

Regular Meeting  
Monday, October 21, 2024 5:30 PM

GISD Administrative Board Room  
1615 St Lawrence St.  
P O Box 157  
Gonzales, Texas 78629

## Agenda

1. Call to Order  
**Presenter:** Board President
  - 1.A. Roll Call  
**Presenter:** Board President
  - 1.B. Invocation:  
**Presenter:** Justin Schwausch
  - 1.C. Pledge:  
**Presenter:** Josie Smith-Wright, Board Secretary
  - 1.D. Mission Statement:  
**Presenter:** Naomi A. Brown
2. Public Comments  
**Presenter:** Board President
3. Recognitions
4. New Business/Action Items
  - 4.A. Consent Agenda  
  
Discuss and Consider Action to approve the Consent Agenda  
**Presenter:** Dr. Elmer Avellaneda, Superintendent of Schools
    - 4.A.1. Minutes of Meetings:
    - 4.A.2. Budget Amendments:
  - 4.B. Discuss and Consider Action on Interlocal Agreement with Bluebonnet Trails to Establish a Community-Based Counseling Program in Gonzales County and Associated Budget Amendment  
**Presenter:** Erin Lindemann-LaBuhn, Executive Director of State and Federal Programs
  - 4.C. Discuss and Consider Action on Memorandums of Understanding with Mid-Coast Family Services for Services Connected with the Prevention of Substance Abuse, Family Violence, and Homelessness  
**Presenter:** Erin Lindemann-LaBuhn, Executive Director of State and Federal Programs
  - 4.D. Discuss and Consider Action on the 2024-2025 District Improvement Plans and Campus Improvement Plan  
**Presenter:** Dr. Rachelle Ysquierdo, Executive Director of Curriculum and Instruction
  - 4.E. Discuss and Consider Action on the 2024-2025 Emergent Bilingual Program  
**Presenter:** Dr. Rachelle Ysquierdo, Executive Director of Curriculum and Instruction

- 4.F. Discuss and Consider Action on an Interlocal Agreement with the City of Gonzales and Gonzales County Regarding Parking Lot Improvements at Apache Stadium, Related Purchases, and Budget Amendment  
**Presenter:** Gene Kridler, Executive Director of Operations; Dr. Amanda Smith, Chief Financial Officer; Elmer Avellaneda, Superintendent of Schools
- 4.G. Discuss and Consider Action on the 2024 Tax Roll Per Section 26.09 Texas Property Tax Code  
**Presenter:** Amanda Smith, Chief Financial Officer
5. Reports
  - 5.A. Academic Report  
**Presenter:** Dr. Elmer Avellaneda, Superintendent of Schools; Rachelle Ysquierdo, Executive Director of Curriculum and Instruction
  - 5.B. Financial and Quarterly Investment Report  
**Presenter:** Amanda Smith, Chief Financial Officer; Dr. Elmer Avellaneda, Superintendent of Schools
  - 5.C. School FIRST (Financial Integrity Rating System of Texas) Overview and Gonzales ISD's 2023-24 Rating  
**Presenter:** Amanda Smith, Chief Financial Officer; Dr. Elmer Avellaneda, Superintendent of Schools
  - 5.D. 2023 Bond Program Monthly Update  
**Presenter:** Dr. Elmer Avellaneda, Superintendent of Schools
  - 5.E. Superintendent Reports  
**Presenter:** Dr. Elmer Avellaneda, Superintendent of Schools
    - 5.E.1. Enrollment
    - 5.E.2. Attendance
6. Board Business
  - 6.A. Board Correspondence
  - 6.B. Dates of Interest
7. Adjourn to Closed session: Under Texas Government Code Chapter 551, The board will recess this open session and convene in a closed meeting to discuss items on the agenda. The board may conveniently meet in such a closed or executive session or meeting, concerning any and all subjects and for any and all purposes permitted by Texas government code chapter 551:  
**Presenter:** Board President
  - 7.A. Guardian Program Update
  - 7.B. Personnel
  - 7.C. Legal Board Counsel
8. Reconvene to Open Meeting: The Board will take appropriate action on items, if necessary, as discussed in Closed Session  
**Presenter:** Board President
  - 8.A. Discuss and Consider Action on an Update to the Guardian Program
  - 8.B. Discuss, Evaluate, and Consider possible action to approve Legal Board Counsel
9. Adjourn



Board of Trustees

Ross Hendershot, III  
President

Justin Schwausch  
Vice President

Josie Smith-Wright  
Secretary

Naomi Brown

D'Anna Robinson

Ashley Molina

Gloria Torres

GISD School Board Agenda Information Sheet  
October 21, 2024

**SUBJECT:** Public Comments

**RATIONAL SUMMARY:**

The next item on the agenda is public comment. Before we begin, I will remind our audience members of the Board's procedures for handling public comments. The public comment portion of our meeting is available to members of the public who wish to address a meeting item on tonight's agenda or other matter pertaining to Gonzales ISD.

Anyone who wants to speak during public comment must sign in before the start of the meeting and list the agenda item they want to discuss. Each public comment speaker will be allowed a maximum of 5 minutes to address the Board. If necessary for effective meeting management, or to accommodate large numbers of individuals wishing to address the Board, we may shorten the time for each individual wishing to present comments. The public comment portion of the meeting will allow all speakers who have signed up before the start of the meeting to address the Board regarding an item on tonight's agenda. Persons requiring a translator will be given additional time.

Please keep your comments or criticisms civil and courteous. Please also avoid using profanity during your opportunity to speak. Last, we ask that you not discuss students who are not your child.

If a speaker is seeking Board resolution of a specific complaint, that concern should be addressed through the District's grievance process. District policy DGBA has been established for addressing employee complaints, policy FNG is the avenue for filing parent complaints, and policy GF address community member complaints. Grievance forms can be obtained at any campus administration office, or in the central administration offices.



LEARNING TODAY,  
LEADING TOMORROW



Board of Trustees

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Josie Smith-Wright-  
Secretary

Gloria Torres

Ashley Molina

GISD School Board Agenda Information Sheet  
October 21, 2024

## RECOGNITION

**ADMINISTRATOR RESPONSIBLE:** Dr. Elmer Avellaneda, Superintendent of Schools

### **RATIONAL SUMMARY:**

The Pilot Club of Gonzales will present Dr. Avellaneda with a Status of Honorary Pilot Certificate



LEARNING TODAY,  
LEADING TOMORROW



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GISD School Board Agenda Information Sheet  
October 21, 2024

### **ACTION ITEM**

**SUBJECT:** Discuss and Consider Action to Approve the Consent Agenda

**ADMINISTRATOR RESPONSIBLE:** Dr. Elmer Avellaneda, Superintendent of Schools

#### **RATIONAL SUMMARY:**

**A. Meeting Minutes:** September 9, 2024-Regular Meeting  
September 23, 2024-Special Meeting

**B. Budget Amendments:**

**SUPERINTENDENT'S RECOMMENDATION: APPROVE**

**MOTION:** *I move that the Board approve the consent agenda, as presented.*



LEARNING TODAY,  
LEADING TOMORROW

**Minutes**  
**Monday, September 9, 2024**  
**Regular Board Meeting at 5:30 P.M.**  
**Location of Meeting: GISD Administrative Board Room, 1615 St Lawrence St.**  
**Gonzales, Texas 78629**

**Board Members Present:** Ross Hendershot, III, President  
Justin Schwausch, Vice President  
Josie Smith-Wright, Secretary  
D'Anna Robinson  
Ashley Molina  
Gloria Torres  
Naomi Brown

**Board Member Absent:**

**Item #1. Call to Order**

The Board of Trustees of the Gonzales Independent School District met Monday, September 9, 2024, at the Administrative Office Board Room, Gonzales, Texas. President, Ross Hendershot, III called the meeting to order at 5:30 P.M.

A quorum was declared with 7 members present.

**Invocation, Pledge, Mission Statement**

Gloria Torres gave the Invocation, D'Anna Robinson led the Pledge to the Flag, and Ashley Molina read the Mission Statement.

**Item #2: Public Comments:** There were no public comments.

**Item #3: New Business/Action Items:**

A. **Discuss and Consider Action to Approve the Consent Agenda**

1. Minutes: August 5, 2021- Special Board Meeting  
August 19, 2024- Budget Workshop  
August 26, 2024-Budget & Tax Adoption
2. Budget Amendments: Budget Amendments to the general budget fund for the 24-25 school year to cover expenses that were unfulfilled commitments 2023-24 school year

Ashley Molina made a motion, with a second from Justin Schwausch, to approve the consent agenda, as presented.

The motion carried 7/0.

B. **Discuss and Consider Action to Approve the Members of the 2024-2025 School Health Advisory Council (SHAC)**

Erin LaBuhn went before the board seeking approval for the School Health Advisory Council. The SHAC group is a mandatory group, that is approved by the board. The group meets at a minimum of 4 times per year to discuss any concerns that impact the health and well- being of our students in the district.

The list provided to the board included a list of parents, community members, school district employees, and any other interested parties.

Mrs. Robinson asked if the members on the list were asked to be on the committee by them or how they were chosen. Mrs. LaBuhn stated that some have been on the committee and have chosen to stay on. Others are people that they have had collaboration with, new nurses for the district and anyone that has had a vested interest in the district.

Justin Schwausch made a motion, with a second from Gloria Torres to approve the member list as presented.

The motion carried 7/0.

C. **Discuss and Consider Action to change the October Regular scheduled Board Meeting to October 21, 2024**

Dr. A went before the board seeking approval to change the October Regular Scheduled Board Meeting to October 21, 2024. Dr. A has been asked by Education First to participate in a professional development at the same time as the regular scheduled board meeting.

Gloria Torres made a motion, with a second from Justin Schwausch, approve the change of the October Regular scheduled board meeting as presented.

The motion carried 7/0

D. **Discuss and Consider Action on Transportation Substitute and Extra Duty Pay Rate(s) for the 2024-25 school year.**

Gene Kridler went before the board seeking approval for Transportation substitute and extra duty pay rate for the 2024-25 school year. These areas were not included when the TASB pay study was held. The TASB representative confirmed this is standard practice for districts. If approved, each time a raise is given to full-time staff, the associated extra duty and substitute pay rates will automatically be updated also.

Ms. Smith-Wright about full-time drivers pay being \$20 but the chart presented says \$17.25. Some of the substitute drivers are driving full-time routes but choose not to be a full-time driver.

Type of Pay	2023-24 Rate	2024-25 Recommended Rate
Bus Driver Substitute	\$16.00	\$1.00 Below the Minimum Pay for Full-time Bus Drivers
Bus Aide/Monitor Substitute	\$11.00	\$0.50 Below the Minimum Pay for Full-time Bus Aides
Bus Driver Extra Duty	\$17.25	The individual's full-time hourly rate

Josie Smith-Wright made a motion, with a second from Justin Schwausch, to approve the pay rates for the 2024-25 school year, as presented.

The motion carried 7/0.

## **Item#5 Reports:**

### **A. Updates on state accountability**

Dr. Rachell Ysquierdo presented an overview of the state accountability

### **B. 2023 Bond Program Monthly Update**

Casey Sledge presented to the board the Bond Program Monthly update. We have spent 3.9% of our project funds which is about 2 million dollars, most it being used for roofing, paving and architect work.

The CTE and Ag Barn Project- the design development continues to be underway by VLK architects. VLK has been meeting with the staff and teachers to get detail feedback to their needs (plugs, outlets)

Geotech borings to be scheduled soon.

- The proposal was way under our budget.
- VLK reviewing the proposal to make sure no modifications need to be made

3<sup>rd</sup> Party Code Review and Inspections are under contract.

- The building is not in the city limits and the county does not provide building inspections, therefore we have to resort to a 3<sup>rd</sup> party contract.

Tracking CDs

- Final plans January 2024
- Bidding to follow

Water/Wastewater Utility Extensions

- Coordinating with the City and EDC

Maintenance Projects

VLK Schematic Design Meetings with staff completed

- Cost estimates by Weaver & Jacobs
- Schematic Design to board for consideration

Wastewater line camera work updates complete

- High school campus will need some sewer work at a later time found from the results of this.

Topo survey work at campuses upcoming

Flooring replacements at select rooms at GES, GNA, GHS, & OMT

- Completed ahead of schedule & \$20,000 Under budget

Maintenance Projects

Roofing repairs

- GHS roof work continues

Paving repairs

- Substantially complete and in use
- Punchlist items and final billing remain

C. **Financial Report**

The Financial report and the report from the first monthly Finance committee meeting was presented by Amanda Smith, CFO.

- Copier Lease payments
- Update on the 23-24 Fiscal Year Annual Financial Audit

Finance Committee Update

First meeting was held August 29, 2024 that meeting was spent laying the foundation to the work that will come from the committee. The purpose, meeting frequency, service terms for committee members and what the goal setting timeline would look like for the group.

The purpose of the finance committee is to find solutions to balance the general fund budget.

Regular monthly meetings but potential changes dues to the need and discussions.

Service Terms would be alternated and discussed every May during a board meeting. The service term would be 1 year.

Current goal is to reduce the 25-26 deficit. While doing this it is important that teachers still feel supported.

Transparency is important.

2 google drives were created one for board members and another to the community.

The next meeting will be held September 19, 2024.

D. **Superintendent Reports**

Presented by Superintendent, Dr. Elmer Avellaneda

Student enrollment is at 2529.

**Item#6 Board Business:**

**Board Correspondence:** No Correspondence

**Dates of Interest:**

September 2024	
September 12-13, 2024	MASBA Conference
September 16, 2024	Staff Development/Student Holiday
September 25, 2024	Early Release
October 4, 2024	Student/Staff Holiday
October 7, 2024	Staff Development/Student Holiday
October 11, 2024	Early Release
October 21, 2024	Staff Development/Student Holiday

**Item #7 Adjourn to Closed Session:**

Under Texas Government Section [551.071](#) (Consultation with Attorney), Code Section [551.072](#) (Deliberation Regarding Real Property), [551.73](#) Deliberation Regarding Prospective Gift, Texas Government Code Section [551.074](#), (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee), Texas Government Code Section [551.076](#) (Deliberation regarding implementation of Security, personnel or devices) and Section [551.082](#): School Children; School District Employees; Disciplinary Matter or Complaint, Section [551.083](#): Certain School Boards; Meeting Regarding Consultation with Representative of Employee Group, Section [551.084](#): Investigation; Exclusion of witnesses from a hearing.

The board went into a closed session at 6:18 P.M.

**Item #8 Reconvene to Open Meeting:**

The Board will take appropriate action on items, if necessary, as discussed in the Closed Session. The board returned to an open session at 7:05 P.M.

A. Consideration and possible action to propose mid-contract termination of Ms. Wanda Fryer’s term contract

Mr. Hendershot made a motion, with a second from Naomi Brown, to propose mid-contract termination of Ms. Wanda Fryer’s term contract with Gonzales ISD and further move to authorize the Superintendent to provide Ms. Fryer with written notice of this action as required by Texas Education Code, Chapter 21.

The motion failed 4/3: Mr. Hendershot, Mr. Schwausch and Mrs. Brown for. Mrs. Robinson, Ms. Smith-Wright, Mrs. Torres and Mrs. Molina opposed.

Ms. Smith-Wright made a motion, with a second from Mrs. Molina, to direct the Superintendent to reinstate Wanda Fryer to her administrative position consistent with her current employment contract.

Motion passed 4/3: Mr. Hendershot, Mr. Schwausch and Mrs. Brown opposed. Mrs. Robinson, Ms. Smith-Wright, Mrs. Torres and Mrs. Molina for.

**Item #9 Adjourn**

There being no further business, President Hendershot adjourned the meeting at 7:09 P.M.

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Ross Hendershot, III, President  
Board of Trustees

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Josie Smith-Wright, Secretary  
Board of Trustees

**Minutes**  
**Monday, September 23, 2024**  
**Special Board Meeting at 5:30 P.M.**  
**Location of Meeting: GISD Administrative Board Room, 1615 St Lawrence St.**  
**Gonzales, Texas 78629**

**Board Members Present:** Ross Hendershot, III, President  
Justin Schwausch, Vice President  
Josie Smith-Wright, Secretary  
D'Anna Robinson  
Ashley Molina  
Gloria Torres  
Naomi Brown

**Board Member Absent:**

**Item #1. Call to Order**

The Board of Trustees of the Gonzales Independent School District met Monday, September 23, 2024, at the Administrative Office Board Room, Gonzales, Texas. President, Ross Hendershot, III called the meeting to order at 5:30 P.M..

A quorum was declared with 7 members present.

**Invocation, Pledge, Mission Statement**

Josie Smith-Wright gave the Invocation, Ashley Molina led the Pledge to the Flag, and D'Anna Robinson read the Mission Statement.

**Item #2: Public Comments:** There were no public comments.

**Item #3 Adjourn to Closed session:**

Adjourn to Closed session: Under Texas Government Code Chapter 551, The board will recess this open session and convene in a closed meeting to discuss items on the agenda. The board may conveniently meet in such a closed or executive session or meeting, concerning any and all subjects and for any and all purposes permitted by Texas government code chapter 551. Pursuant to Texas Government Code Sections 551.074 and 551.071, deliberation and consultation with legal counsel regarding:

3.A.

1. Pursuant to Texas Government Code Sections 551.074 and 551.071, deliberation and consultation with legal counsel regarding preliminary findings regarding complaint filed by a school district administrator.

The board went into a closed session at 5:32 P.M.

**Item #4 Recovene to Open Meeting:** The Board will take appropriate action on items, if necessary, as discussed in Closed Session. The board returned to an open session at 7:52 P.M.

There being no further business, President Hendershot adjourned the meeting at 7:53 P.M.

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Ross Hendershot, III, President  
Board of Trustees

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Josie Smith-Wright, Secretary  
Board of Trustees

**2024-25 Proposed Budget Revision  
Food Service Fund  
Regular Board Meeting - October 21, 2024**

	<b>Current Budget</b>	<b>Proposed Amendment</b>	<b>Proposed Revised Budget</b>
<b>REVENUES</b>			
5700 Other Local Sources	173,007		173,007
5800 State Revenues	7,500	78,471	85,971
5900 Federal Sources	1,927,127		1,927,127
<b>TOTAL REVENUES</b>	<b>2,107,634</b>	<b>78,471</b>	<b>2,186,105</b>
<b>EXPENDITURES</b>			
0035 Food Services	2,108,134	78,471	2,186,605
<b>TOTAL EXPENDITURES</b>	<b>2,108,134</b>	<b>78,471</b>	<b>2,186,605</b>
7915 Operational Transfer In	500		500
8911 Operational Transfer Out	0		0
<b>NET ACTIVITY</b>	<b>0</b>	<b>0</b>	<b>0</b>

*Notes:*

-Increase revenue and expenditures by \$78,471 each: Remaining Local Foods for Schools Grant Funding (unused at 8/31/2024)



Board of Trustees

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President

Justin Schwausch  
Vice President

Josie Smith-Wright  
Secretary

Ashley Molina

D'Anna Robinson

Gloria Torres

Naomi Brown

GISD School Board Agenda Information Sheet  
October 21, 2024

### **ACTION ITEM**

**SUBJECT:** Discuss and Consider Action on Interlocal Agreement with Bluebonnet Trails to Establish a Community-Based Counseling Program in Gonzales County and Associated Budget Amendment

**ADMINISTRATOR RESPONSIBLE:** Erin Lindemann-Labuhn, Executive Director of State and Federal Programs; Amanda Smith, Chief Financial Officer; Dr. Elmer Avellaneda, Superintendent of Schools

**RATIONAL SUMMARY:** The district has an opportunity to participate in a partnership with Bluebonnet Trails Community Services to support a community-based counseling program. The Community Health Center of South Central Texas is also participating.

The goal of this partnership is for community members in critical helper roles to provide services to screen for social determinates of health needs, provide brief counseling to resolve immediate needs, link families to ongoing services, and build family relationships all to prevent emergencies that could lead to mental health, substance use, or behavioral crisis.

As part of this partnership, Gonzales ISD would receive up to \$169,800 in grant funding to support the work of two community (mental) health counselors. This grant is funded from state general revenues, therefore, an increase to both state revenue and Function 31 are needed to bring the funds into the general fund budget.

**SUPERINTENDENT'S RECOMMENDATION:** Approve and Adopt

**SAMPLE MOTION:** *"I move that the board approve and adopt the interlocal agreement and budget amendment, as presented."*



LEARNING TODAY,  
LEADING TOMORROW

## INTERLOCAL AGREEMENT

This Interlocal Agreement (ILA) is entered into between Bluebonnet Trails Community Mental Health and Mental Retardation Center d/b/a Bluebonnet Trails Community Services (BTCS) and Gonzales Independent School District (GISD) for the purpose of establishing a Community-Based Counseling Program (CBCP) in Gonzales County whereby GISD will offer brief counseling and resource navigation to youth and families.

### I. SERVICES TO BE PERFORMED BY BTCS;

- BTCS provides a *sample Social Drivers of Health (SDOH) Screening* as **Exhibit A**.
- BTCS provides an **Eligibility Screening Tool** as **Exhibit B**.
- BTCS provides **Informed Consent to Services** templates for students and parents/guardians as **Exhibit C**.
- BTCS provides **Initial and Post Assessment Surveys** for students and parents/guardians who receive counseling, as **Exhibit D**. GISD may make this available electronically through preferred web-based platforms, if desired.
- BTCS provides a **Monthly Data Reporting Tool** as **Exhibit E**.
- BTCS provides an example invoice and **Invoice Template** as **Exhibit F**.
- BTCS will provide **crisis counseling** and **Mental Health First Aid** training.
- BTCS will provide **crisis intervention training**, such as Applied Suicide Intervention Skills Training (ASIST), upon request.
- BTCS will provide consultation (clinical or reporting-related), upon request.
- BTCS provides a brief **Grant Summary** as **Exhibit G**. This includes a list of key BTCS contacts.

### II. SERVICES TO BE PROVIDED BY GISD;

- Hire or contract for at least two counselors or community health workers, with a start date no earlier than September 1, 2024. No clinical or provisional licensure is required for these positions, but it is encouraged.
- GISD will identify youth (ages 3-17) and their caregivers who are interested in resource navigation and/or brief individual youth or family counseling.
- GISD grant-funded positions will screen youth and families for **Social Drivers of Health (SDoH)** using the sample screening tool or another tool of their choice.
- GISD will use the **Eligibility Screening and Data Collection Tool (Exhibit B)** to screen youth and families for grant eligibility.
- GISD will obtain signed **Informed Consent to Services (Exhibit C)** from youth and caregivers before participation in counseling.
- GISD will invite participants to complete an **Initial Assessment** before counseling begins and a **Post Assessment** when counseling ends (see **Exhibit D**).
- GISD will invite those who receive only resource navigation to complete a Satisfaction Survey after the service is provided (see **Exhibit D**).
- GISD will submit the **Monthly Data Reporting Tool (Exhibit E)** to [SMARTGrant@bbtrails.org](mailto:SMARTGrant@bbtrails.org) no later than the 15th day after the conclusion of the month of service.
- GISD will submit an **Invoice (optional Exhibit F)** to BTCS no later than the 15th day after the conclusion of the month of service (see submission instructions in Section III below).
- GISD will submit monthly invoices to BTCS in an amount not to exceed \$169,800 for the term of this agreement.
- GISD will aim to serve 200 or more eligible, unduplicated youth and caregivers during the 12-month contract period.

- GISD will retain all grant-related service records for six years in accordance with Section VI below. This includes eligibility screening forms, informed consents, service notes, and participant surveys.
- GISD will participate in quality assurance activities and external Texas Health and Human Services Commission (HHSC) audits, as requested, which may include welcoming auditors onsite to review service records.

### III. INVOICE FOR SERVICES

Invoices shall be provided in a monthly itemized invoice by the 15<sup>th</sup> day after the month in which expenses were incurred will include the date, time, and services rendered and by mailing or emailing invoice to:

Bluebonnet Trails Community Services  
Attn: Accounting Department  
[accounts.receivable@bbtrails.org](mailto:accounts.receivable@bbtrails.org)  
1009 N. Georgetown St  
Round Rock, TX 78664

Payments shall be made to:

Gonzales Independent School District  
Attn: Financial Services Department  
[amanda.smith@gonzalesisd.net](mailto:amanda.smith@gonzalesisd.net)  
1615 Saint Louis St  
Gonzales, Texas 78629

### IV. TERM OF AGREEMENT

This Agreement is to begin September 1, 2024 and shall terminate August 31, 2025. The Agreement may be renewed for additional years upon mutual agreement of the parties. This Agreement may be terminated by either party with 30 days written notice to the corresponding party.

### V. AMENDMENT

Any change, addition or deletion to the terms of this Agreement shall be in writing and executed by both parties. An executed facsimile copy will be sufficient to evidence the parties' agreement to any change, addition, or deletion to this Agreement.

### VI. CONFIDENTIALITY

Both parties acknowledge that in receiving, storing and processing or otherwise dealing with any information about clients in the program, they are fully bound by the provision of the federal regulations governing Confidentiality of Alcohol and Drug Abuse Patient Records, 42 CFR.

Both parties agree to undertake to resist in judicial proceeding any effort to obtain access to information pertaining to clients otherwise than as expressly provided for in the federal confidentiality regulations, 42 CFR, Part 2.

### VII. INDEMNIFICATION

BPCS hereby agrees to the extent permitted under the Constitution and the laws of the State of Texas to indemnify and hold harmless **GISD** and all of its trustees, directors, officers, employees, and agents from all liability suits, actions,

claims, expenses (including attorney’s fees and costs related to the investigation of any such claim, action, or proceeding) or cost of any character, type, or description (including obligations, losses, fines, penalties, and assessments) brought or made on account of any injuries, death, or damage received or sustained by any person or persons or property, including but not limited to clients, arising out of or occasioned by non-performance or any negligent acts of BTCS or BTCS’s personnel, if any, or its agents or employees occurring during the performance of the services hereunder or in the execution of the performance of any of its duties under this Agreement.

**GISD** hereby agrees to the extent permitted under the Constitution and the laws of the State of Texas to indemnify and hold harmless BTCS and all of its trustees, directors, officers, employees, and agents from all liability suits, actions, claims, expenses (including attorney’s fees and costs related to the investigation of any such claim, action, or proceeding) or cost of any character, type, or description (including obligations, losses, fines, penalties, and assessments) brought or made on account of any injuries, death, or damage received or sustained by any person or persons or property, including but not limited to clients, arising out of or occasioned by non-performance or any negligent acts of **GISD** or **GISD**’s personnel, if any, or its agents or employees occurring during the performance of the services hereunder or in the execution of the performance of any of its duties under this Agreement.

**VIII. NOTICE**

All notices and correspondence given pursuant to this ILA must be in writing and sent to the following individuals and addresses;

Bluebonnet Trails Community Services  
Andrea Richardson, Chief Executive Officer  
1009 N. Georgetown St  
Round Rock, TX 78664

Gonzales ISD  
Dr. Elmer Avellaneda, Superintendent  
1615 Saint Louis St  
Gonzales, Texas 78629

**IX. GOVERNING LAW**

The laws of the State of Texas will govern this ILA. Venue shall be in Williamson County, Texas.

**X. BINDING AUTHORITY**

The individuals represented by the BTCS and GISD signatures below represent that they have full authority to enter into this ILA.

In signing this ILA, BTCS and GISD affirm their mutual goal is to place known and respected community members in critical helper roles within resource hubs to screen for social determinants of health needs; provide brief counseling to resolve immediate needs; link families to ongoing services; and build family relationships and prevent emergencies that could lead to a mental health, substance use or behavioral crisis.

\_\_\_\_\_  
*Andrea Richardson, Chief Executive Officer*  
*Bluebonnet Trails Community Services*

\_\_\_\_\_  
Date

\_\_\_\_\_  
*Dr. Elmer Avellaneda, Superintendent*

\_\_\_\_\_  
Date

# Social Needs Screening Tool

## HOUSING

1. Are you worried or concerned that in the next two months you may not have stable housing that you own, rent, or stay in as a part of a household?<sup>1</sup>
  - Yes
  - No
2. Think about the place you live. Do you have problems with any of the following? (check all that apply)<sup>2</sup>
  - Bug infestation
  - Mold
  - Lead paint or pipes
  - Inadequate heat
  - Oven or stove not working
  - No or not working smoke detectors
  - Water leaks
  - None of the above

## FOOD

3. Within the past 12 months, you worried that your food would run out before you got money to buy more.<sup>3</sup>
  - Often true
  - Sometimes true
  - Never true
4. Within the past 12 months, the food you bought just didn't last and you didn't have money to get more.<sup>3</sup>
  - Often true
  - Sometimes true
  - Never true

## TRANSPORTATION

5. Do you put off or neglect going to the doctor because of distance or transportation?<sup>1</sup>
  - Yes
  - No

## UTILITIES

6. In the past 12 months has the electric, gas, oil, or water company threatened to shut off services in your home?<sup>4</sup>
  - Yes
  - No
  - Already shut off

## CHILD CARE

7. Do problems getting child care make it difficult for you to work or study?<sup>5</sup>
  - Yes
  - No

## EMPLOYMENT

8. Do you have a job?<sup>6</sup>
  - Yes
  - No

## EDUCATION

9. Do you have a high school degree?<sup>6</sup>
  - Yes
  - No

## FINANCES

10. How often does this describe you? I don't have enough money to pay my bills:<sup>7</sup>
  - Never
  - Rarely
  - Sometimes
  - Often
  - Always

## PERSONAL SAFETY

11. How often does anyone, including family, physically hurt you?<sup>8</sup>
  - Never (1)
  - Rarely (2)
  - Sometimes (3)
  - Fairly often (4)
  - Frequently (5)
12. How often does anyone, including family, insult or talk down to you?<sup>8</sup>
  - Never (1)
  - Rarely (2)
  - Sometimes (3)
  - Fairly often (4)
  - Frequently (5)



13. How often does anyone, including family, threaten you with harm?<sup>8</sup>

- Never (1)
- Rarely (2)
- Sometimes (3)
- Fairly often (4)
- Frequently (5)

14. How often does anyone, including family, scream or curse at you?<sup>8</sup>

- Never (1)
- Rarely (2)
- Sometimes (3)
- Fairly often (4)
- Frequently (5)

### ASSISTANCE

15. Would you like help with any of these needs?

- Yes
- No

### SCORING INSTRUCTIONS:

**For the housing, food, transportation, utilities, child care, employment, education, and finances questions: Underlined answers indicate a positive response for a social need for that category.**

**For the personal safety questions: A value greater than 10, when the numerical values are summed for answers to these questions, indicates a positive response for a social need for personal safety.**

**Sum of questions 11–14: \_\_\_\_\_**

**Greater than 10 equals positive screen for personal safety.**

### REFERENCES

1. [https://www.va.gov/HOMELESS/Universal\\_Screener\\_to\\_Identify\\_Veterans\\_Experiencing\\_Housing\\_Instability\\_2014.pdf](https://www.va.gov/HOMELESS/Universal_Screener_to_Identify_Veterans_Experiencing_Housing_Instability_2014.pdf)
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3. Hager ER, Quigg AM, Black MM, et al. Development and validity of a 2-item screen to identify families at risk for food insecurity. *Pediatrics*. 2010;126(1):e26-e32.
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6. Garg A, Butz AM, Dworkin PH, Lewis RA, Thompson RE, Serwint JR. Improving the management of family psychosocial problems at low-income children's well-child care visits: the WE CARE project. *Pediatrics*. 2007;120(3):547-558.
7. Aldana SG, Liljenquist W. Validity and reliability of a financial strain survey. *J Financ Couns Plan*. 1998;9(2):11-19.
8. Sherin KM, Sinacore JM, Li XQ, Zitter RE, Shakil A. HITS: a short domestic violence screening tool for use in a family practice setting. *Fam Med*. 1998;30(7):508-512.

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# Individual/Family Eligibility Screening & Data Collection Tool

Exhibit B

**SMART Innovation Grant: Community-Based Counseling Program (CBCP)**

**Date:** Click or tap to enter a date.

**Location:** Click or tap here to enter text.

**Grant Team Member:** Click or tap here to enter text.

## Instructions:

This screening should be administered.

Please keep the completed screening for your records.

You do not need to send copies to Bluebonnet Trails Community Services.

Please use this form to transfer required data to the SMART Innovation Grant Data Reporting Tool.

1. Does at least one person in the household seeking services (youth, parent/guardian or family) live, work or go to school in Gonzales County?

Yes  [No](#)

2. Is at least one person in the household a youth between the ages of 3 and 17?

Yes  [No](#)

3. Is the person or family seeking resource navigation?

Yes  No

*If yes,* Does at least one person in the household seeking services (youth, parent/guardian or family) screen positive for a Social Drivers of Health Need?

Yes  [No](#)

*If yes,* Please indicate the primary need:

<input type="checkbox"/> Housing	<input type="checkbox"/> Food	<input type="checkbox"/> Transportation	<input type="checkbox"/> Utilities	<input type="checkbox"/> Child Care
<input type="checkbox"/> Employment	<input type="checkbox"/> Education	<input type="checkbox"/> Finances	<input type="checkbox"/> Personal Safety	<input type="checkbox"/> Other Need: _____

4. Is the person or family seeking brief counseling?  Yes  [No](#)

*If yes,* [Does the family request counseling to:](#)

- Address family conflict
- Prevent future psychiatric hospitalization or an emergency room visit. This may include, but is not limited to, addressing low self-esteem, bullying, depression, anxiety, suicidal thoughts, self-harm or any other risky behaviors.
- Prevent school truancy/expulsion. This may include, but is not limited to, addressing school absences, fighting with peers, substance misuse or other behaviors.
- Address youth or family/parent substance abuse
- Address youth or family/parent legal involvement (this may include divorce proceedings)
- Address another need to prevent a crisis: \_\_\_\_\_

**Individuals in the household who were provided a service today (in-person, by phone or via televideo):**

	<b>Name:</b>	<b>Service(s) Received Today</b> (select all that apply)	<b>Age:</b>	<b>Date of Birth:</b>
Person #1	Click or tap here to enter text.	<input type="checkbox"/> Resource Navigation <input type="checkbox"/> Brief Counseling		Click or tap here to enter text.
Person #2	Click or tap here to enter text.	<input type="checkbox"/> Resource Navigation <input type="checkbox"/> Brief Counseling		Click or tap here to enter text.
Person #3	Click or tap here to enter text.	<input type="checkbox"/> Resource Navigation <input type="checkbox"/> Brief Counseling		Click or tap here to enter text.
Person #4	Click or tap here to enter text.	<input type="checkbox"/> Resource Navigation <input type="checkbox"/> Brief Counseling		Click or tap here to enter text.
Person #5	Click or tap here to enter text.	<input type="checkbox"/> Resource Navigation <input type="checkbox"/> Brief Counseling		Click or tap here to enter text.
Person #6	Click or tap here to enter text.	<input type="checkbox"/> Resource Navigation <input type="checkbox"/> Brief Counseling		Click or tap here to enter text.
Person #7	Click or tap here to enter text.	<input type="checkbox"/> Resource Navigation <input type="checkbox"/> Brief Counseling		Click or tap here to enter text.

Please add other members of the household as needed:

Click or tap here to enter text.

*Optional Notes:*

Click or tap here to enter text.

YOUR LOGO HERE

**Student Version - Consent to Participate in the Community-Based Counseling Program**  
Funded by the *Supporting Mental and Emotional Resiliency in Texans (SMART) Innovation Grant*

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  
Home Address: \_\_\_\_\_ Home Phone #: \_\_\_\_\_  
Name of Person giving consent: \_\_\_\_\_ Phone # of Person giving consent: \_\_\_\_\_  
Relationship to Student:  Parent  Legal Guardian  Other: \_\_\_\_\_

1. I hereby authorize Gonzales Independent School District (GISD) to provide short-term counseling services to the above-named student. I understand that participation is voluntary, and that family counseling is available if I desire to participate.
2. I understand these services are made available as a support to address any of the following: family conflict; mental health symptoms (such as depression, anxiety, suicidal thoughts) or risky behaviors (such as self-harm, running away); school absences, fighting with peers, or other behaviors that could lead to school truancy or expulsion; substance use; youth or family legal involvement; and more.
3. I understand there is **no cost for these counseling services**, which are made available through a Texas Health and Human Services Commission *SMART Innovation Grant* to Bluebonnet Trails Community Services (BTCS). BTCS is a non-profit healthcare organization which has chosen to contract with GISD to deliver counseling services through the grant.
4. In order for services to be provided at no cost, GISD must ask those who participate to complete a short pre-assessment and post-assessment survey. Completion of these assessments is voluntary.
5. I understand that counseling services are intended to be short-term (1 to 6 sessions on average) and are generally provided on a weekly basis for \_\_\_\_\_ - \_\_\_\_\_ minutes.
6. If I have questions about counseling services, I can contact \_\_\_\_\_.
7. I have been provided with a copy of the Notice of Privacy Practices and Notice of Grievance Process and accept those documents.
8. I certify that I have the legal right to consent for counseling on behalf of this student. If I am not the parent or legal guardian for the student above, I will complete the attached, "Consent to Services for a Minor by a Non-Parent."
9. I understand that I may revoke this authorization at any time and that I should contact \_\_\_\_\_ to do so.
10. I understand GISD must report some information to BTCS for grant reporting and evaluation purposes. This includes the number of sessions attended, the student's age, the general reason services were initiated, and de-identified satisfaction survey responses. It does not include counseling notes. Identifying information such as names and consent forms will not be shared with BTCS except when required for quality assurance or audit purposes.

I understand and agree with the contents of this document in its entirety.

\_\_\_\_\_  
Signature of Parent/Legal Guardian/Non-Parent with authority to Consent Date

\_\_\_\_\_  
Signature of GISD Staff Date

This form may be securely emailed to \_\_\_\_\_ or dropped off at \_\_\_\_\_.

YOUR LOGO HERE

(If Applicable)

Consent to Services for a Minor by a Non-Parent

I, \_\_\_\_\_, hereby consent to services for \_\_\_\_\_ because I meet the following condition (as outlined in Texas Family Code, Chapter 32):

- Grandparent
Adult Sibling
Aunt/Uncle
Adult who has actual care, control and possession of child and I have either:
Written authorization from a parent or
Proof that the child is a ward of DFPS
Adult who has actual care, control, and possession of the child and has written authorization to consent from a person having the right to consent.

Please write a brief explanation of your situation and why you believe you should be allowed to consent to services:

Three horizontal lines for writing an explanation.

Parent/Legal Guardian Name(s): \_\_\_\_\_

Nature of Treatment: Brief counseling services

Beginning Date: \_\_\_\_\_

Signature of Consenting Adult Date

Signature of Witness Date

YOUR LOGO HERE

## Notice of Privacy Practices

Please attach your organization's Notice of Privacy Practices here.

## Notice of Grievance Process

Please attach your organization's Grievance Process here.

This must include:

1. Contact information for the BTCS Client's Rights Office:

**24-Hour Confidential Message Line:** 512-244-8324

**Email:** [ClientRights.Hotline@bbtrails.org](mailto:ClientRights.Hotline@bbtrails.org)

**Mail:** Attention: Rights Protection  
1009 N. Georgetown Street  
Round Rock, Texas 78664

2. Contact information for the HHSC Ombudsman's Office:

**Phone:** 800-252-8154, 8 a.m. - 5 p.m., Monday - Friday  
If you have a hearing or speech disability, call the toll-free Relay Texas service at 7-1-1 or 800-735-2989.

**Mail:** Texas Health and Human Services Commission  
Ombudsman for Behavioral Health  
P.O. Box 13247  
Austin, TX 78711-3247

YOUR LOGO HERE

Parent/Guardian Version - Consent to Participate in the Community-Based Counseling Program
Funded by the Supporting Mental and Emotional Resiliency in Texans (SMART) Innovation Grant

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Home Address: \_\_\_\_\_ Home Phone #: \_\_\_\_\_

- 1. I hereby authorize Gonzales Independent School District (GISD) to provide short-term family counseling services to me. I understand that participation is voluntary.
2. I understand these services are made available to address any of the following: family conflict; mental health symptoms (such as depression, anxiety, suicidal thoughts) or risky behaviors (such as self-harm, running away); school absences, fighting with peers, or other behaviors that could lead to school truancy or expulsion; substance use; youth or family legal involvement; and more.
3. I understand there is no cost for these counseling services, which are made available through a Texas Health and Human Services Commission SMART Innovation Grant to Bluebonnet Trails Community Services (BTCS). BTCS is a non-profit healthcare organization which has chosen to contract with GISD to deliver counseling services through the grant.
4. In order for services to be provided at no cost, GISD must ask those who participate to complete a short pre-assessment and post-assessment survey. Completion of these assessments is voluntary.
5. I understand that counseling services are intended to be short-term (1 to 6 sessions on average) and are generally provided on a weekly basis for \_\_\_\_\_ - \_\_\_\_\_ minutes.
6. If I have questions about counseling services, I can contact \_\_\_\_\_.
7. I have been provided with a copy of the Notice of Privacy Practices and Notice of Grievance Process and accept those documents.
8. I understand that I may revoke this authorization at any time and that I should contact \_\_\_\_\_ to do so.
9. I understand GISD must report some information to BTCS for grant reporting and evaluation purposes. This includes the number of sessions attended, participant age, the general reason services were initiated, and de-identified satisfaction survey responses. It does not include counseling notes. Identifying information such as names and consent forms will not be shared with BTCS except when required for quality assurance or audit purposes.

I understand and agree with the contents of this document in its entirety.

Signature of Adult (18 or older)

Date

Signature of GISD Staff

Date

This form may be securely emailed to \_\_\_\_\_ or dropped off at \_\_\_\_\_.

## Notice of Privacy Practices

Please attach your organization's Notice of Privacy Practices here.

## Notice of Grievance Process

Please attach your organization's Grievance Process here.

This must include:

1. Contact information for the BTCS Client's Rights Office:

**24-Hour Confidential Message Line:** 512-244-8324

**Email:** [ClientRights.Hotline@bbtrails.org](mailto:ClientRights.Hotline@bbtrails.org)

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2. Contact information for the HHSC Ombudsman's Office:

**Phone:** 800-252-8154, 8 a.m. - 5 p.m., Monday - Friday  
If you have a hearing or speech disability, call the toll-free Relay Texas service at 7-1-1 or 800-735-2989.

**Mail:** Texas Health and Human Services Commission  
Ombudsman for Behavioral Health  
P.O. Box 13247  
Austin, TX 78711-3247

Date of Initial Assessment: \_\_\_\_\_

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

**INITIAL ASSESSMENT – Counseling for Caregiver Only**

Please circle a response next to each statement. There are no right or wrong answers.

<b>Coping Skills Questions</b>		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>1</b>	I am coping well with current stressors.	1	2	3	4	5
<b>2</b>	I can talk about problems with family or friends.	1	2	3	4	5

**Self-Esteem Scale**

Please circle the number that best represents your response:

<b>3</b>	I have high self-esteem. <sup>^</sup>	Not very true of me 1---2---3---4---5---6---7 Very true of me
----------	---------------------------------------	---

<sup>^</sup>Single-Item Self-Esteem Scale (Robins, Hendin, & Trzesniewski, 2001)

Date of Post Assessment: \_\_\_\_\_

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

**POST ASSESSMENT – Counseling for Caregiver Only**

Please circle a response next to each statement. There are no right or wrong answers.

<b>Coping Skills Questions</b>		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>1</b>	I am coping better with current stressors.	1	2	3	4	5
<b>2</b>	I can talk about problems with family or friends.	1	2	3	4	5

**Self-Esteem Scale**

Please circle the number that best represents your response:

<b>3</b>	I have high self-esteem. <sup>^</sup>	Not very true of me 1----2----3----4----5----6----7 Very true of me				
----------	---------------------------------------	---	--	--	--	--

<sup>^</sup>Single-Item Self-Esteem Scale (Robins, Hendin, & Trzesniewski, 2001)

**Satisfaction Survey**

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

<b>4</b>	I found counseling services helpful and easy to use.	1	2	3	4	5
<b>5</b>	I am satisfied with the services I received.	1	2	3	4	5

**Optional comments about your experience:**



YOUR LOGO HERE

Date of Initial Assessment: \_\_\_\_\_

Youth Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

### INITIAL ASSESSMENT – Youth or Family Counseling

Please circle a response next to each statement. There are no right or wrong answers.

*Parents/guardians may complete youth responses for ages 12 and younger.*

Coping Skills & Confidence Questions		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	<b>[For Youth]</b> I (or my child) am coping well with current stressors.	1	2	3	4	5
2	<b>[For Youth]</b> I (or my child) can talk about problems with family or friends.	1	2	3	4	5
<b>Self-Esteem Scale</b>		Please circle the number that best represents your response:				
3	<b>[For Youth]</b> I (or my child) have high self-esteem. <sup>^</sup>	Not very true of me 1----2----3----4----5----6----7 Very true of me				
<b>Parents/guardians who do not plan to participate in counseling do not need to answer Questions 4 – 7.</b>						
Coping Skills & Confidence Questions		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
4	<b>[For Parents/Guardians who plan to participate in counseling]</b> I am coping well with current stressors.	1	2	3	4	5
5	<b>[For Parents/Guardians who plan to participate in counseling]</b> I can talk about my problems with family or friends.	1	2	3	4	5
6	<b>[For Parents/Guardians who plan to participate in counseling]</b> I feel confident in my ability to meet the needs of my child.	1	2	3	4	5
<b>Self-Esteem Scale</b>		Please circle the number that best represents your response:				
7	<b>[For Parents/Guardians who plan to participate in counseling]</b> I have high self-esteem. <sup>^</sup>	Not very true of me 1----2----3----4----5----6----7 Very true of me				

<sup>^</sup>Single-Item Self-Esteem Scale (Robins, Hendin, & Trzesniewski, 2001)

YOUR LOGO HERE

Date of Post Assessment: \_\_\_\_\_

Youth Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

## POST ASSESSMENT – Youth or Family Counseling

**Please circle a response next to each statement. There are no right or wrong answers.**

*Parents/guardians may complete youth responses for ages 12 and younger.*

Coping Skills & Confidence Questions		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>1</b>	[For Youth] I (or my child) am coping better with current stressors.	1	2	3	4	5
<b>2</b>	[For Youth] I (or my child) can talk about problems with family or friends.	1	2	3	4	5
<b>Self-Esteem Scale</b>		Please circle the number that best represents your response:				
<b>3</b>	[For Youth] I (or my child) have high self-esteem. <sup>^</sup>	Not very true of me 1----2----3----4----5----6----7 Very true of me				
Satisfaction Survey		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>4</b>	[For Youth] I found services helpful and easy to use.	1	2	3	4	5
<b>5</b>	[For Youth] I am satisfied with the services I received.	1	2	3	4	5

**Parents/guardians who did not participate in counseling do not need to answer Questions 5-10.**

Coping Skills & Confidence Questions		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>5</b>	[For Parents/Guardians who participated in counseling] I am coping better with current stressors.	1	2	3	4	5
<b>6</b>	[For Parents/Guardians who participated in counseling] I can talk about my problems with family or friends.	1	2	3	4	5
<b>7</b>	[For Parents/Guardians who participated in counseling] I feel more confidence in my ability to meet the needs of my child.	1	2	3	4	5
<b>Self-Esteem Scale</b>		Please circle the number that best represents your response:				
<b>8</b>	[For Parents/Guardians who participated in counseling] I have high self-esteem. <sup>^</sup>	Not very true of me 1----2----3----4----5----6----7 Very true of me				
Satisfaction Survey		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>9</b>	[For Parents/Guardians who participated in counseling] I found services helpful and easy to use.	1	2	3	4	5
<b>10</b>	[For Parents/Guardians who participated in counseling] I am satisfied with the services I received.	1	2	3	4	5

**Optional comments about your experience:**

<sup>^</sup>Single-Item Self-Esteem Scale (Robins, Hendin, & Trzesniewski, 2001)









# INVOICE

# 0001



**SMART Innovation Grant: Community-Based Counseling Program**

## \$15,012.00

September 1, 2024 - September 30, 2024

**GONZALES INDEPENDENT SCHOOL DISTRICT**

Attn: Financial Services - amanda.smith@gonzalesisd.net  
1615 Saint Louis St  
Gonzales, TX 78629

**BLUEBONNET TRAILS COMMUNITY SERVICES**

Attn: Accounts Payable - accounts.payable@bbtrails.org  
1009 N Georgetown St.  
Round Rock, TX 78664

DATE	EMPLOYEE/CONTRACTOR	EXPENSE	PURPOSE	COST
9/4/2024	LAST NAME, FIRST NAME	Office Phone Purchase	Contact with Families	\$160.00
9/4/2024	LAST NAME, FIRST NAME	Office Phone Purchase	Contact with Families	\$160.00
9/5/2024	LAST NAME, FIRST NAME	Laptop Purchase	Documenting Services	\$1,259.00
9/5/2024	LAST NAME, FIRST NAME	Laptop Purchase	Documenting Services	\$1,259.00
9/24/2024	LAST NAME, FIRST NAME	Monthly Phone Service	Contact with Families	\$55.00
9/24/2024	LAST NAME, FIRST NAME	Monthly Phone Service	Contact with Families	\$55.00
9/30/2024	LAST NAME, FIRST NAME	Monthly Internet Service	Email Access/Contact with Families	\$32.00
9/30/2024	LAST NAME, FIRST NAME	Monthly Internet Service	Email Access/Contact with Families	\$32.00
9/30/2024	LAST NAME, FIRST NAME	Monthly Salary/Benefits	Delivers Counseling	\$6,000.00
9/30/2024	LAST NAME, FIRST NAME	Monthly Salary/Benefits	Delivers Counseling	\$6,000.00

# EXAMPLE

**USD TOTAL**      \$15,012.00

**Instructions:** Please include with this invoice all receipts and bank/credit card statements supporting each expense.

**CONTACT INFORMATION**

Bluebonnet Trails Community Services  
Attention: Accounts Payable  
Phone: 512-244-8430  
[accounts.payable@bbtrails.org](mailto:accounts.payable@bbtrails.org)  
[www.bbtrails.org](http://www.bbtrails.org)



## Grant Summary: Community-Based Counseling Program (CBCP)

### Senate Bill 26 (88<sup>th</sup> Texas Legislative Session): SMART Innovation Grant Award

**Goal:** Placing known and respected community members in critical helper roles within resource hubs to screen for social determinants of health needs; provide brief counseling to resolve immediate needs; link families to ongoing services; and build family relationships and prevent emergencies that could lead to a mental health, substance use or behavioral crisis. Community Health (CH) Counselors are similar to community health workers with additional training in brief, informal crisis counseling to help families resolve conflicts placing them at risk of negative outcomes, such as law enforcement involvement.

Type of Service/Provider	Participant Eligibility	Contracted Service	Rate of Monthly Payment	Total Investment 09/01/2024 – 08/31/2025	Outcome Measurement	
					Survey Distribution and Collection	Combined Count of Persons to be Served
<p>Community Resource Center (CRC):</p> <p><b>Community Health Centers of South Central Texas (CHCST)</b></p> <p>BTCS will subcontract with the CRC to hire/contract 2 or more Community Health Counselor/Worker positions</p>	<p>Youth ages 3 to 17 and their parents who reside, work or go to school in Gonzales County, who:</p> <ul style="list-style-type: none"> <li>screen positive for at least one need on the Social Determinants of Health screening, <b>or</b></li> <li>who demonstrate through self-report a need for brief crisis counseling to prevent school truancy/expulsion, illicit substance use, youth or family legal involvement, psychiatric hospitalization, family conflict, relinquishment, or an emergency room visit.</li> </ul>	<p>Through the CRC, CHCST will:</p> <ul style="list-style-type: none"> <li>preferentially hire/contract Community Health Counselors with proficiency in English and Spanish (no clinical or provisional licensure is required, but it is encouraged);</li> <li>provide resource navigation to connect families to services within the CRC and community partners mindful of reducing transportation barriers for families;</li> <li>Provide brief counseling as needed (approx. 1-6 sessions);</li> <li>accept walk-ins; and</li> <li>strategically use flexible funds enabling low-income families to access assigned family-bonding activities and resources such as groceries to prevent a crisis.</li> </ul>	<p>\$14,150.00</p> <p>This rate may include salary, benefits, indirect costs, and supplies (cell phone, cell phone service, etc.)</p>	<p>\$ 169,800.00</p>	<p>Participant satisfaction targets:</p> <ul style="list-style-type: none"> <li>At least 75% of respondents will be satisfied with services received and 70% will find project activities easy to use, effective, and efficient in surveys administered at the end of the intervention period (includes one-time assistance).</li> <li><i>Brief Crisis Counseling Only:</i> At least 80% of respondents who complete recommended CBCP counseling sessions will report improved coping and/or social skills.</li> <li><i>Brief Crisis Counseling Only:</i> At least 75% of parent respondents who complete recommended counseling sessions will report increased confidence in their abilities.</li> <li><i>Brief Crisis Counseling Only:</i> At least 80% of respondents will report improved self-esteem upon completing recommended counseling sessions.</li> </ul>	<p><b>400</b></p>

<p>Independent School District:</p> <p><b>Gonzales ISD (GISD)</b></p> <p>BTCS will subcontract with Gonzales ISD to hire or contract <b>two</b> Community Health Counselor positions</p>	<p>Youth ages 3 to 17 and their parents who reside, work or go to school in Gonzales County, who:</p> <ul style="list-style-type: none"> <li>• screen positive for at least one need on the Social Determinants of Health screening, <b>or</b></li> <li>• who demonstrate through self-report a need for brief crisis counseling to prevent school truancy/expulsion, illicit substance use, youth or family legal involvement, psychiatric hospitalization, family conflict, relinquishment, or an emergency room visit.</li> </ul>	<p>Through the ISD, GISD will:</p> <ul style="list-style-type: none"> <li>• preferentially hire or contract Community Health Counselors with proficiency in English and Spanish (no clinical or provisional licensure is required, but it is encouraged);</li> <li>• provide approx. 1-6 brief counseling sessions, determined by the counselor and family to be beneficial;</li> <li>• offer the sessions via in-person and/or HIPAA-compliant telehealth visits when desired by families to reduce transportation barriers;</li> <li>• offer resource navigation for families with at least one unmet need on a SDoH screening;</li> <li>• accept walk-ins; and</li> <li>• receive referrals from school nurses, the CRCG &amp; community partners.</li> </ul>	<p>\$14,150.00</p> <p>This rate may include salary, benefits, indirect costs, and supplies (cell phone, cell phone service, etc.)</p>	<p>\$ 169,800.00</p>	<p>Participant satisfaction targets:</p> <ul style="list-style-type: none"> <li>• At least 75% of respondents will be satisfied with services received and 70% will find project activities easy to use, effective, and efficient in surveys administered at the end of the intervention period (includes one-time assistance).</li> <li>• <i>Brief Crisis Counseling Only:</i> At least 80% of respondents who complete recommended CBCP counseling sessions will report improved coping and/or social skills.</li> <li>• <i>Brief Crisis Counseling Only:</i> At least 75% of parent respondents who complete recommended counseling sessions will report increased confidence in their abilities.</li> <li>• <i>Brief Crisis Counseling Only:</i> At least 80% of respondents will report improved self-esteem upon completing recommended counseling sessions.</li> </ul>	<p><b>400</b></p>
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To accomplish the Goal, Bluebonnet Trails Community Services (BTCS) will **provide the following to the Subcontractors:**

- An eligibility screening tool and informed consent for services.
- A SDOH Screening for the subcontractor, respecting the subcontractor may choose their own screening tool or use an existing tool to screen for SDoH.
- Survey tools to GISD in English and Spanish for collecting respondent/participant feedback. GISD may make this available electronically through preferred web-based platforms, if desired.
- A monthly reporting tool.
- Crisis counseling training.
- Mental Health First Aid training.
- Crisis intervention training, as requested, such as Applied Suicide Intervention Skills Training (ASIST).
- Counseling consultation, as requested.

## Key BTCS Contacts

Contact/Purpose	Name	Email	Role	Notes
<b>Primary Point of Contact</b> for clinical consultation, arranging training, and general information about BTCS services	Britni Mueck, LPC	<a href="mailto:Britni.Mueck@bbtrails.org">Britni.Mueck@bbtrails.org</a> or <a href="mailto:SMARTGrant@bbtrails.org">SMARTGrant@bbtrails.org</a>	Director of Youth & Family Mental Health Operations	<i>Please include Britni on all communication.</i>
<b>Grant Project Manager</b> for Monthly Data Report submissions and grant status updates	TBD	<a href="mailto:SMARTGrant@bbtrails.org">SMARTGrant@bbtrails.org</a>	Grant Project Manager & Data Specialist	<i>Please include the Project Manager on all communication.</i>
For questions about or edits to <b>Grant Forms</b>	Jessica Sanders	<a href="mailto:Jessica.Sanders@bbtrails.org">Jessica.Sanders@bbtrails.org</a>	Director of Communication	
For questions on <b>Invoicing</b> or the <b>Interlocal Agreement</b>	Paul Sisler	<a href="mailto:Paul.Sisler@bbtrails.org">Paul.Sisler@bbtrails.org</a>	Chief Financial Officer	



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GISD School Board Agenda Information Sheet  
October 21, 2024

### **ACTION ITEM**

**SUBJECT:** Discuss and Consider Action on Memorandums of Understanding with Mid-Coast Family Services for Services Connected with the Prevention of Substance Abuse, Family Violence, and Homelessness

**ADMINISTRATOR RESPONSIBLE:** Erin Lindemann-Labuhn, Executive Director of Student Services; Dr. Elmer Avellaneda, Superintendent of Schools

**RATIONAL SUMMARY:** The district has an opportunity to participate in a partnership with Mid-Coast Family Services to provide additional services to our stakeholders. Prior to being able to access their free resources, we must enter into two MOUs. The MOUs have been attached to this agenda item.

**SUPERINTENDENT'S RECOMMENDATION:** Approve

**SAMPLE MOTION:** *"I move that the board approve the MOUs, as presented."*



LEARNING TODAY,  
LEADING TOMORROW



**Memoranda of Understanding  
Between  
Mid-Coast Family Services and Gonzales Independent School District**

We, the undersigned, have commonly agreed upon mutual concern for the youth in our community, and therefore declare we shall express that interest through maintaining a cooperative effort to provide services related to the prevention of substance abuse, family violence, and homelessness. Both parties agree to comply with non-duplication of services and confidentiality regarding program participants and/or families.

**Mid-Coast Family Services** shall provide direct services to include the following:

1. Facilitation of Youth Prevention Selective (YPS) services designed to promote a proactive process to address health and wellness by enhancing protective factors.
2. YPS strategies target selected individual due to behaviors and/or related risk factors that place them at an elevated risk for substance use and misuse. Prevention Specialist will provide evidence-based prevention education to address identified risk factors.
3. Implementation of Curriculum Based Support Groups -Kids Connection. The program is offered for 10 weekly sessions for selected subgroups of participants in a school setting.
4. Prevention Specialist will provide referrals to supportive services for participants needing additional assistance.
5. Drug prevention presentations to address underage drinking, tobacco use, marijuana use, and prescription drug misuse in person or virtually.
6. Positive alternative activities to promote healthy choices.
7. Information and training for school personnel related to the prevention of substance abuse, family violence, and homelessness.
8. Information, within limitations of Federal Regulations regarding confidentiality, to a central point of contact within the school concerning participant's attendance and progress.
9. A report compiling the numbers of students who have received services addressing the above-mentioned concerns through our Mid-Coast Family Service Youth Prevention Programs will be provided Semi Annually to the District representatives.

Gonzales Independent School District shall provide:

1. A staff person to serve as a liaison between Mid-Coast Family Services Prevention Specialist and parents/participants/other school personnel.
2. Staff person to assist with selecting students to fit the priority population and distributing parent consent forms.
3. Staff person to assist with scheduling groups for in person or virtual curriculum delivery and drug prevention presentations.
4. Information to Mid-Coast Family Services Prevention Specialist about participating students, to include demographics and attendance records, for evaluation purposes.
5. Appropriate facilities for curriculum delivery. Specifically: tables, chairs, and other non-consumable supplies.
6. Adherence to Federal Regulations regarding confidentiality.

This agreement shall be entered into September 1, 2024 and end on August 31, 2025.

\_\_\_\_\_  
School Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mid-Coast Family Services

\_\_\_\_\_  
Date



**Memoranda of Understanding  
Between**

**Mid-Coast Family Services and Gonzales Independent School District**

We, the undersigned, have commonly agreed upon mutual concern for the youth in our community, and therefore declare we shall express that interest through maintaining a cooperative effort to provide services related to the prevention of substance abuse, family violence, and homelessness. Both parties agree to comply with non-duplication of services and confidentiality regarding program participants and/or families.

**Mid-Coast Family Services** shall provide direct services to include the following:

1. Facilitation of Youth Prevention Indicated (YPI) services designed to promote a proactive process to address health & wellness by enhancing protective factors.
2. YPI strategies target individuals due to initiative behaviors and/or related risk factors that place them at an elevated risk for substance use and misuse but do not yet meet diagnostic levels. Prevention Specialist will provide evidence-based prevention education to address identified risk factors.
3. Implementation of Curriculum Based Support Groups-Youth Connection. The program is offered for 12 weekly sessions for indicated participants in a school setting.
4. Prevention Specialist will provide screening & referrals to supportive services for participants needing additional assistance.
5. Drug prevention presentations to address underage drinking, tobacco use, marijuana use, and prescription drug misuse conducted in person or virtually.
6. Positive alternative activities to promote healthy choices.
7. Information and training for school personnel related to the prevention of substance abuse, family violence, and homelessness.
8. Information, within limitations of Federal Regulations regarding confidentiality, to a central point of contact within the school concerning participant’s attendance and progress.
9. A report compiling the number of students who have received services addressing the above-mentioned concerns through our Mid-Coast Family Services Youth Prevention Programs will be provided Semi Annually to the District representatives.

**Gonzales Independent School District** shall provide:

1. A staff person to serve as a liaison between Mid-Coast Family Services Prevention Specialist and parents/participants/other school personnel.
2. Staff person to assist with identifying youth to fit priority population, student referrals into the program, and distributing parent consent forms.
3. Staff person to assist with scheduling groups for in person or virtual curriculum delivery and drug prevention presentations.
4. Information to Mid-Coast Family Services Prevention Specialist about participating students, to include demographics and attendance, for evaluation purposes.
5. Appropriate facilities for curriculum delivery. Specifically: tables, chairs, other non-consumable supplies.
6. Adherence to Federal Regulations regarding confidentiality.

This agreement shall be entered into September 1, 2024 and end on August 31, 2025.

\_\_\_\_\_  
School Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mid-Coast Family Services

\_\_\_\_\_  
Date



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GISD School Board Agenda Information Sheet  
October 21, 2024

### **ACTION ITEM**

**SUBJECT:** Discuss and Consider Action on the 2024-2025 District Improvement Plans and Campus Improvement Plan

**ADMINISTRATOR RESPONSIBLE:** Elmer Avellaneda, Superintendent of Schools, Rachele Ysquierdo, Executive Director of Curriculum and Instruction

**RATIONAL SUMMARY:** The district and campus improvement plans have been developed in compliance with the Texas Education Code (TEC) and align with state accountability standards and federal requirements under programs like Title I. Approving these plans ensures that the district remains in good standing with the Texas Education Agency (TEA) and continues to receive funding and support for crucial programs.

**ADMINISTRATION'S RECOMMENDATION:** APPROVE

**SAMPLE MOTION:** *"I move that the board approve the 2024-2025 District Improvement Plans and Campus Improvement plan as presented."*



LEARNING TODAY,  
LEADING TOMORROW

# **Gonzales Independent School District**

## **District Improvement Plan**

### **2024-2025**



# Mission Statement

Gonzales Independent School District designs meaningful learning experiences that inspire students to make an impact beyond themselves.

## Vision

Gonzales ISD is a destination district committed to growing greatness.

## Core Beliefs

We believe productive citizens move society forward.

We believe student success results from meaningful learning experiences.

We believe in the power of connection and that the active role of family, community, and student and staff relationships generate positive student and staff outcomes.

We believe investing in the growth of all staff creates a community of learners and leaders.

We believe when we are responsive to student needs we increase the likelihood of their success.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

On September 24, 2024, at the District Educational Improvement Committee (DEIC) meeting, the team discussed the ESSA application and how the Title I, II, III, and IV funds will be used for the 2024-2025 school year. The District Improvement Plan (DIP) for 2024-2025 was discussed as the district. The Title funds will be used to support instruction. Title IV funds will support technology professional development and activities supporting safe and secure schools. The minutes from the meeting include a detailed list of the use of all Title funds that will positively impact students' academic, social, and emotional needs.

During the meeting, the District Educational Improvement Committee (DEIC) also approved the development of the comprehensive needs assessment. Administrators, teachers, paraprofessionals, and parents participated in this process. The meeting was led by Dr. Rachelle Ysquierdo, Executive Director of Curriculum and Instruction.

The district will continue to focus on improving the teaching and learning process across all campuses.

To produce continuous improvement across all grade levels and student demographic populations, the following priorities will continue to be the primary targets for our work for the 2024-2025 school year as we continue to implement best practices to close achievement gaps:

1. Provide support to campus and district leaders to build leadership capacity.
2. Improve the approach of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students.
3. Implement best practices district-wide to support the teaching and learning process, supporting the development of highly effective teachers and paraprofessionals to meet all students' needs.
4. Monitor instructional practices with classroom observations by continuing GISD District Walks with district and campus leadership and curriculum coordinators to ensure effective implementation.
5. Identify and implement evidence-based strategies to address the needs of EB students about language acquisition.
6. Identify and implement evidence-based strategies to address the needs of Special Education students, including focusing on their individual IEPs.
7. Improve fiscal management of federal and state funds to support the needs of all students, especially struggling students and those identified as at-risk.
8. Implement strategies to improve and increase parent engagement at the campus and district levels.
9. Review safe and secure assessment data to create a safer and more secure environment for all staff and students.
10. Provide additional support to meet all students' academic and social-emotional needs, especially struggling students and those identified as at-risk.

# Demographics

## Demographics Summary

Gonzales, Texas is located in central Gonzales County East of the San Marcos River and Northeast of the Guadalupe River. GISD covers 532 square miles. The median household income is \$49,829 according to the 2019 census which is below the median state income of \$59,570. Major employers for the county are: Gonzales ISD, BYK, and Tyson Chicken. Additional employers include: GVEC, Kitchen Pride Mushroom Farms, Purina, and Gonzales Memorial Hospital. Gonzales ISD is the sole district in Gonzales, Texas. It is a one-feeder system with five campuses.

Campuses serve the following grade levels:

- Gonzales Primary Academy: PK (166)
- Gonzales Elementary: K - 2 (537)
- Gonzales North Avenue: 3rd - 5th (549)
- Gonzales Junior High: 6th - 8th (568)
- Gonzales High School: 9th - 12th (792)

Student Demographics (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
<b>Gender</b>		
Female	1,213	47.74%
Male	1,328	52.26%
<b>Ethnicity</b>		
Hispanic-Latino	1,699	66.86%
<b>Race</b>		
American Indian - Alaskan Native	3	0.12%
Asian	6	0.24%
Black - African American	211	8.30%
Native Hawaiian - Pacific Islander	0	0.00%
White	597	23.49%
Two-or-More	25	0.98%

<b>Student Programs</b> (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Dyslexia	197	7.75%
Gifted and Talented	162	6.38%
Regional Day School Program for the Deaf	0	0.00%
Section 504	223	8.78%
Special Education (SPED)	432	17.00%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	628	24.71%
Bilingual	208	8.19%
English as a Second Language (ESL)	357	14.05%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	46	1.81%
<b>Title I Part A</b>		
Schoolwide Program	2,541	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

<b>Student Indicators</b> (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
At-Risk	1,643	64.66%
Foster Care	10	0.39%
IEP Continuer	5	0.20%
Immigrant	27	1.06%
Intervention Indicator	373	14.68%
Migrant	6	0.24%
Military Connected	39	1.53%
Transfer In Students	83	3.2664%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	1,890	74.38%
Free Meals	1,583	62.30%
Reduced-Price Meals	98	3.86%
Other Economic Disadvantage	209	8.23%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	16	0.63%
Shelter	0	0.00%
Doubled Up	5	0.20%

### Student Indicators (2023 - 2024 Fall PEIMS file loaded 02/13/2024)

	Count	Percent
Unsheltered	0	0.00%
Hotel/Motel	11	0.43%
Not Unaccompanied Youth	15	0.59%
Is Unaccompanied Youth	1	0.04%

### Demographics Strengths

- Families are engaged in the Gonzales ISD community.
- All demographic populations continue to grow or remain the same.

# Student Achievement

## Student Achievement Summary

### STAAR for 2023 - 2024

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
<b>All</b>									
Percent of Tests									
% at Approaches GL Standard or Above	69%	54%	66%	83%	100%	75%	%	73%	64%
% at Meets GL Standard or Above	39%	25%	35%	58%	100%	75%	%	55%	34%
% at Masters GL Standard	13%	7%	11%	22%	0%	50%	%	23%	10%
Number of Tests									
# at Approaches GL Standard or Above	2,607	195	1,674	712	4	6	0	16	1,885
# at Meets GL Standard or Above	1,486	89	883	492	4	6	0	12	994
# at Masters GL Standard	499	25	275	190	0	4	0	5	302
Total Tests	3,801	358	2,554	855	4	8	0	22	2,935
<b>Reading</b>									
Percent of Tests									
% at Approaches GL Standard or Above	70%	59%	68%	84%	100%	75%	%	64%	66%
% at Meets GL Standard or Above	46%	32%	42%	65%	100%	75%	%	55%	40%
% at Masters GL Standard	16%	8%	14%	26%	0%	50%	%	18%	12%
Number of Tests									
# at Approaches GL Standard or Above	1,091	91	703	286	1	3	0	7	786
# at Meets GL Standard or Above	715	49	434	222	1	3	0	6	482
# at Masters GL Standard	250	13	143	90	0	2	0	2	146
Total Tests	1,550	153	1,041	340	1	4	0	11	1,192
<b>Mathematics</b>									
Percent of Tests									
% at Approaches GL Standard or Above	67%	50%	64%	82%	100%	67%	%	75%	62%

% at Meets GL Standard or Above	34%	20%	30%	51%	100%	67%	%	63%	29%	
% at Masters GL Standard	10%	6%	8%	19%	0%	33%	%	25%	8%	
<b>Number of Tests</b>										
# at Approaches GL Standard or Above	872	63	554	246	1	2	0	Two or More Races	6	622
# at Meets GL Standard or Above	All Students 446	African American 25	Hispanic 260	White 153	American Indian 1	Asian 2	Pacific Islander 0	High Focus	5	294
# at Masters GL Standard	136	8	69	56	0	1	0		2	82
Total Tests	1,307	125	871	299	1	3	0		8	1,005
<b>Science</b>										
<b>Percent of Tests</b>										
% at Approaches GL Standard or Above	67%	54%	64%	83%	100%	100%	%	100%	63%	
% at Meets GL Standard or Above	33%	20%	27%	56%	100%	100%	%	33%	27%	
% at Masters GL Standard	8%	4%	5%	20%	0%	100%	%	33%	7%	
<b>Number of Tests</b>										
# at Approaches GL Standard or Above	398	29	255	109	1	1	0		3	295
# at Meets GL Standard or Above	194	11	106	74	1	1	0		1	128
# at Masters GL Standard	50	2	20	26	0	1	0		1	31
Total Tests	591	54	400	132	1	1	0		3	466
<b>Social Studies</b>										
<b>Percent of Tests</b>										
% at Approaches GL Standard or Above	70%	46%	67%	85%	100%	%	%	%	67%	
% at Meets GL Standard or Above	37%	15%	34%	51%	100%	%	%	%	33%	
% at Masters GL Standard	18%	8%	18%	21%	0%	%	%	%	16%	
<b>Number of Tests</b>										
# at Approaches GL Standard or Above	246	12	162	71	1	0	0		0	182
# at Meets GL Standard or Above	131	4	83	43	1	0	0		0	90
# at Masters GL Standard	63	2	43	18	0	0	0		0	43
Total Tests	353	26	242	84	1	0	0		0	272

**Graduation Rate Data Table for 2023 - 2024**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander
<b>4-Year Graduation Rate (Gr 9-12): Class of 2023</b>							
% Graduated	95.9%	83.3%	97.7%	93.6%	%	%	%
\$ Graduated	185	10	130	44	0	0	0
Total in Class	193	12	133	47	0	0	0
<b>5-Year Graduation Rate (Gr 9-12): Class of 2022</b>							
% Graduated	97.5%	100.0%	97.5%	97.4%	%	%	%
\$ Graduated	198	7	153	38	0	0	0
Total in Class	203	7	157	39	0	0	0
<b>6-Year Graduation Rate (Gr 9-12): Class of 2021</b>							
% Graduated	92.6%	77.8%	91.8%	97.8%	%	100.0%	%
\$ Graduated	188	7	135	44	0	1	0
Total in Class	203	9	147	45	0	1	0
<b>Annual Dropout Rate (Gr 9-12): SY 2022 - 2023</b>							
% Dropped Out	0.8%	0.0%	0.7%	1.5%	%	%	0.0%
# Dropped Out	7	0	4	3	0	0	0
# of Students	831	66	565	194	0	0	1

RLA	# students	Avg Raw Score	Avg Scale Score	Avg% Score	% Appr	% Meet	% Master
3RD	185	26	1448	50.01%	72.43%	47.03%	18.38
3RD SLA	3	23	1330	44.87%	66.67%	0.00%	0.00
4TH	153	29	1568	54.91%	84.97%	55.56%	22.88
4 SLA	2	12	1226	23.08%	0.00%	0.00%	0.00
5TH	187	26	1570	50.83%	70.59%	44.38%	19.79
5 SLA	5	27	1491	51.51%	40.00%	40.00%	0.00
6TH	185	27	1609	47.45%	63.24%	44.86%	18.92
7TH	187	30	1642	54.42%	69.52%	47.59%	17.11
8TH	180	28	1684	49.13%	74.44%	45.00%	21.11
English 1	230	33	3954	51.28%	59.57%	44.35%	10.00
English 2	208	31	3889	49.08%	59.62%	38.46%	2.88

RLA	# students	Avg Raw Score	Avg Scale Score	Avg% Score	% Appr	% Meet	% Master
	1525						
							Total
							% Points
							Total % Points
							Component Score
MATH	# students	Avg Raw Score	Avg Scale Score	Avg% Score	% Appr	% Meet	% Master
3RD	183	18	1422	48.91%	66.67%	33.33%	8.20
3RD Span	3	12	1315	37.43%	33.33%	0.00%	0.00
4TH	155	21	1539	51.45%	72.26%	39.35%	10.97
4 Span	2	8	1305	18.75%	0.00%	0.00%	0.00
5TH	182	25	1668	59.41%	82.97%	53.30%	23.63
5 Span	5	13	1469	30.95%	20.00%	20.00%	0.00
6TH	186	18	1670	41.86%	52.69%	23.12%	9.14
7TH	185	21	1733	46.56%	49.19%	26.49%	7.57
8th	139	20	1788	42.06%	62.59%	22.30%	1.44
HS Algebra	201	23	3676	39.46%	56.72%	17.91%	3.98
JH Algebra	42	35	4143	59.81%	100.00%	66.64%	23.81
	1283						Total
							% Points
							Total % Points
							Component Score
SCIENCE							
5th Science	187	18	3606	47.10%	53.48%	21.93%	6.95
5th Span Science	5	12	3188	31.79%	20.00%	0.00%	0.00
8th Sci	180	20	3648	42.66%	54.44%	26.67%	3.33
Biology	220	24	4003	45.53%	87.73%	44.55%	13.18
	592						Total
							% Points
							Total % Points
							Component Score
SOCIAL STUDIE							

RLA	# students	Avg Raw Score	Avg Scale Score	Avg% Score	% Appr	% Meet	% Master
8th Soc Stud	180	21	3540	42.61%	46.37%	17.78%	5.56
US History	172	41	4132	51.93%	89.53%	54.07%	27.33
	352						Total
							% Points
							Total % Points
							Component Score

### Student Achievement Strengths

Reviewing the data:

- Students did well in the Approaches
- Students' scores in the Masters is moving in the right direction
- 4th grade students did well on the STAAR

# District Culture and Climate

## District Culture and Climate Summary

The district leadership team has set clear goals and expectations to address the needs of every student. In a constantly changing world, our core values remain steadfast, guiding our actions and interactions with others.

- **ALL students can and will learn**
- **Respect and embrace our diverse community**
- **Nurture positive relationships**
- **Foster a safe and orderly environment**
- **Make data-driven decisions**
- **Ensure ethical behavior**

These principles form the foundation of our work and shape our commitment to excellence.

## District Culture and Climate Strengths

The district works to recognize staff throughout the year. The administration provides Tribal Treat to staff once a month. District Administrators provide treat to each staff member at each campus to show each teacher how we appreciate all their hard work.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

To enhance student academic achievement, Gonzales ISD is committed to recruiting, developing, and retaining highly effective teachers, principals, and assistant principals. We aim to improve the quality of our educational personnel through the following initiatives:

1. **Mentoring program for first and second-year teachers**
2. **Professional development opportunities**
3. **Staff rewards, incentives, and recognition programs**
4. **Continuation of Professional Learning Communities (PLCs)**
5. **Vertically aligned curriculum to enhance instructional delivery**

These initiatives reflect our dedication to fostering an environment where both students and educators can thrive.

## Staff Quality, Recruitment, and Retention Strengths

Gonzales ISD values Professional Learning Communities, conferences, staff development, and in-class support. We take pride in our "Grow Your Own" program, which enables paraprofessionals to transition into teaching positions while they work on their certification. We also recognize the importance of community involvement and parent feedback.

To keep our community informed about campus and district information, we provide communication in both English and Spanish. As our district continues to grow, we are proud to represent an increasingly diverse range of languages each year. To strengthen our home-to-school partnership, campuses ensure that communication is accessible in both English and Spanish.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

To enhance student academic achievement, Gonzales ISD is committed to recruiting, developing, and retaining highly effective teachers, principals, and assistant principals. We aim to improve the quality of our educational personnel through the following initiatives:

1. **Implementation of Instructional Framework**
2. **Professional development opportunities**
3. **Support from Curriculum Coordinators and Campus Instructional Coaches**
4. **Continuation of Professional Learning Communities (PLCs)**
5. **Leadership training and development for campus and district leaders**
6. **Integration of technology in the classroom**
7. **Vertically aligned curriculum to enhance instructional delivery**

These initiatives reflect our dedication to fostering an environment where both students and educators can thrive.

## Curriculum, Instruction, and Assessment Strengths

### Curriculum, Instruction, and Assessment Strengths

The district's curriculum establishes clear expectations for student learning across all schools, aligning with the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Thanks to district-wide intervention programs, Professional Learning Communities, conferences, staff development, and in-class support, our academic program is seeing growth in student participation and performance. Gonzales ISD deeply values the support and feedback of our parents and community.

### Instructional:

- System is in place, and resources are aligned Professional Development for best practices to support teachers and administrators
- Aligned assessments with database to provide teachers and administrators quick feedback

### Personnel:

- Professional Development tied to resources and adoptions
- Instructional Technologist to support technology integration
- Professional Learning Communities (PLC) at each campus

### Organizational:

- Cabinet meetings established at the district level
- Monthly administrative meetings with administration office
- Monthly leadership meetings with Cabinet and Principals
- Consistent meetings throughout campuses and district level leadership.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The district leadership team has set clear goals and expectations to address the needs of all students. Our core values remain steadfast in an ever-changing world, providing a foundation for our efforts and guiding our interactions with others:

- **All students can and will learn**
- **Respect and embrace our diverse community**
- **Nurture positive relationships**
- **Provide a safe and orderly environment**
- **Make data-driven decisions**
- **Ensure ethical behavior**

These principles shape our commitment to fostering meaningful engagement with parents and the community.

# Technology

## Technology Summary

### Technology Summary

The district currently has a sufficient collection of technology equipment at each campus. However, in order to better prepare our students for the global learning community, we are looking to upgrade our technology. Our goal for the year includes proposals for additional iPad carts and the necessary training for both teachers and students. Gonzales ISD is committed to providing 1:1 technology for each student in the district. While some teachers already have interactive boards in their classrooms, the district aims to provide additional interactive boards in all classrooms. We encourage students to use educational apps to enhance their learning and experiences. Additionally, teachers are provided with computers for classroom use and are encouraged to utilize various resources for lesson planning. Ultimately, our goal is to ensure that each student has access to their own technology.

# 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

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

#### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

**Goal 1:** Gonzales ISD will focus on enhancing student learning through the work provided to students.

**Performance Objective 1:** Gonzales ISD will increase Overall RLA Student Performance on STAAR from 68% approaches, 45% Meets, and 15% Masters to 73%, 50%, 20% respectively.

RLA performance on STAAR will increase to the following goals by campus:  
 Gonzales North Avenue: 79% Approaches, 52% Meets, and 25% Masters  
 Gonzales Junior High School: 74% Approaches, 50% Meets, and 23% Masters  
 Gonzales High School: 70% Approaches, 46% Meets, and 15% Masters

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** -Checkpoint and grading period assessments  
 -Mock STAAR  
 -STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a district-wide instructional planning and delivery framework that clearly defines student engagement. Implement tools, resources, and support for curriculum access to ensure evidence-based, universally designed lessons that meet the needs of all general education students, including those in summer school.</p> <p>August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier I and Tier II students on benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction District Curriculum Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and execute a literacy plan for grades Prek-5 to include embedded professional development in the Science of Teaching Reading for all instructional staff. High-quality instructional materials (HQIM) will support the implementation process and ensure success among all students. This strategy will assist all students in meeting the challenging state academic standards. (Description 1,8)</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: mClass Dibels/Lectura CLI NWEA Summative: STAAR Reading results mClass Dibels/Lectura CLI NWEA</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Supports &amp; Strategic Initiatives Elementary Instructional Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and execute a professional development plan for secondary teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction, district-wide AVID implementation, and data-driven instruction. Utilizing resources such as McGraw Hill Study Sync, Lowman Education, and Trail of Breadcrumbs, his strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students.</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of all students on benchmark and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Secondary Coordinator of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales ISD will focus on enhancing student learning through the work provided to students.

**Performance Objective 2:** Gonzales ISD will increase overall Math performance on STAAR from 64% approaches, 32% meets, and 10% master to 70%, 37%, 15%.

Math performance on STAAR will increase to the following goals by campus:

Gonzales North Avenue: 77% Approaches, 46% Meets, and 20% Masters

Gonzales Junior High School: 60% Approaches, 30% Meets, and 15% Masters

Gonzales High School: 70% Approaches, 31% Meets, and 15% Masters

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** -Checkpoint and grading period assessments

-Mock STAAR

-STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a district-wide instructional planning and delivery framework that clearly defines student engagement. Implement tools, resources, and support for curriculum access to ensure evidence-based, universally designed lessons that meet the needs of all general education students, including those in summer school.</p> <p>August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier I and Tier II students on benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction District Curriculum Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and execute a professional development plan for secondary teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction, district-wide AVID implementation, and data-driven instruction. Utilizing resources such as STEMScopes, Maneuvering the Middle, and Lowman education, this strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students.</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of all students on benchmark and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Secondary Coordinator of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and execute a math plan for grades Prek-5 to include embedded professional development in hands on, explicit math instruction for all instructional staff. High-quality instructional materials (HQIM) will support the implementation process and ensure success among all students. This strategy will assist all students in meeting the challenging state academic standards. (Description 1,8)</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of all students on benchmark and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Supports &amp; Strategic Initiatives Elementary Instructional Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales ISD will focus on enhancing student learning through the work provided to students.

**Performance Objective 3:** Gonzales ISD will increase overall Science performance on STAAR from 66% approaches, 32% meets, 19% masters to 71%, 37%, 24% respectively.

Science performance on STAAR will increase to the following goals by campus:

Gonzales North Avenue: 60% Approaches, 35% Meets, and 15% Masters

Gonzales Junior High School: 60% Approaches, 31% Meets, and 15% Masters

Gonzales High School: 92% Approaches, 50% Meets, and 20% Masters

**High Priority**

**Evaluation Data Sources:** -Checkpoint and grading period assessments

-Mock STAAR

-STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a district-wide instructional planning and delivery framework that clearly defines student engagement. Implement tools, resources, and support for curriculum access to ensure evidence-based, universally designed lessons that meet the needs of all general education students, including those in summer school.</p> <p>August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier I and Tier II students on benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction District Curriculum Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and execute a professional development plan for secondary teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction, district-wide AVID implementation, and data-driven instruction. Utilizing resources such as SAVAAS and STEMScopes, this strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students.</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of all students on benchmark and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Secondary Coordinator of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Adjust instructional framework for grades Pre-K-5 to allow for increased time for hands-on, explicit science instruction every day. This instruction will occur alongside math to ensure students master the challenging science state standards.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Create a foundation for STEM education and improve overall performance on benchmark and fifth grade science state assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Supports &amp; Strategic Initiatives Elementary Instructional Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales ISD will focus on enhancing student learning through the work provided to students.

**Performance Objective 4:** Gonzales ISD will increase overall Social Studies performance on STAAR from 68% approaches, 35% meets, and 16% to 73%, 40%, 21% respectively.

Social Studies performance on STAAR will increase to the following goals by campus:

Gonzales Junior High School: 55% Approaches, 25% Meets, and 16% Masters

Gonzales High School: 95% Approaches, 60% Meets, and 32% Masters

**High Priority**

**Evaluation Data Sources:** -Checkpoint and grading period assessments

-Mock STAAR

-STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a district-wide instructional planning and delivery framework that clearly defines student engagement. Implement tools, resources, and support for curriculum access to ensure evidence-based, universally designed lessons that meet the needs of all general education students, including those in summer school.</p> <p>August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier I and Tier II students on benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction District Curriculum Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and execute a professional development plan for secondary teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction, district-wide AVID implementation, and data-driven instruction. Utilizing resources such as Lowman Education, this strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students.</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of all students on benchmark and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Secondary Coordinator of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Adjust instructional framework for grades K-5 to allow for increased time for exploratory and inquiry-based social studies instruction every day. This instruction will occur alongside reading to ensure students master the challenging science state standards.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Build a foundation for civics education to prepare students for the challenges of secondary social studies state standards.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Supports &amp; Strategic Initiatives Elementary Instructional Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales ISD will focus on enhancing student learning through the work provided to students.

**Performance Objective 5:** Provide professional learning and coaching for effective classroom routines and instructional strategies that will increase the accountability component score by at least 10% points.

**Evaluation Data Sources:** The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development throughout the year that targets content and instructional needs. Train teachers to teach at the level and rigor of the TEKS or Learning Objectives and offer hands-on applications supporting the teaching and learning process based on students' needs. Strategies will include integrating other content areas and disciplines to facilitate well-rounded instruction.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom Observations District Assessments STAAR/EOC and EOC Retest</p> <p><b>Staff Responsible for Monitoring:</b> Elementary and Secondary Curriculum Coordinators Director of Student Supports &amp; Strategic Initiatives</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide district coordinators and campus instructional specialists at all campuses with support to improve Tier I instruction and provide targeted professional development based on weaknesses identified on district assessments.</p> <p>August 2024, September 2024, October 2024, November 2024, February 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: increase in student achievement on the following assessments District Assessments MOCK Summative: STAAR Assessments</p> <p><b>Staff Responsible for Monitoring:</b> District Curriculum Coordinators Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development throughout the year that targets content and instructional needs. Train teachers to teach at the level and rigor of the TEKS or Learning Objectives and offer hands-on applications supporting the teaching and learning process based on students' needs. Strategies will include integrating other content areas and disciplines to facilitate well-rounded instruction.</p> <p>August 2024, September 2024, November 2024, January 2025, April 2025, May 2025, June 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Classroom Observations DCA Summative: STAAR/EOC Retest</p> <p><b>Staff Responsible for Monitoring:</b> District Instructional Coordinators Executive Director or Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales ISD will focus on enhancing student learning through the work provided to students.

**Performance Objective 6:** Gonzales ISD will ensure that 95% of teachers across all grade levels have integrated technology-enhanced learning activities into at least 30% of their curriculum.

- Evaluation Data Sources:** -Observational Data  
 -PLC, planning minutes  
 -Lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure ongoing integration between digital student resources and Skyward Student (SIS) and/or ClassLink (LMS) for student and teacher ease of product access.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Accessibility for students and staff.  <b>Staff Responsible for Monitoring:</b> Data Integration Specialist, System Administrator, Technology Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a comprehensive professional development plan, focused on using digital tools to enhance lesson plans. The workshops will be in-person with teachers attending a minimum of 4 workshops during the school year.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff usage of technology as a tool/resource for instruction.  <b>Staff Responsible for Monitoring:</b> Instructional Technologist, Curriculum and Instruction Department, Campuses</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administer a Student Digital Literacy and Engagement Survey twice a year to measure the effectiveness of technology integration in the classroom.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased self-serve options, decreased demand for tech support  <b>Staff Responsible for Monitoring:</b> Systems Administrator, Technology Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase customer satisfaction by improving response time to tickets through reorganization of technology department workflow.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improved response time, customer service, and process alignment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Technician Lead, Director of Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales ISD will focus on enhancing student learning through the work provided to students.

**Performance Objective 7:** Implement tracking systems to monitor individual students' progress and schedule accelerated instruction and interventions that will support the improvement of students' progress by increasing the component score by at least 10% points.

**Evaluation Data Sources:** The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide intervention time at each campuses. The focus is on increasing the use of high-quality instructional materials and pedagogical practices within intervention courses. By doing so, campus instructional specialists will work with teachers to develop effective Accelerated Learning intervention plans for students who are at risk for academic failure. (Description 1)</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom Observations District Assessments mClass STAAR/EOC CLI EOY Reports</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction District Instructional Coordinators Director of Student Supports &amp; Strategic Initiatives</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district will offer intervention services during After School Centers of Education and Apache Academy. All STAARs will provide academic assistance in reading, mathematics, science, social studies, writing, and college and career readiness. To address HB1416, accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> -Close achievement gaps -Provide enrichment -Family engagement -College, Career, Military, Readiness</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Supports and Strategic Initiative</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

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**Goal 2:** Gonzales ISD will provide equitable instructional services for student success.

**Performance Objective 1:** Gonzales ISD will increase Emergent Bilingual student performance:

By June 2025, the percentage of Emergent Bilingual students making at least one English proficiency level progress on TELPAS.

By June 2025, bilingual students will gain at least 5% in Lectura/DIBELS.

**Evaluation Data Sources:** The district will review the results from the district curriculum-based assessment data, 2024 TELPAS data, the 2024 STAAR and EOC results and the CBE passing rate.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement bilingual (transitional) programs with fidelity at all elementary campuses to achieve the program goals, including providing training, instructional materials, instructional strategies, and monitoring implementation to assist Emerging Bilingual students, including Gifted and Talented and Special Education students, in meeting the challenging state language and academic standards.</p> <p>July 2024, August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of EB and non-EB students on district assessments            Improve language acquisition of EB and non-EB students on mClass assessments            Transitional bilingual program students will continue to build a first language foundation while improving their second language acquisition            STAAR Results for 3-5 grade            TELPAS progress            mClass EOY reports in both languages            NWEA</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction            Bilingual Coordinator</p> <p><b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide supplemental language programs, professional development, and resources to support language acquisition and academic development of Emergent Bilinguals, including Gifted and Talented and Special Education, to meet the challenging state academic standards.</p> <p>July 2024, August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of EB students on district assessments  Student usage reports  STAAR results  TELPAS progress</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction  Bilingual Coordinator</p> <p><b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
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 Accomplished     
 Continue/Modify     
 Discontinue

**Goal 2:** Gonzales ISD will provide equitable instructional services for student success.

**Performance Objective 2:** Gonzales ISD will provide equitable services to meet the needs of students in special programs and increase the performance of students receiving special education services.

By June 2025, 42% (an increase from 33%) of Special Education students in grades 3-8 will at least approach grade-level standards on the 2024 STAAR for RLA.

By June 2025, 42% (an increase from 33%) of Special Education students in grades 3-8 will at least approach grade-level standards on the 2024 STAAR for Math.

By June 2025, 30% (an increase from 19%) of Special Education students in grades 3-8 will at least approach grade-level standards on the 2024 STAAR assessments for Science and Social Studies.

By June 2025, at least 50% of Special Education students (combined) will approach grade-level standards on the 2024 STAAR for English I, II, Algebra I, US History, and Biology.

By June 2025, at least 95% of Special Education students will obtain a minimum of satisfactory on all STAAR Alternate assessments.

**High Priority**

- Evaluation Data Sources:** -Checkpoint and grading period assessments  
 -Mock STAAR  
 -STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilizing Special Education Data aligned instructional delivery framework for students of special populations and implementing a district-wide model in increasing instructional practices at all campuses, including providing training, materials, strategies for instruction, and monitoring the implementation of the student's individualized education plan in increasing student performance by mastering their IEP goals with the grade-level academic standards. (Description 1)</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Shared understanding of student and staff expectations for instructional delivery designed to meet the needs of all students</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs, Curriculum and Instruction, Campus Instructional Leaders</p> <p><b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Gonzales ISD will utilize professional organization caseload recommendations and provide training and coaching opportunities to identify student strengths and weaknesses in their present levels of academic and functional performance (PLAAFP) for students receiving special education.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Staffing ratios reflect caseload recommendations</p> <p><b>Staff Responsible for Monitoring:</b> Special Populations, Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting the needs of all students</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed-upon accommodations to ensure ADA compliance for all students with disabilities. The district will establish procedures for child find, referrals, and evaluations.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting the needs of all students</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Gonzales ISD will provide equitable instructional services for student success.

**Performance Objective 3:** By improving the number of special education students graduating "IEP Complete and Workforce Ready," the percentage of high school graduates who receive special services achieving College, Career, and Military Readiness (CCMR) criteria by 10%, we can increase the percentage of high school graduates who receive special services.

Data: 2021= 6%, 2022= 13%, 2023= 0% and 2024= 0%.

**High Priority**

**HB3 Goal**

- Evaluation Data Sources:** Student Information System (SIS) for career plans  
 CCMR data from Texas Education Agency (TEA)  
 IEP completion data  
 TSI and higher education enrollment reports  
 Special Education RDA reports  
 CTE Department Support Interest Survey results (Region 20 Co-op feedback and training)  
 Graduation Type codes reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen Transition Planning for Special Education Students</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in special education students graduating "IEP Complete and Workforce Ready" through enhanced transition planning services that focuses on career development, vocational skills, and postsecondary readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Coordinators, Transition Specialists, CTE Instructors, IEP Case Managers, Multi-Tiered System of Support (MTSS) Specialist</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2: Early Career Planning and Integration with SIS</b></p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> All students, including those in special education and junior high, will have parent signed 4-year career plans inputted into the district's SIS. This will lead to better alignment of course selections with career and postsecondary goals.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance Counselors (JH &amp; HS), SIS District Administrator, CTE Coordinator, Multi-Tiered System of Support (MTSS) Specialist, Campus Principal</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Build Partnerships with Local Businesses and Community Programs</b></p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> By collaborating with local businesses, vocational rehabilitation services, and community organizations, students will gain access to internships, job placements, and work-based learning opportunities. This will increase the number of students graduating "workforce ready" by providing hands-on experience in real work environments.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator, Guidance Counselors, Career Prep &amp; Practicum Teacher (Local Business Liaison)</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Gonzales ISD will provide equitable instructional services for student success.

**Performance Objective 4:** Gonzales ISD will work with Region 13 Migrant Education Program and the Shared Service Arrangement (SSA) contact and utilize a system such as MTSS: Multi-Tiered System of Support to assess the specific academic needs of Priority for Service (PFS) migratory students and address each need with targeted instructional and support services.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Perform monthly progress monitoring checks for Priority for Service for Migratory students.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> This will be retained locally at Gonzales ISD and available upon request. Priority for Services (PFS) Spreadsheet, email communication</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Supports and Strategic Initiative Migrant Administrator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor migrant students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Supports and Strategic Initiative Migrant Administrator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Gonzales ISD will recruit, develop, and retain high-quality staff.

**Performance Objective 1:** Develop innovative recruiting and retention strategies to attract and retain highly qualified candidates at Gonzales ISD.

**Evaluation Data Sources:** -TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through the Gonzales ISD Mentor Program, mentor support is provided to inexperienced and out-of-field first-year and second-year teachers. (Description 2)</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Training certificate for participants Sign-in sheets Program agendas Mentor results from observations Teacher survey New teacher survey results and post-needs assessment Teacher retention rates Program Evaluation</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide leadership training for district administrators to improve instructional practices and develop a positive school culture and climate for all teachers, including inexperienced or out-of-field teachers. (Description 2) (This includes attending trainings and conferences to support building leadership capacity.)</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom Visits T-PESS Accountability Review</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development to support campus administrators in building and maintaining highly effective staff by implementing and conducting learning walks on each campus. (Provide mentorship for all campus principals to support attaining campus goals and objectives.)</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking teacher performance on T-TESS  Monthly walkthroughs  Teacher T-TESS results</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 3:** Gonzales ISD will recruit, develop, and retain high-quality staff.

**Performance Objective 2:** Develop "Grow Your Own" Programs within Gonzales ISD to increase internal candidates from within the district and community.

**Evaluation Data Sources:** -Program participation  
-Program development and implementation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a program supporting the paraprofessional transition to a locally certified classroom teacher.</p> <p>August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025</p> <p><b>Strategy's Expected Result/Impact:</b> -Increase internal teaching candidates</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To enhance the paraprofessional certification process, an alternate plan involves several key components. Instructional paraprofessionals can attend professional development sessions alongside classroom teachers, fostering a collaborative learning environment. Additionally, we will provide paraprofessionals with targeted training and resources to support their work with teachers and students.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Training plan for all paraprofessionals as required under NCLB/ESSA</p> <p>Observations Sign-in sheets Certificates Data reports generated from Eduphoria</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resource</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Gonzales ISD will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.

**Performance Objective 1:** Gonzales ISD will provide a safe and secure learning environment for students as measured by the Texas safety Audit reports and the federal safe school report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement appropriate cybersecurity safeguards to ensure the delivery of critical services.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of cybersecurity measures</p> <p><b>Staff Responsible for Monitoring:</b> Technology Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a calendar for cybersecurity training, reminder emails, and processes and procedures for reporting incidents.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Proactive support for cybersecurity training and incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor all safety checkpoints included on the annual safety audit report to ensure compliance with processes and procedures on all district and campus facilities.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased security across campuses</p> <p><b>Staff Responsible for Monitoring:</b> Technology Department, Operations Department, Campuses</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Gonzales ISD will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.

**Performance Objective 2:** Expand awareness and prevention efforts regarding safety and security.

**Evaluation Data Sources:** -Survey Analytics

-Audits

--Trends

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize student leaders to organize opportunities for students to use their voices and work collaboratively to build awareness, prevention, and a culture of supporting one another.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness, prevention, and a culture of supporting one another</p> <p><b>Staff Responsible for Monitoring:</b> Communications, Safety and Security, and Marketing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine threat assessment procedures by putting procedures in place and practicing threat protocols to ensure staff and students know how to respond to district threats.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Processes, protocols, awareness of threat response/action</p> <p><b>Staff Responsible for Monitoring:</b> Communications, Safety and Security, Director of Operations</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve awareness, prevention, and response to safety and security threats by training staff annually.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Processes, protocols, awareness of threat response/action</p> <p><b>Staff Responsible for Monitoring:</b> Communications, Safety and Security, Director of Operations</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a district wide reporting system (Anonymous Alerts): bullying prevention, social emotional learning, and suicide prevention.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased response to mental health and safety concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Director Strategic Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Gonzales ISD provides yearly training on sexual harassment and reporting requirements for staff.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the awareness of how to report sexual harassment as defined by Title IX.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Communications and Safety and Security</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Gonzales ISD will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.

**Performance Objective 3:** Develop and sustain effective structures for communication and ongoing engagement of students, staff, families, and the community

**Evaluation Data Sources:** Website Analytics

- Promotional Analytics
- Internal/External Surveys
- Social Media Platform Data
- Email Analytics

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Education of stakeholders on academic student expectations through content specific family engagement nights at least two times per semester.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Gonzales ISD will offer an after-school program that will provide support through workshops and training that will be engaging and informative for parents, families, and community members and can positively impact student learning and overall growth.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will attend sessions throughout the year</p> <p><b>Staff Responsible for Monitoring:</b> Director of the ACE program</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish an update website for the district and schools.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> The website will be designed to help keep community members and staff informed of what is happening in the district.</p> <p><b>Staff Responsible for Monitoring:</b> Communications</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 5:** Gonzales ISD will implement and manage a budgeting system that allocates resources in alignment with strategic priorities.

**Performance Objective 1:** Gonzales ISD will hold annual meetings with budget managers and other stakeholders.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assemble a group of budget managers to review the budgeting process and provide feedback on resource alignment.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication between departments. Aligned expectations for budget development and resource management.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a process for School Board feedback for budget development process.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Evaluation of budget development, improved practices based on feedback</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Fiscal Compliance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Supports and Strategic Initiative</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Gonzales ISD will implement and manage a budgeting system that allocates resources in alignment with strategic priorities.

**Performance Objective 2:** Gonzales ISD will incorporate a link to the strategic priorities for FTE and project funding requests.

**Evaluation Data Sources:** Staffing alignment to strategic priorities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Revise the staffing request form to incorporate a link to the strategic priorities.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of link between staffing and strategic priorities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Revise the One Time Funding form to incorporate a link to the strategic priorities.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of link between additional funding requests and strategic priorities.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Gonzales Independent School District**  
**Gonzales Primary Academy**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

The mission of our Gonzales Primary Academy is to provide a safe, loving environment that embraces diversity, encourages collaboration, promotes growth, and celebrates successes.

## Vision

Where Learning is Embraced!

## Collective Commitments

WE WILL...

Ensure a loving environment through our words and actions  
Maintain a climate that is positive and inspiring  
Celebrate successes and support challenges  
Embrace diversity within our GPA family  
Use teamwork as we respectfully support each other in a collaborative environment.  
Create an environment that provides comfort and safety to promote growth.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Gonzales Primary Academy currently serves 106 pre-kindergarten students that are three and four years old. The GPA population consists of 65% Hispanic, 28% White, 5% African American, and 2% two or more ethnicities. There are two self-contained Early Childhood Special Education classrooms in addition to one self-contained bilingual classroom and four self-contained ESL/General Education classrooms.

Campus staff consists of one principal, 1 counselor/assistant principal, 1 registrar, 1 health assistant, 2 ECSE teachers, 5 pre-kindergarten teachers, 1 Physical Education teacher, and 11 Teaching Assistants.

### Campus demographics:

Economically Disadvantaged: 83%

English Learners: 16%

Special Education: 9%

At-Risk: 19%

### Demographics Strengths

- Low teacher-to-student ratio
- At least one paraprofessional assigned to every classroom to support instruction
- All staff members Highly Qualified
- Less than 20 students per classroom
- 90% of teachers have over 5 years of experience

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Ensure pre-kindergarten students are making a minimum of one year's growth by the ends of the academic year. **Root Cause:** Many of our students start Pre-Kindergarten with no prior educational opportunities.

# Student Achievement

## Student Achievement Summary

*Professional learning is provided with student academic needs in mind. Teachers and instructional aides will continue to receive training which target strategies dealing with students' diverse needs within their classrooms.*

*Gonzales Primary Academy is concentrating on Phonemic Awareness and and foundational skills for Pre-K, utilizing a new resource called Ready to Advance. Pre-K students are taught using the Texas Pre-K guidelines and the Ready to Advance resource.*

## Student Achievement Strengths

*Teachers are provided the necessary instructional materials and support to effectively teach our students.*

*PLC meetings are utilized to desegregate data, create meaningful lesson plans that target*

*Prekindergarten TEA Guideline Standards, and differentiate instruction to address the needs of individual students.*

*The campus counseling program is providing student awareness in the areas of safety, anti-bullying, and character building.*

*Response to intervention is taught in both English & Spanish.*

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Teachers are in the beginning stages of professional learning with the Pre-Kindergarten guidelines aligned resource called Ready to Advance.

**Root Cause:** With the new adoption, teachers are still understanding the best way to align lesson objectives to the rigorous standards expected in each classroom, specifically small group instruction.

# School Culture and Climate

## School Culture and Climate Summary

*In 2021-2022, the GPA faculty and staff participated in a wide variety of classroom and campus-wide preservice events which added to the positive spirit and family atmosphere being promoted at GPA. Furthermore, our campus has developed frequent opportunities through the Apache Way, monthly community events, monthly recognition breakfasts for both parents and students, along with Gonzales ISD's rich traditions to establish strong parent/school/community connections necessary for a pre-kindergarten campus's success.*

## School Culture and Climate Strengths

*Administrators work closely with faculty and staff in decision making through a shared decision making committee.*

*Student recognition for positive behavior, good citizenship, and academics via the Apache Way.*

*Security camera and visitor management system in place to ensure the safety of all students and staff.*

*Teachers work well together and treat each other with dignity and respect.*

*Our campus has set aside time for each grade level team to plan.*

*Teachers have a weekly planning meeting and teachers have a separate planning day set aside for each six weeks.*

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** The campus has to find ways to inform and teach parents the importance of having their children at school on a daily basis. **Root Cause:** The pandemic has added additional challenges for Pre-K students regarding attendance. Students must be at school to learn, but the school also must recognize the parents' worry regarding sending them to school in a pandemic.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Gonzales ISD continues to be proactive in the recruitment and retention of qualified staff. All teachers/paraprofessionals in the district meet the highly qualified requirements. Analysis of the staff demographics show the need for employing minority teachers so that the district staff would more closely reflect the student demographics.

The district attends job fairs throughout the state when possible and contracts with Region XIII ESC for job placement services.

## Staff Quality, Recruitment, and Retention Strengths

Professional Development opportunities have been established at Gonzales ISD for district use in providing training opportunities in-house so staff will not have to travel to the Region X III ESC in Austin as much. It includes a computer, wifi, and NET3 capabilities for distance learning.

Teachers have received training for various resources such as Waterford Intervention, Ready to Advance, Deb Dillar small group instruction, and district provided training.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Gonzales Primary Academy would benefit from hiring and maintaining a more culturally diverse staff. **Root Cause:** We do not receive a large amount of culturally diverse applicants in our district.

**Problem Statement 2:** Provide opportunities for collaborative teacher planning. **Root Cause:** Time has not been set aside in the past to ensure weekly participation in whole grade level planning. Master schedule manipulation to protect planning time for all teachers is required.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

*Data analysis and desegregated data (TRENDS, Lion/LEON, CLI) is used in order to drive instructional practices in the classroom.*

*Pre-K Teachers will follow the state mandated guidelines.*

*Weekly PLC meetings will allow teachers receive continuous planning support and data driven instruction tools. PLC meetings will also give teachers time to plan and discuss student progress.*

*Teachers turn in weekly lesson plans with the guidelines listed.*

*Teachers include modifications and accommodations for Spec. Ed. 504, ELLs.*

*Teachers keep student portfolios on every student and track progress data throughout the year.*

*Circle Assessment is used to measure students' progress.*

## Curriculum, Instruction, and Assessment Strengths

*Implementing best practice instructional strategies through daily instruction.*

*Teachers implement instruction and assessment that are aligned to state standards in all core subjects.*

*Weekly walkthroughs with instructional feedback.*

*Teacher are provided a yearly allotment to purchase student supplies and materials.*

*Quality professionals and para-professionals are attracted to Gonzales Primary Academy as evidenced by applications when a position opens at Gonzales Primary Academy.*

*The Wednesday PLC meetings provide time for teachers to work and plan together.*

*It allows for mini professional development or training and creates a strong team in each grade level.*

*The campus RTI Team is well organized and meets on a continuing basis throughout the school year.*

*A part-time instructional specialists is assigned to the campus to support instructional staff.*

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Teachers and staff will need time to analyze data from the progress monitoring and Circle Assessments. **Root Cause:** Time has not allowed for the campus to have the professional development needed to implement and analyze the data.

**Problem Statement 2:** Increase the monitoring of activity in the classrooms to ensure teachers are implementing the Ready to Advance resources and providing teachers with feedback to improve the instruction. **Root Cause:** Teachers must all be T-Tess aligned and understand the evaluation system. Each teacher on the GPA campus will receive at least one formal observation.

# Parent and Community Engagement

## Parent and Community Engagement Summary

*Gonzales Primary Academy continues to support activities to increase parent and community involvement both in person when able and virtually. Parents and community members are active in support of extracurricular activities of the district. There is parental support of student academic programs. The district communicates with parents and the community through websites, letters, newspaper articles, and email. A special phone contact system for parents called Blackboard has been purchased and implemented. Parent and community members participate on the District and Campus site-based planning committees. There are planned parent involvement nights during the fall and spring semester at Gonzales Primary Academy Primary Apache Way breakfast for all nominated students and their parents. Virtual family engagement events. Ready Rosie program to help support social emotional learning at home and at school.*

## Parent and Community Engagement Strengths

*Parents express interest in becoming active participants in the GPA community. Parents are communicative with teachers through email, text, and Remind notification system.*

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Stakeholders need frequent opportunities to provide feedback and input to school personnel in a constructive manner. **Root Cause:** Procedures and opportunities for feedback from parents and community are not in place.

**Problem Statement 2:** Continue our effort to work as a campus to make sure that we create a positive and welcoming environment for all students and parents. **Root Cause:** Limited communication from the campus regarding events and campus activities.

# School Context and Organization

## School Context and Organization Summary

*Gonzales ISD supports the campuses in the district by providing funds for implementing several special programs to meet the needs of the diverse population of students attending the district.*

*Gonzales Primary Academy is focused on improving student academic achievement and identifying the root cause of any impediments that prevent student success.*

*The campus has high expectations for academic and social-emotional growth.*

*Teachers will continue to utilize the pre-kindergarten guidelines to build strong researched based curriculum.*

*Campus faculty and staff will adhere to the social-emotional expectations of the district and provide curriculum to all GPA students.*

## School Context and Organization Strengths

*Gonzales Primary Academy operates as a campus-wide professional community.*

*Teachers and staff are involved in the decision-making process at all levels.*

*As a team, we analyze student assessment data to plan and deliver research-based, best practice instruction.*

*We meet on a weekly basis to discuss student academic progress, scope and sequencing, timelines and due dates.*

*We have campus designated committees working in unity for various campus duties.*

*An Emergency Operation Plan is in place.*

*Morning, noon, and afternoon duties are assigned to various staff members in order to ensure student safety and smooth student transitions.*

*One Hundred percent (100 %) compliant with safety drill requirements.*

*Over the years the RTI program at this level has proved successful. We have implemented a Bilingual RTI program to support our Spanish speaking students.*

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** More walkthroughs will need to be conducted by the campus admin team to ensure we are implementing our programs with fidelity and constancy. **Root Cause:** The admin team needs to schedule time to provide teachers with the feedback they need.

# Technology

## Technology Summary

*Every pre-k student has received a chrome-tablet to support technology guidelines based off of the state's prekindergarten guidelines. Teachers have access to online assessments to better aid in the evaluation of our students' needs. Every classroom is equipped with: 1 TruTouch Board, Minimum of 2 desktop computers, and 1 Laptop computer. Our computer lab is equipped with 24 computers, 1 laptop and a TruTouch Board.*

## Technology Strengths

*GPA is one:one for technology for all teachers and students. Each classroom is equipped with relevant and up-to-date technology to support pre-k curriculum*

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students maintain a below average instructional technology use. **Root Cause:** There has been a lack of instructional technology support for teachers and students.

# Priority Problem Statements

**Problem Statement 1:** Teachers are in the beginning stages of professional learning with the Pre-Kindergarten guidelines aligned resource called Ready to Advance.

**Root Cause 1:** With the new adoption, teachers are still understanding the best way to align lesson objectives to the rigorous standards expected in each classroom, specifically small group instruction.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The campus has to find ways to inform and teach parents the importance of having their children at school on a daily basis.

**Root Cause 2:** The pandemic has added additional challenges for Pre-K students regarding attendance. Students must be at school to learn, but the school also must recognize the parents' worry regarding sending them to school in a pandemic.

**Problem Statement 2 Areas:** School Culture and Climate

**Problem Statement 3:** Teachers and staff will need time to analyze data from the progress monitoring and Circle Assessments.

**Root Cause 3:** Time has not allowed for the campus to have the professional development needed to implement and analyze the data.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

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

## **Parent/Community Data**

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

## **Support Systems and Other Data**

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

# Goals

**Goal 1:** Students will grow in Phonemic Awareness: to 90% by EOY Circle.  
 Students will grow in Rapid Letter Naming: to 90% by EOY Circle.  
 Students will grow in Rapid Vocabulary Naming: to 80% by EOY Circle.  
 Students will grow in Math: to 100% by EOY Circle.

**Performance Objective 1:** Academic growth of all GPA students will be tracked and measured based off of BOY, MOY, and EOY circle assessment

**High Priority**

**Evaluation Data Sources:** Circle data, work products, student conferences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet weekly in PLC to discuss student progress and growth</p> <p><b>Strategy's Expected Result/Impact:</b> A data-driven environment where teachers collaborate to establish adequate growth through rigorous instruction and collaboration</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ICs</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will grow in Phonemic Awareness: to 90% by EOY Circle.  
 Students will grow in Rapid Letter Naming: to 90% by EOY Circle.  
 Students will grow in Rapid Vocabulary Naming: to 80% by EOY Circle.  
 Students will grow in Math: to 100% by EOY Circle.

**Performance Objective 2:** Average daily attendance of GPA students will be tracked and the GPA leadership team will call every absent student's parent/guardian to track absence reasons.

**Evaluation Data Sources:** Attendance log

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will follow the district's early stage phone call home and address the absentee patterns. Teachers and admin will address the importance of school and why students should be at school when they are not seriously ill.  <b>Strategy's Expected Result/Impact:</b> Increased attendance and therefore improved scores for CIRCLE assessment.  <b>Staff Responsible for Monitoring:</b> Principal, counselor, teacher, registrar</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Social Emotional support for students to help with feeling safe at school and the importance of being at school  <b>Strategy's Expected Result/Impact:</b> increased attendance; improved social-emotional learning and concepts  <b>Staff Responsible for Monitoring:</b> Counselor, principal   <b>Funding Sources:</b> books, social emotional curriculum - 289 - Title IV - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will grow in Phonemic Awareness: to 90% by EOY Circle.  
 Students will grow in Rapid Letter Naming: to 90% by EOY Circle.  
 Students will grow in Rapid Vocabulary Naming: to 80% by EOY Circle.  
 Students will grow in Math: to 100% by EOY Circle.

**Performance Objective 3:** Increase student performance of bilingual students.

**Evaluation Data Sources:** CIRCLE, progress monitoring assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase bilingual social stories and academic stories to supplement the bilingual classroom <b>Strategy's Expected Result/Impact:</b> Increased bilingual student achievement <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> books, manipulatives - 263 - Title III, LEP - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strengthen Tier 1 instruction to improve student achievement and prepare all students for success in Kindergarten.

**Performance Objective 1:** Teachers will work with their teams, instructional coaches, and principal to ensure alignment of Pre-Kindergarten guidelines reflects lesson content and activities and rigor of Ready to Advance.

**Evaluation Data Sources:** Ready to Advance materials, Sign In sheet, Agendas, Minutes from the training, Lesson Plans; Pre-Kindergarten Guidelines

**Goal 2:** Strengthen Tier 1 instruction to improve student achievement and prepare all students for success in Kindergarten.

**Performance Objective 2:** Learning centers in all curricular areas will be established in the classrooms to provide independent learning as well as student choice.

**High Priority**

**Evaluation Data Sources:** Literacy, math, science, social studies and art centers.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math and Linguistic centers will be aligned with state guidelines. Centers will offer students the opportunity to choose participation in Pre-k levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build aligned skills in Math and Reading as associated with the guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> books for centers and library - 211 - Title 1 - \$637.50</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Additional bilingual materials for visual word wall, center items, and increase the bilingual classroom library</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, counselor, teacher</p> <p><b>Funding Sources:</b> books, visual aids - 263 - Title III, LEP - \$785.95</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strengthen Tier 1 instruction to improve student achievement and prepare all students for success in Kindergarten.

**Performance Objective 3:** All students will be assessed three times annually (beginning, middle, and end of the year) to measure growth and school readiness skills and inform instructional planning.

**High Priority**

**Evaluation Data Sources:** Circle assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Practice and model expectations on chrome tablets</p> <p><b>Strategy's Expected Result/Impact:</b> pre-kindergarten students will be able to use the chrome tablet to practice skills administered on the Circle assessment</p> <p><b>Staff Responsible for Monitoring:</b> Computer Aide</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collaborate with parents on effective ways to support students academically by providing materials to use at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading levels will increase or letter mastery will increase appropriately throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** Strengthen Tier 1 instruction to improve student achievement and prepare all students for success in Kindergarten.

**Performance Objective 4:** Pre-k teachers will meet with teachers in kindergarten to facilitate vertical alignment.

**High Priority**

**Evaluation Data Sources:** Agenda, Minutes, Sign-in sheet, Work product

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-Kindergarten teachers will meet with Kindergarten teachers to review and discuss expectations and depth of curriculum taught.</p> <p><b>Strategy's Expected Result/Impact:</b> The individual grade level curriculum and expectations will be vertically aligned. Teachers will gain a better understanding of the depth and rigor needed for success at the next grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Lead teacher, Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Strengthen Tier 1 instruction to improve student achievement and prepare all students for success in Kindergarten.

**Performance Objective 5:** A Health Aide provides basic services to GPA students. Services include vision and hearing screening, administering medications, Asthma monitoring and care plans, and other safety and health issues.

**High Priority**

**Evaluation Data Sources:** Health Aide records, Screening documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will participate in yearly health and vision screenings. Medications and treatments that need to be administered during the day will be done by a health aide.</p> <p><b>Strategy's Expected Result/Impact:</b> The health needs of students will be met as required while at school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, District Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strengthen Tier 1 instruction to improve student achievement and prepare all students for success in Kindergarten.

**Performance Objective 6:** Campus Communication will be provided in both English and Spanish.

**High Priority**

**Evaluation Data Sources:** Copies of information sent home

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All correspondence that goes home or can be viewed by parents on the campus website site or other social media will be in both English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Communication with parents will be done in the language understood and used in community households.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary to the Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strengthen Tier 1 instruction to improve student achievement and prepare all students for success in Kindergarten.

**Performance Objective 7:** APACHE Way celebrations to support student social emotional health and PBIS

**Evaluation Data Sources:** campus assessment data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Celebrate student success and positive behaviors with APACHE way, supporting students with incentives for positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and increased attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, counselor, teachers</p> <p><b>Funding Sources:</b> Apache Way incentives, books - 289 - Title IV - \$750.27</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Support and implement district and campus initiatives to retain, engage, and provide learning for all employees.

**Performance Objective 1:** Continue to recruit and retain Highly Qualified Teachers and staff to meet a 100% campus goal.

**High Priority**

**Evaluation Data Sources:** HR records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New Teachers to GISD will be partnered with a mentor and attend monthly new teacher PLC meetings.  <b>Strategy's Expected Result/Impact:</b> Mentoring Log - Teachers and mentors will meet monthly.  <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue efforts to keep class size below 22 students per class at the elementary level.  <b>Strategy's Expected Result/Impact:</b> Class size average report  <b>Staff Responsible for Monitoring:</b> Superintnednet, CFO, Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recruit new employees via job fairs, local website, TASA net, TASB, and other local area media.  <b>Strategy's Expected Result/Impact:</b> Recrjuitment activity rept  <b>Staff Responsible for Monitoring:</b> Principal, HR Director</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continualloy develop a pool of applicants to meet the ethnically diverse populations and linguistically diverse program services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase acquisition and retention of staff in critical need areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, HR director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Support and implement district and campus initiatives to retain, engage, and provide learning for all employees.

**Performance Objective 2:** All teachers will be formally assessed through T-TESS.

**High Priority**

**Evaluation Data Sources:** Classroom observations, walk throughs, goal setting meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand "Grow your own" program encouraging paraprofessionals to become teachers in aras of teacher shortages.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of paraprofesionals involved in the program will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Set up a rotation among grade level teams to plan and lead meetings or activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be more confident in their content knowledge and comfortable and skilled at leading meetings, professional development, and PLC's.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 3:** Support and implement district and campus initiatives to retain, engage, and provide learning for all employees.

**Performance Objective 3:** Provide monthly campus based staff development focused on improving the quality and consistency of small group interaction and increasing the proficiency in use of research-based strategies.

**High Priority**

**Evaluation Data Sources:** Evaluations, Agendas, Minutes, Sign-in sheets, End of year assessments

**Goal 3:** Support and implement district and campus initiatives to retain, engage, and provide learning for all employees.

**Performance Objective 4:** Provide staff development to improve consistency in administration of Pre-K assessments, including: Report cards, CIRCLE, and Las Links

**High Priority**

**Evaluation Data Sources:** Minutes, Agendas, Sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff development will be provided on strategies to improve performance on assessments and use of TRS scope and sequence and Pre-K guidelines to support local curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk through observations monitor the impementation of aligned curriculum supported by research based teaching materials and professional development.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ASsistant Principal, Instructional coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** Support and implement district and campus initiatives to retain, engage, and provide learning for all employees.

**Performance Objective 5:** Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service on committees, curriculum and assessment input, and other campus leadership opportunities.

**High Priority**

**Evaluation Data Sources:** Faculty handbook, Minutes, Agendas, Sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Gonzales Primary Academy Staff will serve on committees to meet the diverse needs of our school and enhance our culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets and agendas from committees. Progress toward campus goals as a result of committee work.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Grade level or Committee chairman.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Support and implement district and campus initiatives to retain, engage, and provide learning for all employees.

**Performance Objective 6:** Continue to extend appreciation and recognition to staff through: hand written notes, jeans passes, appreciation emails, monthly celebrations, newsletter recognition and little token gifts.

**High Priority**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators will promote monthly morale boosters <b>Strategy's Expected Result/Impact:</b> promote a positive working environment conducive to GPA success <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal/Counselor, Cabinet team	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 4:** Campus communication will be provided in both English and Spanish to align with Gonzales ISD's District Improvement Plan.

**Performance Objective 1:** All GPA communication will be translated to Spanish

**Evaluation Data Sources:** Social media, newsletters, teacher communication

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Check that all communication is in spanish and english <b>Strategy's Expected Result/Impact:</b> Better communication for all stakeholders <b>Staff Responsible for Monitoring:</b> Principal, teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 5:** Increase parent engagement to foster a strong community connection to GPA.

**Performance Objective 1:** Fall semester- host a literacy night for all GPA students and their families along with math and science night in the spring semester

**Evaluation Data Sources:** Community and teacher feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Involve our Community and Family Engagement team for support and implementation of fall literacy night.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance, increased scores, positive school environment</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, district support</p> <p><b>Funding Sources:</b> Literacy supplies and materials - 211 - Title 1 - \$488.31</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandra Brown	Assistant Principal/Counselor		

# Campus Funding Summary

211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	books for centers and library		\$637.50
5	1	1	Literacy supplies and materials		\$488.31
<b>Sub-Total</b>					\$1,125.81
<b>Budgeted Fund Source Amount</b>					\$1,125.81
<b>+/- Difference</b>					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	books, manipulatives		\$5,000.00
2	2	2	books, visual aids		\$785.95
<b>Sub-Total</b>					\$5,785.95
<b>Budgeted Fund Source Amount</b>					\$5,785.95
<b>+/- Difference</b>					\$0.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	books, social emotional curriculum		\$3,000.00
2	7	1	Apache Way incentives, books		\$750.27
<b>Sub-Total</b>					\$3,750.27
<b>Budgeted Fund Source Amount</b>					\$3,750.27
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$10,662.03
<b>Grand Total Spent</b>					\$10,662.03
<b>+/- Difference</b>					\$0.00

**Gonzales Independent School District**  
**Gonzales Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

GE will take ownership of the academic, social, and emotional growth and success of all students and staff by committing to –  
working together as a team,  
challenging and supporting one another,  
collaborating and communicating with our community, and  
creating a positive culture where all individuals are welcome.

## Vision

At GE our students will become productive citizens by achieving growth and success in a safe environment with committed staff and support from our families and community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Gonzales ISD is a small rural district in the South part of Region 13. While our district is small, Gonzales ISD is has a diverse populations made up of single family homes. Gonzales Elementary is one of five campuses that houses a Kindergarten - Second grade program. We have a 76% Economic Demographics and service about 515 students.

School Population (2023 - 2024 Fall PEIMS file loaded 02/13/2024)		Count	
<b>Student Total</b>		<b>512</b>	
Kindergarten Grade		164	
1st Grade		159	
2nd Grade			
Student Demographics (2023 - 2024 Fall PEIMS file loaded 02/13/2024)		Count	Percent
<b>Gender</b>			
Female		252	49.22%
Male		260	50.78%
<b>Ethnicity</b>			
Hispanic-Latino		333	65.04%
<b>Race</b>			
American Indian - Alaskan Native		2	0.39%
Asian		1	0.20%
Black - African American		35	6.84%
Native Hawaiian - Pacific Islander		0	0.00%
White		131	25.59%
Two-or-More			
Student Programs (2023 - 2024 Fall PEIMS file loaded 02/13/2024)		Count	Percent
Dyslexia		5	0.98%
Gifted and Talented		14	2.73%
Regional Day School Program for the Deaf		0	0.00%
Section 504		6	1.17%
Special Education (SPED)		82	16.02%
<b>Bilingual/ESL</b>			
Emergent Bilingual (EB)		116	22.66%
Bilingual		82	16.02%
English as a Second Language (ESL)		26	5.08%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
At-Risk	346	67.58%
Economic Disadvantage Total	394	76.95%

### Demographics Strengths

Demographic Strengths:

- The ratio of female and male students are comparable
- The mobility rate of students is less than 10%
- 39% of the staff has more than 11 years of experience

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a need for more culturally diverse materials for classroom and library connections that reflect topics and characters from different cultural backgrounds. **Root Cause:** Hispanic population is at 68% and is increasing from year to year.

# Student Achievement

## Student Achievement Summary

Map Data indicates that 419 students took the assessment in English and 77 Students tested in Spanish for Reading and 467 Students took the Math Map assessment. The data indicates that 40.75 percent of students on campus met the projected growth measure. The African American sub-population demonstrated the smallest growth gains with 27.42 percent meeting the expectations. The second lowest performing sub-pop according to Map data was LEP students with 35.95% of students demonstrating growth. F&P Benchmark assessment indicates the following percentages for students on level: Kinder (12%) First (50%) Second (61%)

Grade Level	Math Met Growth
K	43%
1st	45%
2nd	55%

Grade Level	Spanish Reading
K	21%
1	38%
2	55%

<b>Grade Level</b>	<b>Reading Met Growth</b>
K	30%
1st	47%
2nd	49%

Students demonstrated a higher rate of growth in math than reading based on EOY map data. Spanish Map reading data indicated a lower rate of student growth in comparison to the English assessment for Kinder and first grade. Second grade Spanish NWEA demonstrated a higher growth rate compared to English NWEA data.

## Student Achievement Strengths

Strengths:

- Students demonstrated a higher rate of growth in math than reading based on EOY NWEA data.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Campus needs to improve performance rates for students in the areas of reading, writing, math, and science **Root Cause:** Aligned, TEK based Tier 1 instruction

**Problem Statement 2:** Professional learning opportunities in literacy and math are not always grade level appropriate for teachers. **Root Cause:** Professional learning is typically geared to groups of teachers.

# School Culture and Climate

## School Culture and Climate Summary

Gonzales Elementary is a professional learning community at its core and members of the community such as students, teachers, staff, parents, and community stakeholders are striving to be life long learners. Gonzales Elementary believes that every child can learn if we provide a strong learning environment we purposefully plan engaging instruction for all students using the latest pedagogy and best teaching practices. The staff is highly trained and motivated to do what is best for students on a daily basis.

## School Culture and Climate Strengths

Strengths:

- Our ADA in 21-22 was 92.8 percent which is higher than the state average.
- Monthly Newsletters are provided to parents
- Observation and classroom walks are conducted that demonstrate a positive learning environment for both students and staff.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Some students exhibit some challenging behaviors that effect student achievement. **Root Cause:** Students are not intentionally taught SEL skills by classroom teachers.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

Gonzales ISD has grow your own employees who working on obtaining teacher certifications.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** The demographics of Gonzales Elementary does not match the student demographics. **Root Cause:** There is a lack of applicants for vacant positions.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

As a campus, we are focused on building the instructional capacity of all teachers in each of the balanced literacy components based on the science of teaching. Our target areas will include phonics, comprehension strategies, and guided reading.

Gonzales Elementary has trained staff members on the science of teaching reading through Reading Academy.

Comprehension strategies: Teachers model and teach comprehension strategies through interactive and shared reading.

Guided Reading: Teachers plan for and facilitate guided reading groups daily, maintain anecdotal notes, and running records for each student.

## Curriculum, Instruction, and Assessment Strengths

Strengths:

- We have an instructional coach on campus that supports teachers to improve instructional strategies and build capacity.
- We work in PLC's weekly to discuss curriculum, instructional implementation, and assessment data.
- Data is maintained through a student data tracker utilizing MAP, AMPLIFY, Running Records and other relevant data.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** There is a lack of targeted tier 2 and tier 3 interventions provided to students. **Root Cause:** There is a lack of system for identification and implementation of appropriate programs to target student needs.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The success of an instructional program is significantly influenced by how well the parents and community support Gonzales Elementary. In order to achieve support parents must be involved in the education of the students within the community as a whole to support our educational efforts. Gonzales Elementary provides opportunities for parents to be involved through family events throughout the year. Gonzales Elementary works collaboratively with community members such as the Master Gardner's Club. The PTA at Gonzales Elementary works collaboratively with teachers, staff, and community members to provide parent involvement opportunities such as Candy Cane Carnival.

## Parent and Community Engagement Strengths

Strengths:

- Parents are involved in school-wide activities.
- Staff are supportive.
- Community partnerships are established.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** While GE encourages and has been very successful with parent and community engagement with different activities, we are not providing academic-focused engagement. **Root Cause:** Sometimes parents do not see academics as a reason to attend after school hours. Parents would rather attend the "fun" events.

## **School Context and Organization**

### **School Context and Organization Summary**

The school organization

- 1) Weekly PLC meetings built into the master schedule for teachers to have a common planning, data dis-aggregation, professional development, and to address student concerns.
- 2) Instructional Coach supports teachers to build their instructional capacity. All new teachers with less than 3 years of experience are supported throughout the year.
- 3) Implementation of one way early exit bilingual program.
- 4) Dedicated intervention time to support Tier 2 and Tier 3 students.
- 5) Established RTI team meets to discuss struggling students, develop intervention plans, and monitor progress.

### **School Context and Organization Strengths**

Gonzales Elementary operates as a campus wide professional community.

# Technology

## Technology Summary

Gonzales Elementary is a one to one campus providing each student access to a Chromebook. We utilize apps to enhance lessons through the use of technology.

## Technology Strengths

Strengths:

Educational apps are successfully implemented within classrooms.

Students all have access to individual Chromebooks.

Each instructional classroom has a Smart board.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** The ability to replace broken devices is limited. **Root Cause:** Limited funds to replace devices.

# Priority Problem Statements

# Goals

**Goal 1:** Gonzales Elementary will focus on enhancing student learning through the work provided to students.

**Performance Objective 1:** Gonzales Elementary will increase the number of students who meet the overall Reading growth projection on NWEA MAP growth from 42% to 47%.

**Evaluation Data Sources:** NWEA MAP test Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize the district-wide instructional planning and delivery framework to create lessons that include clear and aligned learning targets, strategies, and success criteria with aligned formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier I instruction to improve both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and instructional coach</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be provided monthly MTSS meetings to discuss student performance and progress, students at risk of not meeting the expected standards, and determine students' individual instructional needs to implement targeted intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier II and III students on both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and instructional coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Facilitate the implementation of fidelity of the utilization of best instructional practices through weekly PLC meetings, professional development, modeling, and coaching rounds for all teachers to support students in meeting state academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier I instruction to improve both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize intervention time built into the daily schedule to provide targeted intervention and accelerated instruction for a well rounded education that targets sub-populations and individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier II and III students on both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
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**Goal 1:** Gonzales Elementary will focus on enhancing student learning through the work provided to students.

**Performance Objective 2:** Gonzales Elementary will increase the number of students who meet the overall Math growth projection on NWEA MAP from 48% to 53%.

**Evaluation Data Sources:** NWEA MAP test Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize the district-wide instructional planning and delivery framework to create lessons that include clear and aligned learning targets, strategies, and success criteria with aligned formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier I instruction to improve both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and instructional coach</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be provided monthly MTSS meetings to discuss student performance and progress, students at risk of not meeting the expected standards, and determine students' individual instructional needs to implement targeted intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier II and III students on both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and instructional coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Facilitate the implementation of fidelity of the utilization of best instructional practices through weekly PLC meetings, professional development, modeling, and coaching rounds for all teachers to support students in meeting state academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier I instruction to improve both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and instructional coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize intervention time built into the daily schedule to provide targeted intervention and accelerated instruction for a well rounded education that targets sub-populations and individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier II and III students on both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and instructional coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales Elementary will focus on enhancing student learning through the work provided to students.

**Performance Objective 3:** Gonzales Elementary will ensure that 95% of teachers have integrated technology-enhanced learning activities into at least 30% of their curriculum.

- Evaluation Data Sources:** -observational data  
 -PLC  
 -Lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize adaptive computer programs that provide personalized instruction tailored to each student's specific needs</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of all students on both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and instructional coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Integrate interactive activities on the Promethean Boards</p> <p><b>Strategy's Expected Result/Impact:</b> Increase engagement and improve overall performance of all students on both formal and informal campus assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and instructional coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** Gonzales Elementary will provide equitable instructional services for student success.

**Performance Objective 1:** Gonzales Elementary School will increase Emergent Bilingual student performance.

The percentage of students who progress at least one proficiency level on TELPAS will increase from 31% to 36% on TELPAS.

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize K-12 Summit during intervention time to support all four components of TELPAS  <b>Strategy's Expected Result/Impact:</b> Increased performance on TELPAS  <b>Staff Responsible for Monitoring:</b> Associate principal and LPAC members</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct quarterly data meetings with a focus on sub-populations and student performance  <b>Strategy's Expected Result/Impact:</b> Increased performance on TELPAS  <b>Staff Responsible for Monitoring:</b> Associate principal and LPAC members</p> <p><b>Title I:</b>                      2.5, 2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide EB students with content and/or linguistic support through targeted ESL support staff scheduling  <b>Strategy's Expected Result/Impact:</b> Increased performance on TELPAS  <b>Staff Responsible for Monitoring:</b> Associate principal and LPAC members</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Gonzales Elementary will provide equitable instructional services for student success.

**Performance Objective 2:** Gonzales Elementary will train 100% of staff on the implementation of the district MTSS process to ensure equitable services are provided to meet the needs of students.

**Evaluation Data Sources:** Meeting Agenda and Notes  
Meeting Sign In Sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Gonzales Elementary will hold monthly meetings to support teachers in the implementation process of the district MTSS process to ensure equitable services are provided to meet the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Identifying appropriate Tier 2 and Tier 3 students to support growth</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional coach MTSS team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Gonzales Elementary will support teachers in identifying targeted interventions as aligned with district MTSS process to ensure equitable services are provided to meet the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing targeted interventions to meet student needs</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional coach MTSS team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 3:** Gonzales Elementary will attract, develop, and retain highly effective staff.

**Performance Objective 1:** By June 2025, 70% of teachers will be proficient based on TTESS.

**Evaluation Data Sources:** TTESS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide each new teacher (less than 3 years experience) with a campus mentor, staff development, observations with feedback, and coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase new teacher retention and build new teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development, including PLC and coaching, for each grade level teacher based on campus needs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher retention and build teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct quarterly observations with feedback for every grade level teacher</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency and build teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** Gonzales Elementary will attract, develop, and retain highly effective staff.

**Performance Objective 2:** By June 2025, Gonzales Elementary will retain 85% of teaching staff.

**Evaluation Data Sources:** Contracts

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Distribute quarterly surveys to teachers on school climate and culture  <b>Strategy's Expected Result/Impact:</b> To improve school culture to increase teacher retention  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4  <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Providing positive feedback to staff in weekly staff newsletter and through individual recognition notes  <b>Strategy's Expected Result/Impact:</b> To improve school culture to increase teacher retention  <b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Counselor</p> <p><b>Title I:</b> 2.4  <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 4:** Gonzales Elementary will build effective communication both internally and externally.

**Performance Objective 1:** 100% of grade level teachers will have communication with parents.

**Evaluation Data Sources:** Remind app

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Remind app to communicate with parents as a two-way correspondence method <b>Strategy's Expected Result/Impact:</b> Increased parent communication <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 4.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct one parent conference per semester <b>Strategy's Expected Result/Impact:</b> Increased parent communication <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 4.1, 4.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 4:** Gonzales Elementary will build effective communication both internally and externally.

**Performance Objective 2:** In May 2025, 80% of staff will feel satisfied with campus communication.

**Evaluation Data Sources:** Survey responses

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide weekly staff newsletters</p> <p><b>Strategy's Expected Result/Impact:</b> Increase internal campus communication</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Counselor</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct monthly team leadership meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Increase internal campus communication</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Remind with two-way communication from administration to teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Increased internal campus communication</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Counselor</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
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# Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Instructional Coach	Andrea Pawelek	Instructional Coach
Associate Principal	Cynthia Polanco	Associate Principal
Principal	Shannon Leal	Principal

**Gonzales Independent School District**  
**Gonzales North Avenue**  
**2024-2025 Campus Improvement Plan**



# **Mission Statement**

## Mission Statement

The mission of North Avenue is to create a learning environment where all students are given the tools to become successful, lifelong learners and graduates of GISD.

# **Vision**

## Vision

To create an environment where it meets both the academic and social-emotional needs of all our Apache Scholars to guide them to success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

School Population (2023 - 2024 Preliminary Summer PEIMS file loaded 07/22/2024)	Count	Percent
<b>Student Total</b>	<b>594</b>	<b>100%</b>
3rd Grade	204	34.34%
4th Grade	180	30.30%
5th Grade	210	35.35%

Student Demographics (2023 - 2024 Summer PEIMS file loaded 07/22/2024)	Count	Percent
<b>Gender</b>		
Female	301	50.67%
Male	293	49.33%
<b>Ethnicity</b>		
Hispanic-Latino	404	68.01%
<b>Race</b>		
Asian	2	0.34%
Black - African American	47	7.91%
White	136	22.90%
Two-or-More	5	0.84%

Student Programs (2023 - 2024 Summer PEIMS file loaded 07/22/2024)	Count	Percent
Gifted and Talented	43	7.24%
Section 504	61	10.27%
Special Education (SPED)	134	22.56%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	183	30.81%
Standard or Alternative Bilingual/ESL	177	29.80%
<b>Dyslexia</b>		
Dyslexia Indicator Code	64	10.77%
Dyslexia Services Code	64	10.77%
<b>Title 1 Part A</b>		

Student Programs (2023 - 2024 Summer PEIMS file loaded 07/22/2024)	Count	Percent
Schoolwide Program	594	100.00%

Student Indicators (2023 - 2024 Summer PEIMS file loaded 07/22/2024)	Count	Percent
Foster Care	2	0.34%
Intervention Indicator	65	10.94%
Migrant	2	0.34%
Military Connected	7	1.18%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	441	74.24%
Free Meals	383	64.48%
Reduced-Price Meals	28	4.71%
Other Economic Disadvantage	30	5.05%
<b>Homeless Statuses</b>		
Homeless Status Total	2	0.34%
Hotel/Motel	2	0.34%
Not Unaccompanied Youth	2	0.34%

### Demographics Strengths

Gonzales North Avenue campus demographics is diverse.

- The number of Hispanic students has maintained over the years.
- There is an even number of male and female students

# Student Achievement

## Student Achievement Summary

Year	Subject	Status	Flag	Goal	Status Trend
<b>STAAR 3-8 Performance for 2023 - 2024 School Year</b>					
23-24	Math	73%		80%	
23-24	Reading	74%		80%	
23-24	Science	53%		80%	

### STAAR for 2023 - 2024

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	E (C & M)
<b>All</b>										
Percent of Tests										
% at Approaches GL Standard or Above	73%	61%	70%	85%	%	100%	%	100%	68%	
% at Meets GL Standard or Above	44%	31%	40%	59%	%	100%	%	75%	38%	
% at Masters GL Standard	16%	15%	13%	26%	%	50%	%	42%	13%	
<b>Reading</b>										
Percent of Tests										
% at Approaches GL Standard or Above		76%	69%	73%	88%	%	100%	%	100%	
% at Meets GL Standard or Above		50%	38%	47%	63%	%	100%	%	80%	
% at Masters GL Standard		21%	18%	17%	31%	%	50%	%	40%	
<b>Mathematics</b>										
Percent of Tests										
% at Approaches GL Standard or Above		76%	66%	73%	85%	%	100%	%	100%	
% at Meets GL Standard or Above		45%	34%	41%	58%	%	100%	%	80%	
% at Masters GL Standard		15%	14%	12%	23%	%	50%	%	40%	
<b>Science</b>										
Percent of Tests										

% at Approaches GL Standard or Above	54%	30%	48%	81%	%	%	%	100%
% at Meets GL Standard or Above	23%	10%	15%	50%	%	%	%	50%
% at Masters GL Standard	8%	10%	2%	19%	%	%	%	50%

### Student Achievement Strengths

Fourth grade reading and math were above state average.

The number of students scoring Meets in reading is at 50%

In reading and math, 72% of economically disadvantaged students scored at the approaches level.

# School Culture and Climate

## School Culture and Climate Summary

District-to-Campus Initiatives include Golden Arrow, Tribal Treats, and School Board Recognition

### Campus Initiatives-

Student recognition includes Character Counts lessons the school counselor provides to students in their elective class. At the end of each lesson cycle, students vote on a classmate that exemplifies that character trait. Apache Way winners are chosen weekly and rewarded with an Apache Way prize. At the end of the nine weeks, one winner is chosen and awarded a yard sign. Both Character Counts winners and Apache Way winners present daily announcements via Google Meets.

PBIS incentives include Golden Spatula winners in the cafeteria to reinforce cafeteria expectations. Apache Bucks are awarded to students to reinforce positive behaviors throughout the day. Students are given the opportunity at the end of the month to use their bucks for rewards.

Teachers participate in various culture-building activities initiated by our social committee including Boo Buddies, Feather Find, Thanksgiving Dinner pot luck, etc.

### Teacher initiatives:

\*Monthly events: pot lucks, Boo Buddies, Feather Hunt, Christmas cookie swap, Egg Hunt

\*Teacher committees formed for social, PBIS, attendance, etc.

## School Culture and Climate Strengths

Gonzales North Avenue implements Character Counts and Apache Way in order to recognize students and their positive impact on school culture.

Teacher initiatives include opportunities for team building and positive interactions among staff.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Retention of teachers includes continued support of the district J1 teachers and the updated district compensation plan for all staff. Gonzales North Avenue teachers participate in the Texas Incentive Allotment. Cohorts of the Grow Your Own Program continue to fill vacant classroom positions.

### **Staff Quality, Recruitment, and Retention Strengths**

Professional development through weekly PLC's is provided to support teacher learning and professional growth. Weekly PLC's support teachers in new content and resource use. Teachers participate in monthly "Apache Walks" which allows them to visit other classroom teachers to observe instructional practice, classroom management techniques, and other routines and procedures.

The campus instructional coach provides coaching sessions to improve instruction in the classroom. Modeling, video coaching and planning support are examples of provided supports. Specifically, individual, targeting coaching is provided to Grow Your Own teachers to support their specific needs.

# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

Teachers and support staff work on how to provide Gonzales ISD curriculum through a new instructional framework. Our RLA classrooms continue to focus on Balanced Literacy with an emphasis on guided reading. Gonzales North Avenue utilizes Benchmark resources to implement phonics standards for students in third through fifth grade. Special education teachers review and adjust their schedules to accommodate student needs. The campus focuses on reviewing data to guide instruction through PLC meetings.

## **Curriculum, Instruction, and Assessment Strengths**

RLA teachers are participating in or have participated in Reading Academies/Science of Teaching reading.

All teachers are working to become more independent in the planning process for Tier 1 instruction for district and state standards.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Gonzales North Avenue hosts various engagement opportunities such as Family Reading Night, PTO Meetings, Open House, a Math/Science Fair, Ballet Folklorico, and Data Night. Teachers meet with parents for report card conferences to discuss individual student needs.

## Parent and Community Engagement Strengths

Parents were invited to read with their child and create a character pumpkin for Family Reading Night/Open House to encourage reading at home. Our campus PTO actively meets each month to discuss upcoming family engagement opportunities. Campus events are regularly advertised/posted on the school website and social media account.

## **School Context and Organization**

### **School Context and Organization Summary**

Gonzales North Avenue is a third through fifth grade campus with 546 students enrolled. There are 26 general education teachers. Nine teachers are in third grade, nine in fourth grade and 8 in fifth grade.

Daily electives include PE, technology, fine arts.

PLC's are held every week during teachers' conference period.

Intervention occurs twice a day to accommodate for math and reading.

### **School Context and Organization Strengths**

Gonzales North Avenue implements PLC's consistently each week. Teachers understand expectations for PLC's and their participation. Electives are consistent and occur each week.

Intervention occurs daily to support students in the areas of math and reading.

# Technology

## Technology Summary

Each student has access to a Chromebook for daily work and assessments. Technology is utilized in stations in both math and reading. Students have access to various instructional apps during stations in math and reading. Promethean boards are installed in every classroom

## Technology Strengths

Teachers have incorporated technology into their classroom routines and instruction. Students have knowledge on how to utilize programs and devices with little support.

# Goals

**Goal 1:** Gonzales North Avenue will focus on enhancing student learning through the work provided to students.

**Performance Objective 1:** By June 2025, student performance on STAAR RLA scores will increase from 76% to 78% in Approaches, 50% to 53% in Meets, and 21% to 25% in Masters.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops.</p> <p>October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have greater knowledge of the high rigor expectations of TEKS in the YAG. Students will be learning at a higher rigor in the classroom, and more academic discourse will be evident in the classroom. Student scores in all assessments taken throughout the school year will reflect this.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Facilitate the implementation and fidelity of utilizing the District Curriculum through planning sessions at the campus and district levels, data analysis, PLCs, and inquiry-based learning to support all students in meeting the challenging State academic standards. All teachers will meet weekly in PLC to analyze student reading data and classroom instruction and collaborate to improve instructional delivery and student results for all students.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to grow professionally through constructive conversations with peers, instructional coaches and administrators, growing their depth and knowledge of classroom instruction and strategies used in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a universal reading screener for 3rd - 5th grade students to give targeted, individualized support to each student, including those identified as at-risk and those who need higher level enrichment in reading. We will monitor and assess student performance monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> NWEA District Assessments Unit Assessments Formative Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Gonzales North Avenue will focus on enhancing student learning through the work provided to students.

**Performance Objective 2:** By June 2025, student performance on STAAR Math scores will increase from 76% to 78% in Approaches, 45% to 48% in Meets, and 15% to 18% in Masters.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide job-embedded professional development through the utilization of district and campus instructional specialists, campus interventionists, and district math coordinators through power planning guidance, modeling, and providing teacher feedback on Guided Math.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025</p> <p><b>Strategy's Expected Result/Impact:</b> District Assessments Observations and Walkthroughs Coaching Cycles</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize intervention time to provide interventions, enrichment, and accelerated instruction for at-risk students on math skills, accelerated learning, and after-school tutorials for a "well-rounded" education that targets sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, and White population, etc) and individual students.)</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> District Assessments Observations Coaching Cycles</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Formative Assessments District Assessments Observations Coaching Cycle</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales North Avenue will focus on enhancing student learning through the work provided to students.

**Performance Objective 3:** By June 2025, student performance on STAAR Science scores will increase from 54% to 60% in Approaches, 23% to 30% in Meets, and 8% to 15% in Masters.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students in grades 3-5 grades will utilize the science resources to participate in hands-on, inquiry-based lessons and activities.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Formative Assessments District Assessments Observations Coaching Cycles</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Gonzales North Avenue will utilize hands-on materials in the classroom and follow the inquiry-based 5E lessons to engage students in science content in classrooms actively in science.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> District Assessments Formative Assessments Observation</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Gonzales North Avenue will provide equitable instructional services for student success.

**Performance Objective 1:** By June 2025, the percentage of Emergent Bilingual students at Gonzales North Avenue will increase by at least one English proficiency level progress on TELPAS with at average of 38%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize small group instruction to provide accelerated instruction for at risk students on reading skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, Emergent Bilingual Gifted and Talented, and White population, etc) and individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase students' academic learning and provide support for academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize computer-assisted language learning programs to help emergent bilingual students increase their language proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative Assessments TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Gonzales North Avenue will provide equitable instructional services for student success.

**Performance Objective 2:** Gonzales North Avenue will provide services to meet the needs of students in special programs to increase the performance of students receiving special education services by 5%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize small group instruction to provide accelerated instruction for at-risk students on reading skills, accelerated learning, and after-school tutorials for a "well-rounded" education that targets sub-populations (Economically disadvantaged, Special Education, Emergent Bilingual Gifted and Talented, and White population, etc.) and individual students.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025</p> <p><b>Strategy's Expected Result/Impact:</b> To increase students' academic learning and provide support for academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Facilitate continuous data monitoring through the utilization of the progress monitoring form and quarterly data talks with staff on all students, including special education students, after each local assessment to monitor student academic growth.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Formative Assessments District Assessments IEPs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Gonzales North Avenue will provide equitable instructional services for student success.

**Performance Objective 3:** Gonzales ISD will implement tracking systems to monitor individual students' progress and schedule accelerated instruction and interventions that will support student progress by increasing the overall score by at least 10% points.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Facilitate and implement grade level (3-5) camp before STAAR to enrich and remediate students on Math and Reading TEKS.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025</p> <p><b>Strategy's Expected Result/Impact:</b> District Assessments Formative Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Coach Campus Administrator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement small group instruction focusing on data and students' strengths and weaknesses. Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff after each local assessment to monitor student academic growth by grade level and sub pops.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025</p> <p><b>Strategy's Expected Result/Impact:</b> District Assessments Formative Assessments Observations</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Campus Administrator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide teachers with quarterly RtI meetings to discuss student performance and track student progress and determine instructional needs.</p> <p>September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025</p> <p><b>Strategy's Expected Result/Impact:</b> RTI paperwork Progress Measure Form Teacher data tracking form</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Gonzales North Avenue will recruit, develop, and retain high-quality staff.

**Performance Objective 1:** By June 2025, one hundred percent (80%) of campus classrooms will continue to be taught by highly effective teachers.

**Evaluation Data Sources:** Support teachers in their attainment of proficiency as defined by the T-TESS instrument.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Track Teacher/Staff participation in professional development opportunities.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Eduphoria, Certificates of completion,  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communicate with all identified teachers to share the state testing schedule and provide support activities along with Staff Development opportunities by providing training to teachers that relates to understanding the TEKS for effective teaching and learning.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting documentation: the Campus has 80% of teachers meet HQ standards.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Instructional Coach</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** Gonzales North Avenue will recruit, develop, and retain high-quality staff.

**Performance Objective 2:** By June 2025, all core content teachers will attend at least one campus or district professional development per semester to help them achieve proficiency in each domain of the T-TESS instrument.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training for all teachers on (RTI) and the RtI process, STAAR strategies and deconstruction, technology, team building, positive relationships, PBIS, and Special Ed.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> To support teachers when students are struggling academically and behaviorally.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches District Personnel</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will provide each new teacher (any teacher with less than two years of experience) with a mentor, staff development, observation time, and coaching. We will also provide all new Gonzales North Avenue teachers with a support teacher.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom Walk-through data, T-TESS documentation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator District Personnel</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Gonzales North Avenue will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.

**Performance Objective 1:** By June 2025, Gonzales North Avenue will create and foster a school-wide PBIS model that promotes a safe and positive campus culture.

**Evaluation Data Sources:** Navigate 360 logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish expectations throughout the campus and research best practices such as CHAMPs, Conscious Discipline, and Social-Emotional learning strategies/ behavioral RtI to help students become successful, well-rounded students who can handle conflict resolution and extreme emotional challenges.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Low numbers of office referrals and successful student behaviors throughout the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We offer an after-school program that provides academic assistance for at-risk students. The program also offers enrichment activities aligned to the performing and visual arts, which promote the well-rounded learner by connecting learning in the arts to learning in the core subject classrooms.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance and participation in After School program components and parent participation in parent workshops.</p> <p><b>Staff Responsible for Monitoring:</b> After School Coordinator, Administration, Director of Student Supports and Strategic Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase student motivation by providing supplemental programs throughout the school year.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student motivation and build a culture of learning for the students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Gonzales North Avenue will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.

**Performance Objective 2:** By June 2025, Gonzales North Avenue will provide opportunities for all parent and family members to engage in campus events, which promote school-home communication, shared decision-making, and learning opportunities for parents and families to impact student achievement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a variety of opportunities to engage parents and family members at Gonzales North Avenue Elementary. Example of events:                      Title I/Open House                      SDMC meetings (monthly)                      Family Nights (multiple days/nights and times during the year**)                      Meet the Teacher                      **These events will be offered during the school day and evening and on different days of the week for families with varying availability.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Provide opportunities for ALL parents and community members at 100% participation.  <b>Staff Responsible for Monitoring:</b> Administration, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote the School-Home communication (i.e. newsletter, report cards, parent conferences, surveys, marquee, parent compacts, school web page) in both English and Spanish.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and Families receive information in a language they communicate best.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Meet monthly during the 2024-2025 school year and will review the Campus Needs Assessment and Campus Improvement Plan in a formative review format each quarter.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased access for the public to view these documents and become involved.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Gonzales North Avenue will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.

**Performance Objective 3:** Gonzales North Avenue Elementary will be in 100% compliance with processes and procedures to pass all checkpoints and annual safety audits.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a crisis management plan, which includes monthly safety drills.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Logs of Drills</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide safety training to staff.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that staff know the safety expectations of the district and campus. Agenda, sign-in sheets, and logs of drill practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide student instruction to promote safety and protect against violence and bullying.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, Student discipline, Minor Incident Reports, Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Gonzales North Avenue will implement and manage a budgeting system that allocates resources in alignment with strategic priorities.

**Performance Objective 1:** By March 2025, 80% of campus budget will be spent to address the needs of the students and aligned to the campus goals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every month, my secretary will provide an updated budget report for review to determine funding throughout the year.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Budget Report</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Gonzales Independent School District**  
**Gonzales Junior High**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Gonzales Junior High School will unite as a nation to challenge and encourage each student to achieve and demonstrate academic excellence, technical skills and responsible citizenship.

## Vision

Together We Rise

## Value Statement

We Value:

- Working together as a family to achieve a positive academic environment with community involvement.
- Consistently using data to foster growth, teamwork, commitment, and excellence to ensure accountability in our GJHS family.
- Creating a fun positive atmosphere of respect, integrity, and diversity.
- Empowering our students to take responsibility for their education.
- Encouraging students to achieve excellence in all areas academica and extra curriculars.

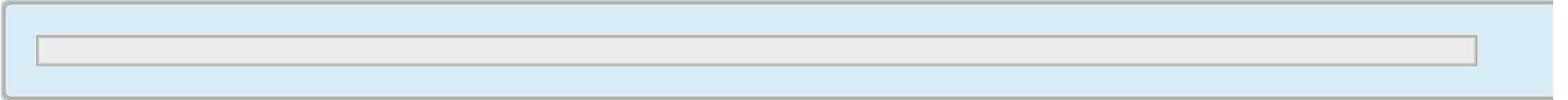
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary



Student Demographics (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
<b>Gender</b>		
Female	252	44.84%
Male	310	55.16%
<b>Ethnicity</b>		
Hispanic-Latino	376	66.90%
<b>Race</b>		
American Indian - Alaskan Native	1	0.18%
Asian	1	0.18%
Black - African American	49	8.72%
Native Hawaiian - Pacific Islander	0	0.00%
White	132	23.49%
Two-or-More	3	0.53%

Student Programs (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Dyslexia	71	12.63%
Gifted and Talented	52	9.25%
Regional Day School Program for the Deaf	0	0.00%
Section 504	82	14.59%
Special Education (SPED)	91	16.19%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	140	24.91%
Bilingual	0	0.00%
English as a Second Language (ESL)	138	24.56%

Student Programs (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	562	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
At-Risk	341	60.68%
Foster Care	4	0.71%
IEP Continuer	0	0.00%
Immigrant	7	1.25%
Intervention Indicator	96	17.08%
Migrant	2	0.36%
Military Connected	12	2.14%
Transfer In Students	18	3.2028%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	413	73.49%
Free Meals	324	57.65%
Reduced-Price Meals	23	4.09%
Other Economic Disadvantage	66	11.74%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	4	0.71%
Shelter	0	0.00%
Doubled Up	1	0.18%
Unsheltered	0	0.00%
Hotel/Motel	3	0.53%
Not Unaccompanied Youth	3	0.53%
Is Unaccompanied Youth	1	0.18%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	5	5.49%
Auditory impairment	2	2.20%
Visual impairment	1	1.10%
Deaf-Blind	0	0.00%
Intellectual disability	10	10.99%
Emotional disturbance	3	3.30%
Learning disability	49	53.85%
Speech impairment	6	6.59%
Autism	15	16.48%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
<b>Instructional Settings</b>		
Speech Therapy	6	6.59%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	47	51.65%
Resource Room	19	20.88%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	19	20.88%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Administrative Support	13	18.84%
Teacher	40	57.97%
Educational Aide	16	23.19%
Auxiliary	0	0.00%

### Demographics Strengths

Gonzales Junior High ensures that each student feels welcomed as they enter through the doors to the campus by having staff members greet students as they walk onto campus. Administration has set forth expectations that the school environment is accepting of all students while still ensuring safety is in the forefront. We have a culturally diverse population that we celebrate with open arms. There are a range of clubs and organizations that have been implemented again this school year, where students are able to participate in if they choose to.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Enrollment continues to go down, based on the data from the 3 previous years. **Root Cause:** Since COVID, the options or homeschooling has increased.

# Student Achievement

## Student Achievement Summary

2024 Accountability Ratings Overall Summary							Calculated on August 6th, 2024 at 3:36AM
<p>The Texas Education Agency (TEA) has now released the final <a href="#">2024 Accountability Manual</a> with the official A-F methodology for 2023-2024. On Data Suite has updated the A-F calculations to align with the finalized approach. Please review the <a href="#">A-F update log</a> for specifics on changes made. The current reports can reliably indicate expected A-F ratings, though final official ratings will still come from TEA after all data is certified.</p>							
Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
(089901042) - Gonzales J H							
Student Achievement	69					69**	D
School Progress, Part A	60	72	72	70%	50.4		
School Progress, Part B	72						
Closing the Gaps	65			30%	19.5		

## Student Achievement Strengths

Data drives instruction and is consistently looked at throughout the school year.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Lack of growth in the student population throughout the school year has caused scores to not be adequate. **Root Cause:** Inappropriately looking at data and making necessary adjustments to instruction to meet the needs of each student on campus.

# School Culture and Climate

## School Culture and Climate Summary

Monthly staff appreciation, tribal treats, staff celebrations, BOY gifts, golden arrow, teacher of the month, paraprofessional of the month, Staff Christmas Celebraton, buddy system

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** According to safety audits, the campus has no defined vulnerabilities, but the district remains diligent in being prepared for the unexpected. **Root Cause:** The school needs to continue to add additional safety measures to ensure the safety and protection of students and staff.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Ideal compensation plan, grow your own program, mentor program, new teacher orientation, staff development, professional development, TIA, 2% raise across the district, attendance incentive plan.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Gonzales Junior High will recruit, develop, retain highly qualified, certified teachers for all students on campus. **Root Cause:** Low scores for 6th-8th grade students due to lack of highly qualified staff.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Gonzales Junior High uses TEKS Resource system and utilizes their IFD (instructional focus documents), YAG (Year at Glance) and other relevant documents that help guide lesson planning/instruction on campus. Many different resources like Stemscoopes are used or certain subjects to ensure the rigor is there for daily lessons. Edgenuity, Lowman, MyPath, Summit K12 are all used as a type of intervention for students to meet their needs and ensure students are understanding instruction. At the beginning of the school year and the end of the school year students are given MAP testing to gauge their growth from the beginning of the school year to the end of the school year. Throughout the school year, the campus assesses students with mid 9-week checkpoints, end of 9-week exams and district benchmarks, where data is consistently looked at and used to adjust instruction and meet the needs of all students. Students performance is always looked at by administrators and teachers to drive instruction in the classroom, to ensure students are understanding content.

## Curriculum, Instruction, and Assessment Strengths

Consistently looking at data and disaggregating that data help drive instruction.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** We are in the developmental stage at the secondary level in rebuilding the curriculum and instruction. **Root Cause:** Lack of an instructional coach at the junior high, truly hinders the ability to drive change at the campus.

# Parent and Community Engagement

## Parent and Community Engagement Summary

ACE nights throughout the school year, attendance committee, PTO meetings, Title 1 meeting, meet the principal's nights, band booster club, cheer booster, athletic booster club, Come & Take It parade, Open House night, band concerts, Stop the bleed, Thanksgiving Luncheons, SHAC committee, sporting events throughout out the year, EOY awards assemblies, NJHS assembly, pep rally, school wide events.

## Parent and Community Engagement Strengths

Gonzales Junior High will provide multiple opportunities for parent and community engagement throughout the school year through family nights, PTO meetings, and school dances.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Engagement for parents of at-risk students is low. **Root Cause:** New and greater efforts need to be made to engage parents and families of at-risk students. Creative ways to reach out to parents need to be developed such as meeting different places, times or virtual.

## **School Context and Organization**

### **School Context and Organization Summary**

PLC Meetings, leadership meetings, department head meetings, Principal Meetings, Vertical Alignment across district,

### **School Context and Organization Strengths**

Central office supports campus administration to help drive the direction of the campus.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** No known weaknesses are apparent. The school should continue to offer support from the central office and allow teachers to be involved in decision-making processes.

# Technology

## Technology Summary

We are a 1-to-1 campus in which the students will utilize a Chromebook to enhance their academics. Also, on our campus, each classroom has a Promethean board to be used for instruction and lessons, utilized by both teachers and students.

## Technology Strengths

Various types of technology integration are occurring for both teachers and students.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Various types of technology integration occurring for both teachers and students. **Root Cause:** Technology acquisitions need to be maintained as a regular item on the district/campus budgets.

# Priority Problem Statements

# Goals

**Goal 1:** Gonzales Junior High will focus on enhancing student learning through the work provided to students.

**Performance Objective 1:** The students at Gonzales Junior High will get 74% approaches, 50% Meets and 23% Masters for the 2025 STAAR Reading Assessment.

**High Priority**

**Evaluation Data Sources:** Checkpoint and grading period assessments  
 Mock STAAR  
 STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Reading teachers will build lessons with high rigor, following the TEKS Resource System, while incorporating differentiated strategies in their classroom that promote literacy with all of their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have greater knowledge of the high rigor expectations for Reading TEKS in the YAG. Students will be learning at a higher rigor in the classroom with more academic discourse evident in the classroom. Student scores in all assessments taken throughout the school year will reflect this.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Classroom Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All 6th, 7th and 8th Grade Reading teachers will meet weekly in PLC meetings to analyze student reading data, classroom instruction and collaborate to improve instructional delivery and student results for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to grow professionally through constructive conversations with peers, administrators and secondary instructional coach, growing their depth and knowledge of classroom instruction and strategies used in the classroom to improve instruction in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secondary Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and execute a professional development plan for secondary teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction and data-driven instruction. This strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students.</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of all students on benchmark and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secondary Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales Junior High will focus on enhancing student learning through the work provided to students.

**Performance Objective 2:** Gonzales Junior High will see an increase of overall student performance for each student in 6th-8th grade in their Reading scores from the 2024 STAAR Reading Assessment to the 2025 STAAR Reading Assessment with 60% Approaches, 30% Meets, and 15% Masters

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** -Checkpoint and grading period assessments

-Mock STAAR

-STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Math teachers will build lessons with high rigor, following the TEKS Resource System, while incorporating differentiated strategies in their classroom that promote math concepts with all of their students. Implement tools, resources, and support for curriculum access to ensure evidence-based, universally designed lessons that meet the needs of all general education students, including those in summer school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of Tier I and Tier II students on benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secondary Instructional Coach, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All 6th-8th grade Math teachers will meet weekly in PLC meetings to analyze student reading data, classroom instruction and collaborate to improve instructional deliver and student results for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to grow professionally through constructive conversations with peers, administrators and secondary instructional coach, growing their depth and knowledge of classroom instruction and strategies used in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secondary Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and execute a professional development plan for secondary Math teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction and data-driven instruction. This strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students.</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of all students on benchmark and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secondary Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 2:** Gonzales Junior High will provide equitable instructional services for student success.

**Performance Objective 1:** Gonzales Junior High will increase Emergent Bilingual student performance by June 2024, the percentage of Emergent Bilingual students making at least one English proficiency level progress on TELPAS will be maintained at 38%.

**Evaluation Data Sources:** TELPAS Scores  
STAAR Scores  
Data Meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide supplemental language programs, professional development, and resources to support language acquisition and academic development of Emergent Bilinguals, including Gifted and Talented and Special Education, to meet the challenging state academic standards. July 2024, August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall performance of EB students on district assessments Student usage reports STAAR results TELPAS progress</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All 7th grade Math teachers will build lessons with high rigor, following the TEKS Resource System, while incorporating differentiated strategies in their classroom that promote literacy with all of their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have greater knowledge of the high rigor expectations for Math TEKS in the YAG. Students will be learning at a higher rigor in the classroom with more academic discourse evident in the classroom. Student scores in all assessments taken throughout the school year will reflect this.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students in Languages Other Than English in grades 6-12, will gain high school foreign language credit through actual class enrollment or credit by exam. Professional development and instructional materials will be provided to support the program.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> District Assessments High school credit obtained</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Gonzales Junior High will provide equitable instructional services for student success.

**Performance Objective 2:** Gonzales Junior High will provide equitable services to meet the needs of students in special programs.

Gonzales Junior High will increase Special Education student performance:

45% of Special Education students in grades 6-8 will approach grade level standard on the STAAR for reading and math.

**High Priority**

**Evaluation Data Sources:** -Checkpoint and grading period assessments

-Mock STAAR

-STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Gonzales Junior High will create an aligned instructional delivery framework for students of special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared understanding of student and staff expectations for instructional delivery designed to meet the needs of all students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secondary Instructional Coach, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The district will establish procedures for child find, referrals and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting the needs of all students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secondary Instructional Coach, Special Education Department Lead</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Gonzales Junior High will continue to implement a research based Multi-Tiered System of Support.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting the needs of all students</p> <p><b>Staff Responsible for Monitoring:</b> MTSS, TCLAS</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Gonzales Junior High will recruit, develop, and retain high-quality staff.

**Performance Objective 1:** Develop innovative recruiting and retention strategies to attract and retain highly qualified candidates at Gonzales Junior High.

**Evaluation Data Sources:** Recruit, support, retain teachers and principals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through the Gonzales ISD Mentor Program, mentor support is provided to inexperienced and out-of-field first-year and second-year teachers. (Description 2)</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be paired with an experience teacher to have a Mentor/Mentee relationship, improving their teaching capabilities. By doing this, the new teachers will be able to grow professionally.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, District Personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Gonzales Junior High will partner with each teacher on campus to determine the areas of need for each individual teacher with regards to professional learning and professional growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to grow professionally, which will in return help their students grow academically throughout the school yea</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secondary Instructional Coach, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Gonzales Junior High will recruit, develop, and retain high-quality staff.

**Performance Objective 2:** Gonzales Junior High will unlock and foster the potential of all teachers on campus, so that they continue to develop and build their instructional practices in the classroom.

**Evaluation Data Sources:** Tracking teacher performance on T-TESS  
 Weekly walkthroughs for all teachers  
 T-TESS results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development to support campus staff to grow professionally and to further enhance their teaching delivery in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking teacher performance on T-TESS            Weekly walkthroughs for all teachers            T-TESS results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain highly effective staff by implementing walkthroughs in all classrooms throughout the school year. With every teacher receiving at least 4 documented walkthroughs in the fall and 3 documented walkthroughs in the spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking teacher performance on T-TESS            Weekly walkthroughs for all teachers            T-TESS results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Gonzales ISD will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.

**Performance Objective 1:** Gonzales Junior High will have opportunities for families and the community to come to campus throughout the school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Gonzales Junior High will hold a Meet the Principals night with ACE program where the Title 1 meeting will take place.</p> <p><b>Strategy's Expected Result/Impact:</b> Community members and family members will be able to meet the administrative team, which will build a stronger bond with the campus.</p> <p>Title 1 Presentation Parent Compact</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Gonzales Junior High will hold Reading/Math Nights throughout the school year to help parent engagement with what is going on at the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents/Guardians will have a better understanding of what their student's are learning while having fun.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Gonzales Junior High will send a monthly newsletter out to all parents/guardians throughout the school year to help increase involvement in campus activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement with happenings on campus as well ensuring they know what is going on for the month.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Gonzales Junior High will provide a safe and secure environment for students and staff.

**Performance Objective 1:** Provide technology services that promote a secure environment for all.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Addition of Aristotle software on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to monitor student usage for safety, security and appropriate use while using their Chromebooks in class.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> District addition of a campus police officer</p> <p><b>Strategy's Expected Result/Impact:</b> The police officer and administration work in tangent to ensure safety of all students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6:** Gonzales High School will implement and manage a budgeting system that allocates resources in alignment with strategic priorities.

**Performance Objective 1:** Gonzales Junior High will hold quarterly budget meetings with campus improvement committee and department head representatives.

**Evaluation Data Sources:** Campus Budget

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet monthly to assess classroom needs <b>Strategy's Expected Result/Impact:</b> provide the needed supplies and resources for staff & students <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Gonzales Independent School District**  
**Gonzales High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Gonzales High School is dedicated to inspiring and motivating our students to reach their highest potential and be a positive contributor to their community.

## Vision

Success for All Students

## Value Statement

Belief Statements:

1. All students... are capable of investing in their education and their future by believing in themselves.
2. All families... can be involved, supportive, set high expectations for their children, and respectful of each other and school personnel.
3. All teachers...inspire and motivate their students to reach their highest potential and be a positive contributor to their community.
4. All campus leaders... will build supportive relationships with staff, students, and community members to bridge the gap between school and community while providing a positive learning environment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

1801 N Sarah  
Dewitt Dr  
Gonzales, TX  
78629  
(830) 672-7535  
Phone  
(830) 672-8273 Fax

### Administra tion

Administrator  
names are  
based on role ID  
reporting on the  
Fall 30090 staff  
records

<b>Principal</b>	<b>Karen Perez</b>
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School Population (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
<b>Student Total</b>	<b>760</b>	<b>100%</b>
9th Grade	214	28.16%
10th Grade	182	23.95%
11th Grade	176	23.16%
12th Grade	188	24.74%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
<b>Gender</b>		
Female	355	46.71%
Male	405	53.29%
<b>Ethnicity</b>		
Hispanic-Latino	508	66.84%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	1	0.13%
Black - African American	72	9.47%
Native Hawaiian - Pacific Islander	0	0.00%
White	176	23.16%
Two-or-More	3	0.39%

Student Programs (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Dyslexia	64	8.42%
Gifted and Talented	63	8.29%
Regional Day School Program for the Deaf	0	0.00%
Section 504	84	11.05%
Special Education (SPED)	122	16.05%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	168	22.11%
Bilingual	0	0.00%
English as a Second Language (ESL)	122	16.05%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	42	5.53%
<b>Title I Part A</b>		
Schoolwide Program	760	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
At-Risk	535	70.39%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Foster Care	0	0.00%
IEP Continuer	5	0.66%
Immigrant	1	0.13%
Intervention Indicator	211	27.76%
Migrant	1	0.13%
Military Connected	10	1.32%
Transfer In Students	23	3.0263%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	548	72.11%
Free Meals	424	55.79%
Reduced-Price Meals	28	3.68%
Other Economic Disadvantage	96	12.63%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	3	0.39%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	3	0.39%
Not Unaccompanied Youth	3	0.39%
Is Unaccompanied Youth	0	0.00%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	20	16.39%
Auditory impairment	1	0.82%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	19	15.57%
Emotional disturbance	3	2.46%
Learning disability	64	52.46%
Speech impairment	3	2.46%
Autism	12	9.84%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Noncategorical early childhood	0	0.00%
<b>Instructional Settings</b>		
Speech Therapy	3	2.46%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	85	69.67%
Resource Room	7	5.74%
VAC	0	0.00%
Off Home Campus	6	4.92%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	21	17.21%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Administrative Support	17	16.83%
Teacher	71	70.30%
Educational Aide	13	12.87%
Auxiliary	0	0.00%

### Demographics Strengths

Gonzales High staff greets students each morning at the door. In addition, we have a set of safe and civil campus policies to put expectations for staff and students for all of our common places (classrooms, cafeteria, hallways,...). Our counselors has established a character trait program that is unique to our campus needs. We have CHAMPS on our campus

for discipline practices. Culturally diverse student population. Range of programs offered to meet the needs of student interests through clubs and extra curricular activities. School and community resources to support students and families. Accepting and positive environment for students and staff.

- We continue to close the performance gap between the demographic populations in each grade.
- Equitable teacher-to-student ratio in core content areas
- Many hours of training have been devoted to and will continue to be devoted to the training of the ESL teachers and campus administrators in order to continue to successfully implement the ESL program. This is a district initiative to meet the needs of our rising ELL population.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Based on the enrollment for the last three years, the enrollment has significantly decrease over the last three years. **Root Cause:** Number of Home School opportunities after covid has significantly increased.

# Student Achievement

## Student Achievement Summary

Student achievement data is derived from the Texas Academic Performance Report and State Accountability. OnData Suite (a data disaggregation software) provides reports on student achievement broken out by subject, grade, ethnicity, economically disadvantaged, special education, at-risk, cohorts, and/or advanced rates. In a three year comparison (2021-2024), overall student achievement data indicates an increase in 2022-2023 in Eng 1/2, Algebra 1, Biology, and US History. In 2023-2024 we had a decrease in Eng1/2, Algebra 1, and US History with no change in Biology. However, scores showed significant improvement in the 2022-2023 school year, especially in the “Approaches Grade Level” category of the state test where English 1 was down 9% points (from 70% in the previous school year to 61%) in 2023-2024. Scores showed a decrease in the 2023-2024 school year, especially in the “Approaches Grade Level” category of the state test where English 1 was up 23% points (from 47% in the previous school year to 70%) in 2022-2023. The main goal for the 2024-2025 school year is to increase the number of students scoring at the “Meets and/or Masters” levels since only 45% of Eng 1 students, 37% of Eng 2 students, and 18% of Alg students performed at these levels in 2023-2024. All possible contributing factors (scope and sequence, effectiveness of tutoring, response to intervention, primary instruction, and rates of achievement across area districts) need to be analyzed and instructionally weak areas need to be isolated. The greatest gap between the all students group and the target group is the economically disadvantaged group. Continued diligence and resources are needed in this area to maintain and increase progress. In response to these data, more prescriptive response to intervention with small groups, one-on-one intervention, and hands-on activity should be in place for these struggling learners (response to intervention (RTI), paraprofessionals, interventionists, tutoring.) Scores for the Special Education population were low overall but were lowest in the areas of English and Math. Gonzales ISD needs to systematically utilize students’ scores to drive targeted planning practices and prescriptive inclusion instruction that maximizes instructional efficiency for this population. The credit recovery program has prevented many of the at-risk high school students from dropping out and needs to be continued. The district PACE is another program which prevents many at-risk students from getting behind in their classes and dropping out. Also, extended-year programs for students failing state assessments are needed for acceleration for the at-risk. CCMR indicators are low. The district must develop goals and strategies for seeing immediate and long-term improvement in CCMR. At the very least, CCMR data on each junior should be closely monitored and tools to assist students in their postsecondary choices should be available and promoted. Other areas of concern are Emergent Bilingual and Economically Disadvantage groups in English 1 & 2, and Algebra. Intervention programs are in place, but continued research and innovation are needed to eliminate these achievement gaps completely.

## Student Achievement Strengths

Disaggregated data does inform instruction.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Emergent Bilingual, Economically disadvantaged and non-Economically disadvantaged population gap and SPED student performance are not acceptable.

**Root Cause:** While all students receive enrichment/intervention weekly, the Emergent Bilingual, Economically Disadvantaged and Special ED students should be monitored closely throughout the year to ensure progress. This data-based approach should help narrow these gaps as much as possible.

# School Culture and Climate

## School Culture and Climate Summary

Stakeholders describe the district as a welcoming place where students are treated with respect and where they feel safe for the most part. However, despite great effort, continued school shootings have left students and staff feeling vulnerable. Students certainly need to be educated about anger management and conflict resolution. However, security needs to be in place that students, staff, and the public can “see.” Safety precautions such as fences, door security, and driver’s license scanning capabilities that catch predators are in place. However, Gonzales High School needs to continue to add additional measures to ensure the safety and protection of students and staff.

The vision, mission, goals, and belief statements of the campus all point toward high expectations for everyone, and the students and staff are aligned to this concept. The staff works closely with troubled children and provides home visits, counseling, and donations of food, funds, and clothing when needed. Overall, the community, students, and staff are proud stakeholders in the Gonzales High School.

Campus items that help with culture and climate are our Sunshine Committee, ice breaker and team building activities built in to PD, breakfast/lunch/snacks during staff development, treat bags issued at BOY, Tribal treats, birthday celebrations, golden arrow, teacher of month, Staff Christmas celebration, and buddy system,

## School Culture and Climate Strengths

Surveys results in strong culture/climate. No violent incidents has occurred due to rapid response by administration, faculty and district staff.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** According to safety audits, the campus has no defined vulnerabilities, but the district remains diligent in being prepared for the unexpected. **Root Cause:** The school needs to continue to add additional safety measures to ensure the safety and protection of students and staff.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The staff attends high quality, professional development at Region 13 and other places including conferences to build their skills, knowledge, and capacity for responding to the needs of stakeholders. New teachers are assigned a mentor teacher and grade level teams regularly meet and plan together. The school has “single instructors,” meaning each subject has only a single teacher that plans and teaches it. As such, there can be no horizontal planning or department meetings. The school does, however, provide multiple opportunities each year for vertical planning to take place. This practice has shown to benefit the development of supporting standards and retention of student learning.

Programs that Gonzales High have in place to help with staff quality, recruitment and retention are Grow your own teachers, Staff Development, New teacher orientation, Mentor program, updated compensation plan, 2% raise across district, TIA, Attendance Incentives, and Grown your Own leadership/Administrator.

An Academic Dean was hired for the 2022-2023 and 2023-2024 school year who worked with teachers to identify their strengths and weaknesses. The academic dean along with the campus principals serve as a resource for teachers when they need additional support and training. The campus principals, academic dean, teachers and staff collaborate with each other to identify proper training and support to help teachers identify student needs and teach to the standards of the state assessment. Adjustments are made accordingly.

Recruitment stipends for high-need areas are used to attract and keep high quality teachers in state assessment areas, and the district uses an electronic application system to make its needs more well-known.

## Staff Quality, Recruitment, and Retention Strengths

Staff and administrators report professional development needs and this, along with student performance results, drive professional development choices.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** An academic dean/instructional coach works with teachers and administrators to identify areas of need. Without this person on campus, administrators are having a difficult time meeting with teachers in timely manner. **Root Cause:** Discontinued ESSER funds.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Gonzales High School uses the TEKS Resource system that offers instructional focus documents (IFD), the year-at-a-glance (YAG) document, and other subject-relevant guiding documents. Vertical alignment documents are reviewed each year in subject area meetings. TEKS Resource RS and TExGUIDE are resources used along with the TEKS Resource System. Edgenuity is used for intervention, STAAR strategies classes, credit recovery, test prep, and electives. Other supplements to the curriculum include Lowman, MyPath, and Summit K-12. MAPs is another method to test and collect data on our students. Throughout the year, benchmarks inform instruction and differentiation strategies and 21st century skills are included in the curriculum. The monitoring process for the curriculum includes vertical and grade level meetings locally. PLC days are built into the calendar. Assessments are reviewed internally and externally, for relevancy and appropriateness and are clearly linked to an in-depth understanding of the TEKS. Assessments are developed by the teams of subject area teachers using STAAR released tests where available. Results are disaggregated and analyzed so as to inform and drive instruction. Benchmark assessments have been good predictors in the past as to state testing performance. Student performance data is reviewed each year and critical areas of weakness are determined. The impact is consistent instruction with a higher level of rigor for all students. State testing results and local benchmark scores show the need for additional instructional time and more one-one-one intervention and small group interventions. Our EB, economically disadvantaged and at-risk students are the highest need groups for these types of intervention. Response to intervention times are scheduled for the high school.

## Curriculum, Instruction, and Assessment Strengths

The IFD and YAG help teachers know what they should be teaching. An Instructional Coordinator for secondary was hired to help align curriculum.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** We are in the developmental stage at the secondary level in rebuilding the curriculum and instruction. **Root Cause:** No instructional person on campus this year to meet continuously with staff for PLC meetings to review data and provide direction for teachers and support student success.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent and community involvement is good for the most part with parents of at-risk students being the least involved. High school students work with at-risk elementary students on a weekly basis. The high school student council elicits help from parents and community on many projects. Parents and community members serve on decision-making committees that drive schoolwide change. Parent and family engagement activities include Meet the Teacher Night, Annual Title I Meeting, Site-based decision committee members, multiple booster clubs, parent engagement nights, Fish camp, attendance committee, Grateful dads, LPAC parent member, Come and Take It parade, Open House, Thanksgiving lunch, Band concerts, Stop the bleed, SHAC, sporting events, EOY celebrations, Scholarship night, Decision Day, Pep Rally, School wide events . New parent and family engagement events scheduled for the 24-25 school year include a Family FASFA Night in the fall. Veterans Day programs are well-attended by local veterans and family members of performing students. The School Health Advisory Committee, made up mostly of parents, is active and plans relevant programs for students and community. Local businesses provide donations and grants for district activities. The online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. The parent notification system, school website, school marquee, Remind, Gonzales ISD Facebook page, Instagram page, and Twitter accounts are also avenues for parents to receive needed information about school events. Zoom, Google Classroom, Remind and Dojo are also means of communication.

## Parent and Community Engagement Strengths

Parent, family, and community engagement overall is high. One new parent/family engagement event has been added to the school year.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Engagement for parents of at-risk students is low. **Root Cause:** New and greater efforts need to be made to engage parents and families of at-risk students. Creative ways to reach out to parents need to be developed such as meeting different places, times or virtual.

# School Context and Organization

## School Context and Organization Summary

Central office staff members accommodate the overall staffing and financial needs of the campuses as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student needs and include small class sizes. Response to intervention sessions are offered for low-performing students. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions. Teachers also provide input on types of assessments to be used and the calendar for benchmarking. Our number of transfers from other districts speaks of the confidence in our school in our area. A climate of high expectations including the belief that all students can learn is reinforced at all levels

Systems in place at the high school are PLCs weekly, leadership meetings, department head meetings, meeting with VC, collaboration with OnRamps, new CTE Building, principal meetings, C & I meetings, and vertical alignment across district,

## School Context and Organization Strengths

The central office supports the campus needs.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** No known weaknesses are apparent. The school should continue to offer support from the central office and allow teachers to be involved in decision-making processes.

# Technology

## Technology Summary

The district technology resources include classroom computers/laptops, printers, laptop labs, Chromebooks, ceiling-mounted projectors, document cameras, automated parent notification system, district-wide wireless access, mobile labs, Interactive TV's, Promethean boards, etc. The high school is currently 1:1. Teachers request the purchase/use of emerging technologies while utilizing current technology to the maximum. Teachers receive training in accordance with state technology application standards for teachers. Additional and ongoing technology integration training, such as Google Drive and Google Classroom, has elevated teacher use and created a culture of effective integration of technology into instruction while increasing district collaboration to an all-time high for both students and staff. The network allows for just-in-time access for instructional use but is also monitored for appropriate use. This is essential since much of the curriculum is technology-based. The software used for acceleration is web-based for 24-7 access; data disaggregation is also web-based, and with Eduphoria used for disaggregating achievement results throughout the year, teachers have the ability to determine instructional needs at any time.

## Technology Strengths

Various types of technology integration are occurring for both teachers and students.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Various types of technology intergration occuring for both teachers and students. **Root Cause:** Technology acquisitions need to be maintained as a regular item on the district/campus budgets.

# Priority Problem Statements

# Goals

**Goal 1:** Gonzales High School will develop a shared understanding of student learning with all stakeholders.

**Performance Objective 1:** Gonzales High School will increase Overall RLA Student Performance on STAAR to 70% Approaches, 50% Meets, and 25% Masters.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** -Checkpoint and grading period assessments  
 -Mock STAAR  
 -STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly PLCs in all content areas led by the instructional leadership team to ensure use of curriculum documents, planning protocols, and instructional delivery to increase Tier 1 instruction to meet the requirements of the student expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Student-centered lessons delivered using best instructional practices increasing engagement, student achievement, and vertical and horizontal alignment across campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> GHS will implement a continuous process of support for teachers with the following best practices: classroom discourse, common instructional framework, Fundamental Five, Gretchen Bernabei writing strategies, Jennifer Serravallo reading and writing strategies, Notice and Note signposts, Lead4Ward training, and the components of balanced literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> GHS will implement a walkthrough, coaching, and feedback cycle to support teachers in implementing best practices for reading instruction and drive campus professional development plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 1:** Gonzales High School will develop a shared understanding of student learning with all stakeholders.

**Performance Objective 2:** Gonzales High School will increase overall Math performance on STAAR to 80% Approaches, 50% Meets, and 25% Masters.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** -Checkpoint and grading period assessments

-Mock STAAR

-STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Daily PLCs in all content areas led by the instructional leadership team to ensure use of curriculum documents, planning protocols, and instructional delivery to increase Tier 1 instruction to meet the requirements of the student expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Student-centered lessons delivered using best instructional practices increasing engagement, student achievement, and vertical and horizontal alignment across campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> GHS will implement a walkthrough, coaching, and feedback cycle to support teachers in implementing best practices for reading instruction and drive campus professional development plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective, well-supported teachers who achieve T-TESS student growth goals. Effective feedback to support that achievement and growth mindset in teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Gonzales High School will develop a shared understanding of student learning with all stakeholders.

**Performance Objective 3:** Gonzales ISD will integrate technology into academic experiences.

- Evaluation Data Sources:**
- Observational Data
  - PLC, planning minutes
  - Lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promethean Boards</p> <p><b>Strategy's Expected Result/Impact:</b> Create lessons that will help teachers reach a new level of interactivity between your students and their education</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the Sirius and K-12 Summit software during Flex Time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading, math, science and social studies achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Gonzales High School will provide equitable instructional services for student success.

**Performance Objective 1:** Gonzales High School will increase students meeting CCMR criteria from 85% to 88%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** -TAPR Report

- State Accountability Data
- PEIMS
- STAAR Assessment
- Student Information System (SIS) for career plans
- IEP Completion data
- TSI and higher education enrollment reports
- IBC reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Intentional identification, planning, and communication to students needing eligibility in CCMR, through the TSIA2.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased TSIA2 eligibility will grow by 5% through intentional education, communication, purposeful scheduling through CPC Math/Reading, College Bridge and implementation of test planning, preparation, and test performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Counselors</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Gonzales High School will provide equitable instructional services for student success.

**Performance Objective 2:** Gonzales High School will increase Emergent Bilingual student performance:

The percentage of students who progress at least one proficiency level on TELPAS will increase from 35% to 45% on TELPAS.

80% of Emergent Bilingual students will approach grade level standard on the Algebra I STAAR.

50% of Emergent Bilingual students will approach grade level standard on the English I and II STAAR.

- Evaluation Data Sources:** -Summit K12  
 -Checkpoint and grading period assessments  
 -Mock STAAR  
 -STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize K-12 Summit Assessments, during FLEX time, implemented to support all four components of TELPAS in grades 9-12.</p> <p><b>Strategy's Expected Result/Impact:</b> -increased performance on TELPAS -students exited from Bilingual programming in alignment with program goals</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, LPAC members</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> GHS will meet with all EB students and provide content and/or linguistic support through ESOL I and ESOL II classes, and targeted ESL support staff scheduling.</p> <p><b>Strategy's Expected Result/Impact:</b> -meet the needs of ELs through differentiation determined by their level language acquisition</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, LPAC members</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Gonzales High School will provide equitable instructional services for student success.

**Performance Objective 3:** Gonzales High School will provide equitable services to meet the needs of students in special programs.

Gonzales High School will increase Special Education student performance:

60% of Special Education students in English I and II will approach grade level standard on the 2024 STAAR for English I and English II.

**High Priority**

**Evaluation Data Sources:** -Checkpoint and grading period assessments

-Mock STAAR

-STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Streamline student schedules to provide in class support staff and flex time support  <b>Strategy's Expected Result/Impact:</b> increased checkpoint  <b>Staff Responsible for Monitoring:</b> administration</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished


Continue/Modify


Discontinue

**Goal 2:** Gonzales High School will provide equitable instructional services for student success.

**Performance Objective 4:** Gonzales High School will increase graduation rate from 96.1 to 98%.

**High Priority**

**Evaluation Data Sources:** -TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor attendance daily for all students with an emphasis on the senior class. Create and implement an attendance plan for the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance Lowered number of students who makeup hours</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Truancy officer, attendance clerk</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 3:** Gonzales High School will recruit, develop, and retain high-quality staff.

**Performance Objective 1:** Develop innovative recruiting and retention strategies to attract and retain highly qualified candidates at Gonzales High School.

**Evaluation Data Sources:** -TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Highlight a teacher of the month</p> <p><b>Strategy's Expected Result/Impact:</b> Positive School Culture</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Gonzales High School will recruit, develop, and retain high-quality staff.

**Performance Objective 2:** Hire candidates from "Grow Your Own" programs within Gonzales ISD to increase internal candidates from within the district and community.

**Evaluation Data Sources:** -program participation  
-program development and implementation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> GHS currently has 2 candidates from the Grow Your Own Program.</p> <p><b>Strategy's Expected Result/Impact:</b> maintain a fully staffed campus and support staff</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
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**Goal 4:** Gonzales High School will improve internal and external communications efforts campus wide.

**Performance Objective 1:** Develop and sustain effective structures for communication and ongoing engagement of students, families, and the community

- Evaluation Data Sources:** -Website Analytics  
 -Promotional Analytics  
 -Internal/External Surveys  
 -Social Media Platform Data  
 -Email Analytics

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with parents via Blackboard calls and email  <b>Strategy's Expected Result/Impact:</b> Parents are informed of all academic events and information  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Facebook as an additional communication tool  <b>Strategy's Expected Result/Impact:</b> highlight student success, teacher lessons and provide information to parents  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide information to the community newspaper  <b>Strategy's Expected Result/Impact:</b> Inform parents  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create Bulletin Boards throughout the school to highlight different programs within the school and community <b>Strategy's Expected Result/Impact:</b> Inform and provide information to students <b>Staff Responsible for Monitoring:</b> Administration, support staff, CCMR staff, CTE staff  <b>ESF Levels:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 4:** Gonzales High School will improve internal and external communications efforts campus wide.

**Performance Objective 2:** Develop and sustain effective structures for communication and ongoing engagement of staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and email the Apache Yell for all staff to receive on Sunday evening/Monday morning  <b>Strategy's Expected Result/Impact:</b> keep all staff informed of activities for the week, highlight successful lessons  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily Remind messages  <b>Strategy's Expected Result/Impact:</b> provide a positive work culture  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create and maintain the Apache Wiki  <b>Strategy's Expected Result/Impact:</b> to provide information to staff in a central location  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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**Goal 5:** Gonzales High School will provide a safe and secure environment for students and staff.

**Performance Objective 1:** Provide technology services that promote a secure environment for all.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pilot the Rhombus camera, 1 upstairs and 1 downstairs  <b>Strategy's Expected Result/Impact:</b> provide additional coverage to maintain a safe school environment  <b>Staff Responsible for Monitoring:</b> Administration, truancy officers, receptionist, police officer</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Added 10 additional cameras downstairs in the blindspots  <b>Strategy's Expected Result/Impact:</b> provide additional coverage to maintain a safe school environment  <b>Staff Responsible for Monitoring:</b> Administration, truancy officers, receptionist, police officer</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Additional of Aristotle software  <b>Strategy's Expected Result/Impact:</b> staff can monitor student usage for safety, security and appropriate use  <b>Staff Responsible for Monitoring:</b> all teaching staff, administration</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> District addition of a campus police officer  <b>Strategy's Expected Result/Impact:</b> The police officer and administration work in tangent to ensure safety of all students and staff  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 5:** Gonzales High School will provide a safe and secure environment for students and staff.

**Performance Objective 2:** Expand awareness and prevention efforts regarding safety and security.

**Evaluation Data Sources:** -Survey Analytics

-Audits

--Trends

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly door sweeps <b>Strategy's Expected Result/Impact:</b> Ensure the safety of the campus <b>Staff Responsible for Monitoring:</b> Police officer  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Add window/door coverings throughout the campus <b>Strategy's Expected Result/Impact:</b> provide security of outsiders to view what is going inside student areas <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Install Vape detectors to deter the use of nicotine and THC. <b>Strategy's Expected Result/Impact:</b> Decrease of usage and discipline referrals for students. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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**Goal 6:** Gonzales High School will implement and manage a budgeting system that allocates resources in alignment with strategic priorities.

**Performance Objective 1:** Hold quarterly budget meetings with campus improvement committee and department head representatives.

**Evaluation Data Sources:** campus budget

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet monthly to assess classroom needs</p> <p><b>Strategy's Expected Result/Impact:</b> provide the needed supplies and resources for staff &amp; students</p> <p><b>Staff Responsible for Monitoring:</b> administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
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GISD School Board Agenda Information Sheet  
October 21, 2024

Board of Trustees

Ross Hendershot III  
President

Justin Schwausch  
Vice President

Josie Smith-Wright  
Secretary

Naomi Brown

Gloria Torres

D'Anna Robinson

Ashley Molina

**ACTION ITEM**

**SUBJECT:** Discuss and Consider Action on the 2024-2025 Emergent Bilingual Program

**ADMINISTRATOR RESPONSIBLE:** Elmer Avellaneda, Superintendent of Schools, Rachelle Ysquierdo, Executive Director of Curriculum and Instruction

**RATIONAL SUMMARY:** Each year, districts must present their Bilingual/ESL program evaluation to the school board as set forth by §89.1265.

**ADMINISTRATION'S RECOMMENDATION:** APPROVE

**SAMPLE MOTION:** *"I move that the board approve the Bilingual/ESL program evaluation as set forth by §89.1265."*



LEARNING TODAY,  
LEADING TOMORROW



Board of Trustees  
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GISD School Board Agenda Information Sheet  
October 10, 2024

**ACTION ITEM**

**SUBJECT:** Discuss and Consider Action on an Interlocal Agreement with the City of Gonzales and Gonzales County Regarding Parking Lot Improvements at Apache Stadium and Related Purchases and Budget Amendment

**ADMINISTRATOR RESPONSIBLE:** Gene Kridler, Executive Director of Operations; Amanda Smith, Chief Financial Officer; Dr. Elmer Avellaneda, Superintendent of Schools

**RATIONAL SUMMARY:** Administration will present an overview of the stadium parking lot project that was developed in conjunction with city and county officials. The attached interlocal agreement includes provisions related to the cost sharing of project materials with the city with the county providing project labor.

This project is currently not funded in the General Fund budget. Therefore, a budget amendment would be necessary. The total project cost is currently estimated to be between \$112,691.76 and \$188,666.16 (final project materials listing to be provided by the County prior to project inception). Administration recommends amending the general fund budget to increase Function 81 by \$188,667.

The project budget and document were approved by the City Council on September 12, 2024 and informally approved by the County Commissioners. It will be soon be presented to the County Commissioners for official action. Administration recommends delegating authority to finalize the agreement to the superintendent to avoid delays if the other parties request language be amended.

**SUPERINTENDENT'S RECOMMENDATION:** Approve

**SAMPLE MOTION:** *"I move that the board approve the interlocal agreement, needed purchases, and budget amendment and delegate authority to the superintendent to finalize the agreement language, as presented."*



LEARNING TODAY,  
LEADING TOMORROW

**-\*INTERLOCAL AGREEMENT AMONG  
THE CITY OF GONZALES, TEXAS; GONZALES COUNTY, TEXAS; AND THE  
GONZALES INDEPENDENT SCHOOL DISTRICT REGARDING PARKING LOT  
IMPROVEMENTS AT APACHE STADIUM**

This AGREEMENT is hereby made and entered into by and between **THE CITY OF GONZALES, TEXAS** (hereinafter referred to as “City”), a home rule municipality, acting by and through its Mayor, the **GONZALES INDEPENDENT SCHOOL DISTRICT** (hereinafter referred to as “District”), acting by and through its Superintendent, and **GONZALES COUNTY, TEXAS** (hereinafter “County”), acting by and through its County Judge, all jointly referred to as “Parties,” hereto duly authorized, pursuant to authority granted under the Interlocal Cooperation Act, Chapter 791, Texas Government Code to enter into this interlocal Agreement (hereinafter “Agreement”).

**RECITALS**

**WHEREAS**, it is the mission of the District to design meaningful learning experiences that inspire students to make an impact beyond themselves and the goal of the District to promote public education and foster community for the benefit of its students; and

**WHEREAS**, it is the goal of the City to insure the health, safety, and welfare of its citizens, including those served by the District, as embodied in the numerous codes and regulations controlling land use, site development regulations, and construction activities within the City; and

**WHEREAS**, it is the goal of the County to provide needed services to the community and enhance the lives of its citizens; and

**WHEREAS**, the City owns a parcel of land located at 1602 N. St. Joseph St., Gonzales, Texas 78629 (the “Property”), which it leases at almost no cost to the District for public and school purposes. The City land currently houses the District’s football stadium, which is used by the District and enjoyed by the community. The current lease term is 99 years; and

**WHEREAS**, the Parties recognize and desire to cooperate in the renovation of a portion of the local football stadium of the Property, specifically by repaving the parking lot for the purposes of expediting the renovating process through cooperation and maximizing use of tax dollars for the benefit of all Parties, the students, and the citizens; and

**WHEREAS**, the Parties are authorized to enter into this Agreement pursuant to the authority granted under the Interlocal Cooperation Act, Chapter 791, Texas Government Code, which encourages interlocal cooperation among governmental entities for the performance of governmental functions to enter into this Agreement.

**NOW THEREFORE**, the Parties hereto agree and, by execution hereof, are bound to the mutual obligations herein contained and to the performance and accomplishment of tasks hereinafter described:

## I. PURPOSE

1.01 This Agreement is entered into by the City, County, and District for the purpose of designating procedures, processes, and fee structures which will streamline delivery of certain governmental functions and services in an efficient and cost-effective manner.

1.02 This Agreement shall apply to the paving project set out above.

## II. SCOPE OF WORK

2.01 **General Description of Work:** The Project involves repaving the parking lot of the local football stadium, including but not limited to, removal of existing surfaces, possible grading, surface preparation, installation of new pavement, and related tasks (“Project”).

2.02 **Project Schedule:** The Parties agree to commence the Project no later than November 30, 2024, and aim to complete the Project by December 31, 2024, subject to weather conditions and other unforeseen circumstances.

## III. TERM

3.01 The term of this AGREEMENT shall be for a period of six (6) months beginning October 21, 2024 and ending April 20, 2025.

3.02 This Agreement shall terminate in the event a Party, through its governing body, fails to appropriate sufficient funding to meet its obligations under this Agreement. Sums paid under this Agreement, if any, shall be paid only from current revenues available to the paying/providing party.

## IV. RESPONSIBILITIES OF THE PARTIES FOR THE PROJECT

4.01 **Gonzales County, Texas:**

- a. Provide a list of materials to the District so that the District can procure the required materials for the project by October 28, 2024.
- b. Provide any required permitting at no cost to the Parties.
- c. Procure and provide all required labor/personnel and equipment needed for the project at no cost to the City or District, and ensuring that all labor/personnel and equipment was procured pursuant to all legal requirements.
- d. Ensure that the parking lot meets the following requirements under the Americans with Disabilities Act, as amended, and any of its implementing regulations (“ADA”): striping including that the number of accessible parking spaces and minimum number of van-accessible parking spaces for the total number of parking spaces is compliant with the ADA (including appropriate spacing), and that an accessible route will be provided from the accessible parking to the accessible entrance [including that an accessible route never has curbs or stairs, must be at least 3 feet wide, and has a firm, stable, slip-resistant surface. The slope along the accessible route should not be greater

- than 1:12 in the direction of travel.] *(District will consult with a design professional regarding these requirements and provide input.)*
- e. Assist with public communication and community engagement.

**4.02 Gonzales Independent School District:**

- a. Consult with a design professional regarding the project.
- b. Consult with a design professional to ensure the following parking lot meets the following requirements under the Americans with Disabilities Act, as amended, and any of its implementing regulations (“ADA”): striping including that the number of accessible parking spaces and minimum number of van-accessible parking spaces for the total number of parking spaces is compliant with the ADA (including appropriate spacing), and that an accessible route will be provided from the accessible parking to the accessible entrance [including that an accessible route never has curbs or stairs, must be at least 3 feet wide, and has a firm, stable, slip-resistant surface. The slope along the accessible route should not be greater than 1:12 in the direction of travel.]
- c. Within thirty (30) days of receiving the list of materials from the County, procure the necessary materials for the Project.
- d. Provide access to the stadium and parking lot.
- e. Procure and provide all materials for the project for the County’s contractors to use on the Project, at no cost to the County, and ensure that all materials are procured pursuant to all legal requirements.
- f. Pay for all materials for the project, which shall be reimbursed by the City in the amount of \$56,345.88 of the total costs incurred by the District.
- g. Assist with public communication and community engagement.

**4.03 City of Gonzales Texas:**

- a. Reimburse the District for in an amount not to exceed \$56,345.88 of the total costs of materials incurred by the District for the Project. Such reimbursement shall be made no later than thirty (30) days of receipt of an itemized invoice from the District. The City may make a one lump sum payment or in twelve monthly installments as the District receives and provides invoices for the materials.
- b. Coordinate with the District regarding any authorizations or execution of documents required for the Project, as the owner of the Property.
- c. Provide any required permits, including building and occupancy permits, at no cost to the Parties.
- d. Provide access to the stadium and parking lot, including any temporary construction easements, etc., as may be needed to complete the Project.
- e. Assist with public communication and community engagement.

#### **IV. FINANCIAL ARRANGEMENTS**

**4.01 Budget:** The total estimated cost of the Project is \$112,691.76. Each Party agrees to contribute its share of the costs/labor as outlined in Article III, above.

**4.02 Payments:** The City shall make its financial contributions to the District in accordance with the following payment schedule: [Within 30 days of project completion.]

4.03 **Cost Overruns:** Any cost overruns related to design, labor/personnel, and/or equipment shall be borne by the County. Any cost overruns related to the materials shall be borne by the District and City in the amount set out above unless otherwise agreed in writing by an authorized representative of the District and City with regard to materials.

## V. ADMINISTRATION

5.01 **Project Manager:** The County shall appoint a Project Manager to oversee the Project and ensure compliance with this Agreement.

5.02 **Communication:** The Parties agree to maintain open and regular communication throughout the duration of the Project through the Designated Representatives as stated below.

5.03 **Meetings:** Designated representatives shall hold regular meetings to review progress, discuss issues, and discuss any recommended/necessary adjustments to the Project plan. The governing bodies of each of the Parties shall receive regular updates on the Project to review progress, address issues, and make necessary adjustments to the Project plan.

## VI. LIAISONS AND NOTICES

6.01 **Designated Representatives and Communication.** Communications among the City, County, and District shall be directed to the designated representatives of each Party. Unless written notification to the contrary is received by the City and the County, the District's Superintendent, or designee, shall be its designated representative responsible for the management of this Agreement. Unless written notification to the contrary is received by the District and the County, the Mayor of the City, or designee, shall be the City's designated representative responsible for the management of this Agreement. Unless written notification to the contrary is received by the City and the District, the County Judge, or designee, shall be the County's designated representative responsible for the management of this Agreement.

6.02 **Notices and Communications.** For purposes of this Agreement, all official communications and notices among the Parties shall be deemed sufficient if in writing and mailed, registered, or certified mail, postage prepaid, to the addresses set forth in Section VII. Notices. For purposes of project management that includes communications related to status reporting, preliminary plan review and permits shall be conducted between the designated representative, above, or designee. Email communications for purposes of project management shall be sufficient. Notice of change of address by any Party must be made in writing and delivered to the other Party last known address within five (5) business days of such change.

## VII. NOTICES

- a. **Method.** Any notice to be given under this Agreement is deemed to have been given if given in writing and delivered in person by registered or certified mail, postage prepaid, to the party who is to receive the notice at the addresses stated in 6.02. Such notice is

deemed to have been given three (3) working days after the date it was delivered or mailed.

**b. TO DISTRICT:**

Dr. Elmer Avellaneda, Superintendent  
Gonzales Independent School District  
1615 St. Louis St. / P.O. Box 157  
Gonzales, TX 78629

**TO CITY:**

Steven Sucher, Mayor  
City of Gonzales, Texas  
820 St. Joseph St.  
Gonzales, TX 78629

**TO COUNTY:**

Hon. Patrick C. Davis, County Judge  
Gonzales County Courthouse  
414 St. Joseph St., Suite 200  
Gonzales, TX 78629

### VIII. LEGAL AUTHORITY

8.01 The Parties represent, warrant, assure and guarantee that they possess the legal authority, pursuant to any proper, appropriate and official motion, resolution, ordinance or action passed or taken, to enter into this Agreement and to perform the responsibilities herein set out.

### IX. MISCELLANEOUS PROVISIONS

9.01 **Amendments.** Except when the terms of this Agreement expressly provide otherwise, any alterations, additions, or deletions to the terms hereof shall only be by written amendment formally approved by the governing body of all Parties. It is understood and agreed by the Parties that changes in local, state and federal rules, regulations or laws applicable hereto may occur during the term of this Agreement and that the provisions of this Agreement shall prevail but only to the extent that they are not in conflict with federal and state law. If any changes to local rules, regulations, or laws mandate a change in the provisions contained in the Agreement, then the Parties shall negotiate, in good faith, and execute, an amendment to this Agreement within 90 days of the effective date of such change.

9.02 **Assignments.** No Party hereto shall transfer, pledge or otherwise assign this Agreement, any interest in and to same, or any claim arising thereunder. This Agreement is not assignable in any respect. Any attempt at transfer, pledge or other assignment shall be void ab initio and shall confer no rights upon any third person.

9.03 **Severability.** If any portion of this Agreement is ruled invalid or unenforceable by a court of competent jurisdiction, the remainder of the Agreement remains valid and enforceable.

9.04 **Entire Agreement.** This Agreement constitutes the final and entire Agreement between the Parties hereto and contains all of the terms and conditions agreed upon. No other Agreements, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind the parties hereto unless same be in writing, dated subsequent to the date hereof, and duly executed by the Parties.

9.05 **Binding Agreement.** This Agreement shall be binding on and inure to the benefit of the Parties hereto and their respective legal representatives, successors and assigns, except as otherwise expressly provided herein.

9.06 **Law and Venue.** This Agreement shall be construed under and in accordance with the laws of the State of Texas and all obligations of the Parties created hereunder are performable in Gonzales County, Texas.

9.07 **Captions.** The captions contained in this Agreement are for convenience of reference only, and in no way limit or enlarge the terms and/or conditions of this Agreement.

9.08 **Multiple Originals.** This Agreement may be executed in multiple originals. The Parties agree that it is not necessary for each or every Party to execute the same physical document. This document may also be executed by electronic signature. The Agreement binds the City, the District, and the County upon execution of the Agreement by an authorized representative from each Party.

**ACCEPTANCES:** By their signatures below, the duly authorized representatives of the City, District, and County hereby enter into the Agreement.

*[Remainder of page intentionally left blank.  
Signatures to follow on separate page.]*

**CITY OF GONZALES, TEXAS**

\_\_\_\_\_  
BY: Mr. Steven Sucher, Mayor, City of Gonzales

Date: \_\_\_\_\_

**GONZALES INDEPENDENT SCHOOL DISTRICT**

\_\_\_\_\_  
BY: Dr. Elmer Avellaneda, Superintendent, Gonzales ISD

Date: \_\_\_\_\_

**GONZALES COUNTY, TEXAS:**

\_\_\_\_\_  
BY: Honorable Patrick C. Davis, Gonzales County Judge, Gonzales County

Date: \_\_\_\_\_



Board of Trustees

Ross Hendershot III  
President

Justin Schwausch  
Vice President

Josie Smith-Wright  
Secretary

Gloria Torres

D'Anna Robinson

Ashley Molina

Naomi Brown

GISD School Board Agenda Information Sheet  
October 21, 2024

**ACTION ITEM**

**SUBJECT:** Discuss and Consider Action on the 2024 Tax Roll Per Section 26.09 Texas Property Tax Code

**ADMINISTRATOR RESPONSIBLE:** Amanda Smith, Chief Financial Officer; Dr. Elmer Avellaneda, Superintendent of Schools

**RATIONAL SUMMARY:** The Gonzales County Tax Assessor-Collector, has submitted the 2024 final roll report for review and approval. The 2024 final roll report (which includes the levy totals) has been included on the next page.

**ADMINISTRATION'S RECOMMENDATION:** Approve

**SAMPLE MOTION:** *"I move that the board approve the 2024 tax roll, as presented"*



LEARNING TODAY,  
LEADING TOMORROW

# Final Roll Report

Date: 10/12/2024

Tax Year: 2024

Roll Group: Roll Group 1

Taxing Unit Totals - MAIN Tax Cycle									
Taxing Unit	Number of Properties	Total Assessed Value	Exemptions		Total Taxable Value	Tax Rate	Total Taxes Owed	Credit Adjustments	
			Number of Properties	Total Amount				Number of Properties	Total Credit Freeze
SGO	42,113	3,441,300,106	12,869	257,946,174	3,179,874,279	0.86340000	26,748,968.42	1,361	(706,067.94)
									398605.9600

Levy Fund Totals			
Taxing Unit	Levy Fund	Tax Rate	Total Taxes Owed
SGO	Interest & Sinking	0.13260000	4,108,078.19
	Maintenance & Operations	0.73080000	22,640,890.23
	Personal Late Rendition Penalty		7,369.24
	Personal Late Rendition Penalty Admin Fee		387.99
<b>Total:</b>			<b>26,756,725.65</b>

Special Assessment Totals		
Special Assessment	Number of Properties	Total Amount Owed
Personal Late Rendition Penalty	128	7,369.24
Personal Late Rendition Penalty Admin Fee	128	387.99
<b>Total</b>	<b>256</b>	<b>7,757.23</b>

Tax Cycle & Special Assessment Grand Totals	
Tax Cycle	Total Amount Owed
Special Assessments	7,757.23
MAIN	26,748,968.42
<b>Total</b>	<b>26,756,725.65</b>

Property Counts	
Tax Cycle	Property Count
MAIN	42,113
<b>Total</b>	<b>42,113</b>



GISD School Board Agenda Information Sheet  
October 21, 2024

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Vice President

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Secretary

Naomi Brown

Gloria Torres

D'Anna Robinson

Ashley Molina

### REPORT ITEM

**SUBJECT:** Curriculum Update

**ADMINISTRATOR RESPONSIBLE:** Elmer Avellaneda, Superintendent of Schools, Rachelle Ysquierdo, Executive Director of Curriculum and Instruction

**RATIONAL SUMMARY:** The Curriculum and Instruction department will provide an update on the curriculum data and plan.

**ADMINISTRATION'S RECOMMENDATION:** N/A

**SAMPLE MOTION:** N/A



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LEADING TOMORROW



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Naomi Brown

GISD School Board Agenda Information Sheet  
October 21, 2024

## REPORT ITEM

**SUBJECT:** Financial and Quarterly Investment Report

**ADMINISTRATOR RESPONSIBLE:** Amanda Smith, Chief Financial Officer; Dr. Elmer Avellaneda, Superintendent of Schools

**RATIONAL SUMMARY:** Administration will present the monthly update on the district's finances to include a report on the 4<sup>th</sup> quarter investment portfolio.

**SUPERINTENDENT'S RECOMMENDATION:** n/a

**SAMPLE MOTION:** n/a



LEARNING TODAY,  
LEADING TOMORROW



## Financial Report

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### October 2024 Regular Meeting Board of Trustees

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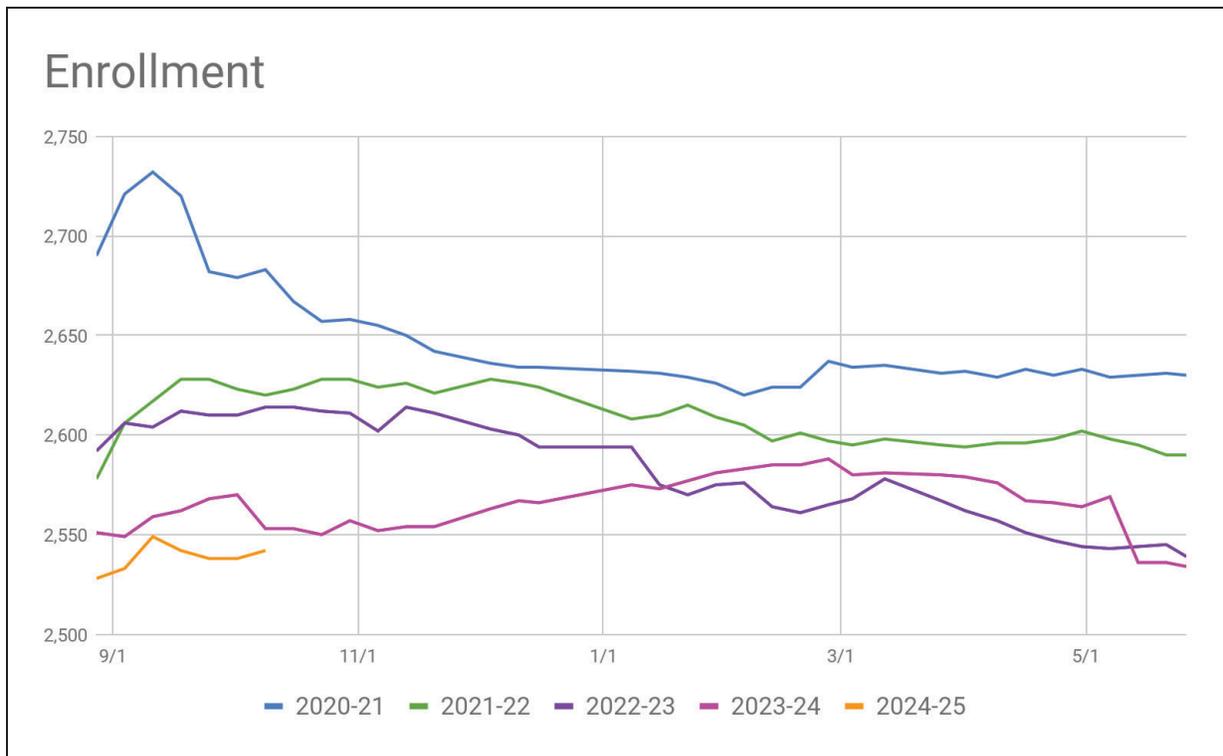
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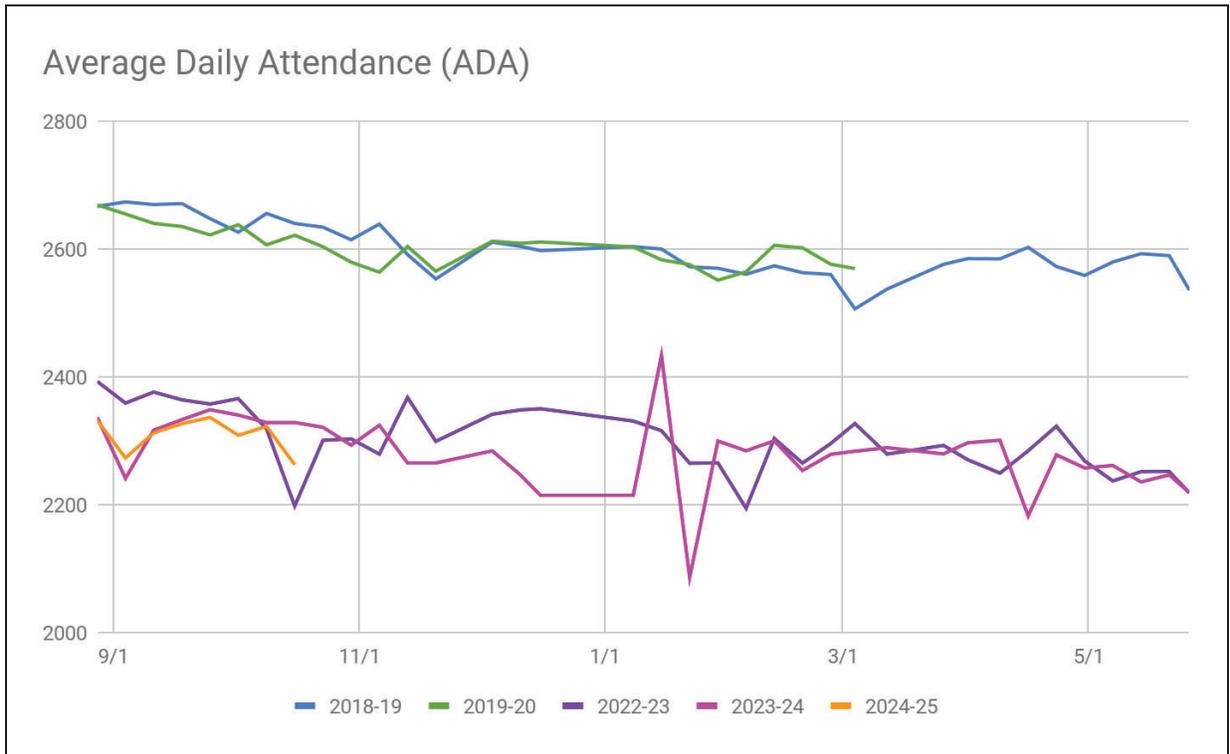
Chief Financial Officer's Summary  
Regular Board Meeting - October 21, 2024

**2024-25 TEA Payment Schedule as of 10/15/2024**

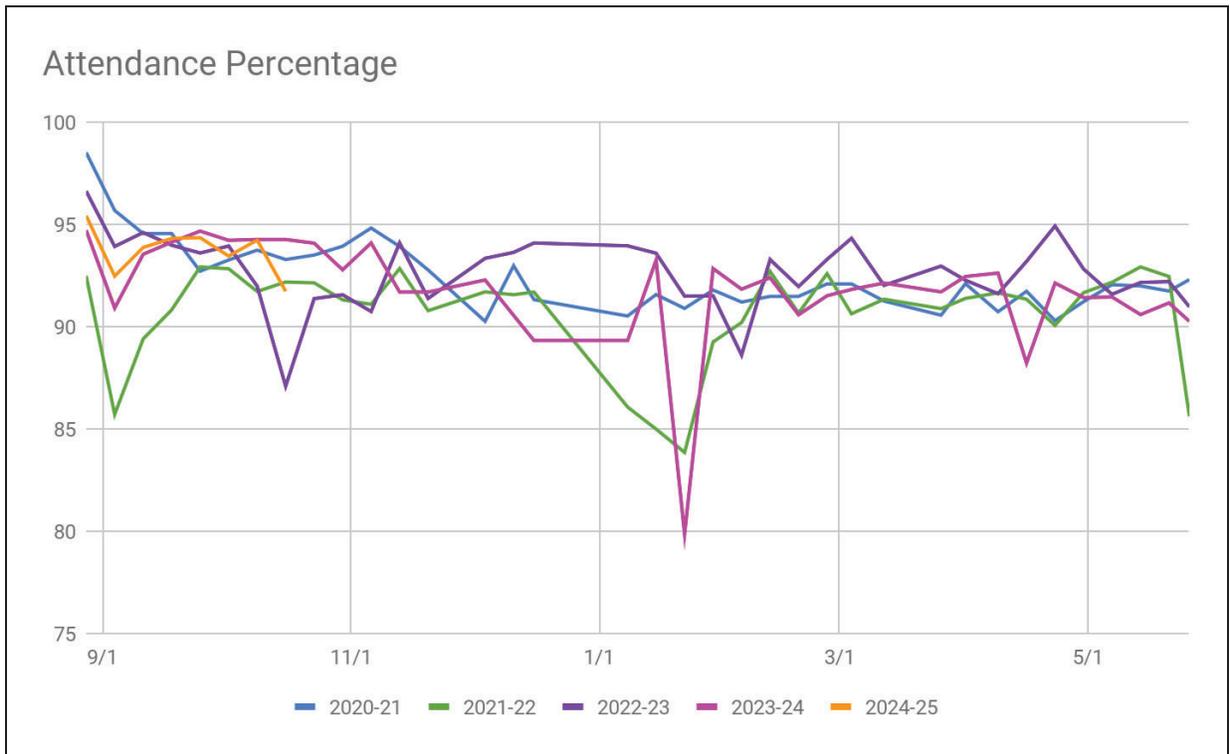
1. September 2024: \$2,274,584
2. October 2024: \$1,767,895
3. August 2025: \$1,011,814

**ADA & Enrollment**





ADA used during budget development: 2,276  
 Average ADA through 10/11/24: 2,311 (up 35 from budget)



Average annual attendance percentage (through 10/11/24): 94.13%

## Energy Savings Update

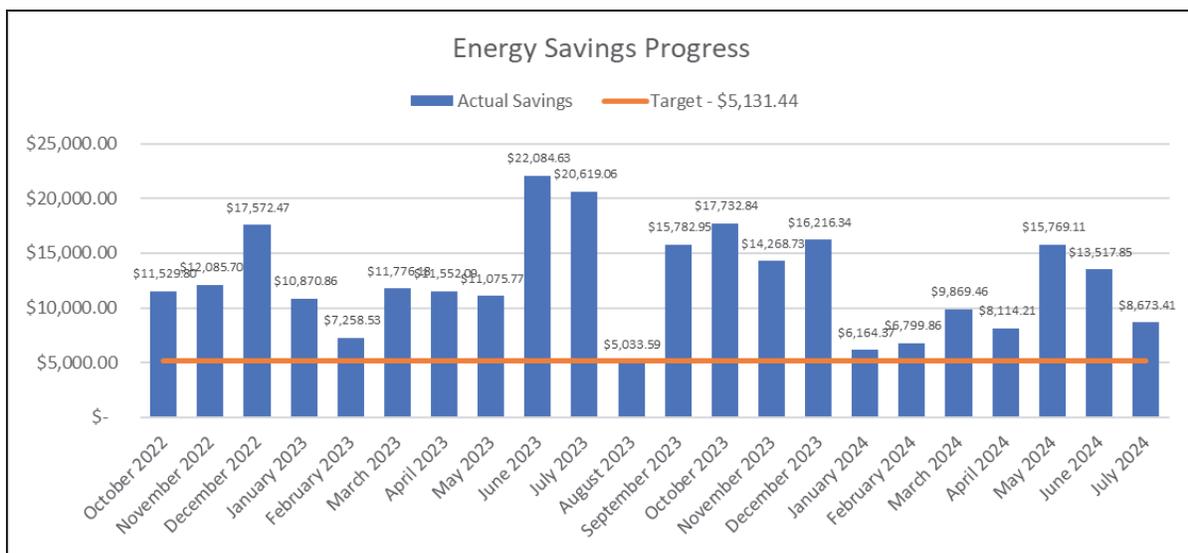
All Buildings	Total
Oct	\$11,529.80
Nov	\$12,085.70
Dec	\$17,572.47
Jan	\$10,870.86
Feb	\$7,368.59
Mar	\$11,776.18
Apr	\$11,552.09
May	\$11,075.77
Jun	\$22,084.63
Jul	\$20,619.06
Aug	\$5,033.59
Sep	\$15,782.95
Oct	\$17,732.83
Nov	\$10,914.67
Dec	\$12,047.79
Jan	\$4,740.10
Feb	\$6,799.86
Mar	\$9,869.46
Apr	\$8,114.21
May	\$15,769.11
Jun	\$13,517.85
Jul	\$8,673.41
<b>Total</b>	<b>\$265,530.98</b>

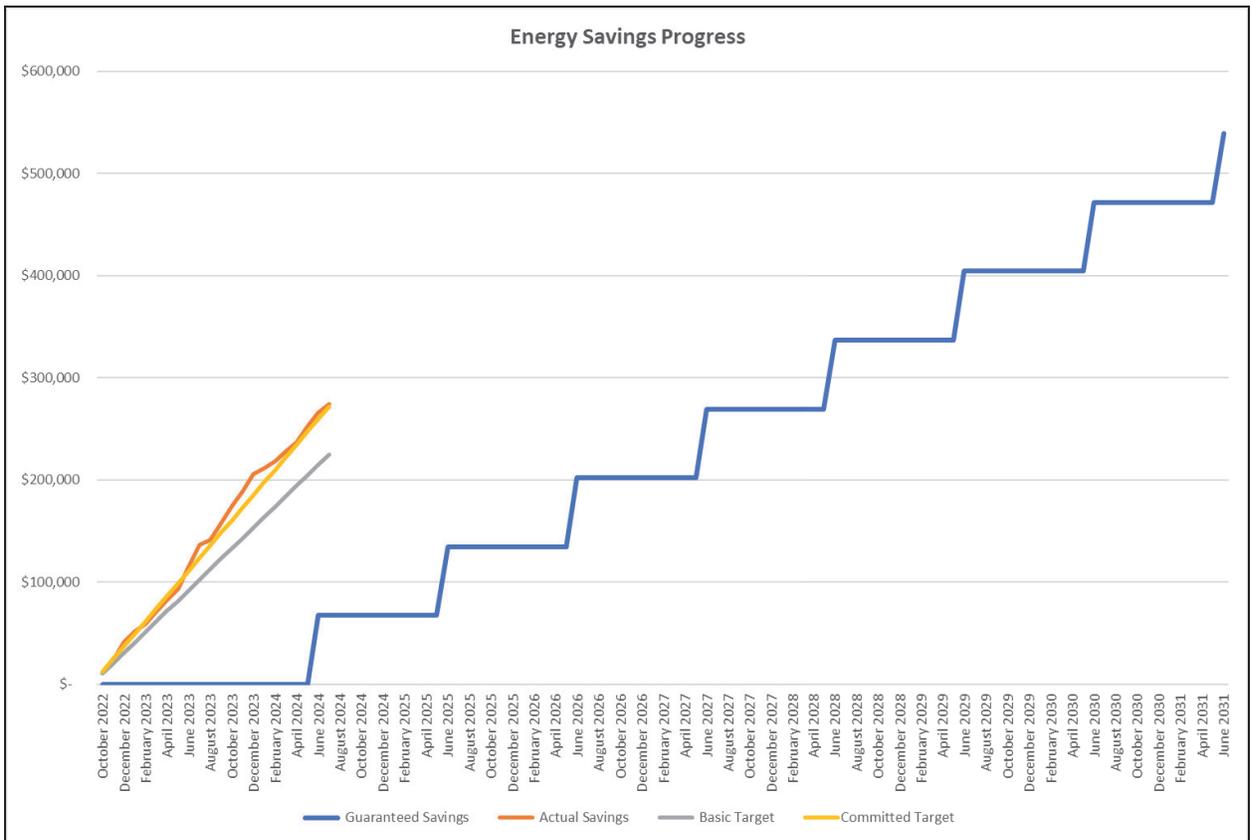
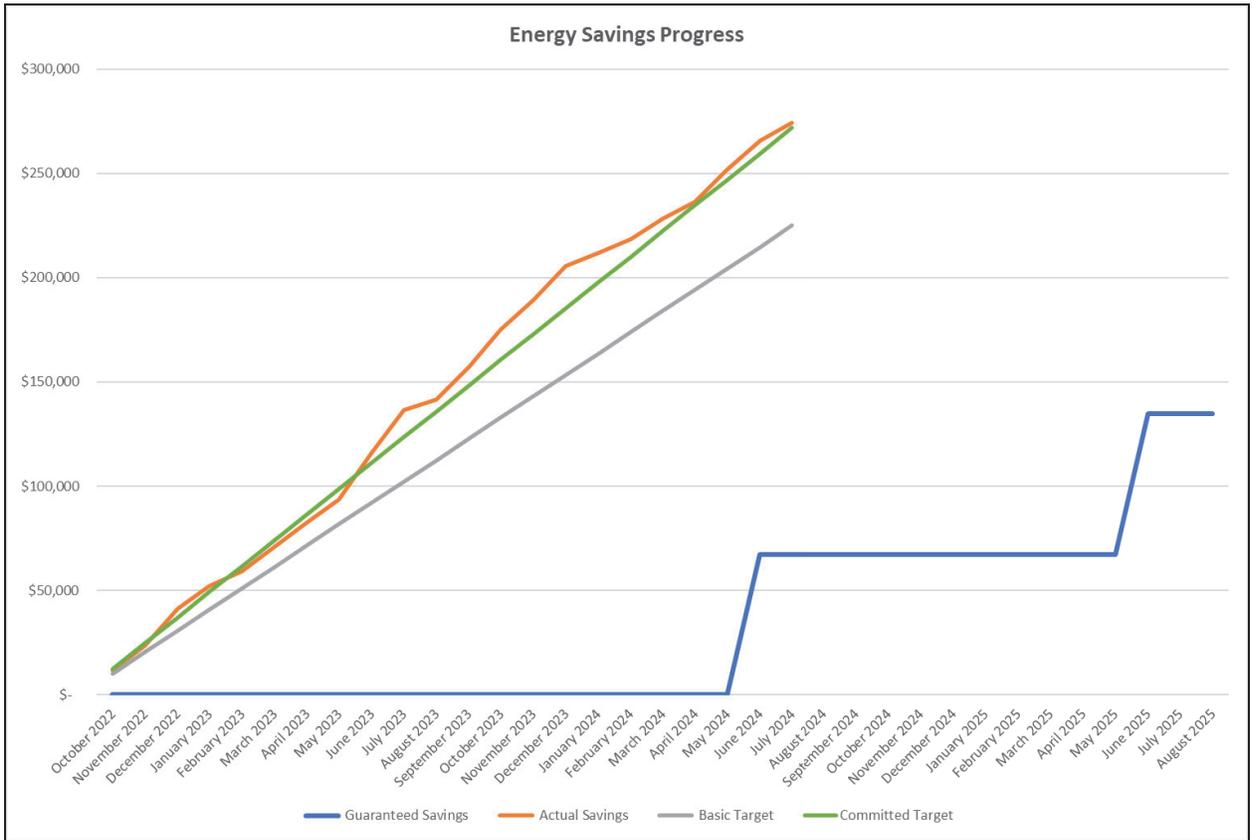
Cumulative Savings Guarantee	
21 Months	\$ 67,350.13
33 Months	\$ 134,700.25
45 Months	\$ 202,050.38
57 Months	\$ 269,400.50
69 Months	\$ 336,750.63
81 Months	\$ 404,100.75
93 Months	\$ 471,450.88
105 Months	\$ 538,801.00

Basic Target: \$10,224.25/month

Committed Target: \$12,354.33/month

Fee Target: \$5,131.44/month





**Gonzales ISD**  
**Unaudited/Preliminary Statement of Revenues, Expenditures, and Changes in Fund Balance**  
**As of August 31, 2024**

Percent of Fiscal Year Completed 100%  
 Percent of 2023-24 School Year Completed 100%

	GENERAL FUND			CHILD NUTRITION FUND			DEBT SERVICE FUND		
	Current Budget	Actual To-Date	% of Budget Recd/Exp	Current Budget	Actual To-Date	% of Budget Recd/Exp	Current Budget	Actual To-Date	% of Budget Recd/Exp
<b>REVENUES</b>									
5700 Local Property Taxes	20,030,181.00	19,537,897.62	97.54%				2,563,332.00	2,425,893.78	94.64%
5700 Other Local Sources	975,429.00	1,766,735.18	181.12%	131,163.00	215,450.79	164.26%	50,040.00	68,345.98	136.58%
5800 State Revenues	8,069,636.00	8,500,575.99	105.34%	92,448.00	117,404.59	127.00%	7,754.00	95,483.00	1231.40%
5900 Federal Sources	896,139.00	858,950.29	95.85%	2,141,237.00	2,049,658.88	95.72%			
<b>TOTAL REVENUES</b>	<b>29,971,385.00</b>	<b>30,664,159.08</b>	<b>102.31%</b>	<b>2,364,848.00</b>	<b>2,382,514.26</b>	<b>100.75%</b>	<b>2,621,126.00</b>	<b>2,589,722.76</b>	<b>98.80%</b>
<b>EXPENDITURES</b>									
0011 Instruction	16,143,519	15,412,873.74	95.47%						
0012 Instructional Resources & Media Services	355,710	316,413.22	88.95%						
0013 Curriculum & Staff Development	644,539	607,432.52	94.24%						
0021 Instructional Leadership	524,292	516,732.50	98.56%						
0023 School Leadership	2,009,291	1,930,362.59	96.07%						
0031 Guidance, Counseling, & Evaluation	937,188	870,941.58	92.93%						
0032 Social Work Services	98,345	89,154.62	90.65%						
0033 Health Services	422,113	421,187.28	99.78%						
0034 Student Transportation	1,444,811	1,276,295.19	88.34%						
0035 Food Service	15,000	7,992.81	53.29%	2,365,348.00	2,259,314.67	95.52%			
0036 Co-Curricular/Extra-Curricular Activities	1,408,420	1,230,057.18	87.34%						
0041 General Administration	1,885,953	1,658,599.31	87.94%						
0051 Plant Maintenance and Operations	4,494,521	3,787,293.53	84.26%						
0052 Security & Monitoring Services	928,344	900,969.01	97.05%						
0053 Data Processing Services	1,251,677	903,332.87	72.17%						
0061 Community Services	14,350	10,570.41	73.66%						
0071 Debt Services	826,496	778,228.18	94.16%				2,362,582.00	2,321,096.43	98.24%
0081 Facilities Acquisition & Instruction	887,730	448,900.00	50.57%						
0091 Contracted Inst Services Btw Public Schools	314,527	0.00	0.00%						
0099 Other Intergovernmental Charges	514,828	496,197.21	96.38%						
<b>TOTAL EXPENDITURES</b>	<b>35,121,654.00</b>	<b>31,663,533.75</b>	<b>90.15%</b>	<b>2,365,348.00</b>	<b>2,259,314.67</b>	<b>95.52%</b>	<b>2,362,582.00</b>	<b>2,321,096.43</b>	<b>98.24%</b>
7911 Capital-Related Debt Issue	0.00								
7913 Capital Lease Proceeds	0.00	1,157.72		500.00	0.00	0.00%			
7915 Operational Transfer In									
7916 Prem. or Disc. on Issuance of Bonds									
8911 Operational Transfer Out	500.00	0.00	0.00%						
8949 Other Uses									
<b>NET ACTIVITY</b>	<b>(5,150,769.00)</b>	<b>(998,216.95)</b>		<b>0.00</b>	<b>123,199.59</b>		<b>0.00</b>	<b>10,082.44</b>	

\*Blended accounting method: Cash, & accrual basis.  
 \*These numbers are subject to change until the final AFR is prepared and accepted/approved.

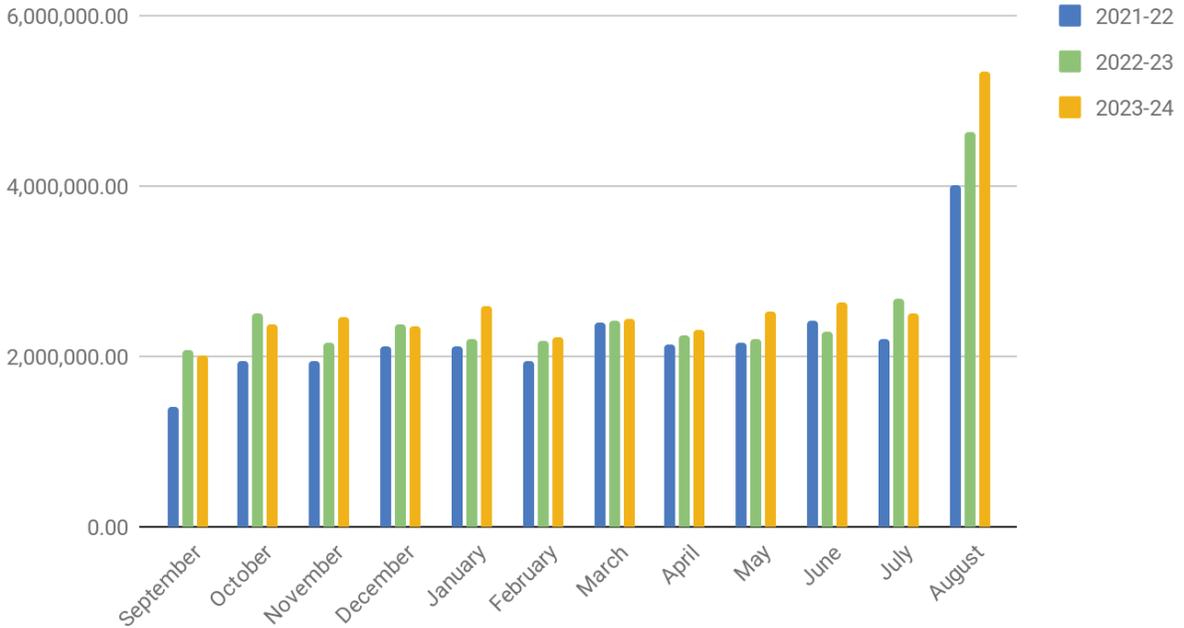
**Gonzales ISD**  
**Unaudited/Preliminary Statement of Revenues, Expenditures, and Changes in Fund Balance**  
**As of August 31, 2024**

CONSTRUCTION FUND			
	Current Budget	Actual To-Date	% of Budget Recd/Exp
<b>REVENUES</b>			
5700 Other Local Sources (Interest)	0.00	610,162.31	
<b>TOTAL REVENUES</b>	<b>0.00</b>	<b>610,162.31</b>	
<b>EXPENDITURES</b>			
0051 Plant Maintenance and Operations	504,010	17,000.00	3.37%
0081 Facilities Acquisition & Instruction	50,095,990	3,342,972.45	6.67%
<b>TOTAL EXPENDITURES</b>	<b>50,600,000.00</b>	<b>3,359,972.45</b>	<b>6.64%</b>
7911 Capital-Related Debt Issue	48,170,000.00	48,170,000.00	
7913 Capital Lease Proceeds			
7915 Operational Transfer In			
7916 Prem. or Disc. on Issuance of Bonds	2,430,000.00	2,430,000.00	100.00%
<b>NET ACTIVITY</b>	<b>0.00</b>	<b>47,850,189.86</b>	

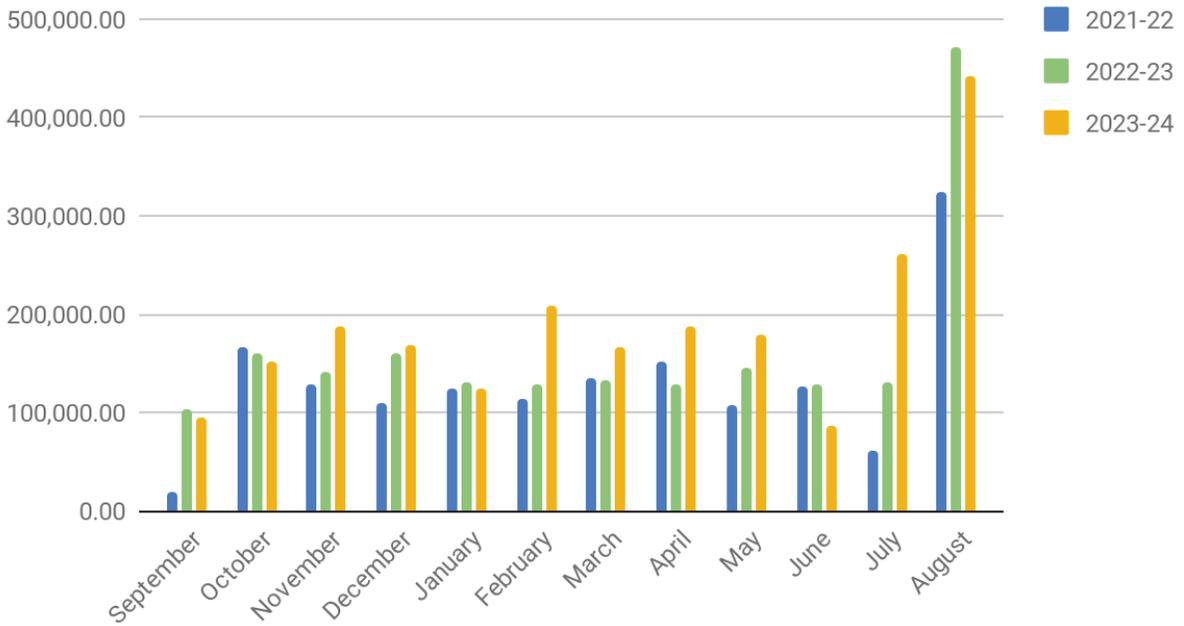
*\*Blended accounting method: Cash & accrual basis.*

*\*These numbers are subject to change until the final AFR is prepared and accepted/approved.*

### Monthly Expenditure Level Comparison: General Fund



### Monthly Expenditure Level Comparison: Food Service Fund



# Crystal Cedillo, Tax Assessor-Collector

## Monthly Statement of Ad Valorem Collections

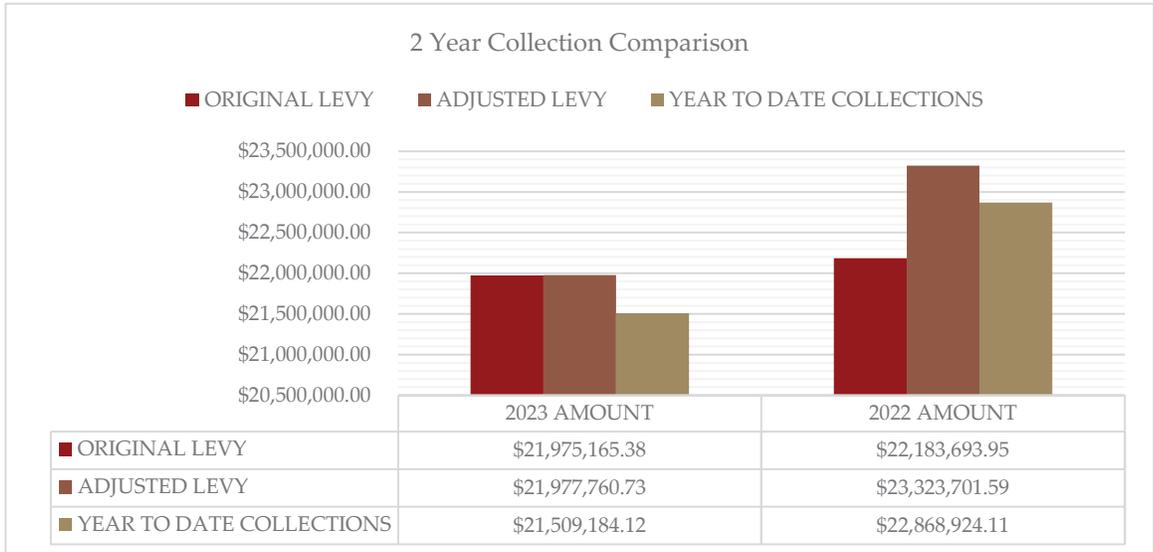
August 2024

MONTHLY COLLECTIONS		
CURRENT TAX	\$42,716.50	
PENALTY & INTEREST ON CURRENT	\$7,830.30	
PRIOR YEAR DELINQUENT TAXES	\$10,800.80	
PENALTY & INTEREST ON DELQ	\$4,786.60	
TOTAL COLLECTED	\$66,134.20	

FEES		
5% RENDITION PENALTY TO APPRAISAL DISTRICT	\$1.15	
1% COMMISSION TO GONZALES COUNTY	\$ 661.34	
<b>BALANCE DUE GONZALES ISD</b>	<b>\$65,471.71</b>	

	M&O	I&S
19-Aug	\$42,172.13	\$4,935.50
31-Aug	\$16,544.98	\$1,819.10
<b>TOTAL DISBURSEMENTS</b>	<b>\$58,717.11</b>	<b>\$6,754.60</b>

LEVY SUMMARY	2023 AMOUNT	2022 AMOUNT
ORIGINAL LEVY	\$21,975,165.38	\$ 22,183,693.95
ADJUSTED LEVY	\$21,977,760.73	\$ 23,323,701.59
YEAR TO DATE COLLECTIONS	\$21,509,184.12	\$ 22,868,924.11
% OF CURRENT ROLL COLLECTED	97.87%	98.05%
YTD DELINQUENT COLLECTIONS	\$254,129.03	\$ 267,775.80



**Gonzales ISD Investment Report  
For Quarter Ended August 31, 2024**

Type of Account	Beginning Market Value	Accrued/Paid Interest	Deposits & Withdrawals	Ending Market Value	Year to Date Information	
					Value at 9/1/2023	YTD Increase (Decrease)
<b>General Fund</b>						
Lone Star Investment Pool	\$ 21,086,689.43	\$ 245,017.76	\$ (7,149,259.90)	\$ 14,182,447.29	\$ 18,512,269.06	\$ (4,329,821.77)
Sage Capital Bank Checking	\$ 955,041.02	\$ 13,168.40	\$ 490,261.96	\$ 1,458,471.38	\$ 3,066,418.44	\$ (1,607,947.06)
Sage Capital Bank Checking	\$ 193,595.41	\$ 3,326.88	\$ (165,949.59)	\$ 30,972.70	\$ 193,504.52	\$ (162,531.82)
<b>Total General Fund</b>	<b>\$ 22,235,325.86</b>	<b>\$ 261,513.04</b>	<b>\$ (6,824,947.53)</b>	<b>\$ 15,671,891.37</b>	<b>\$ 21,772,192.02</b>	<b>\$ (6,100,300.65)</b>
<b>Debt Service Fund</b>						
Lone Star Investment Pool	\$ 1,366,407.16	\$ 17,539.56	\$ (574,930.49)	\$ 809,016.23	\$ 891,946.83	\$ (82,930.60)
Sage Capital Bank Checking	\$ 1,347.77	\$ 431.21	\$ 8,762.38	\$ 10,541.36	\$ 1,359.90	\$ 9,181.46
<b>Total Debt Service Fund</b>	<b>\$ 1,367,754.93</b>	<b>\$ 17,970.77</b>	<b>\$ (566,168.11)</b>	<b>\$ 819,557.59</b>	<b>\$ 893,306.73</b>	<b>\$ (73,749.14)</b>
<b>Construction Fund</b>						
Lone Star Investment Pool	\$ -	\$ 606,951.16	\$ 48,414,329.48	\$ 49,021,280.64	\$ 83.06	\$ 205,966.44
Sage Capital Bank Checking	\$ 86.20	\$ 3,208.01	\$ 202,755.29	\$ 206,049.50	\$ 83.06	\$ 205,966.44
<b>Total Construction Fund</b>	<b>\$ 86.20</b>	<b>\$ 3,208.01</b>	<b>\$ 202,755.29</b>	<b>\$ 206,049.50</b>	<b>\$ 83.06</b>	<b>\$ 205,966.44</b>
<b>Activity Account - Campus</b>						
Sage Capital Bank Checking	\$ 182,590.71	\$ 2,128.47	\$ (20,942.24)	\$ 163,776.94	\$ 172,271.67	\$ (8,494.73)
<b>Total Activity Account - Campus</b>	<b>\$ 182,590.71</b>	<b>\$ 2,128.47</b>	<b>\$ (20,942.24)</b>	<b>\$ 163,776.94</b>	<b>\$ 172,271.67</b>	<b>\$ (8,494.73)</b>
<b>Activity Account - Student</b>						
Sage Capital Bank Checking	\$ 79,892.47	\$ 950.20	\$ (3,546.70)	\$ 77,295.97	\$ 81,052.51	\$ (3,756.54)
<b>Total Activity Account - Student</b>	<b>\$ 79,892.47</b>	<b>\$ 950.20</b>	<b>\$ (3,546.70)</b>	<b>\$ 77,295.97</b>	<b>\$ 81,052.51</b>	<b>\$ (3,756.54)</b>
<b>Total Investments</b>	<b>\$ 23,865,650.17</b>	<b>\$ 285,770.49</b>	<b>\$ (7,212,849.29)</b>	<b>\$ 16,938,571.37</b>	<b>\$ 22,918,905.99</b>	<b>\$ (5,980,334.62)</b>

We, the designated Investment Officers of Gonzales ISD, certify that the above Investment Report represents the investment position of the district in compliance with the Board approved investment policy and the Public Funds Investment Act (Government Code, Chapter 2256).

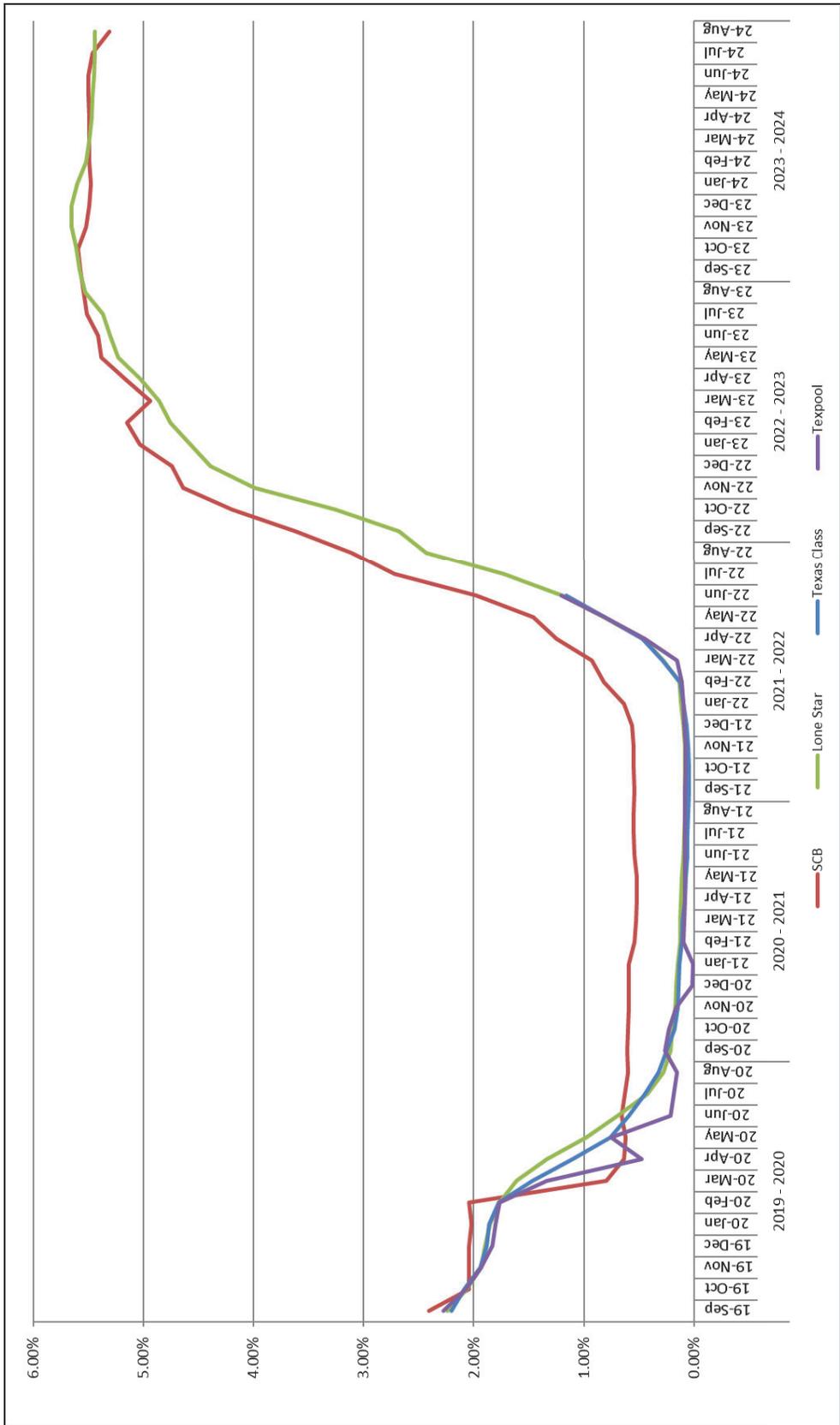


Dr. Elmer Avellaneda, Superintendent



Amanda Smith, Chief Financial Officer

## Historical Interest Rates





Board of Trustees

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Ashley Molina

D'Anna Robinson

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GISD School Board Agenda Information Sheet  
October 10, 2024

### REPORT ITEM

**SUBJECT:** School FIRST (Financial Integrity Rating System of Texas) Overview & Gonzales ISD's 2023-24 Rating

**ADMINISTRATOR RESPONSIBLE:** Amanda Smith, Chief Financial Officer; Dr. Elmer Avellaneda, Superintendent of Schools

**RATIONAL SUMMARY:** Administration will present information on the Gonzales ISD's 2023-24 School FIRST rating. The rating is based on data from the 2022-23 fiscal year.

**SUPERINTENDENT'S RECOMMENDATION:** n/a

**SAMPLE MOTION:** n/a



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# GONZALES INDEPENDENT SCHOOL DISTRICT

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2023 – 2024 School FIRST Ratings & Disclosures  
Based on School Year 2022 - 2023 Data

Annual Financial Management Report



## **What is School FIRST?**

School FIRST (Financial Accountability Rating System of Texas) is a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76<sup>th</sup> Texas Legislature in 1999. This is the 21<sup>st</sup> year of School FIRST.

The primary goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The School FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, as follows:

A for Superior Achievement

B for Above Standard Achievement

C for Standard Achievement

F for Substandard Achievement

In 2013, the 83<sup>rd</sup> Texas Legislature changed the criteria for School FIRST with Section 49 of House Bill 5 in the Regular Session. HB 5 amended Section 39.082 of the Texas Education Code to require the Commissioner of Education to include processes in the financial accountability rating system for anticipating the future financial solvency of each school district and open-enrollment charter school.

Changes to the School FIRST system were first implemented by the Texas Education Agency in August 2015 with these changes being phased-in over a three year period. In August 2018, additional, more substantive changes were finalized and were implemented by the Texas Education Agency last year (ratings based on 2019-20 fiscal year data). Additional updates are expected to be introduced in the near future.

School FIRST ratings assist districts and charter schools by guiding efforts to do the best possible job for local communities.

RATING YEAR

2023-2024

DISTRICT NUMBER

district #

Select An Option

Help

Home



### Financial Integrity Rating System of Texas

## 2023-2024 RATINGS BASED ON SCHOOL YEAR 2022-2023 DATA - DISTRICT STATUS DETAIL

<b>Name:</b> GONZALES ISD(089901)	<b>Publication Level 1:</b> 8/8/2024 6:33:40 PM
<b>Status:</b> Passed	<b>Publication Level 2:</b> 8/8/2024 6:33:40 PM
<b>Rating:</b> A = Superior Achievement	<b>Last Updated:</b> 8/8/2024 6:33:40 PM
<b>District Score:</b> 98	<b>Passing Score:</b> 70

#	Indicator Description	Updated	Score
1	<a href="#">Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</a>	4/19/2024 6:26:05 PM	Yes
2	<a href="#">Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</a>	4/19/2024 6:26:05 PM	Yes
3	<a href="#">Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</a>	4/19/2024 6:26:05 PM	Yes
4	<a href="#">Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</a>	4/19/2024 6:26:05 PM	Yes Ceiling Passed
			1 Multiplier Sum
5	<a href="#">Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the</a>	4/19/2024 6:26:05 PM	Ceiling Passed

	<u>maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>		
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/19/2024 6:26:05 PM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	4/19/2024 6:26:05 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	4/19/2024 6:26:05 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	4/19/2024 6:26:05 PM	10
10	This indicator is not being evaluated.		10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	4/19/2024 6:26:05 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	8/8/2024 3:01:51 PM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	6/22/2024 9:34:27 AM	8
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	4/19/2024 6:26:05 PM	10
15	This indicator is not being evaluated.		5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/19/2024 6:26:05 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	4/19/2024 6:26:05 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	4/19/2024 6:26:05 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	4/19/2024 6:26:05 PM	5

20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	4/19/2024 6:26:05 PM	Ceiling Passed
21	<u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u>	4/19/2024 6:26:05 PM	Ceiling Passed
			98 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			98 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70
<p><b>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</b></p> <p>The school district receives an <b>F</b> if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

## CEILING INDICATORS

<p>Did the school district meet the criteria for any of the following <b>ceiling indicators</b> 4, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.</p>		
<b>Determination of rating based on meeting ceiling criteria.</b>	<b>Maximum Points</b>	<b>Maximum Rating</b>
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 21</b> (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

Home Page: [Financial Compliance | Texas Education Agency](#) | Send comments or suggestions to [FinancialAccountability@tea.texas.gov](mailto:FinancialAccountability@tea.texas.gov)

THE **TEXAS EDUCATION AGENCY**

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

FIRST 5.15.6.0



## School FIRST Annual Financial Management Report Disclosures Gonzales Independent School District

### Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2023

		Board Member	Board Member	Board Member	Board Member	Board Member	Board Member	Board Member
		District 1	District 2	District 3	District 4	District 5	District 6	District 7
For the Twelve-Month Period Ended August 31, 2023	Schumacher Dr. A	Torres	Schwausch	Menking Robinson	Smith- Wright	Hendershot	Gottwald Strozier Molina	Gorden
Description of Reimbursements								
Meals	\$664.71	\$32.98	\$185.61	\$0	\$73.14	\$0	\$11.46	\$47.22
Lodging	\$1,438.03	\$1,532.10	\$1,498.17	\$0	\$1,836.30	\$658.28	\$1,674.69	\$548.02
Transportation	\$1,703.79	\$267	\$112.66	\$97.33	\$303.71	\$172.73	\$96.29	\$97.72
Motor Fuel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$930	\$485	\$485	\$485	\$910	\$485	\$485	\$485
<b>Total</b>	<b>\$4,736.53</b>	<b>\$2,317.08</b>	<b>\$2,281.44</b>	<b>\$582.33</b>	<b>\$3,123.15</b>	<b>\$1,316.01</b>	<b>\$2,267.44</b>	<b>\$1,177.96</b>

**Note** – The spirit of the rule is to capture all “reimbursements” for fiscal year 2019, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:

**Meals** – Meals consumed off of the school district’s premises, and in-district meals at area restaurants (excludes catered meals for board meetings).

**Lodging** - Hotel charges.

**Transportation** - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.

**Motor fuel** – Gasoline.

**Other** - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.



## School FIRST Annual Financial Management Report Disclosures Gonzales Independent School District

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### Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services in Fiscal Year 2023

For the Twelve-Month Period Ended August 31, 2023	
Name(s) of Entity(ies)	Summary Amounts
<b>Total</b>	<b>\$0.00</b>

**Note** – Compensation does not include business revenues from the superintendent’s livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.



## School FIRST Annual Financial Management Report Disclosures Gonzales Independent School District

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### Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any) in Fiscal Year 2023

	Superintendent	Board Member District 1	Board Member District 2	Board Member District 3	Board Member District 4	Board Member District 5	Board Member District 6	Board Members District 7
For the Twelve-Month Period Ended August 31, 2023	Schumacher	Torres	Schwausch	Menking	Smith-Wright	Hendershot	Gottwald	Gorden
Summary Amounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Note –** An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. (Any gifts received by their immediate family as described in Government Code, Chapter 573, Subchapter B, Relationships by Consanguinity or by Affinity will be reported under the applicable school official.)



## School FIRST Annual Financial Management Report Disclosures Gonzales Independent School District

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### Business Transactions Between School District and Board Members for Fiscal Year 2023

	Superintendent	Board Member District 1	Board Member District 2	Board Member District 3	Board Member District 4	Board Member District 5	Board Member District 6	Board Members District 7
For the Twelve-Month Period Ended August 31, 2023	Schumacher	Torres	Schwausch	Menking	Smith-Wright	Hendershot	Gottwald	Gorden
Summary Amounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Note -** The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.



GISD School Board Agenda Information Sheet  
October 21, 2024

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Vice President

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Secretary

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Ashley Molina

Gloria Torres

Naomi Brown

## REPORT ITEM

**SUBJECT: 2023 Bond Program Monthly Update**

**ADMINISTRATOR RESPONSIBLE:** Dr. Elmer Avellaneda

**RATIONAL SUMMARY:** Education Service Center Region 13/ Sledge Engineering will provide the Board a monthly update for the 2023 approved Bond Program.

**SUPERINTENDENT'S RECOMMENDATION:** n/a

**SAMPLE MOTION:** n/a



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# GROWING GREATNESS



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Gonzales ISD  
2023 Bond



POWERED by



Monthly Board  
Update  
10/21/24

# Acronyms (for reference)



AIA	American Institute of Architects	CD	Construction Documents
CMR	Construction Manager at Risk	DD	Design Development
GMP	Guaranteed Maximum Price	Env	Environmental
ES	Elementary School	ESA	Environmental Site Assessment
FEMA	Federal Emergency Management Agency	Geo	Geotechnical Investigation
HS	High School	OPC	Opinion of Probable Cost
IC	Impervious Cover	P&Z	Planning & Zoning
LOMR	Letter of Map Revision	RFP	Request for Proposal
ETJ	Extra Territorial Jurisdiction	CBO	Certified Building Official
MS	Middle School	AHJ	Authority Having Jurisdiction
CTE	Career and Technical Education	SD	Schematic Design
PM	Program Management	OAC	Owner/Architect/Contractor
SW	Stormwater	Surv	Survey (Boundary and Topographic)
TCEQ	Texas Commission on Environmental Quality	R13	Region 13 Education Service Center
WPAP	Water Pollution Abatement Plan	TIA	Traffic Impact Analysis

# Transparency

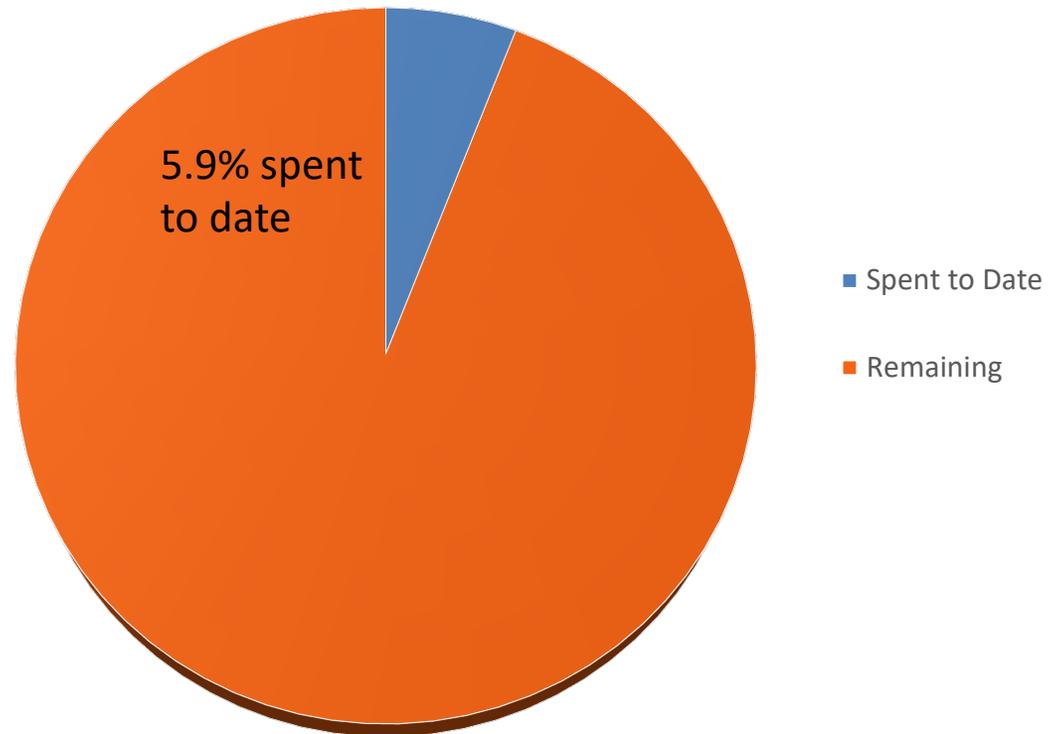


- Public Meetings to be held monthly prior to Board Meetings
- Public Dropbox Link
- Public Access to Program Management team for questions & discussion – contact on website

# Program Accounting



**Gonzales ISD**  
Bond Funds Spent to Date  
Total Bond Budget = \$50,600,000



# Bond Projects List



## 1. CTE/Ag Barn (New Site):

1. Infrastructure
2. New Career & Technology Education Campus (CTE)
3. Agricultural Barn

## 2. Maintenance Projects (campuses)

1. Gonzales Primary Academy (GPA)
2. Gonzales Elementary School (GES)
3. Gonzales Junior High School (JHS)
4. Gonzales North Avenue (GNA)
5. Gonzales High School (GHS)
6. East Avenue Campus/DAEP (EAC)
7. Operations, Maintenance, Transportation (OMT)

# CTE / Ag Barn



1. Design Development continues; next round of meetings with staff and teachers early November
2. Geotech borings underway on site by Terracon
3. Tracking CDs:
  1. final plans early 2024
  2. bidding to follow
4. Water/Wastewater utility extensions: waiting on City design for line layouts

# Maintenance Projects

## Weaver & Jacobs



1. VLK Schematic Design:
  1. Cost estimates by Weaver & Jacobs underway
  2. Schematic Design to Board for consideration tracking November Board Meeting
  3. Primary focus for Board is budget/priorities
2. Topo survey work at campuses ongoing
3. Safety Security Standards: presentation by VLK this week to Admin Team

# Maintenance Projects

## ISD Direct



### Roofing Project:

1. Set up weekly meetings to improve contractor communication and coordination
2. ISD staff team assist on HVAC problems
3. GHS and Ag roofs: final TPO membrane underway
4. EAC Roof: to begin once materials on site
5. GNA Roof: prep work underway

### Paving Project:

1. Awaiting final billing to close out = under budget

# High School Roof



# Bond Program Budget



 Gonzales ISD 2023 Bond Program <b>BUDGET</b>				CTE/Ag Barn		Maintenance							
				Primary		Elementary	Jr High	North Ave	High School	East Ave/DAEP	Ops, Maint, Transpo		
				CMR	CMR	CMR	CMR	CMR	CMR	CMR	CMR		
Delivery Method				CTE/Ag Barn	GPA	GES	JHS	GNA	GHS	EAC	OMT		
				Infrastructure, 26,000sf CTE, Ag Barn w 10 int pens, 10 ext	safety, security, accessibility, maintenance								
TOTAL BOND = \$ 50,600,000				10/15/24	CELLS UPDATED	\$ 22,091,492	\$ 910,856	\$ 2,190,088	\$ 3,986,423	\$ 3,697,044	\$ 9,606,874	\$ 5,169,229	\$ 2,374,190
ITEM	NOTES:		CURRENT BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
Total ISD Direct Costs			\$ 24,000	\$ 10,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	
Total Soft Costs			\$ 4,673,133	\$ 2,019,126	\$ 103,411	\$ 214,349	\$ 423,910	\$ 340,718	\$ 871,806	\$ 458,593	\$ 241,220		
Total Util/Testing Costs			\$ 828,075	\$ 280,000	\$ -	\$ 70,135	\$ 93,835	\$ 90,535	\$ 112,200	\$ 91,835	\$ 89,535		
Total Hard Costs(Non Construction)			\$ 3,780,000	\$ 1,640,000	\$ 140,000	\$ 330,000	\$ 315,000	\$ 525,000	\$ 505,000	\$ 255,000	\$ 70,000		
Total Construction Cost:			\$ 40,720,988	\$ 18,142,366	\$ 665,445	\$ 1,573,604	\$ 3,151,678	\$ 2,738,791	\$ 8,115,868	\$ 4,361,800	\$ 1,971,435		
<b>TOTAL COSTS:</b>			\$ 50,026,197	\$ 22,091,492	\$ 910,856	\$ 2,190,088	\$ 3,986,423	\$ 3,697,044	\$ 9,606,874	\$ 5,169,229	\$ 2,374,190		
			Total Project Costs	\$ 50,026,197									
<b>PROJECT FUNDING:</b>			2023 Bond:	\$ 50,600,000									
			Interest Utilized										
			Operating Funds										
			Total Funding:	\$ 50,600,000									
			Balance:	\$ 573,803									



# QUESTIONS?



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D'Anna Robinson

Ashley Molina

GISD School Board Agenda Information Sheet  
October 21, 2024

### REPORT ITEM

**SUBJECT:** Superintendent's Report

**ADMINISTRATOR RESPONSIBLE:** Dr. Elmer Avellaneda, Superintendent

**RATIONAL SUMMARY:**

1. Enrollment
2. Attendance

**SUPERINTENDENT'S RECOMMENDATION:** N/A

**SAMPLE MOTION:** N/A



LEARNING TODAY,  
LEADING TOMORROW



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 Ashley Molina  
 Gloria Torres

GISD School Board Agenda Information Sheet  
 October 21, 2024

**INFORMATION ITEM**

**SUBJECT:** Board Business

**ADMINISTRATOR RESPONSIBLE:** Dr. Elmer Avellaneda, Superintendent of Schools

**AUTHORITY FOR THIS ACTION:** GISD School Board Policy BF (Local)

**RATIONAL SUMMARY:** Information provided through the Board Business section of the agenda aimed at keeping trustees informed of routine correspondence.

**\*Added Items**

October 25, 2024	Early Release
October 28, 2024	ACE Loteria
November 7, 2024	GHS & GJHS Thanksgiving Meal
November 8, 2024	Early Release
November 11, 2024	Staff Development/Student Holiday Regular Board Meeting
November 12-14, 2024	GNA Thanksgiving Meal
November 15, 2024	GPA Thanksgiving Meal
November 19-21, 2024	GE Thanksgiving Meal
November 25-29, 2024	Student/Staff Holiday



LEARNING TODAY,  
 LEADING TOMORROW



The GISD School Board Agenda Information Sheet  
October 21, 2024

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Gloria Torres

**Adjourn to Closed Session**  
Under Texas Government Code Chapter 551

The board will recess this open session and convene in a closed meeting to discuss items on the agenda. The Board may conveniently meet in such closed or Executive Session or meeting, concerning any and all subjects and for any and all purposes permitted by Texas Government Code chapter 551, including, but not limited to:

Section 551.071: Consultation with Attorney;

Section 551.072: Deliberation Regarding Real Property;

Section 551.073: Deliberation Regarding Prospective Gift;

Section 551.074: Personnel Matters; Deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee: Closed Meeting.

Section 551.076: Deliberation Regarding Security Devices;

Section 551.082: School Children; School District Employees; Disciplinary Matter or Complaint

Section 551.083: Certain School Boards; Meeting Regarding Consultation with Representative of Employee Group

Section 551.084: Investigation; Exclusion of witnesses from a hearing.

No voting will take place in the closed meeting. Any action the board wishes to take as a result of discussions in a closed session will take place after the board reconvenes in an open meeting. Today's date is \_\_\_\_\_ and it is \_\_\_\_\_ p.m./am

**ADMINISTRATOR RESPONSIBLE:** Dr. Elmer Avellaneda, Superintendent of Schools

**RATIONAL SUMMARY:** Personnel Matters

Personnel matters are as follows:

- A. Guardian Program Update
- B. Personnel



LEARNING TODAY,  
LEADING TOMORROW



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Ashley Molina

GISD School Board Agenda Information Sheet  
October 21, 2024

**ACTION ITEM**

**SUBJECT:** Discuss and Consider Action on an update to the Guardian Program

**ADMINISTRATOR RESPONSIBLE:** Gene Kridler, Executive Director of Operations,  
Dr. Elmer Avellaneda, Superintendent of Schools

**RATIONAL SUMMARY:** In September 2022, in accordance with policy CKE legal,  
the board approved a plan to authorize certain individuals to carry weapons.

**ADMINISTRATION'S RECOMMENDATION:** Approve

**SAMPLE MOTION:** *"I move that the Board approve the updates to the Guardian Program, as presented."*



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GISD School Board Agenda Information Sheet  
October 21, 2024

**ACTION ITEM**

**SUBJECT:** Discuss, evaluate, and consider possible action to approve legal board counsel.

**ADMINISTRATOR RESPONSIBLE:**

**RATIONAL SUMMARY:** Discuss and evaluate the need for legal representation that differs from our existing attorneys in order to address specific matters or conflicts that may arise.

**ADMINISTRATION'S RECOMMENDATION:**

**SAMPLE MOTION:**



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