an alternative education building. The band hall and gym were built after a 2007 bond election and came into service in 2009. The cafeteria, originally connected to the school building, was later renovated beginning in 2014. In May, 2016, voters approved a \$24,430,000 bond package to allow for major constructions, renovations, and improvements within the District's facilities. After extensive community and committee research and input, plans were drawn and approved. Construction began on the new academic buildings in August, 2017. PreK through 12th grade continued to occupy the old building during construction. The new secondary building would house both the Ganado Junior High and the Ganado High School. The plans for both new 2-story buildings included windowed classroom walls facing the halls to give an open, collaborative spirit. Plans for the elementary building included classrooms arranged in "pods" where grade levels had a common area with desks and space for collaboration, group work, and/or group study. The new facilities would be built with wiring capacity required to manage state-of-the-art educational technology. A new covered playground was added to serve the elementary campus. Also included in the plans for the new buildings were code card accesses at all exterior entrances and cameras at front entrances with buzzed-in security vestibules. In 2018, using Fund Balance monies, improvements were made to the stadium including addition of Astroturf, new tracks, new press box, new bleachers, and new fencing. The new elementary was completed in early summer, 2019, while the new secondary building was completed and occupied in late summer, 2019. In June, 2019, Phase Two of the construction process began with the asbestos abatement of the old building. Following the abatement, demolition started and was completed by end of July so that a new parking lot could be added in its place. All new facilities expect to be occupied and utilized with the beginning of the 2019-2020 school year.

TECHNOLOGY

Ganado ISD is a 1:1 district with Chromebooks available to every student PK- 12th grade. In the new classrooms, teachers have new Smart Boards, document cameras and teacher computer stations to help them prepare and deliver engaging lessons. Ganado ISD is a "Google education school" where teachers and students use Google applications in the classrooms daily. Teachers and students utilize a great number of software programs and online resources to provide instruction and to demonstrate learning. Teachers utilize an online curriculum called TEKS Resource System as well as an online attendance reporting system and grade book program. Students are able to access most of their personal instruction materials via online textbooks loaded onto their Chromebooks.

GANADO ISD

DISTRICT IMPROVEMENT PLAN

Prioritized Level 1: Strong School Leadership and Planning

Goal: 1. Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective: 1. Campus principals provide autonomous campus leadership while also functioning as an effective member of the District administrative team.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
1 The Superintendent supports principals by protecting their time dedicated for school instructional leadership attempting to increase the time devoted for that purpose.	Dr. John Hardwick	Assistant Principals Support Staff Admin. Team	August 2019 – July 2020	Principals able to attend PLCs and conduct CWTs.	Increased time spent on instructional leadership activities.	Principals focused on instructional leadership result in improved academic performance.
2 Instructional leaders will attempt to complete a minimum of 12 CWTs per month (in addition to T-TESS WTs) and enter data into CWT app.	Dr. John Hardwick Principals/APs Donna Thompson	Dana Ctr. CWT app	September 2019 – April 2020	Documentation of CWTs in CWT app	A minimum of 12 CWTs per mo. for each instructional leader.	Principals focused on instructional leadership result in improved academic performance.
3 The Superintendent meets weekly with campus and district instructional leaders to focus on student progress and formative data as well as campus and district initiatives.	Dr. John Hardwick Principals/APs Donna Thompson Jenny Nelson	Weekly Principals' Meetings	August 2019 – July 2020	Agendas for Principals' Meetings; Meeting Schedules	Time focused on instructional data and district priorities.	Instructional leaders work as a team to reach goals.
4 Campus principals create a campus calendar which allows for grade levels or cohorts of teachers to meet together in Professional Learning Communities (PLCs) regularly to focus on student progress, formative data and to investigate innovative instr. strategies.	Principals & APs Teachers Donna Thompson Melissa Segers Nache' Holub	PLCs DMAC TEKScore Rtl Report Cards	August 2019- May 2020	PLC calendar is created and implemented. PLC Agendas and meeting minutes.	Students respond to intervention with improved performance.	Students master the state-mandated assessments they take.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
5 Campus instructional leaders work with PLCs to disaggregate data and implement plans for intervention to address areas of poor learning performance.	Principals & APs Donna Thompson Melissa Segers Nache' Holub Teachers	PLCs DMAC TEKScore RtI	September 2019 – July 2020	PLC Agendas and meeting minutes Test Results RtI Plans	Students respond to intervention with improved performance.	Students master the state-mandated assessments they take.
6 Campus principals work with those on campus to create and maintain a “Data Room” for the purpose of disaggregation, display and analysis of data to identify trends, monitor progress, and bring about improvement in academic achievement, attendance, behavior.	Principals & APs Classroom Teachers Donna Thompson Melissa Segers Nache' Holub Counselors	Data Room (Space) DMAC PEIMS Chart tablets Plastic holders	August 2019 – July 2020	Report Cards Benchmark results Data posted in Data Room	STAAR and EOC results	Continuous Improvement with students passing state-mandated tests in tested grades.
7 Campus principals improve campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	Principals & APs Donna Thompson Region 3 ESC Melissa Segers Nache' Holub	Region 3 ESC Trainers Staff Dev.	August 2019 – July 2020	Job-embedded trainings provided; Follow-up discussions; Class observations	Teacher instructional strategies are sharpened through job-embedded staff development.	Improved instructional strategies result in better student academic performance.
8 Campus principals work with teachers and other stakeholders to create and implement a Campus Improvement Plan with focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance.	Principals & APs Classroom Teachers Staff Parents Community and Business Members	CIP Region 3 ESC Data Room	August 2019 – July 2020	Campus meetings held to review CNA and to create CIP.	Final Campus Improvement Plan addresses the root causes of low performance.	Improved instructional strategies result in better student academic performance.

Prioritized Level 2: Effective, Well-Supported Teachers

Goal: 1. Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective: 1. Ganado ISD will maintain a highly-qualified, effective faculty and staff with less than 10% turnover each year.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
1 Conduct recruitment activities to ensure highly qualified personnel in all positions and to provide stipends for secondary math/science positions.	Dr. John Hardwick Principals & APs	TASA, job fairs, district web page, newspapers, online application with Talent Ed	August 2019 – July 2020	Participation in recruitment events, # applications received and positions filled	Percentage of highly qualified employees	All positions, including hard-to-fill positions, are filled with highly qualified personnel.
2 Serve as instructional coaches to teachers providing mentorship, training, and support to grow them as teacher leaders.	Dr. John Hardwick Principals & APs Donna Thompson Nache' Holub Melissa Segers	Region 3 ESC Local Funds	August 2019- May 2020	Documentation of coaching sessions with teachers, both formal and informal.	T-TESS results show growth and development	Faculty, both experienced and new to the field, develop and grow as teacher leaders.
3 Assist teachers in maintaining or attaining certifications through alternative programs, GT hours, ESL certification or other to assure highly qualified staff.	Dr. John Hardwick Principals & APs Donna Thompson	State and local funds Title funds Region 3 ESC	August 2019 – July 2020	Professional development certificates Training courses completed	# Teachers taking and passing certification exams or obtaining GT designation.	Increase in teachers designated as GT trained, ESL certified, Dyslexia certified.
4 Provide technology, resources and supplies to teachers to enable them to provide engaging student-focused instruction.	Dr. John Hardwick Principal & APs Donna Thompson	State, Federal and Local Funds	August 2019 – July 2020	Purchase orders Materials & resources inventory	Teachers are able to provide innovative and engaging lessons.	Student engagement is maximized resulting in improved academic achievement.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
5 Ganado ISD instructional leaders use the Classroom Walkthrough tool, developed by the Dana Center, to conduct observations, capture trends, and track progress in classroom instruction over time.	Dr. John Hardwick Principal & APs Donna Thompson	Local funds CWT app DMAC (T-TESS)	September 2019 – April 2020	CWT data, documentation, & reports	Trends made evident through CWT are discussed and analyzed.	Classroom instruction is engaging and effective leading to increased student achievement.
6 Committees made up of employees representative of the campus or district are utilized to interview candidates for open positions during the hiring process.	Dr. John Hardwick Principals & APs	Personnel	August 2019 – July 2020	Interviewing and hiring records	Teachers and staff are involved in the hiring process.	Good hires are made at the same time that teacher leadership is developed.
7 Observation debrief conversations between appraiser and teacher occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice.	Principals & APs	DMAC (T-TESS)	September 2019 – April 2020	T-TESS observation data -Records of T-TESS conversations	Teachers are given actionable feedback for improvement	Classroom instruction is engaging and effective leading to increased student achievement.
8 Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within one week.	Principals & APs	DMAC (T-TESS)	September 2019 – April 2020	Instructional coaching records T-TESS documentation	Teachers are given instructional coaching and follow-up.	Instructional coaching and follow-up leads to improved instructional practices.
9 The District will obtain promotional materials (banners, tablecloth, giveaways, etc.) to be used to advertise the benefits of employment with Ganado ISD.	Dr. John Hardwick Donna Thompson Principals & Aps Melinda Engelmoehr	Local funds Title II	February-June 2020	Attendance at job fairs and other public venues	Increase in employment applications received	Highly qualified teachers and staff are hired by GISD.

Prioritized Lever 3: Positive School Culture

Goal: 1. Create a positive school culture with a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective: 1. Ganado ISD stakeholders embrace a compelling and aligned vision, mission, goals, and hold values focused on a safe environment and high expectations.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
1 Superintendent leads all district stakeholders in focusing on the District’s vision, mission, goals and values.	Dr. John Hardwick	None	August 2019- July 2020	Frequent discussion of vision, mission, goals, values.	Stakeholders are able to articulate the District’s vision.	Positive school culture.
2 In an effort to create a positive school culture, a theme for the school year is selected aligned with core values focused on high expectations.	Dr. John Hardwick Principals & APs Admin, Faculty, Stakeholders, Staff	Local funds	August 2019	Theme featured in back-to-school inservice and throughout the year	Theme creates a unified focus throughout the school year	All stakeholders have a common focus for the school year.
3 School pride and spirit is nurtured by featuring the mission statement, core values and Ganado ISD logo on website, GISD app, Facebook, Twitter, and on school documents and walls, etc.	Dr. John Hardwick Principals & APs Admin, Faculty, Stakeholders, Staff	Local funds	August 2019- July 2020	Mission statement and logo seen frequently to represent GISD.	Increased school pride and spirit.	Positive school culture and team spirit.
4 All stakeholders take pride in school buildings and grounds as shown by keeping them clean, landscaped, mowed, and well cared-for.	Admin. & faculty Maintenance staff Students Stakeholders	Trash cans Shrubbery	August 2019- July 2020	Buildings and campus clean, no graffiti, etc.	Increased school pride and spirit.	Positive school culture and team spirit.
5 Campus practices and polices demonstrate high expectations and shared ownership for student success.	Dr. John Hardwick Principals & APs Admin, Faculty	PLCs Policy handbooks	August 2019- July 2020	Discussions reveal shared ownership for student success.	Expression of high expectations; shared ownership for success.	Unity among faculty and staff with shared values.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
6 The District will administer a campus climate survey to assess and measure progress on student and staff experiences.	Dr. John Hardwick Principals & APs School counselors	Campus Climate Surveys	By April 2020	# of completed campus climate surveys	Majority of surveys reveal positive experiences.	Positive school climate; positive student & staff experiences.
7 Teachers, counselors, and administrators will make college and career readiness a campus priority with a focus on CCR beginning in kindergarten and continuing through HS.	Dr. John Hardwick Dr. D. Thompson Principals & Aps Counselors Teachers	College & Career Readiness Standards	August 2019- July 2020	College themed events are held and celebrated.	Students become more aware of college and career choices.	Students are college and career ready at graduation.
8 Secondary campus will counsel students and will educate them regarding benefits of preparation for college entrance exams (such as PSAT, ACT, SAT, TSI) and will encourage them to take the same.	Dr. John Hardwick Principals & APs Amanda Bures WCJC, Victoria College	GISD Educational Foundation Local colleges	August 2019- July 2020	Number of students taking college entrance exams	Number of students taking college entrance exams	Percentage of students taking and scoring high on college entrance exams will increase.

Prioritized Level 3: Positive School Culture

Goal: 2. The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).

Objective: 1. The attendance rate will be maintained at 97% or higher for each 6 weeks with completion rates nearing 100%.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
1 Attendance reports will be compiled for each grade level, campus and for the district each grading period and will be disseminated to all campus principals, curriculum leader and superintendent.	Beverly Dornak, PEIMS Clerk	PEIMS reports	September 2019 – June 2020	Reports are provided within 1 week of the end of each grading period.	Daily and grading period attendance rates at 97%.	Attendance rates will maintain at 97% or higher for each 6 weeks.
2 Parents of students with absences or tardiness will be contacted by automated phone system, letters and/or home visits.	Principals Asst. Principals PEIMS Clerk Teachers	Blackboard EMS Local funds	August 2019- May 2020	Attendance records Blackboard records	Daily and grading period attendance rates at 97%.	Attendance rates will maintain at 97% or higher for each 6 weeks.
3 PEIMS system will be set to alert when a student has 5 absences and again with every absence over 5 days. Principals and APs are notified of alerts.	Beverly Dornak, PEIMS Clerk	PEIMS reports	September 2019 – June 2020	Alerts generated	# of students having 5 or more absences will decrease.	Students will have regular attendance.
4 Administrative review of student absences beyond 5 days with action taken to contact parents of students with high rates of absenteeism.	Principals Asst. principals Beverly Dornak	Daily alert reports	As needed per semester	Unexcused absences will decrease.	Average daily attendance will be improved .	Attendance rates will maintain at 97% or higher for each 6 weeks.
5 Students failing to meet the compulsory attendance law may be required to attend make-up sessions.	Principals Asst. principals Teachers	Attendance supervisor logs Make-up sessions/staff	As needed per semester	Unexcused absences will decrease.	Average daily attendance will be improved.	ADA will be improved and maintained at or above the state standard of 97%.
6 Students having more absences than those allowed by state guidelines will be filed on at the Justice of the Peace Office.	District Attendance Committee Attendance Clerk Principals & APs	Daily attendance reports	As required	Unexcused absences will decrease.	Average daily attendance will be improved.	ADA will be improved and maintained at or above the state standard of 97%.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
7 Students will be encouraged to use good precautionary practices in order to avoid illnesses and the spread of sickness.	School Nurse	Notes home Mailings Educational posters & brochures	August 2019- June 2020	Number of clinic referrals	Number of absences due to illnesses will decrease.	Average daily attendance will be improved and maintained at or above the state standard of 97%.
8 Students may be sent home from school after illnesses or injuries have been assessed by the nurse or administrative staff.	Principals & APs School Nurse	School nurse	August 2019- June 2020	# of clinic refer. # of student absences result of illness/injury	Number of absences due to illnesses will decrease.	ADA improved and maintained at or above the state standard of 97%.
9 Allow exemptions as incentive for students who meet the attendance and grade criteria.	Principals & APs Teachers PEIMS clerk	Gradebook PEIMS data	September 2019 – May 2020	Six Week Attendance Rate	Annual Attendance Rate	ADA improved and maintained at or above the state standard of 97%.
10 Recognize good student attendance at Awards Programs.	Principals & APs	Awards Ribbons	September 2019 – Many 2020	# of students receiving awards each 6 weeks	# of students recognized for attendance annually	ADA improved and maintained at or above the state standard of 97%.
11 Provide credit recovery opportunities during the summer and school year for students.	Principals & APs Counselor	PLATO Gradebook PEIMS data	December 2019 – August 2020	# students enrolled in PLATO (Edmentum)	# courses completed by students in PLATO	Drop-out rate will be below 1%.

Prioritized Lever 3: Positive School Culture

Goal: 2. The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).

Objective: 2. Ganado ISD will see 5% decrease in the number of incidents involving violence, fighting, drug use, self-destructive behavior and pregnancy.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
1 Core teams at each campus will be trained in TBSI and CPI – positive behavior interventions.	Jackson Co. SPED Coop	SPED funds	By November, 2019	Attendance at trainings; # of behavioral referrals	Practice of positive behavior interventions	Reduction in incidents of fighting or violence.
2 Dating violence education programs will be conducted with HS faculty and students.	HS Counselor HS Principal & AP	GISD app tip-line “Aim for Success” assembly	By February, 2020	Attendance at training	Student awareness of how to avoid or prevent dating violence	No reports of dating violence from students.
3 Bullying prevention education programs will be conducted with faculty and students at all three campuses.	Principals & APs Counselors	Community agencies TASB resources Local funds Eduhero	August 2019- July 2020	Attendance at trainings; decrease in # of bullying incidents	Practice of positive behavior interventions	Reduction in incidents of bullying district-wide
4 Random drug screenings of students participating in extracurricular activities or those operating or registering a vehicle on school grounds and other prevention techniques (drug canine) will be used to identify and address incidents of drug use among students.	Principals & AP Counselors	State and local funds	August 2019- July 2020	Number of positive results on random drug screenings	# of incidents of drugs found at school or on students	Reduction in drug use among students
5 Students will be taught conflict resolution skills in classes along with core content or in special presentations.	Principals & APs Counselors Classroom teachers	Local funds Trainers or presenters	August 2019- July 2020	Lesson Plans Attendance at programs	# of incidents of fighting and aggression	Reduction in incidents of fighting and violence

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
6 Abstinence will be presented to JH and HS students as the preferred choice related to human sexuality among young, unmarried students.	Principals Asst Principals Counselors Health teachers at HS and PE teachers at JH	Baylor Scott & White's Wellness and Sexual Health curriculum	October 2019 – May 2020	Participation activities in the curriculum; Feedback forms from participants	Completion documentation of the curriculum; walk-throughs	Reduction in numbers of pregnancies in teen students.
7 HS students will be taught the P.A.P.A. curriculum related to parenting responsibilities of teen fathers.	Principals Asst Principals Counselors Health teachers at HS	P.A.P.A. curriculum	October 2019 - May 2020	Participation activities in the curriculum; Feedback forms from participants	Completion documentation of the curriculum; walk-throughs	Reduction in numbers of pregnancies in teen students
8 Implement the Crisis Management Plans for: Conflict Resolution Suicide Prevention Violence Prevention	Dr. John Hardwick Admin Team Counselors	Crisis Team Faculty, nurse, BEACON software alerts	August 2019- May 2020	Provide updated Crisis Management Plan to all employees.	10% decrease in the number of incidents of violence.	Surveys will reflect feelings of safety.
9 Provide information for awareness of sexual abuse of children and intervention responsibilities.	Dr. John Hardwick Admin Team Counselors	EduHero trainings	By May, 2020	Training log	100% of cases of suspected abuse will be reported to the proper authority.	Decrease in incidents of reported child abuse.
10 All acts of violence or threats of such will be documented on a discipline referral or incident report.	Principals & APs	PEIMS	August 2019- June 2020	Discipline referrals Incident reports	Reduction of violent threats or acts	Reduction in incidents of violence

Prioritized Lever 3: Positive School Culture

Goal: 2. The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).

Objective: 3. Ganado ISD will be 100% compliant with safety and security audits, drills, and crisis management plan requirements.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
1 Campus visitors will report to the appropriate campus office and receive identification badge.	Principals Asst. Principals School Secretary	Positive Proof Visitor log	August 2019- May 2020	Visitor log Incidents of undocumented visitors	Reduction of undocumented visitors	Maintain control of visitors entering the building with 100% office check-ins.
2 Fire drills and other emergency drills will be conducted randomly according to safety regulations.	Principals and APs	Drill and alarm system	August 2019- May 2020	Drill logs Timed drills Observational notes Escape routes posted.	Drills carried out in timely manner.	Students are prepared and knowledgeable of appropriate response to emergency situations.
3 External doors of campus buildings remain locked during the school day with the front doors being monitored for entry by keypads and cameras.	Dr. John Hardwick Principals & APs Front office staff	Locked access Cameras and push button access Scan keypads ID Badge scans	August 2019- May 2020	Entry logs Random checks	Security audits reveal buildings are routinely kept locked and secure.	Maintain control of visitors entering the building with 100% office check-ins
4 Ganado ISD's Crisis Plan is shared with new personnel and substitutes and is kept at ready in classrooms by teachers.	Dr. John Hardwick Principals & APs	Crisis Plan Flip Charts	August 2019- May 2020	Random checks	Faculty, staff and substitutes are familiar with Crisis Plan actions.	Staff and students know how to respond in case of drills or actual emergencies with resulting safety.
5 Staff complete all safety trainings as required by statute.	Supt. Principals & APs Donna Thompson	EduHero Gulf Bend MHMR ESC Region 3	August 2019- June 2020	Training Logs Certificates of Completion	% of completion	Faculty and staff are knowledgeable regarding response to emergencies.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
6 Provide CPR training to students in grades as specified in HB 5.	Principals & APs Nurse	CPR Instructor American Heart Assn.	August 2019- May 2020	Training Logs	% of completion	Students are able to perform CPR in emergency situation.

Prioritized Lever 3: Positive School Culture

Goal: 3. Ganado ISD creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.

Objective: 1. Ganado ISD will provide a 10% increase in communication about and opportunities for family and community involvement.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
1 Ganado will provide Open House and Meet the Teacher events for parents and family.	Principals & APs Teachers	Local funds	August 2019- May 2020	Event sign in sheets	Increased opportunities for parent interaction with school personnel	Increased communication and increased interactions
2 Recruit parents and community regarding membership in booster clubs, PTA, site-based committees, etc.	Dr. John Hardwick Donna Thompson Principals & APs Teachers	Local funds	August 2019- May 2020	Membership rosters in various organizations	Increased # of community and parents involved	Increased communication and increased interactions
3 Utilize district webpage, Facebook, GISD app and Twitter to celebrate student achievements and events.	Jenny Nelson Christy Janssen	Webpage Facebook Twitter GISD app	August 2019- July 2020	# of posts # of views	Students, parents, and community informed of school happenings.	Increased communication
4 Provide school communications with parents in home language.	Dr. John Hardwick Principals & APs ESL Teachers & interpreters	Translate apps District translation policy	August 2019- July 2020	Copies of communications in Spanish	Improved communication with Spanish speakers	Increased communication and involvement
5 Continue relationship with Ganado Education Foundation for assistance with dual credit tuition, paying AP testing fees, encouraging high school acad. achievement, and instructional support grant opportunities for teachers.	Dr. John Hardwick Principals & APs Counselors	Ganado Education Foundation- Donations	August 2019- July 2020	Grants submitted - awarded, Attendance at banquet \$ tuition	Increased involvement and support from GEF	Positive relationships and increased community involvement

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
6 Examine GISD places, processes, people, policies and programs to identify ways that these can become more invitational, inclusive & welcoming.	Dr. John Hardwick Principals & APs Donna Thompson Teachers	www.invitational-education.net	August 2019- July 2020	Awareness of invitational education	Increased invitational environment	Increased communication and involvement
7 Provide transition activities for PreK to kindergarten, elementary school to JH, and JH to high school.	Principals & APs Teachers Counselors	Local \$	August 2019- May 2020	Transition plans	Improved student adjustment	Positive feedback from students and parents
8 Campuses will offer various events to involve parents such as book fairs, luncheons, career days, fall carnival, and parent education sessions.	Principals & APs Teachers Counselors	Local \$	August 2019- May 2020	Event flyers Sign in sheets	Increased involvement and support	Positive relationships, increased family & community involvement
9 ESSA Title I meetings will be held to explain the program while also discussing the parent/teacher compacts.	Ms. J. Stephenson Elem. Teachers	Parent/teacher compacts	By March 2020	Sign in sheets Program	Increased understanding of Title I	Increased communication and involvement
10 Parent Education sessions will be offered on such topics as: Helping Your Student to Be Responsible, Organizing Your Student, etc.	Counselors Principals & APs Donna Thompson Teachers	Handouts Publicity fees Refreshments Child care Title I Local Funds "Lunch & Learns"	August 2019- May 2020	Sign-in sheets showing parent attendance	Sign-in sheets showing parent attendance	Parents will be well-informed on topics of importance to their child's school success.
11 Teacher email addresses are available on campus websites so that two-way email communication is facilitated.	Teachers Jenny Nelson Christy Janssen	School email system Computers Newsletter	August 2019- May 2020	Record of announcements ,publicity efforts showing email announcement	# of emails between parents and teachers will increase.	Two-way communication between teachers and parents will increase.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
12 Teachers will be encouraged to maintain a teacher webpage on the district website.	Principals & APs Jenny Nelson Teachers	Technology training Training time	August 2019- May 2020	Number of webpages current and updated.	Number of "hits" on teacher webpages.	Parents will be well-informed on topics of importance to their child's school success.
13 Conduct a survey with parents to determine their interests in various avenues of parental involvement.	Principals & APs Donna Thompson Dr. John Hardwick Teachers	Survey	By December, 2019	Survey return rate of 25%	Survey data tallied and analyzed	Better understanding of parental perspectives .

Prioritized Level 4: High Quality Curriculum

- Goal:** 1. All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.
- Objective:** 1. A high quality curriculum, through TEKS Resource System, is provided to students according to a proven Scope and Sequence along with aligned assessments that measure learning.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
1 Teachers in the core content areas will teach the TRS curriculum with fidelity including the YAG, IFD and Performance Indicators to ensure vertical alignment and to avoid curriculum gaps.	Dr. Hardwick Donna Thompson Principals Asst. Principals Teachers	TEKS R/S \$ IMA \$	August 2019- May 2020	Log-ins on TRS, Lesson Plans, Walk-throughs	T-TESS Lesson Plans STAAR results	GISD will meet or exceed the state average passing rate on all STAAR tests.
2 Baseline assessments will be given toward the beginning of the year in core content areas to determine starting point for students.	Donna Thompson Teachers Principals Asst. Principals	DMAC \$ TAG \$ Paper & copies TEKS R/S	September 2019	Benchmark results in DMAC	Benchmark results in data folders	Students will be able to measure their growth against the baseline data.
3 Students will maintain personal and individual data portfolios in core classes with their test results and benchmark data.	Donna Thompson Principals Asst. Principals Teachers	DMAC \$ Binders or folders \$ Paper \$ Storage boxes	Sept. 2019 – April 2020	Students will maintain data folders.	Students will be able to interpret the data to their parents/admin.	Students will be able to measure their growth against the baseline data.
4 Teachers are afforded time during the summer and at the end of every grading period to review student data and plan instruction for upcoming units of study according to the YAG (Scope and Sequence) and the curriculum.	Dr. Hardwick Donna Thompson Principals Asst. Principals	Region 3 ESC TEKS R/S School Calendar YAG-o-matic	September 2019 – July 2020	Lesson Plan Review Attendance at TEKS R/S planning days	Instruction is planned per YAG and TEKS R/S.	Curriculum is aligned horizontally and vertically, and instruction is directly tied to curriculum.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
5 Curricular resources with key ideas, essential questions, common misconceptions and academic vocabulary are used to plan and implement instruction.	Donna Thompson Principals & APs Teachers	TEKS R/S	August 2019 – May 2020	Lesson plan reviews reflect adherence to TEKS R/S IFDs.	IFDs are taught to the level of rigor intended.	Students are adequately prepared to master the STAAR assessments.
6 A Curriculum Development Committee, comprised of representative teachers from all three campuses, along with the District’s Curriculum Director, creates a plan for the administration of interim assessments and for bringing assessment data into the hands of teachers and students.	Donna Thompson Teacher Leaders	DMAC TEKS R/S TEKScore Benchmarks	August 2019 – July 2020	CDC Meeting Schedule CDC Minutes Benchmark Calendar	Benchmark dates and test results	Benchmarks are given and data is disaggregated and studied to bring about improvement in performance.
7 Teachers administer interim assessments and unit tests created in DMAC or TEKS R/S that utilize questions aligned to the standards and the expected level of rigor.	Donna Thompson Melissa Segers Principals & APs	TEKS R/S DMAC TAG	August 2019- April 2020	Benchmark Calendar Benchmark questions Item Analysis	DMAC reports (SE Performance) show growth for each student.	Students are able to meet expectations on the STAAR tests they take by test dates.
8 Ganado ISD’s annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.	Dr. Hardwick Donna Thompson Principals Asst. Principals DPC	Prof Dev \$ PLCs	August 2019- July 2020	Attendance at PLCs. PLC discussion logs. Prof Dev Plan	Lesson Plans T-TESS results	GISD will meet or exceed the state average passing rate on all STAAR tests.
9 Provide opportunities for teachers to collaborate on curriculum between grade levels and between disciplines.	Principals & APs Donna Thompson Teachers M. Segers	TEKS R/S PLC Meetings	August 2019 – May 2020	PLC Log books and records Lesson plans	STAAR results Vertical alignment	Continuous Improvement with students passing state-mandated tests in tested grades.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
10 The last benchmark administered before the state-mandated test is given with enough time to allow for corrective instruction and remediation to take place after the benchmark is graded and the data is studied.	Principals & APs Donna Thompson Melissa Segers Nache' Holub	Benchmarks DMAC Data Folders RtI and Tutorials	January 2020 - April 2020	Benchmark results Tutorial lists Lesson Plans	STAAR results Data folders	Tutorials and reteaching efforts result in students meeting the state standards on tests.
11 Gifted and high-achieving students will be offered challenging tasks and opportunities to create innovative products and performances that show depth and complexity of understanding.	Dr. John Hardwick Principals & APs Donna Thompson All teachers including those who are GT-trained	Texas Performance Standards Project	August 2019 – July 2020	Students create products and performances.	# of students mastering grade level standards increases.	# of students mastering grade level standards increases.

Prioritized Level 5: Effective Instruction

Goal: 1. All students have rigorous learning experiences because Ganado ISD ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective: 1. The performance of ALL students including those with special needs (At Risk, Special Education, 504, EL, Dyslexia as well as GT) and general education students will show demonstrated growth through coordinated and unified activities to appropriately and accurately identify, assess, and serve students in the least restrictive environment possible.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
1 Technology will be used by teachers and students and will be integrated into instruction on a weekly basis at the minimum to engage students and increase learning.	Technology Dept. Principals Asst. Principals Teachers	SMARTBoards Software Chromebooks Training	August 2019- May 2020	Lesson Plans, CWTs, Technology used in class instruction.	T-TESS Lesson Plans STAAR results Increase in student engagement	Continuous improvement with 100% passing the STAAR test they take.
2 Utilize software and curriculum to support autonomy in learning environments.	Principals & Assts. Technology Dept. Teachers Donna Thompson	Purchased/free software (IXL, DMAC, TRS, texts, etc.)	August 2019- May 2020	Documentation of software use, Log-ins on TRS	Lesson Plans T-TESS	GISD will meet or exceed the state average passing rate on all STAAR tests.
3 Teachers will utilize technology programs for tutorials, remediation, instruction, and support.	Principals Asst. Principals	IXL \$ IMA \$ Technology \$	August 2019- June 2020	Grades Lesson Plans Benchmark results STAAR data	STAAR results	SISD will exceed the state average passing rate on all STAAR tests.
4 Students will maintain personal and individual data portfolios in core classes with their test results and benchmark data.	Donna Thompson Principals Asst. Principals Teachers	DMAC \$ Binders or folders \$ Paper \$ Storage boxes \$	Sept. 2019 – April 2020	Students will maintain data folders.	Students will be able to interpret the data to their parents, administrators.	Students will be able to measure their growth against the baseline data.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
5 Supplemental materials will be used as needed to enhance/expand TRS curriculum to prepare students for STAAR/EOC.	Principals Curriculum Coord.	Supplies/Materials \$	August 2019- May 2020	Grades Lesson Plans Benchmark results STAAR data	STAAR results	SISD will exceed the state average passing rate on all STAAR tests.
6 Students will be provided <u>supplemental</u> accelerated instruction, tutorials, summer school, and opportunities to regain credit so they will be promoted and/or graduate on schedule with their class	Principals Asst. Principals	State Comp Ed Funds - \$ Local Funds \$ IMA \$	August 2019- June 2020	Attendance at tutorials, summer school, after-school programs; Grades	STAAR results	SISD will exceed the state average passing rate on all STAAR tests.
7 Teachers will ensure students are given short answer and open-ended writing assignments at least 2 times monthly in ALL content areas in grades 3 and above. (Graded on content AND writing, grammar, spelling, etc.)	Principals & APs Teachers	Local funds	September 2019 – April 2020	Lesson Plans	Improvement in writing skills (syntax, grammar, spelling, etc.)	Writing scores in grades 4, 7, and HS English state exams will improve to 100% approaching standard.
8 Provide training and/or support to teachers of classes other than ELAR with criteria and scoring techniques related to grading written essays and short answer assignments.	Principals & APs Donna Thompson	ELAR Teachers Region 3 ESC Software programs or apps	September 2019 – July 2020	Trainings and supports provided. Software or apps provided.	Non-ELAR teachers feel more adept at grading written essays.	Writing scores in grades 4, 7, and HS English state exams will improve to 100% approaching standard.
9 ELAR teachers begin collecting writing samples from all students to be maintained in individual student portfolios passed from grade to grade (minimum of 8 writing samples per year).	Principals & APs Donna Thompson ELAR teachers	Folders \$ Labels \$	September 2019 – April 2020	Portfolios created. # of writing samples included	Improvement in writing skills (syntax, grammar, spelling, etc.)	Writing scores in grades 4, 7, and HS English state exams will improve to 100% approaching standard.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
10 Reduce class size in lower grades to meet individual needs of students in smaller groups.	Teachers	Aimsweb \$ TPRI \$ CLI	August 2019– July 2020	Progress reports Class roster Grades	Early Reading Assessment Results	Continuous improvement in student achievement.
11 Pre-referral (Rtl) committee will meet to plan interventions for students exhibiting academic/behavioral difficulties.	Principals & APs 504 Coord. & 504 Committees Counselors	Test results Rtl Committee	Sept. 2019 through June, 2020	Rtl folders Student grades Benchmark results Discip. records	STAAR results	Continuous improvement with 100% passing the STAAR test they take.
12 Continue to evaluate and improve the high-quality PreK program to meet the academic and social-emotional needs of early childhood students.	PreK Teacher Principal & AP Dr. John Hardwick Donna Thompson PPCD Program	CIRCLE Engage Assessment Family Engagement Plan PreK Eval. Tool	August 2019 – May 2020	List of PreK family events offered PreK BOY and Mid-year CLI data	EOY CLI data PreK Evaluation	Students who have attended PreK will perform on or above level with all kinder. students the next yr.
13 Disaggregate STAAR data, benchmark data by subgroups to determine success in meeting the needs of all groups.	Principals & APs Teachers Donna Thompson	Lead4Ward DMAC TEKScore	September, 2019 – June, 2020	DMAC reports on various subgroups by grade level	STAAR & EOC scores of all subgroups	Continuous Improvement with 100% passing STAAR tests
14 Ensure identification and services for 504 and Dyslexia students through proper referral, assessment, and interventions.	Dr.Thompson Dyslexia Teacher Principals & APs Rtl Teams	Title I District Funds	Sept 2019- May 2020	Screen records Ident. lists Service logs Progress reports	STAAR results	Continuous Improvement with 100% passing STAAR
15 Provide training for all staff on intervention strategies and accommodations to meet the needs of all students including 504, EL, Dyslexic, SPED and GT.	Principals & APs Donna Thompson SPED specialists ESL Teachers Dyslexia Teachers	Staff ESC Region 3 \$ Jackson Co. SPED Coop \$ Eduhero \$	August 2019 – January 2020	Staff Development sign-in sheets Documentation accommodations provided	Report Grades Benchmark results STAAR results	Teachers utilize differentiated instruction strategies to meet the needs of students.

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
16 Support will be provided as per 504, ARD, and LPAC decisions for students w/special learning needs or ones at-risk of dropping out of school.	Principals & APs Counselors ARD Facilitator ESL/504 Coord.	Region 3 ESC SSA - Title III ESL Supplies - \$	August 2019- May 2020	Participation numbers	STAAR results	GISD will exceed the state average passing rate on all STAAR tests.
17 Monitor the performance of all students in special programs at the end of each six weeks (SPED, EL, GT, 504 and At Risk)	Principals & APs 504 Coordinators SPED specialists ESL Teachers Dyslexia Teachers	Data Room Progress Reports	September 2019 – May 2020	Progress Reports Report Cards Benchmarks	STAAR results	Continuous Improvement with students passing state-mandated tests in tested grades.
18 Provide array of challenging learning experiences which emphasize content from four core academic areas (Math, ELAR, Science, SS) for those identified as GT as well as other high-achieving students.	Principals & APs GT Teachers Teachers with GT certification AP & Dual Credit Teachers	GT funds \$	August 2019 – January 2020	Lesson Plans GT Plan	STAAR results	Number of students achieving the level of Mastery on STARR will increase by 10 percent from 2019.
19 Provide learning opportunities each year to students identified as GT which lead to the development of advanced-level products and performances.	Principals & APs GT Teachers Teachers with GT certification AP & Dual Credit Teachers	GT funds \$	September 2019 – May 2020	Lesson Plans GT Plan Showcase of advanced-level products & performances.	STAAR results	Number of students achieving the level of Mastery on STARR will increase by 10 percent from 2019.
20 Provide training in sheltered instruction strategies to support the learning of students whose first language is not English.	Principals & APs Donna Thompson ESL Teachers	Region 3 ESC \$ Donna Thompson ESL Teachers	August 2019 -May 2020	Certificates of completion from training attended Sign-in sheets	STAAR results	Continuous Improvement with 100% passing STAAR

ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE EVAL.	SUMMATIVE EVAL.	EXPECTED OUTCOME
21 Informational meeting will be offered to families of students who receive dyslexia services.	Donna Thompson Dyslexia teachers	Refreshments \$	By November, 2020	Sign-in roster from the meeting	Reading grades STAAR scores	Improved parent understanding of dyslexia and support for educational efforts.
22 Students with behavioral, emotional, or social problems receive counseling.	Counselors	Local Funds	Sept. 2019- May 2020	Number of counselor referrals	STAAR test results Discipline reports	Special Prog students will improve their acad. achievement with 90% passing the state-mandated test.
23 Utilize dyslexia instruction w/students who exhibit reading difficulties congruent with dyslexic profiles.	Dyslexia Teachers	Dyslexia program Local budget	August 2019– June 2020	Reading and ELA grades Benchmark results	STAAR scores	Special Prog students will improve until 65% are passing the STAAR test taken.
24 Support additional teachers obtaining certification as ESL teachers at all grade levels.	Principals	Title III funds- Title II funds for training and testing fees	August 2019– continue thru to June 2020	SBEC certification records	# of teachers taking and passing certification exam	Increased # of ESL-certified faculty
25 Common intelligence test given to all students at a particular grade level as decided by Curriculum Dev. Comm.	Principals & APs Donna Thompson CDC	Local funds \$ Title I funds \$ GT funds \$	By Fall 2020	Common test administered to all students	IQ scores obtained for grade level	Data obtained on students used to meet their needs.