Galveston Independent School District

District Improvement Plan

2024-2025

Accountability Rating: Not Rated

Mission Statement

The mission of Galveston ISD is to *Raise the Grade*

by Elevating Learning, Valuing Culture, and Growing Together.

Vision

The Vision of Galveston ISD is to be a **Destination District** for Students, Staff, and Families.

Value Statement

GISD espouses six Core Values, aka the *Classroom Essentials*:

Bell to Bell directs us to engage students in meaningful activities for the full instructional allotment.
Listen to Students depicts student-centered lessons, students sharing learning, and gaining insight from student feedback.
1+ demands students grow at least one year while under our guidance.
High Expectations determine student potential, clarify success criteria, and set the standard for student performance.
Positive Structure and Support defines a safe, purposeful, and encouraging learning environment.
It Takes an Island describes the web of support and collective efficacy necessary to help students succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Galveston ISD serves a little more than 6400 students of whom 80% are economically disadvantaged. The ethnic composition of the students within 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. Due to budget constraints, the District has consolidated campuses creating a five-six campus, a seven-eight campus and one large elementary -- Austin Elementary which is a combination of Morgan and Rosenberg.

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. During 2023 and 2024, the State has been in litigation over the A - F Accountability ratings and no office ratings were released in 2023; 2024 is pending. In reviewing the preliminary ratings for 2024, the District will continue to work with Ball in increasing the number of students earning CCMR points. The District will invest in Educentric to support Weis as it merges 5th and 6th grades and to support Central Middle School. 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 progress is mixed. Students made growth gains in fourth grade in reading and math, dipped in 5th, 6th, and 7th grades while showing gains in 8th. High school remained constant in English I, English II, Algebra and Biology EOCs. Taking into consideration a STAAR test redesign last year, GISD students managed to maintain and/or increase STAAR performance at certain campuses and grade levels. Overall, there are still too many areas where performance scores decreased. Growth will compare how students performed this year on STAAR Reading and Math tests to last year's performance. The expectation is that all students will perform the same or better as the previous year. Furthermore, 2023 STAAR scores served as a baseline due to the fact that the **2023 test is the first iteration of the redesigned STAAR test**. The focus will be on continuing to improve on 2023 and 2024 scores with Spring 2025 tests. It is important to note that campus and district performance data included all students and not just accountability subset (snapshot) students. Campus and district accountability ratings will only use data from accountability subset students. Data from 1st year English Language Learners and students enrolled after snapshot (last Friday in October) will not count towards a campus/district accountability rating.

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

Three of five Galveston ISD elementary programs are magnet. The District combined Morgan Magnet and Rosenberg Elementary to create Austin Elementary. The District also reconfigured Weis and Austin Middle Schools to serve students in grades 5 and 6. Central serves 7th - 8th grade students. 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 8 - 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 incorporates a PBIS model and has also developed its own culture. The CHAMPS (Communication - Help - Activity - Movement - Participation Success) provides tools to ensure a well-managed classroom as a key to maximizing student learning opportunities. AIM, Austin Elementary and Weis Middle School are part of the Stronger Connections Grant Program which is focused on implementing evidenced-based programs for creating safe, healthy and supportive schools.

In addition, the District has **Classroom Essentials** that has been communicated to everyone within the district. The **Classroom Essentials** serve as the compass for teaching and learning within the district incorporating strategies from Texas Lesson Study, Texas Instructional Leadership, Effective Schools Framework, 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 UTH to provide faculty and staff the resources needed to support students social emotional needs. In addition, several of the campuses have been designated as "No Place for Hate."

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, SEED, and the Effective Schools Framework.

Staff Quality, Recruitment, and Retention Strengths

Galveston ISD Human Resources 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. Ninety per cent of the District's K -3rd grade teachers have completed Reading Academies. Early childhood teachers have been engaged in SEED. In addition, the District has contracted with Region 4 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, Solution Tree and lead4ward. 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 created a position entitled Family and Community Engagement (FACE) Specialist to assist with the coordination of resources for students and families within GISD. The FACE specialists work closely with the campuses to launch parent/community initiatives within the schools. Galveston ISD also has two social workers and one Mental Health Coach and counselors at every campus 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. The FACE Specialists are actively engaged with the campus PTOs and community agencies to address the needs of families. The Communications Department with the help of Channel 13 launched a Back to School Supply Drive for Teachers in August 2024.

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Texas approved PreK - 2nd grade assessment data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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

- Staff surveys and/or other feedback
- 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
- T-TESS 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

Revised/Approved: September 18, 2024

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure teachers have a full understanding of unpacking the TEKS	**Formative**			**Summative**
Strategy's Expected Result/Impact: Implementation of Texas Instructional Leadership (TIL) and campus CSCs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent for Teaching and Learning; District Program Coordinators; Principals				

Strategy 2 Details	Reviews			
Strategy 2: Implement effective PLC's focused on teaching strategies that will enable all students to acquire knowledge and skills for critical thinking, problem solving, logic, creativity and research. (Houston Education Leadership Partners)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective principals, teachers, curriculum specialists	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principals; CSCs				

Strategy 3 Details	Reviews			
Strategy 3: Implement assessments that are aligned with state and local standards to evaluate student progress, programming and staffing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Valid assessments (Solution Tree training) that accurately predict student performance on STAAR and EOCs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Testing Coordinator; District Program Coordinators				

Strategy 4 Details	Reviews			
Strategy 4: Insure Bilingual, ESL, Special Education, Career Technical Education programs meet the needs of students being served. **Staff Responsible for Monitoring:** Program Coordinators --Bilingual/ESL Specialist, Special Education and District CTE Coordinator	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			

Strategy 5: Eliminate individual student learning gaps by utilizing innovative strategies through early identification, intentional interventions and systematic record keeping.
  Strategy's Expected Result/Impact: Higher student performance of the students within the bottom quartile
  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
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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**

Strategy 1 Details	Reviews			
Strategy 1: The Executive Director for Early Childhood will provide teachers with research based effective teaching strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will have more support which will result in increased student achievement. **Staff Responsible for Monitoring:** Executive Director for Early Childhood				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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)

Strategy 1 Details	Reviews			
Strategy 1: Provide all teachers with support in the creation and implementation of student learning objectives (SGMs) through Solution Tree Assessment Training	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student outcomes in all content areas Teacher feedback **Staff Responsible for Monitoring:** Campus principals; CSCs	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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.

Strategy 1 Details	Reviews			
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).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Narrowing of the achievement gap	**Nov**	**Jan**	**Mar**	**June**
Clear RTI protocols using data from AWARE (Eduphoria) **Staff Responsible for Monitoring:** District Coordinator of Academic Programs Campus RTI teams **Funding Sources:** Eduphoria - 211 - Title I				

Strategy 2 Details	Reviews			
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	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students experiencing homelessness or students in foster care will have needed resources	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Homeless Liaison and Foster Care Liaison, Case managers, Social Workers, Counselors **Funding Sources:** Uniforms, School Supplies - 211 - Title I				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Strategy 1 Details	Reviews			
Strategy 1: Offer performance based compensation reflective of increased student achievement for one year Achievement growth for students	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in number of teachers receiving a performance incentive annually. (TIA) **Staff Responsible for Monitoring:** Deputy Superintendent for Human Resources, Director for Talent Development, Director of Special Initiatives and Assistant Superintendents **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Semi-monthly accountability meetings will provide evidence of student progress (AWARE-Eduphoria). Seven campuses will receive a rating of "B" or higher for 2023-2024. **Staff Responsible for Monitoring:** All campus principals;Assistant Superintendent for Teaching and Learning, Assistant Superintendent for Early Learning, Assistant Superintendent for Student Support **Funding Sources:** Lead4ward Resources - 211 - Title I				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Strategy 1 Details				Reviews			
Strategy 1: Provide teachers with professional learning in Frogstreet math				**Formative**			**Summative**
Strategy's Expected Result/Impact: Student math performance will increase. **Staff Responsible for Monitoring:** Executive Director for ECH				Nov	Jan	Mar	June
Strategy 2 Details				**Reviews**			
Strategy 2: Increase support to teachers and incentivize those who pass the ESL test.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the number of teachers who pass the test successfully. **Staff Responsible for Monitoring:** BE/ESL Coordinator				Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 2025, 60% of students will score Meets or above on Math STAAR and Algebra I EOC assessments.

    High Priority

Strategy 1 Details	Reviews			

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)
 	
  Strategy's Expected Result/Impact: Teachers' 20 minute observations will show evidence of improved instructional practices based on feedback obtain in the observational rounds.
 	
Student growth will be evident through SLO outcomes.
  Staff Responsible for Monitoring: Campus Principals
Assistant Superintendent for Teaching and Learning, Assistant Superintendent for Early Education, Assistant Superintendent for Student Support
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

    0% No Progress   100% 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 2024-2025

Performance Objective 1: Increase teacher feedback to students by 75% through Writable during 2024-2025

    High Priority

    Evaluation Data Sources: Writable

Strategy 1 Details	Reviews			
Strategy 1: Ensure that 100% of Reading/ELA teachers received professional development on effective writing strategies/ resources systemwide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 50% of GISD students will meet or exceed State Average for Writing. **Staff Responsible for Monitoring:** District Magnet Support Specialist District Coordinator for Academic Programs and Student Outcomes **Funding Sources:** Writable - 211 - Title I	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Galveston ISD will increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 55% to 88% by August 2027.

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

High Priority

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Develop, implement and evaluate programs that support student participation in dual credit math and English.		**Formative**			**Summative**
Strategy's Expected Result/Impact: More options to meet needs of students		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent for Teaching and Learning, Assistant Superintendent for Student Support, CTE Director, High School Principal					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Galveston ISD will increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 55% to 88% by August 2027.

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

    HB3 Goal

Strategy 1 Details				Reviews			
Strategy 1: Monitor student progress toward the acquisition of Industry Based Certifications				**Formative**			**Summative**
Strategy's Expected Result/Impact: More students acquiring certifications				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: High School Principal District CTE Coordinator							

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Galveston ISD will increase the number of A or B campuses using the STAAR 2024 data from four to nine by 2027.

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

    High Priority

Strategy 1 Details		Reviews			
Strategy 1: GISD will implement a local school performance framework to help identify areas of strength and areas of growth for each campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Continuous improvement framework to ensure quality schools for all students **Staff Responsible for Monitoring:** Superintendent's Cabinet and SPF Design Team		**Nov**	**Jan**	**Mar**	**June**

    0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Galveston ISD will increase the number of A or B campuses using the STAAR 2024 data from four to nine by 2027.

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

    High Priority

Strategy 1 Details	Reviews			
Strategy 1: GISD will enact annual school performance reviews and planning processes to make performance and needs - driven decisions	**Formative**			**Summative**

Strategy's Expected Result/Impact: Improved schools utilizing resources such as Transcend, Solution Tree, Leadership Partmers
    Staff Responsible for Monitoring: Superintendent's Cabinet and SPF Design Team
 	
    Funding Sources: Transcend Coaches, Solution Tree, Leadership Partners - 211 - Title I, Swank - 211 - Title I
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Galveston ISD will support magnet programs to allow parents to have choice.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Theme-based programs or specialized programs offer choice for parents and allow for campus innovation. **Staff Responsible for Monitoring:** Assistant Superintendent for Student Support.	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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

Strategy 1 Details	Reviews			
Strategy 1: Engage students with the adults in their school through SEL Curriculum and Capturing Kids' Hearts.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students feeling connected.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SEL Coordinator Specialists, Counselors, Social Workers, Teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Strategy 1 Details			Reviews		
Strategy 1: Engage students with the adults in their school through SEL Curriculum and Capturing Kids' Hearts.		**Formative**			**Summative**
Strategy's Expected Result/Impact: More students connecting with campus adults.	**Nov**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: SEL Specialists, Counselors, Social Workers, Teachers **Funding Sources:** Flippen Group - 211 - Title I					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 2024-2025, 40% of 5th grade Galveston ISD students who take the science test will score MEETS.

High Priority

Evaluation Data Sources: STAAR 5th Grade Science

Strategy 1 Details	Reviews			
Strategy 1: Create pacing calendar	**Formative**			**Summative**
Strategy's Expected Result/Impact: Instructional calendar with topics to be taught	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Science Coordinator				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 2024-2025.

High Priority

Evaluation Data Sources: Eighth Grade STAAR Science Test

Strategy 1 Details	Reviews			
Strategy 1: Use TIL strategies with 8th Grade Science Teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance on 8th grade Science STAAR utilizing TIL protocols	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Science Coordinator and Campus Support Coordinators				
Funding Sources: Region 4 Support - 211 - Title I				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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.

Strategy 1 Details	Reviews			
Strategy 1: Use TIL strategies with Biology Teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of students at MEETS utilizing Solution Tree Assessment Strategies and TIL protocols	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Science Coordinator and Campus Support Coordinators **Funding Sources:** Region ESC 4 Support - 211 - Title I				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Strategy 1 Details			Reviews			
Strategy 1: Use TIL strategies with 8th Grade Social Studies Teachers			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance in the number of students Meeting expectations on STAAR			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Social Studies Coordinator, Campus Support Coordinators						
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue						

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 2024-2025.

    High Priority

    Evaluation Data Sources: District's revenue stream

Strategy 1 Details		Reviews			
Strategy 1: Review staffing needs, expenditures and requests, partnerships		**Formative**			**Summative**
Strategy's Expected Result/Impact: Savings for the district		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Chief Financial Officer					

         0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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 dsitrict 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

Name	Position	Program	FTE
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
Jessica Longoria	Curriculum Support Coordinator	Curriculum	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	District Literacy Coach		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