

Galveston Independent School District

District Improvement Plan

2023-2024



Mission Statement

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

Vision

Island of Excellence - World of Opportunity

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Galveston ISD serves approximately 6500 students of whom 78% are economically disadvantaged. The ethnic composition of the District consists of 24 % African American, 49% Hispanic, 23% White and 4% other. The Special Education Department serves 10% of the students within the District. Twenty-two percent are Emergent Bilinguals.

Demographics Strengths

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

The District has improved its drop-out and school leaver rates through the leadership of a Dropout Recovery and Attendance Team coordinated by a designated Central Office leader. In an effort to sustain the improvement and reduce the rate further, the team is focused on creating systems to track student progress and reduce absenteeism and any likelihood of students disconnecting from school. The District's attendance rate is 92.13% and the dropout rate is less than 1%. The District uses Capturing Kids Hearts to help teachers and students build relationships and establish a supportive learning environment.

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

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

Student Achievement

Student Achievement Summary

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

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

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

District Culture and Climate

District Culture and Climate Summary

Four of six Galveston ISD elementary programs are magnet. Middle schools have been reconfigured to serve students within a 5th grade campus (Weis), a 6th grade campus (Austin) and a 7th - 8th grade campus (Central). Ball High School is a comprehensive high school. AIM is the district's non-traditional campus focused on dropout prevention and recovery serving students grades 7 - 12.

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

In addition, the District has an Academic Plan that has been communicated to everyone within the district. The Academic Plan serves as the compass for teaching and learning within the district incorporating strategies from Texas Lesson Study, Texas Instructional Leadership, Reflective Practice Model, and Relay.

District Culture and Climate Strengths

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have been working on recruiting and retaining talent through the implementation of the Teacher Incentive Allotment. The district's turnover rate has averaged 18%. We are interested in Teachworthy and other initiatives to grow our staff. We have investigated steps that other districts throughout the state and nation have taken to grow, recruit and retain their teachers. Half of our teaching staff falls within the range of 0 – 5 years of experience. We are fortunate to have community support. We have a human capital management plan in place that can be refined to support schools and improve our talent pipeline. We are exploring options such as accelerated teacher pay, career pathways, supplements and stipends.

Galveston ISD is part of a System of Great Schools. We are committed to ensuring that every child has the opportunity to be in a high achieving school. We invest heavily in our teachers developing their skills through Texas Lesson Study, Texas Instructional Leadership and the Reflective Practice Model.

Staff Quality, Recruitment, and Retention Strengths

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

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

The District is resource rich and has been fortunate enough to have excellent providers to help with Curriculum, Instruction and Assessment. Primary providers include Lead4ward, Region 4 Education Service Center, and SRSD. The district has also received support from Transcend and the Solution Tree. The District also utilizes mentor teachers, Campus Support Coordinators, instructional specialists and pedagogy coaches to help in strengthening curriculum, instruction and assessment. Protocols are in place for Academic and Behavioral Response to Intervention as well as meeting the needs of second language learners.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Galveston ISD also has two social workers and two SEL specialists to support the social & emotional well-being of our students.

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

Parent and Community Engagement Strengths

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

Technology

Technology Summary

The District has a learning management system (CANVAS) that provides teachers and students the opportunity to extend learning. Students have access to chrome books at the majority of the District's campuses. Teachers have access to a wealth of resources to support tiered instruction. Classlink is installed on teacher laptops as a desktop application.

Technology Strengths

The District employs an Instructional technologist who supports teachers in the implementation of programs. The District Instructional Technologist also supports teachers by vetting software programs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Galveston ISD will increase the percent of Third Grade students who Meet grade level or above on STAAR Reading from 44% to 75% by August 2027.

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

High Priority

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with focus on grades K - 2

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure teachers have a full understanding of unpacking the TEKS Strategy's Expected Result/Impact: Implementation of Texas Instructional Leadership (TIL) and campus CSCs Staff Responsible for Monitoring: Assistant Superintendent for Teaching and Learning; District Program Coordinators; Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement effective PLC's focused on teaching strategies that will enable all students to acquire knowledge and skills for critical thinking, problem solving, logic, creativity and research. (Houston Education Leadership Partners) Strategy's Expected Result/Impact: Effective principals, teachers, curriculum specialists Staff Responsible for Monitoring: Campus Principals; CSCs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement assessments that are aligned with state and local standards to evaluate student progress, programming and staffing. Strategy's Expected Result/Impact: Valid assessments (Solution Tree training) that accurately predict student performance on STAAR and EOCs Staff Responsible for Monitoring: District Testing Coordinator; District Program Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Insure Bilingual, ESL, Special Education, Career Technical Education programs meet the needs of students being served.</p> <p>Staff Responsible for Monitoring: Program Coordinators --Bilingual/ESL Specialist, Special Education and District CTE Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Eliminate individual student learning gaps by utilizing innovative strategies through early identification, intentional interventions and systematic record keeping.</p> <p>Strategy's Expected Result/Impact: Higher student performance of the students within the bottom quartile</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Support, Assistant Superintendent for Teaching and Learning, Assistant Superintendent for Early Learning, District Program Coordinators; Campus Principals; CSCs</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				









Goal 1: Galveston ISD will increase the percent of Third Grade students who Meet grade level or above on STAAR Reading from 44% to 75% by August 2027.

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

High Priority

HB3 Goal

Summative Evaluation: Met Objective









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

Goal 1: Galveston ISD will increase the percent of Third Grade students who Meet grade level or above on STAAR Reading from 44% to 75% by August 2027.

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

Summative Evaluation: Significant progress made toward meeting Objective













Next Year's Recommendation: Continue professional learning on SGMs

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

Goal 1: Galveston ISD will increase the percent of Third Grade students who Meet grade level or above on STAAR Reading from 44% to 75% by August 2027.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Director Coordinator of Academic Programs will work with campus teams to ensure understanding of the RTI process along with possible interventions and resources (AWARE & Eduphoria).</p> <p>Strategy's Expected Result/Impact: Narrowing of the achievement gap</p> <p>Clear RTI protocols using data from AWARE (Eduphoria)</p> <p>Staff Responsible for Monitoring: District Coordinator of Academic Programs</p> <p>Campus RTI teams</p> <p>Funding Sources: Eduphoria - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Address the social emotional needs and Maslow's hierarchy of needs of all students to ensure that all students have the necessary resources to be ready to learn</p> <p>Strategy's Expected Result/Impact: Students experiencing homelessness or students in foster care will have needed resources</p> <p>Staff Responsible for Monitoring: Homeless Liaison and Foster Care Liaison, Case managers, Social Workers, Counselors</p> <p>Funding Sources: Uniforms, School Supplies - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Galveston ISD will increase the percent of Third Grade students who Meet grade level or above on STAAR Mathematics from 36% to 75% by August 2027.

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

High Priority

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue work to increase student math performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer performance based compensation reflective of increased student achievement for one year Achievement growth for students</p> <p>Strategy's Expected Result/Impact: Increase in number of teachers receiving a performance incentive annually. (TIA)</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Human Resources, Director for Talent Development, Director of Special Initiatives and Assistant Superintendents</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: GISD Leadership teams will participate in the STAAR4ward webinar in order to be informed about the STAAR test and data disaggregation so that they can be more informed in their CLCs.</p> <p>Strategy's Expected Result/Impact: Semi-monthly accountability meetings will provide evidence of student progress (AWARE-Eduphoria).</p> <p>Seven campuses will receive a rating of "B" or higher for 2023-2024.</p> <p>Staff Responsible for Monitoring: All campus principals; Assistant Superintendent for Teaching and Learning, Assistant Superintendent for Early Learning, Assistant Superintendent for Student Support</p> <p>Funding Sources: Lead4ward Resources - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				













Goal 2: Galveston ISD will increase the percent of Third Grade students who Meet grade level or above on STAAR Mathematics from 36% to 75% by August 2027.

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

High Priority

HB3 Goal









Summative Evaluation: Significant progress made toward meeting Objective

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

Goal 2: Galveston ISD will increase the percent of Third Grade students who Meet grade level or above on STAAR Mathematics from 36% to 75% by August 2027.

Performance Objective 3: By the end of 2024, 60% of students will score Meets or above on Math STAAR and Algebra I EOC assessments.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus principals will participate in monthly educational rounds at selected campuses utilizing the TIL protocols. Based on data, a 'problem of practice' will be identified. Administrators will participate in 5 minute classroom visits, debriefing the data collected about the campus instructional practices around the problem of practice. (Houston Education Leadership Partners)</p> <p>Strategy's Expected Result/Impact: Teachers' 20 minute observations will show evidence of improved instructional practices based on feedback obtain in the observational rounds.</p> <p>Student growth will be evident through SLO outcomes.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendent for Teaching and Learning, Assistant Superintendent for Early Education, Assistant Superintendent for Student Support</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Galveston ISD will decrease the number of students earning zeroes on the STAAR/EOC writing assessment by 50% for 2023-2024









Performance Objective 1: Increase teacher feedback to students by 75% during 2023-2024

High Priority

Evaluation Data Sources: Writable

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Re-examine writing strategies and strengthen instructional delivery

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that 100% of Reading/ELA teachers received professional development on effective writing strategies/resources systemwide.</p> <p>Strategy's Expected Result/Impact: 50% of GISD students will meet or exceed State Average for Writing.</p> <p>Staff Responsible for Monitoring: District Magnet Support Specialist District Coordinator for Academic Programs and Student Outcomes</p> <p>Funding Sources: Writable - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Galveston ISD will increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 55% to 75% by August 2027.









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

High Priority

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with systems created for tracking student progress

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









Goal 4: Galveston ISD will increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 55% to 75% by August 2027.

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

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue efforts to ensure that students complete more Industry Based Certifications.









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

Goal 5: Galveston ISD will increase the number of A or B campuses using the STAAR 2022 data from five to twelve by 2027.

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

High Priority

Summative Evaluation: No progress made toward meeting Objective





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

Goal 5: Galveston ISD will increase the number of A or B campuses using the STAAR 2022 data from five to twelve by 2027.

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

High Priority

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: GISD will enact annual school performance reviews and planning processes to make performance and needs - driven decisions</p> <p>Strategy's Expected Result/Impact: Improved schools utilizing resources such as Transcend, Solution Tree, Leadership Partners</p> <p>Staff Responsible for Monitoring: Superintendent's Cabinet and SPF Design Team</p> <p>Funding Sources: Transcend Coaches, Solution Tree, Leadership Partners - 211 - Title I, Swank - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	→
Strategy 2 Details	Reviews			
<p>Strategy 2: Galveston ISD will support magnet programs to allow parents to have choice.</p> <p>Strategy's Expected Result/Impact: Theme-based programs or specialized programs offer choice for parents and allow for campus innovation.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Support.</p>	Formative			Summative
	Nov	Jan	Mar	June
	90%	95%	100%	100%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Galveston ISD will improve students' sense of belonging by increasing the number of students who indicate they are connected to a trusted adult on campus by 50% over the next five years.

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

High Priority

Summative Evaluation: Some progress made toward meeting Objective

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









Goal 6: Galveston ISD will improve students' sense of belonging by increasing the number of students who indicate they are connected to a trusted adult on campus by 50% over the next five years.

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

High Priority

Evaluation Data Sources: District Created Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage students with the adults in their school through SEL Curriculum and Capturing Kids' Hearts.</p> <p>Strategy's Expected Result/Impact: More students connecting with campus adults.</p> <p>Staff Responsible for Monitoring: SEL Specialists, Counselors, Social Workers, Teachers</p> <p>Funding Sources: Flippen Group - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: Seventy-five (75%) of students will score Meet grade level or above on Science and Social Studies STAAR and EOC assessments by August 2027.









Performance Objective 1: For the 2023-2024, 40% of 5th grade Galveston ISD students who take the science test will score MEETS.

High Priority

Evaluation Data Sources: STAAR 5th Grade Science

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to support improved science achievement

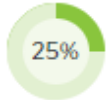
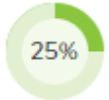
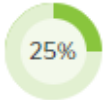





Strategy 1 Details	Reviews			
Strategy 1: Create pacing calendar Strategy's Expected Result/Impact: Instructional calendar with topics to be taught Staff Responsible for Monitoring: District Science Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around;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

Goal 7: Seventy-five (75%) of students will score Meet grade level or above on Science and Social Studies STAAR and EOC assessments by August 2027.

Performance Objective 2: Forty% (40%) of the 8th graders in Galveston ISD will score MEETS on the 8th Grade STAAR Science for 2023-2024.

High Priority

Evaluation Data Sources: Eighth Grade STAAR Science Test

Strategy 1 Details	Reviews			
Strategy 1: Use TIL strategies with 8th Grade Science Teachers Strategy's Expected Result/Impact: Improved student performance on 8th grade Science STAAR utilizing TIL protocols Staff Responsible for Monitoring: District Science Coordinator and Campus Support Coordinators Funding Sources: Region 4 Support - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 25%	 25%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				









Goal 7: Seventy-five (75%) of students will score Meet grade level or above on Science and Social Studies STAAR and EOC assessments by August 2027.

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

Evaluation Data Sources: Biology EOC.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to support students academic performance in Biology









Strategy 1 Details	Reviews			
Strategy 1: Use TIL strategies with Biology Teachers Strategy's Expected Result/Impact: Increase number of students at MEETS utilizing Solution Tree Assessment Strategies and TIL protocols Staff Responsible for Monitoring: District Science Coordinator and Campus Support Coordinators Funding Sources: Region ESC 4 Support - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: Seventy-five (75%) of students will score Meet grade level or above on Science and Social Studies STAAR and EOC assessments by August 2027.

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

Evaluation Data Sources: 8th Grade Social Studies STAAR

Summative Evaluation: Some progress made toward meeting Objective

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

Goal 8: Galveston ISD will diversify and enhance the district's revenue by four million dollars over the next five years.









Performance Objective 1: Decrease expenditures to reduce the district's deficit budget by 50% in 2023-2024.

High Priority

Evaluation Data Sources: District's revenue stream

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue efforts to reduce budget deficit in 2024-2025

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

Title I

1.1: Comprehensive Needs Assessment

The District utilized a variety of data sources from Eduphoria Aware, on DataPointe, the District's Dashboard as well as parent surveys to determine the needs. The District is investing in its teachers and administrators through Texas Lesson Study, Texas Instructional Leadership, Leadership Partners, Lead4ward, and Solutions Tree. Teachers receive training through the Flippen Group Capturing Kids' Hearts and Safe and Civil Schools CHAMPS.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Representatives from the community, the campuses and the district participated in groups to generate action steps for the District Plan

2.2: Regular monitoring and revision

The District Plan is monitored and revised quarterly.

2.3: Available to parents and community in an understandable format and language

The District plan is available on the District's website.

2.4: Opportunities for all children to meet State standards

The District provides the campuses with the resources needed to ensure that all students have the opportunity to be successful. The District uses HQIM

2.5: Increased learning time and well-rounded education

Students who need additional support participate in school interventions tailored to meet their needs.

2.6: Address needs of all students, particularly at-risk

All student needs are addressed. The dsitric supports students experiencing homelessness, students in foster-care as well as bilingual emergent and special education students. GISD addresses the needs of at risk students.

3.1: Annually evaluate the schoolwide plan

Cabinet and the DEC review the plan quarterly.

4.1: Develop and distribute Parent and Family Engagement Policy

The Distirct Education Committee helps develop the Parent and Family Engagement Policy.

4.2: Offer flexible number of parent involvement meetings

The F. A. C. E. specialists assist the campuses in planning their parent meetings. The FACE specialists also work with community partners to ensure that parents have access to resources.

Title I Personnel

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

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Eduphoria		\$0.00
1	4	2	Uniforms, School Supplies		\$0.00
2	1	2	Lead4ward Resources		\$0.00
3	1	1	Writable		\$0.00
5	2	1	Transcend Coaches, Solution Tree, Leadership Partners		\$0.00
5	2	1	Swank		\$0.00
6	2	1	Flippen Group		\$0.00
7	2	1	Region 4 Support		\$0.00
7	3	1	Region ESC 4 Support		\$0.00
Sub-Total					\$0.00