Greenville Independent School District

District Improvement Plan

2024-2025

Board Approval Date: November 19, 2024

Mission Statement

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

Portrait of a Graduate

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

A GREENVILLE INDEPENDENT SCHOOL DISTRICT GRADUATE IS

Prepared with 21st Century Skills

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

Exhibit Interpersonal and Collaborative Skills

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

Academically Prepared for the Future

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

Responsible Citizens

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

Vision

We educate today…you succeed tomorrow!

Greenville ISD Beliefs and Commitments

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

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

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

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

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

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Greenville, Texas is a growing city along the I-30 corridor in Northeast Texas. The 2020 census indicated the population was 28,164 but much growth continues throughout the city.
 New housing developments as well as commercial development continue and offer the residents of Greenville a multitude of opportunities.

Greenville ISD currently serves 5,569 students across 9 campuses: L.P. Waters Early Childhood Center, Bowie Elementary, Carver Elementary, Lamar Elementary, This represents and increase of approximately 168 students enrolled from the previous year. Much of the student enrollment growth is in the Carver attendance zone, with modest growth at Travis Intermediate and Greenville Middle School as well. Recently, GISD consolidated the Katherine G. Johnson STEM Academy into Crockett Elementary and all students are served as one campus.

79.81% of students are identified as economically disadvantaged across the district. Additionally, all campuses participate in Community Eligibility Provision (CEP) program, and all students are eligible to receive free breakfast and lunch. This has resulted in an additional 8,345 breakfasts and 9,255 lunches being served to GISD students.

Campus/Enrollment

LPW 405

Bowie 598

Carver 609

Crockett 289

Lamar 506

Travis Intermediate 757

GMS 750

GHS 1534

NHHS 67

The demographic make up of Greenville ISD is as follows:

Student Demographics	Count	Percent
Gender		
Female	2,694	48.25%
Male	2,889	51.75%

Student Demographics	Count	Percent
Ethnicity		
Hispanic-Latino	2,944	52.73%
Race		
American Indian - Alaskan Native	9	0.16%
Asian	36	0.64%
Black - African American	856	15.33%
Native Hawaiian - Pacific Islander	19	0.34%
White	1,443	25.85%
Two-or-More	276	4.94%

Students also are identified to be served in various special programs as well as represented from the table below:

Student Programs	Count	Percent
Dyslexia	375	6.72%
Gifted and Talented	431	7.72%
Regional Day School Program for the Deaf	10	0.18%
Section 504	435	7.79%
Special Education (SPED)	993	17.79%
Bilingual/ESL		
Emergent Bilingual (EB)	1,628	29.16%
Bilingual	462	8.28%
English as a Second Language (ESL)	646	11.57%
Alternative Bilingual Language Program	156	2.79%
Alternative ESL Language Program	370	6.63%
Title I Part A		
Schoolwide Program	3,955	70.84%

Demographics Strengths

While serving a Diverse population Greenville ISD is able to offer multiple opportunities for students to be involved at school including Robotics, Fine Arts, STEM, Destination Imagination, Career and Technology Education, and Solar Car to name a few. The regular education program is supplemented by programs that cater to those with individual needs, including special education, deaf education, and speech therapy. Gifted and Talented (G/T) students in grades K-6 are served on their home campus.

This year the district added new classes at both GMS and GHS to better serve our emergent bilingual students.

STAAR Strengths

- Hispanic students almost mirrored the All Students group in achieving "Approaches" and "Meets" on all tests
- 36% of students identified as Two or More races achieved the "Meets" criteria on all tests

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many campuses have experienced growth and are close to reaching capacity. Carver Elementary enrolled 67 more students than the previous year. **Root Cause:** Growth within Greenville.

Problem Statement 2: Many Emergent Bilingual students have enrolled in the district over the past year. This includes students who are first time enrollees into US schools. Additional resources, such as curriculum, are needed to address this population. **Root Cause:** Increased population arriving from out of the country.

Problem Statement 3: African American students performed lower than all students in most tests for the 2023-2024 school year. (49% "Approaches" on all tests) **Root Cause:** Lack of differentiated instruction and understanding.

Problem Statement 4: Special Education students performed lower than all student groups in most tests for the 2023-2024 school year. (35% "Approaches" on all tests) **Root Cause:** Lack of differentiated instructional supports and resources.

Student Achievement

Student Achievement Summary

The Texas Education Agency has not released the 2023-2024 A-F accountability ratings due to an injunction and impending litigation. However, GISD has unofficially calculated ratings for the District and each campus for the 2023-2024 school year with the District receiving a calculated overall rating of a "D". These projected ratings do not reflect GISD expectations for student achievement.

"Preliminary" Accountability Ratings

	Overall Rating	Domain I: Student Achievement	Domain II: School Progress	Domain II A: Academic Growth	Domain II B: Relative Performance	Domain III: Closing the GAP
District	**D**	65	66	66	65	63
Bowie	**D**	64	66	66	66	67
Carver	**F**	56	58	55	58	61
Crockett	**F**	50	58	58	52	73
KGJ STEM	**B**	64	89	89	70	73
Lamar	**C**	69	79	79	69	74
Travis	**D**	56	60	57	60	60
GMS	**F**	52	55	55	54	32
GHS	**C**	74	73	64	73	75
NHHS	**B**	73	85	NA	85	78

Three campuses have a projected score of an "F" overall: Carver Elementary, Crockett Elementary, and Greenville Middle School. Travis Intermediate indicates that a small increase has been achieved moving from a "F" for 2022-2023 to a projected "D" in 2023-2024.

District administration under the leadership of new superintendent, Joe Lopez, has been hard at work to address systems and processes to enable GISD to make greater progress for the 2024-2025 school year.

District initiatives include:

- Introduction of the Foundations in Teaching (FIT) curriculum in K-2 ELAR, 5th and 8th grade Science, and 8th grade Social Studies with embedded support from FIT trainers.
- Revision to the District Professional Learning Community (PLC) protocol.
- Partner with National Institute for Excellence in Teaching (Coaching for District and Campus administrators).
- Revised testing calendar with supports for data analysis through DMAC Solutions and Edspire.
- Campus walks with District administrative cabinet team with feedback.
- Continued support through the ESF grant in the areas of lesson alignment, formative assessments, and observations/feedback.
- Content coordinators and deans will be housed on campuses four days a week.
- Partnership with Region 10 ESC to align CTE programs.

Subject/Grade Level	Did Not Meet Approaches %	Approaches %	Meets %	Ma
Mathematics - 3rd grade	41	59	30	
Mathematics - 4th grade	48	52	28	
Mathematics - 5th grade	49	51	25	
Mathematics - 6th grade	50	50	22	
Mathematics - 7th grade	71	29	7	
Mathematics - 8th grade	50	50	16	
Algebra I	33	67	24	
Reading Language Arts - 3rd grade	37	63	36	
Reading Language Arts - 4th grade	33	67	29	
Reading Language Arts - 5th grade	45	55	30	
Reading Language Arts - 6th grade	46	54	31	
Reading Language Arts - 7th grade	50	50	28	
Reading Language Arts - 8th grade	44	56	27	
English I	49	51	32	
English II	39	61	40	
Science - 5th grade	72	28	13	
Science - 8th grade	61	39	14	
Biology	18	82	35	

Social Studies - 8th grade	70	30	9
US History	8	92	48

Targeted areas identified include:

- K-2 Reading
- Elementary Mathematics
- 5th and 6th Grade Reading
- 5th and 8th Grade Science
- 7th Grade Mathematics
- 8th Grade Social Studies
- English I and English II

Literacy Goals

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 60% by June 2030.

Yearly Targets						
2024	2025	2026	2027	2028	2029	2030
Target: 42 Actual: 36	40	44	48	52	56	60

Closing the Gaps Student Groups							
	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 42 Actual: 15	Target: 42 Actual: 43	Target: 42 Actual: 40	Target: 42 Actual: 21	Target: 42 Actual: 17	Target: 42 Actual: 33	Target: 42 Actual: 49

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on grade level or above in Reading on CLI Engage will increase from 74% to 94% by June 2030.

Yearly Targets						
2024	2025	2026	2027	2028	2029	2030
Target: 94 Actual: 70	74	78	82	86	90	94

Closing the Gaps Student Groups						
	African American	Hispanic	White	Two or More Races	Special Education	Emergent Bilingual
2024	Target: 94 Actual: 72	Target: 94 Actual: 25	Target: 94 Actual: 79	Target: 94 Actual: 100	Target: 94 Actual: 61	Target: 94 Actual: 82

Early Childhood Literacy Progress Measure 2

The percent of K students that score on grade level or above in Reading on MAP Growth Reading will increase from 45% to 65% by June 2030.

Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 67 Actual: 41	45	49	53	57	61	65

Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 67 Actual: 44	Target: 67 Actual: 36	Target: 67 Actual: 42	Target: 67 Actual: 55	Target: 67 Actual: -	Target: 67 Actual: -	Target: 67 Actual: -

Early Childhood Literacy Progress Measure 3

The percent of 1st through 3rd grade students that score on grade level or above in Reading on MAP Growth Reading will increase from 28% to 48% by June 2030.

Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 61 Actual: 24	28	32	36	40	44	48

Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 61 Actual: 21	Target: 61 Actual: 22	Target: 61 Actual: 35	Target: 61 Actual: 27	Target: 61 Actual: -	Target: 61 Actual: -	Target: 61 Actual: -

Math Goals

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 53% by June 2030.

Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 44 Actual: 29	33	37	41	45	49	53

Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 44 Actual: 11	Target: 44 Actual: 34	Target: 44 Actual: 30	Target: 44 Actual: 21	Target: 44 Actual: 13	Target: 44 Actual: 27	Target: 44 Actual: 35

Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in Math on CLI Engage will increase from 93% to 100% by June 2030.

Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 95 Actual: 89	93	97	100	100	100	100

Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 95 Actual: 93	Target: 95 Actual: 50	Target: 95 Actual: 90	Target: 95 Actual: 100	Target: 95 Actual: 93	Target: 95 Actual: 92	Target: 95 Actual: 98

Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in Math on MAP Growth Math will increase from 45% to 65% by June 2030.

Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 81 Actual: 41	45	49	53	57	61	65

Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 81 Actual: 40	Target: 81 Actual: 40	Target: 81 Actual: 42	Target: 81 Actual: 55	Target: 81 Actual: -	Target: 81 Actual: -	Target: 81 Actual: -

Early Childhood Math Progress Measure 3

The percent of 1st through 3rd grade students that score on grade level or above in Math on MAP Growth Math will increase from 32% to 52% by June 2030.

Yearly Targets

2024	2025	2026	2027	2028	2029	2030
Target: 55 Actual: 28	32	36	40	44	48	52

Closing the Gaps Student Groups

	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 55 Actual: 18	Target: 55 Actual: 28	Target: 55 Actual: 34	Target: 55 Actual: 29	Target: 55 Actual: -	Target: 55 Actual: -	Target: 55 Actual: -

CCMR Goals

CCMR Board Outcome Goal

The percent of graduates that meet the criteria for CCMR (Closing the Gaps) will increase from 65% to 90% in the All Students Category by August 2030 (Target based on ESSA Federal Accountability Goals for 2022-2023 through 2026-2032).

Yearly Targets						
2024	2025	2026	2027	2028	2029	2030
Target: 55 Actual: 58	65	70	75	80	85	90
Closing the Gaps Student Groups						
	African American	Hispanic	White	Two or More Races	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 55 Actual: 42	Target: 55 Actual: 57	Target: 66 Actual: 67	Target: 55 Actual: 63	Target: 55 Actual: 66	Target: 55 Actual: 52	Target: 55 Actual: 48

CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for college ready will increase from 20% to 45% by August 2030.

Yearly Targets						
2024	2025	2026	2027	2028	2029	2030
Target: 30 Actual: 11	20	25	30	35	40	45
Closing the Gaps Student Groups						
	African American	Hispanic	White	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 30 Actual: 3	Target: 30 Actual: 10	Target: 30 Actual: 16	Target: 30 Actual: 0	Target: 30 Actual: 9	Target: 30 Actual: 3

CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for career ready will increase from 0% to 40% by August 2030.

Yearly Targets						
2024	2025	2026	2027	2028	2029	2030
Target: 23 Actual: 7	15	20	25	30	35	40
Closing the Gaps Student Groups						
	African American	Hispanic	White	Special Education	Economically Disadvantaged	Emergent Bilingual
2024	Target: 23 Actual: 2	Target: 23 Actual: 6	Target: 23 Actual: 11	Target: 23 Actual: 0	Target: 23 Actual: 6	Target: 23 Actual: 4

Student Achievement Strengths

- Greenville ISD continues to have a four-year graduation rate above state average (94.1%). The five year graduation rate is 96.3% and the six year graduation rate is 97.5%.
- 36% of 3rd graders achieved the "Meets" standard on the 3rd grade STAAR reading test.
- 40% of students in English II achieved the "Meets" standard on the STAAR EOC.

- NHHS has a projected overall rating of "B".
- 40% of US History students achieved the "Meets" standard on the STAAR EOC.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Teachers have a limited understanding of the accountability system and data they need to analyze.   **Root Cause:** Lack of training and inconsistent use and application of data.

Problem Statement 2 (Prioritized): Students demonstrated little to no growth across the district on all tests.   **Root Cause:** Inconsistent implementation of High Quality Instructional Materials (HQIMs) and curriculum pacing guides.

Problem Statement 3: Reading proficiency rates are significantly lower than state averages.   **Root Cause:** Lack of early literacy programs and adequate training for teachers.

Problem Statement 4: High student absenteeism creates educational gaps that result in poor academic performance.   **Root Cause:** Low parent engagement at schools. Socioeconomic factors, such as lack of transportation or family obligations, that hinder consistent school attendance.

District Culture and Climate

District Culture and Climate Summary

Greenville ISD serves approximately 5,600 students across its various schools while striving to provide a supportive and effective educational environment. Recent years have presented significant challenges, particularly in the areas of academic performance and teacher recruitment. Despite these hurdles, the district remains committed to fostering a positive climate and culture that can drive future success.

Dr. Joe Lopez, Superintendent of Schools, came to GISD in April of 2024. Dr. Lopez brought with him a renewed energy, innovative ideas, and a clear focus on academic achievement. The District completed much work over the summer working with educational consultants in the areas of reading, science, and social studies.

Data indicates a decline in STAAR scores and overall student achievement. This trend is attributed to several factors, including inconsistent instructional implementation. The district is actively working on implementing targeted interventions, such as enhanced professional development for educators and a renewed focus on curriculum alignment, to address these issues and improve student outcomes.

- **Professional Development:** Ongoing training is provided to staff to improve instructional practices and foster a collaborative environment. Professional learning communities are encouraged to share best practices and support each other. Professional learning opportunities afforded to teachers include: Foundations in Teaching, DMAC data, Accountability overviews, early literacy, lesson alignment, formative assessments, special education strategies and supports, and Sheltered Instruction Observation Protocols (SIOP) for emergent bilingual students.

- **Planning Fridays:** The District offers planning Fridays without students for teachers every two to three weeks that allows them to plan and collaborate to focus on creating relevant and engaging lessons.

- **Student Support Services:** Increased focus on mental health and counseling services aims to address the diverse needs of students, promoting a positive and inclusive school environment. The District added access to the Texas Child Health Access Through Telemedicine for the 2024-2025 school year. **TCHATT** provides telemedicine or telehealth programs to school districts to help identify and assess the behavioral health needs of children and adolescents.

- **Parental and Community Engagement:** Strengthening partnerships with families and community organizations is a priority. The district is working to increase engagement through regular communication, events, and involvement in decision-making processes. The communications department provides a constant presence on various social media platforms such as Facebook, Instagram, and Twitter to name a few.

- **Facilities and Resources:** Upgrades to school facilities and increased access to educational resources are part of the district's strategy to provide a better learning environment. The Maintenance and Operations department completed numerous projects such as renovating the old Field House at Travis Intermediate, adding modular portables and Greenville Middle School, and adding modular restrooms at L.P. Waters Early Childhood Center. As well, the department has targeted projects for the 24-25 school year to help ensure our facilities look their best all campuses being power washed and additions and upgrades to elementary playgrounds.

- **Behavior Support Specialists:** GISD is in the process of hiring behavior support specialists for both general and special education students.

The district is characterized by a strong sense of community and a commitment to student well-being.

District Culture and Climate Strengths

- Forward facing academic accountability
- Planning for future needs at all campuses
- Strong emphasis on safety and security
- Spirit of tradition and partnership with the community

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Academic performance is lower than expectations for the District.   **Root Cause:** Inconsistent implementation of resources and curriculum.

Problem Statement 2: Recruitment of qualified regular and special education teachers.   **Root Cause:** Teacher shortages and a competitive market result in smaller application pools.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Greenville ISD has experienced some difficulty in recruiting teachers over the past couple of years but continues to seek out the best and brightest to work with and nurture our students. The Human Resources department has worked with the superintendent and the Board of Trustees to stay competitive in our market while also working to improve educational and professional environment. We strive to maintain a 100% highly-qualified staff. Developing and increasing the capacity of professional staff at all levels is a priority in Greenville ISD. The district has increased staff development and technology training aligned to district needs. Retaining a quality base of teachers has also been a priority for Greenville ISD. The turnover rate for Greenville ISD was approximately 22% as compared to the state turnover rate of 17.1% in 2023-2024 in districts with over 5,000 to 9,999 students.

Greenville ISD is partnering with Texas A&M University Commerce to offer staff the opportunity to earn a Bachelor's degree at a reduced rate through their Pride Pathway program. Pride Pathway targets paraprofessionals already working within school districts, providing an affordable, fully online option for completing a bachelor's or master's degree leading to teacher certification. The district is working with 240 Prep Program to assist our District of Innovation teachers become certified.

Staff Quality, Recruitment, and Retention Strengths

- Little Lion's Day Care
- Planning Friday's
- Special Education Teacher Stipends

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruitment of certified special education staff has been a challenge.   **Root Cause:** Competitive salary base and stipend.

Problem Statement 2: Recruitment of certified Bilingual Staff has been low and growth in the bilingual student population.   **Root Cause:** Competitive Salary Base or Stipend.

Problem Statement 3: Identification of appropriate recruitment pool for teachers to obtain quality applicants.   **Root Cause:** Developing partnerships with local colleges and alternative certification facilities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Greenville ISD continues to revise its curriculum framework by improving curriculum pacing tools, data analysis protocols, and the facilitation of professional learning communities (PLCs). We strive to provide a curriculum that is fully aligned with state standards and addresses the diverse learning needs of all students. This commitment includes planning for students who require additional support due to their special education, English Language Learning status, or gifted learning needs. Professional development in the areas of reading, writing, math, and science remains a top priority. Greenville ISD continued to monitor student progress through classroom assessments and evaluations, while also focusing on leadership development through the Effective Schools Framework (ESF) to support teachers in the classroom. To ensure consistency and alignment, the district curriculum team met in the summer of 2024 to work collaboratively with teachers to develop content curriculum and assessments that meet the rigor level necessary for our students to succeed.

In compliance with HB3, all Kinder-grade 3 teachers and principals have participated in an 11-month Reading Academy. The district successfully engaged the majority of Bilingual teachers, general education teachers, and administrators in these cohorts. Only a small number of new teachers will need to complete the Reading Academy starting in July to remain in compliance.

Campuses are supported daily by content coordinators (housed on campuses four days a week starting in 2024-2025) and instructional deans in core subject areas and intervention blocks to assist teachers and campus administration with a focus on instructional best practices, intervention, and progress monitoring. Data-driven decisions for improvement in written curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data. Campus administrator, instructional coaches, deans, and content coordinators work collaborative to help implement high quality instruction across the district.

Greenville ISD is dedicated to providing all students with a rigorous and engaging learning experience. By focusing on research-based practices, data-driven decision-making, and consistent campus based supports, we are confident in our ability to achieve our goals of improved student achievement and academic success.

A key focus for the district this year is early literacy. To help improve student achievement the district has partnered with Foundations in Teaching (FIT) in grades K-2 to help strengthen the early literacy program. As well, FIT is providing support in 5th and 8th grade Science and 8th grade Social Studies.

Curriculum, Instruction, and Assessment Strengths

- Building leader capacity with ESF and National Institute for Excellence in Teaching
- Planning Fridays
- Addition of DMAC and Edspire
- Campus support through content coordinators and instructional deans

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers lack a shared understanding of curriculum standards and effective formative assessment practices, leading to inconsistent instruction and student learning outcomes. **Root Cause:** Limited training in formative assessments.

Problem Statement 2: Students are not developing foundational literacy skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, at an adequate rate. **Root Cause:** Use ineffective instructional strategies that do not promote active engagement and critical thinking and Insufficient supply of high-quality, engaging books and other

literacy resources.

Problem Statement 3: Despite ongoing efforts, our students continue to struggle with writing extended responses on Extended Constructed Responses (ECRs) on district and state assessments.   **Root Cause:** Students and teacher lack understanding of question prompts, limited knowledge of writing mechanics, and difficulty with organizing their thoughts and ideas.

Parent and Community Engagement

Parent and Community Engagement Summary

Greenville ISD is committed to building and maintaining a culture of pride and respect among its internal and external stakeholders. Emphasizing community strengths, Greenville ISD actively develops community partnerships and hosts events that enrich district programs.   The district collaborates closely with campuses and local organizations to establish partnerships aligned with specific campus and district goals. An example of this collaboration can be seen with the Back to School Resource Fair held at the beginning of the year.

As part of the strategic plan, Greenville ISD will remain focused on key initiatives across the following priority areas:

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

This strategic framework was developed collaboratively, involving parents, community members, business leaders, students, teachers and administration.

Through these efforts, GISD aims not only to enhance educational outcomes but also strengthen community ties.

Parent and Community Engagement Strengths

- Greenville ISD utilizes the strength of its social media channels to inform and engage stakeholders, creating and open, transparent, and connected community that stays informed and involved in district initiatives.
- The Communications Department strategically designs year-round campaigns that include district videos, flyers, and social media initiatives ensuring consistent and engaging messaging that keeps the community informed and connected to Greenville ISD's goals and achievement's.
- Greenville ISD utilizes Peachjar (digital flyer distribution system) for all flyers sent to staff and parent.
- Greenville ISD utilizes Class Intercom to manage all district and campus social media accounts, ensuring effective crisis communication, brand consistency, enhanced reporting capabilities, and providing campuses with support from the Communications Department.
- The Superintendent's Parent, Student, and Teacher advisory committees will meet quarterly with the Superintendent to collaborate, provide valuable feedback, and help shape key Greenville ISD initiatives.
- Greenville ISD promotes PTAs, boosters, and parent organizations that support student activities. Greenville ISD Council of PTAs meets four times a year to share parental involvement ideas/strategies implemented on each Greenville ISD campus.
- Greenville ISD encourages community interaction by hosting various events and programs throughout the year (ex. Back to School Resource Fair, Back the Red, White and Blue First Responders Lunch, Veterans Day Program, Golden Lions luncheon, Pawsitive Pages (Community Partners reading initiative).

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is low participation and limited support for school initiatives from parents and community members at many campuses.. **Root Cause:** The lack of effective communication and outreach strategies that connect with parents and community members, making it difficult for them to feel informed, valued, and engaged in school activities and decision-making processes. This can be further influenced by scheduling conflicts, language barriers, and a lack of opportunities tailored to diverse needs and interests.

District Context and Organization

District Context and Organization Summary

Dr. Joe Lopez became the new superintendent of schools in April of 2024. Dr. Lopez brought with him energy, innovative ideas, and high expectations. Through his leadership the District is making strides on all fronts including academics, facilities, finances, teacher recruitment, and community engagement.

Campuses and teachers are supported with content coordinators and instructional deans that are housed on campuses four days a week. They meet with teachers to analyze and implement strong instructional strategies as well as meet with campus administration to support the overall educational goals of the District. The Curriculum and Instruction department along with School Leadership collaborate to support campuses as well.

The districts Professional Learning Community (PLC) protocol was developed through a combined effort of campus administrators, curriculum and instruction, and school leadership and rooted in the foundations of the Effective Schools Framework (ESF).

District Context and Organization Strengths

- New Superintendent
- District partnerships with FIT, Region 10, and NIET to support instruction
- Creation of Campus Instructional Leadership Teams (CILT) at each campus

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Continued opportunities for principal and leadership growth is needed.   **Root Cause:** Many principals have three or fewer years experience.

Technology

Technology Summary

In our district, staff laptops, student computer labs for secondary students, interactive projectors, document cameras, and VoIP phones are all in use to support student learning. Each campus is equipped with Xerox machines in offices and teacher lounges. Chromebooks support K-12 learning, while iPads are utilized for Pre-K students and select Special Education needs. The district utilizes secure door access control systems, alerting systems, and various monitoring services to help protect our students and staff.

- We have access to both Office 365 and Google G Suite for Education, and we utilize Classlink to help sync accounts to other outside learning platforms. We have syncing services that automatically create Google Classrooms for teachers so that they do not have to manually build their classes online.
- We have a 10 GB fiber ring connection between all our facilities and a dedicated disaster recovery site with resilient network configurations. We utilize 2 Region 10 fiber circuits in our district to provide quick internet access to students and staff.
- We utilize over 500 security cameras throughout the district to aid in protecting students, staff, and resources.
- Technology staff supports over 7,000 district devices and pieces of equipment.
- Technology staff supports the access fob, ID badge, and crisis alert systems to ensure that our campuses are safe and that communications systems are effective.

Technology Strengths

Technology Strengths

- Resilient network connections with a dedicated disaster recovery site and offsite backups.

- We upgraded our server systems during the 2023-2024 school year, providing updated equipment to cover us for the next five years.

- We have added cloud access security cameras with advanced capabilities and plan to continue adding more to our security fleet.

- We have staff that constantly think of data security and employ third-party providers to monitor our services 24/7.

- The Technology Improvement Committee meets multiple times annually to discuss upcoming technologies, cybersecurity strategies, technology concerns, and areas of improvement.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technicians are overrun with the number of weekly help requests and projects they receive due to each campus not having their own technician. **Root Cause:** The continued growth of the district means that we will have more devices on hand, more data to manage, and more services to support.

Problem Statement 2: Current and future technicians will require advanced training and time for training to be able to keep up with future threats and advancements with AI. **Root Cause:** Technology advancements will require advanced staff training. Currently, their daily workload does not allow for any sort of advanced training that requires weeks of focused instruction on technology topics.

Priority Problem Statements

Problem Statement 1: Students demonstrated little to no growth across the district on all tests.

Root Cause 1: Inconsistent implementation of High Quality Instructional Materials (HQIMs) and curriculum pacing guides.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

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

Performance Objective 1: The percent of 3rd grade students that scores meets grade level or above on STAAR Reading will increase from 36% to 40% in 2025. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 60% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Partner with Foundations in Teaching (FIT) to incorporate evidence based pedagogy in early grades (Pre-K - 2nd) to strengthen phonemic awareness, reading fluency and comprehension skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Principals Teachers Instructional Support Teachers Content Coordinators Deputy Superintendent of Teaching and Learning.				

Strategy 2 Details	Reviews			
Strategy 2: Provide teacher training and supports around running records in grades K-2 to help teachers evaluate the reading abilities of each student and adjust instruction to meet their unique needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve reading performance and academic progress for students. **Staff Responsible for Monitoring:** Principals Teachers Instructional Support Teachers Content Coordinators Deputy Superintendent of Teaching and Learning.				

Strategy 3 Details	Reviews			
Strategy 3: Coach and train principals, campus leaders, and teachers on collection and analysis of multiple data sources to provide appropriate and differentiated literacy instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data from state and local assessments will be analyzed and used to guide instructional decision making and strategies to increase overall "meets" rate. **Staff Responsible for Monitoring:** Executive Director of Accountability and Assessment Instructional Deans Curriculum Coordinators Deputy Superintendent of Teaching & Learning Deputy Superintendent of Administration				

Strategy 4 Details	Reviews			
Strategy 4: Continue PLCs, utilizing the updated curriculum framework on each campus that focus on formative student performance, student work, and provide appropriate intervention and enrichment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student achievement. **Staff Responsible for Monitoring:** Principals Assistant Principals Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning				

Strategy 5 Details	Reviews			
Strategy 5: Meet with campus principals to ensure systems are in place and being followed at the campus level to safeguard all students growing and making academic progress.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved academic performance on all assessments. **Staff Responsible for Monitoring:** Deputy Superintendent of Administration Campus Principals				

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

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

Performance Objective 2: The percent of 3rd grade student that score meets grade level or above on STAAR Math will increase from 29% to 33% in 2025. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 53% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLCs and Planning Fridays to deliver targeted professional development in math for 3rd-grade teachers based on assessment data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Progress of math performance at BOY/MOY/EOY Increased formative assessment performance Increased STAAR Performance **Staff Responsible for Monitoring:** Principal Asst. Principal Dean of Instruction Math Coordinator Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning				

Strategy 2 Details	Reviews			
Strategy 2: Implement a clear and intentional focus on early numeracy for math to include use of hands on activities, manipulatives and small group instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal Asst. Principal Dean of Instruction Teachers Content Coordinator Deputy Superintendent of Teaching and Learning				

Strategy 3 Details	Reviews			
Strategy 3: Implement and monitor usage of district approve high quality instructional materials.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A			

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

Performance Objective 3: GISD will set early literacy goals for the percentage of students that score on grade level and above in the following grades for 2025:
Pre K (Circle)   74%
Kinder (MAP)   45%
1st - 3rd (Map)   28%

    Evaluation Data Sources: CLI
MAP

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

Performance Objective 4: GISD will set Math goals for the percentage of students that score on grade level and above in the following grades for 2025:
Pre-K (Circle)   93%
Kinder (MAP)   45%
1st - 3rd (MAP)   32%

    Evaluation Data Sources: CLI
    MAP

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

Performance Objective 5: By June, 2025, the percentage of students that will rate in the category of meets for the combined STAAR/EOC will be 35%.

High Priority

Evaluation Data Sources: STAAR/EOC Results

Strategy 1 Details	Reviews			
Strategy 1: Campuses will implement a structure for planning and professional learning communities that ensures curriculum aligned lesson plans, instructional objectives, and student products to ensure a cohesive learning experience for all students at the appropriate level of rigor. This will be achieved through the use of know/show charts, student work analysis, and micro-teaching that is TEKS aligned.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher effectiveness Increase student achievement **Staff Responsible for Monitoring:** Principals Assistant Principals Instructional Deans Instructional Support Teachers Curriculum Coordinators Deputy Superintendent of Teaching and Learning				

Strategy 2 Details	Reviews			
Strategy 2: Implement a teacher academy for professional learning and coaching supports for out of field (District of Innovation certified) teachers, new teachers, and struggling teachers with less than 2 years experience.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher knowledge and improve student achievement. **Staff Responsible for Monitoring:** Principals Assistant Principals Curriculum Coordinators Deputy Superintendent of Teaching and Learning				

Strategy 3 Details	Reviews			
Strategy 3: Partner with Foundations in Teaching (FIT) to provide in-class support, mentorship, instructional coaching, and curriculum resources to improve overall teaching pedagogy and academic rigor in 5th grade Science, 8th grade Science, and 8th grade Social Studies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher knowledge and improve student achievement. **Staff Responsible for Monitoring:** Principals Assistant Principals Instructional Support Teacher Curriculum Coordinators Deputy Superintendent of Teaching and Learning				

Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing curriculum support for principals and teacher to employ evidence-based instructional strategies, intervention supports, model teaching, co-teaching, data digs, and Professional Learning Communities (PLC) supports.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduce variance, increase teacher knowledge and improve student achievement **Staff Responsible for Monitoring:** Principals Assistant Principals Instructional Support Teacher Curriculum Coordinators Instructional Deans Deputy Superintendent of Teaching and Learning				

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

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

Performance Objective 6: By August, 2025, Travis Intermediate, Crockett Elementary, Carver Elementary, and Greenville Middle School will achieve a "C" or better rating in the state accountability system.

Evaluation Data Sources: STAAR results
A-F accountability

Strategy 1 Details	Reviews			
Strategy 1: Partner with the National Institute for Excellence in Teaching (NIET) to build leadership capacity at each of the campuses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased leadership team effectiveness Increased student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Meet with Greenville Middle School, Carver Elementary and Crockett Elementary principals to review Action Plans and Targeted Improvement Plan (TIP) progress.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Administration				

Strategy 3 Details	Reviews			
Strategy 3: Provide Effective Schools Framework/Texas Instructional Leadership to campus principals regarding observation/feedback and lesson alignment/formative assessment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved instruction and increased student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning				

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

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

Performance Objective 7: By June, 2025, the percentage of students that will rate in the category of meets for the special education population will increase to 22% from 17%.

Evaluation Data Sources: STAAR/EOC results

Strategy 1 Details	Reviews			
Strategy 1: Implement evidence-based instructional strategies such as differentiated instruction, small groups, and use of technology to meet the unique learning needs of students with disabilities in all learning environments (Special Education and General Education).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased understanding instructional strategies and improved student achievement				
Staff Responsible for Monitoring: Principal Assistant Principal Teachers (General Ed/Special Ed) Instructional Support Teacher Content Coordinator Deputy Superintendent of Teaching and Learning				

Strategy 2 Details	Reviews			
Strategy 2: Implement evidence-based instructional strategies, tailored to IEP goals, to meet the unique needs of students with disabilities	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students who receive effective, individualized instruction are more likely to achieve higher scores on standardized tests and assessments.				
Staff Responsible for Monitoring: Principal Assistant Principal Teachers (General Ed/Special Ed) Instructional Support Teacher Director of Special Education Deputy Superintendent of Teaching and Learning				

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

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

Performance Objective 8: By June 2025, the percentage of students that will rate in the category of meets for the African-American population will increase to 22% from 17%.

Evaluation Data Sources: STAAR/EOC results

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted intervention support for students that were not successful on the 2024 STAAR assessment aligned to Accelerated Instruction (AI) requirements in Texas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of student progress on Measurement of Academic Progress (MAP), STAAR, and APEX which will lead to increase student achievement. **Staff Responsible for Monitoring:** Principal Asst. Principal Teachers Instructional Support Teachers Instructional Deans Content Coordinators Director of Accountability and Assessment Deputy Superintendent of Teaching and Learning				

Strategy 2 Details	Reviews			
Strategy 2: Coach and train principals, campus leaders, and teachers on collection and analysis of multiple data sources to provide appropriate and differentiated instruction to meet the needs of all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased scores for AA on the 9 weeks Assessments , STAAR, and EOC. **Staff Responsible for Monitoring:** Principal Asst. Principal Teachers Instructional Support Teachers Instructional Deans Content Coordinators Director of Accountability and Assessment Deputy Superintendent of Teaching and Learning				

Strategy 3 Details	Reviews			
Strategy 3: Implement evidence-based instructional strategies such as cooperative learning, differentiated instruction, small groups, and technology integration to meet the unique learning needs of African American students. **Strategy's Expected Result/Impact:** Increased scores for AA on the 9 weeks assessments, STAAR, and EOC **Staff Responsible for Monitoring:** Principal Asst. Principal Teachers Instructional Support Teachers Instructional Deans Content Coordinators Director of Accountability and Assessment Deputy Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June

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

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

Performance Objective 9: By June 2025, the percentage of students that will rate in the category of meets for the Hispanic population will increase to 28%.

Evaluation Data Sources: STAAR
STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: Implement evidence-based instructional strategies such as Sheltered Instruction Observation Protocol (SIOP), differentiated instruction, small groups, and technology integration to meet the unique learning needs of Hispanic students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Principal Asst. Principal Teachers Instructional Support Teachers Instructional Deans Content Coordinators Director of Bilingual Programs Deputy Superintendent of Teaching and Learning				

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted intervention support for students that were not successful on the 2024 STAAR assessment aligned to Accelerated Instruction (AI) requirements in Texas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of student progress on Measurement of Academic Progress (MAP), STAAR, and APEX which will lead to increase student achievement. **Staff Responsible for Monitoring:** Principal Asst. Principal Teachers Instructional Support Teachers Instructional Deans Content Coordinators Director of Bilingual Programs Deputy Superintendent of Teaching and Learning				

Strategy 3 Details	Reviews			
Strategy 3: Equip teachers with the tools and strategies needed to teach effectively in a culturally diverse classroom.	Formative			Summative
Strategy's Expected Result/Impact: Increase student performance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Asst. Principal Teachers Instructional Support Teachers Instructional Deans Content Coordinators Director of Bilingual Programs Deputy Superintendent of Teaching and Learning				

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

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

Performance Objective 10: The percentage of graduates that meet the criteria for CCMR (Closing the GAPS) will increase from 58% to 65% by in the All Students category by August 2025. The percentage of graduates that meet the criteria for CCMR (Closing the GAPS) will increase from 65% to 90% by in the All Students category by August 2030.

High Priority

Evaluation Data Sources: State accountability rating
CCMR tracking document

Strategy 1 Details	Reviews			
Strategy 1: Continue to expand the dual credit program/partnership with Paris Junior College. This includes the Pathways in Technology Early College High School (P-TECH) at GHS that allows for students to earn an Associates Degree. A new pathway (Health Science: EMT) was added for the 2023-2024 school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students enrolled in dual credit courses, grades and credits awarded. **Staff Responsible for Monitoring:** Principal Associate Principal Assistant Principal Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration				

Strategy 2 Details	Reviews			
Strategy 2: Provide Career and Technical Education students with hands-on experiential learning opportunities through real-world settings such as internships, clinical, and practicum learning experiences that coincide with curriculum and instructional strategies to better equip and prepare students upon graduation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of hands-on experiential learning opportunities Number of students participating **Staff Responsible for Monitoring:** Principal Associate Principal Assistant Principal Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration				

Strategy 3 Details		Reviews			
Strategy 3: Offer College Preparatory Math and English at GHS through the College Bridge program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students achieving CCMR		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal Counselor Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning					

Strategy 4 Details		Reviews			
Strategy 4: Increase the number of Industry Based Certifications offered at GHS and NHHS.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students achieving CCMR		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associated Principal Counselor Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning					

Strategy 5 Details		Reviews			
Strategy 5: Implement SAT/TSI preparation opportunities for students prior to school-wide testing day.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students achieving CCMR		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Counselors Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning					

Strategy 6 Details		Reviews			
Strategy 6: Maintain Career and Technology Education Advisory Board and meet quarterly to review student, district, and community needs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase partnerships and opportunities for students		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Administration					

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

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

Performance Objective 11: The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for college ready will increase from 11% to 20% by August 2025. The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for college ready will increase from 20% to 45% by August 2030.

   Evaluation Data Sources: CCMR Data

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

Performance Objective 12: The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for career ready will increase from 0% to 15% by August 2025. The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for career ready will increase from 15% to 30% by August 2030.

   Evaluation Data Sources: CCMR Data

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

Performance Objective 13: By June 2025, GISD will achieve average daily attendance of 93%.

    Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: The District will create an attendance incentive program for campuses to earn additional monies for increased attendance from the previous year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Financial Officer Principals Deputy Superintendent of Administration	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Utilize Student Engagement Officers to make home visits of students with excessive absences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Chief of Police	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Notify students that accumulate unexcused absences in a timely manner and conduct truancy prevention measure meetings with parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Principals	**Nov**	**Jan**	**Mar**	**June**
Student Engagement Officers	N/A			

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

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

Performance Objective 1: 100% of campuses will pass the Intruder Audit Detections conducted by the Texas Education Agency

    Evaluation Data Sources: IDA results

Strategy 1 Details		Reviews			
Strategy 1: Train all campus staff, police officers, and student engagement officers on proper safety protocols.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety and security		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief of Police		N/A			
Strategy 2 Details		**Reviews**			
Strategy 2: Student Engagement Officers will conduct door checks daily on both interior and exterior doors.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety and security		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief of Police		N/A			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

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

Performance Objective 2: Reduce out-of-class placements (ISS, OSS, DAEP, and Expulsion) all student groups by 10% (Results Driven Accountability goal).

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

Strategy 1 Details	Reviews			
Strategy 1: Partner with Region 10 Educational Service Center to provide assistance and guidance for behavior of students in specialized programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decreased student referrals **Staff Responsible for Monitoring:** Special Education Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Hire behavior interventionists for both general and special education students to help meet the growing behavioral needs of students in GISD.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decreased disruptive behavior **Staff Responsible for Monitoring:** Assistant Superintendent of HR Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Revise and implement a discipline matrix to provide general guidance and consistency across the district.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased discipline referrals Increased consistency	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Administration Principals				

Strategy 4 Details	Reviews			
Strategy 4: Campuses will revise and implement a behavior management framework and campus playbooks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement Decreased discipline referrals	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals Assistant Principals				

Strategy 5 Details	Reviews			
Strategy 5: Review anti-bullying/cyber-bully protocol on all campuses. See policies FFI (Legal) and (Local).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline referrals	**Nov**	**Jan**	**Mar**	**June**
Decrease in absences				
Staff Responsible for Monitoring: Principals				
Assistant Principals				
Teachers				
Counselors				
Deputy Superintendent of Administration				
Deputy Superintendent of Teaching and Learning				

Strategy 6 Details	Reviews			
Strategy 6: Campus instructional leadership teams will review student discipline each month to monitor out-of-class placements and to strategize regarding areas in need of targeted interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Out of class discretionary placements will be reduced as a result of implementing Tier 1 behavior supports with fidelity.				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
Student Engagement Officer				

Strategy 7 Details	Reviews			
Strategy 7: Campus administration and counselors will support the continued implementation of Tier 1 behavior strategies based on the student code of conduct.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Out-of-class discretionary placements will be reduced as a result of the implementation of effective Tier 1 behavior strategies.				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
Student Engagement Officer				
Deputy Superintendent of Administration				

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

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

Performance Objective 3: Provide a safe and secure learning environment for all.

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

Strategy 1 Details	Reviews			

Strategy 1: Partner with Children's Medical Center and Texas Tech University Health Science Center to provide telehealth services to students identified by school counselors.
    Strategy's Expected Result/Impact: Better student mental health
    Staff Responsible for Monitoring: Deputy Superintendent of Administration
Lead Counselor
	Formative			**Summative**

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

Strategy 2 Details	Reviews			

Strategy 2: Evaluate district restraint training and investigate options for training across the district.
    Strategy's Expected Result/Impact: Increased relational capacity with students.
    Staff Responsible for Monitoring: Deputy Superintendent of Teaching and Learning
Deputy Superintendent of Administration
	Formative			**Summative**

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

Strategy 3 Details	Reviews			
Strategy 3: Utilize Raptor Technologies to report and track incidents of bullying, threat assessments, and reports of self harm to effectively communicated among team members and coordinate student services. **Staff Responsible for Monitoring:** Deputy Superintendent of Administration Licensed Professional Counselor (District)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A			

Strategy 4 Details	Reviews			

Strategy 4: Revise and update the district's Emergency Operation Plan and provide a copy to the Texas School Safety Center as required by statute.
    Strategy's Expected Result/Impact: Increased district and campus security
    Staff Responsible for Monitoring: Chief of Police
Assistant Superintendent of Operations
Deputy Superintendent of Operations
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	N/A			

Strategy 5 Details	Reviews			
Strategy 5: Provide opportunities for parents and students to become better informed on topics such as gun safety, Fentanyl, vaping, tobacco, alcohol, sexting, and how to interact with a police officer.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness **Staff Responsible for Monitoring:** Chief of Police Director of Health Services Deputy Superintendent of Administration	N/A			

Strategy 6 Details	Reviews			
Strategy 6: Research and implement a suicide prevention program for all secondary students (6-12).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Health Services Deputy Superintendent of Administration	N/A			

Strategy 7 Details	Reviews			
Strategy 7: Provide a Standard Response Protocol training to all district staff members.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Implement standard response protocols that create a safe and orderly environment in critical situations.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: GISD PD, District-Wide Safety/Security Team, Operations, Technology, Principals, Continuity across all campuses.				

Strategy 8 Details	Reviews			
Strategy 8: Partner with GISD PD to implement school safety training for district staff members.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff knowledge and awareness of school safety.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: GISD PD, District-Wide Safety/Security Team, Operations, Technology				

Strategy 9 Details	Reviews			
Strategy 9: Continue to increase awareness of sexual abuse, maltreatment of children, internet predators and suicide prevention training to all staff members. Provide conflict resolution and violence prevention training.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction in instances of sexual abuse, maltreatment of children, and internet predators. **Staff Responsible for Monitoring:** Principals Assistant Principals Counselors Student Engagement Officers **Title I:** 2.6				

Strategy 10 Details	Reviews			
Strategy 10: Provide bullying investigation training to Principals and Assistant Principal	Formative			Summative
Strategy's Expected Result/Impact: Reduction in incidents of bullying **Staff Responsible for Monitoring:** Principals Assistant Principals Deputy Superintendent of Administration	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Update Bullying web page on District website as needed.	Formative			Summative
Strategy's Expected Result/Impact: Better awareness **Staff Responsible for Monitoring:** Deputy Superintendent of Administration	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Continue with Character Strong character education in guidance lessons to address topics such as conflict resolution.	Formative			Summative
Strategy's Expected Result/Impact: Reduction in bullying. **Staff Responsible for Monitoring:** Deputy Superintendent of Administration	Nov	Jan	Mar	June

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

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

Performance Objective 1: The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

    Evaluation Data Sources: Teacher retention rates and student achievement data

Strategy 1 Details		Reviews			
Strategy 1: Provide staff development opportunities for administrators, teachers and paraprofessionals to effectively implement the curriculum framework..		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased lesson alignment and effectiveness.					
Staff Responsible for Monitoring: Principals Assistant Principals Deputy Superintendent of teaching and learning Deputy Superintendent of Administration					

Strategy 2 Details		Reviews			
Strategy 2: Maintain a hiring process that permits principals and the Assistant Superintendent of Human Resources to recruit the best candidates and provide letters of intent early in the hiring period.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Highest qualified candidates hired early to prevent them from being hired by other districts.					
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Assistant Superintendent of Human Resources Principals Assistant Principals					

Strategy 3 Details		Reviews			
Strategy 3: Review current hiring and recruitment process for substitute teachers. Review pay in comparison to surrounding districts. Review surrounding districts' best practices for hiring.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Remain competitive in pay for substitutes.					
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Assistant Director of Human Resources					

Strategy 4 Details	Reviews			

Strategy 4: Develop a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trends, to include market analysis of salaries, benefits and incentives.
*Provide stipends for critical need areas and extra duty assignments
*Maintain student discipline
*Maintain a positive climate
 	
    Strategy's Expected Result/Impact: Recruitment and retention numbers
 	
    Staff Responsible for Monitoring: Assistant Superintendent of Human Resources
Assistant Superintendent of Finance
Principals
Assistant Principals
	Formative			**Summative**

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

Strategy 5 Details	Reviews			

Strategy 5: Participate in State and Local job fairs to support the recruitment and hiring of highly effective teachers and personnel, including highly effective teachers in hard-to-fill positions and teachers who become certified through State and local alternative routes to certification.
 	
    Strategy's Expected Result/Impact: Increase in teacher recruiting and hiring
Increase in student achievement
Quality of number of highly qualified teacher applicants
Diversity of applicant pool
 	
    Staff Responsible for Monitoring: Assistant Superintendent of Human Resources
	Formative			**Summative**

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

Strategy 6 Details	Reviews			

Strategy 6: Hire qualified Spanish and English bilingual personnel who can communicate effectively orally and in writing in both languages.
 	
    Strategy's Expected Result/Impact: Quality of number of highly qualified teacher applicants.
 	
    Staff Responsible for Monitoring: Assistant Superintendent of Human Resources
Principals
 	
    Title I:
2.6
	Formative			**Summative**

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

Strategy 7 Details			Reviews		
Strategy 7: Develop GISD Administrative Mentoring Program to grow new and potential GISD Administrators and partner with the National Institute for Excellence in Teaching for grant opportunities.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher retention Surveys of program (beneficial or not?) **Staff Responsible for Monitoring:** Superintendent Coordinator of Professional Development Deputy Superintendent of Administration Assistant Superintendent of Human Resources Principals					

Strategy 8 Details			Reviews		
Strategy 8: Continue partnership with Texas A&M University-Commerce to inform current staff members of the Pride Pathway program that allows staff members to earn a degree and eventual teaching certification.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher applicant pool **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources					

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

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Content coordinators will be housed on campuses four days a week to provide support to teachers and help guide the curriculum implementation process.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher effectiveness		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Teaching and Learning Principals		N/A			

Strategy 2 Details		Reviews			
Strategy 2: Instructional Leadership Teams will facilitate embedded professional development for teachers that ensures teachers are focused on students needs, and learn about student-centered best practices to implement and to put into action immediately at the conclusion of the professional development.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Research based strategies being taught to teachers and implemented in the classroom. **Staff Responsible for Monitoring:** Principal Assistant Principal Deputy Superintendent of Teaching and Learning					

Strategy 3 Details		Reviews			
Strategy 3: Principals will conduct classroom walkthroughs with intentional feedback utilizing the ESF framework.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased alignment of instruction to student expectations. **Staff Responsible for Monitoring:** Principals Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning		**Nov**	**Jan**	**Mar**	**June**

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

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

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

   **Evaluation Data Sources:** ESL Certification

Strategy 1 Details	Reviews			
Strategy 1: Provide training for teachers seeking ESL certification/endorsement to increase their success rate on the teacher certification exam.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: ESL Certification by all teachers.				
Staff Responsible for Monitoring: Deputy Superintendent of Teaching and Learning Director of Bilingual Programs Director of Instructional Programs Principals				

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

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

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

Evaluation Data Sources: Teacher retention rates
Student achievement data

Strategy 1 Details	Reviews			
Strategy 1: Implement a teacher academy for professional learning and coaching supports for out of field (District of Innovation certified) teachers, new teachers, and struggling teachers with less than 2 years experience.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness **Staff Responsible for Monitoring:** Deputy Superintendent of Teaching and Learning Assistant Superintendent of Human Resources	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Provide staff development opportunities for administrators, teachers and paraprofessionals to effectively implement the curriculum framework.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased lesson alignment and effectiveness. **Staff Responsible for Monitoring:** Principals Assistant Principals Dean of Instruction Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration				

Strategy 3 Details	Reviews			
Strategy 3: Provide content area specific staff development for all teachers Pre-K to grade 12 based on data, campus initiatives and research based practices.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher/Admin/Data evaluation to identify targeted professional development Exit survey from Professional Development Walk through data of classroom teachers that participated in PD **Staff Responsible for Monitoring:** Principals Assistant Principals Dean of Instruction Deputy Superintendent of Teaching and Learning				

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

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

Performance Objective 5: By June, 2025 the teacher turnover rate will decrease to 20%. GISD will reduce to teacher turnover rate to 15% by June, 2027.

    Evaluation Data Sources: Teacher retention data

Strategy 1 Details	Reviews			
Strategy 1: Provide support to new teachers across the district by establishing a New Teacher Academy that meets monthly to provide professional learning, support, and increase teacher effectiveness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher retention and teacher effectiveness. Increased student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration	**Nov**	**Jan**	**Mar**	**June**

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

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

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

    Evaluation Data Sources: Monthly Financial Reports
FIRST Score

Strategy 1 Details		Reviews			
Strategy 1: Update the Compensation Plan & Stipends Manual to ensure that the administering of salaries and wages for all employees is equitable, accurate and aligned to board and district goals and objectives.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Budget review
Equity study of salary/stipends
Completed Compensation Plan
    Staff Responsible for Monitoring: Assistant Superintendent of Finance
Assistant Superintendent of Human Resources
 	
    Title I:
2.6					

Strategy 2 Details		Reviews			
Strategy 2: Prepare budget templates that provides guidance to campus and department budget managers on the correct process of planning and preparing their respective budgets.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Budget Calendar/Timeline
Following process of established guidelines.
Called Board Meetings (Budget Meetings)
    Staff Responsible for Monitoring: Assistant Superintendent of Finance
 	
    Title I:
2.6					

Strategy 3 Details	Reviews			
Strategy 3: Develop purchasing procedures and processes that not only align with district policies but demonstrate the continuous ability to utilize sound purchasing management and implement the EDGAR guidelines with fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Purchasing procedures documentation Following process of established guidelines Balanced Budget **Staff Responsible for Monitoring:** Assistant Superintendent of Finance Purchasing Director **Title I:** 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Create an annual budget report and audit report that provides an in-depth overview of the finances of the entire district including, but not limited to, budgeting, financial planning, district goals and objectives, belief statements, academic programs, campus budgets, tax rate history, property value history, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Annual Financial Report Appropriate use of school funds Balanced Budget **Staff Responsible for Monitoring:** Assistant Superintendent of Finance Superintendent				

Strategy 5 Details	Reviews			
Strategy 5: Departments and campuses will submit monthly budget variance reports.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Insure funds spent timely and appropriately	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Finance				

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

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

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

Evaluation Data Sources: FIRST Report
Audit Findings
Monthly Financial Report

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

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

Performance Objective 3: The District will develop and execute facilities projects that meet the established educational specifications.

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

Strategy 1 Details	Reviews			
Strategy 1: The District will develop and implement a Long-Range Facilities Master Plan to develop and align appropriate educational specifications for facilities projects. **Strategy's Expected Result/Impact:** Better use of facilities. **Staff Responsible for Monitoring:** Assistant Superintendent of Operations	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Assess elementary playground needs and update to provide newer equipment for student use. **Strategy's Expected Result/Impact:** The District will engage with the community through forums such as Bond Committee and Oversight Committee groups to provide updates and allow for community input into ongoing building projects. **Staff Responsible for Monitoring:** Assistant Superintendent of Operations	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

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

Performance Objective 4: Address facility needs to accommodate growth and maximize efficiency .

High Priority

Evaluation Data Sources: Work Orders
Facility study

Strategy 1 Details				Reviews			
Strategy 1: Develop revised systems, processes, and plans to implement the bond and capital Improvement programs.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Understanding of needs				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Operations							

Strategy 2 Details				Reviews			
Strategy 2: Continue sound management and oversight of all district capital improvement and facilities planning.				**Formative**			**Summative**
Staff Responsible for Monitoring: Assistant Superintendent of Operations				**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			
Strategy 3: Revise and Update the district's Bond and Capital Improvement Oversight process to increase community involvement and awareness.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased community awareness				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Operations							

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

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

Performance Objective 5: Maintain and update a future facilities plan.

Evaluation Data Sources: Facilities Plan

Strategy 1 Details				Reviews			
Strategy 1: Conduct a Comprehensive Facility Review every five years.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Awareness of facility needs **Staff Responsible for Monitoring:** Assistant Superintendent of Operations Director of Maintenance				Nov	Jan	Mar	June

Strategy 2 Details				Reviews			
Strategy 2: Analyze enrollment trends annually.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Projected growth **Staff Responsible for Monitoring:** Assistant Superintendent of Operations Chief Financial Officer				Nov	Jan	Mar	June

Strategy 3 Details				Reviews			
Strategy 3: Modernize and update district facilities.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Attractive buildings **Staff Responsible for Monitoring:** Assistant Superintendent of Operations				Nov	Jan	Mar	June

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

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

Performance Objective 6: Implement an effective preventative maintenance program.

    Evaluation Data Sources: Work Orders

Strategy 1 Details		Reviews			
Strategy 1: Maintain and update a 10 year replacement plan for district maintenance and operations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: New components		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Operations					
Strategy 2 Details		Reviews			
Strategy 2: Utilize and evaluate maintenance contracts annually with outside vendors.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Competitive pricing		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Operations					
Strategy 3 Details		Reviews			
Strategy 3: Continue to utilize facility scheduling and work order software, building automation, and contracted services to ensure district buildings, equipment, and materials are maintained and ready for use at all times.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Timely repairs **Staff Responsible for Monitoring:** Assistant Superintendent of Operations Director of Maintenance					
Strategy 4 Details		Reviews			
Strategy 4: Continue to maintain and improve a preventative maintenance schedule that reduces equipment downtime and major equipment failure.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Long lasting equipment **Staff Responsible for Monitoring:** Assistant Superintendent of Operations Director of Maintenance					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

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

Performance Objective 7: Provide a safe and secure environment at all GISD facilities.

> **Evaluation Data Sources:** Project completions

Strategy 1 Details	Reviews			
Strategy 1: Install and maintain security systems to include access control and intrusion detection.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased security	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Operations Chief of Police				

Strategy 2 Details	Reviews			
Strategy 2: Install Knox Boxes at each GISD facility for police access in case of an emergency.	**Formative**			**Summative**
Strategy's Expected Result/Impact: First responder access	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent of Operations Chief of Police				

Strategy 3 Details	Reviews			
Strategy 3: Install security film district-wide at windows and glass doors near and adjacent to entry points.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increases security	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Operations Chief of Police				

Strategy 4 Details	Reviews			
Strategy 4: Installation and implementation of the Centegix alert system of all GISD employees.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased response times	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Technology Chief of Police				

Strategy 5 Details	Reviews			
Strategy 5: Install and maintain fencing to meet new state security standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased security	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Operations				

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

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

Performance Objective 8: The District will maintain a score of 98 or above on the FIRST report from 2023-2024 until 2026-2027.

    Evaluation Data Sources: FIRST reports

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

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

Performance Objective 1: Greenville ISD will improve communications with families, students, staff, and the community leading to a 15% increase in engagement and participation.

Evaluation Data Sources: Followers for Apps with this opportunity
Skyward Parent Portal Use
Number downloads for GISD APP
Social Media and District website analytics (tracking followers and engagement)

Strategy 1 Details	Reviews			
Strategy 1: Continue to promote both district and campus social media platforms to engage all stakeholders.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement	**Nov**	**Jan**	**Mar**	**June**
Improved transparency Stronger community connections Timely feedback Data Driven insights **Staff Responsible for Monitoring:** Principals Social Media Administrators/Campus Webmasters Digital Media Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Promote opportunities for parents and community organizations to get involved on campuses and support student learning through social media, website, and Peachjar.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased community engagement	**Nov**	**Jan**	**Mar**	**June**
Student support Positive district culture Improved student achievement Increased awareness of school programs **Staff Responsible for Monitoring:** Principals Communications Department (Executive Director of Communications, Director of Communications, and Public Relations and Marketing Director)				

Strategy 3 Details	Reviews			
Strategy 3: Provide Online Enrollment using Family Access to complete yearly registration for returning and new students. Including transportation	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Number of online registrations Increased number of students registering for Transportation **Staff Responsible for Monitoring:** PEIMS Director Deputy Superintendent of Administration Principals				

Strategy 4 Details	Reviews			
Strategy 4: Regularly organized special events that showcase student work and highlight the academic accomplishment of students and staff. (Student recognition at each monthly school board meeting, GISD State of the District each fall semester, Golden Lions events, Campus PTA programs/open houses, Art Around Town-annual art showcase of student artwork K-12, and Veteran's Day Program).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parent and Community Participation **Staff Responsible for Monitoring:** Principals Deputy Superintendent of Administration Communications Department Deputy Superintendent of Teaching and Learning				

Strategy 5 Details	Reviews			
Strategy 5: The District, middle, and high school campuses will provide information to parents, students, counselors, and teachers information about higher education admission and financial aide opportunities, TEXAS grant program, Teach for Texas grant programs, the need for students to be informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student acceptance to higher education **Staff Responsible for Monitoring:** Principal Counselor Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning				

Strategy 6 Details	Reviews			
Strategy 6: Greenville ISD will encourage community interaction by hosting various events and programs throughout the year (Examples: Back to School Resource Fair, Back the Red, White and Blue First Responders Lunch, Veterans Day Program, Golden Lions events, All Pro Dads, Pawsitive Pages, and district-wide science event).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased community involvement **Staff Responsible for Monitoring:** Executive Director of Communications Community Relations Marketing Coordinator				

^{0%} No Progress   ^{100%} Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Utilize all communication channels within Greenville ISD to connect with internal/external stakeholders to increase engagement form the beginning of the year until the end of the year.

Evaluation Data Sources: Social media and district website analytics
Increase in use of Parent Portal
Increase in downloads of GISD APP

Strategy 1 Details	Reviews			
Strategy 1: District Communications will create content tailored to specific audiences on each social media platform to engage all stakeholders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased social media presence and users **Staff Responsible for Monitoring:** Community Relations and Marketing Coordinator Director of Communications. Digital Media Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Greenville ISD Communications team will provide timely and engaging announcements, stories, photo galleries, and videos on the district and campus websites and social media platforms to keep internal and external audiences informed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness Increased community engagement Increased awareness of school programs Stronger relationships **Staff Responsible for Monitoring:** Executive Director of Communications Community Relations and Marketing Coordinator Director of Communications				

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

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

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

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

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

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