



GANADO ISD
DISTRICT IMPROVEMENT PLAN
2024 - 2025

Excellence Since 1900

GANADO ISD VISION

We will successfully maximize every learning opportunity in an engaging and equitable learning environment by following planned protocols and procedures, while creating a positive, supportive accountable atmosphere.

GANADO ISD MISSION

Ganado ISD is committed to educating the whole child in safe and appropriate facilities to be high academic performers by extending academic and extracurricular choices in a consistent, fair, positive, and transparent environment.

Ganado ISD Planning and Decision Making Committee	
Name	Position
Jonathon A. Szymanski, Ph.D.	Superintendent
Sabrina Taylor	Director of Federal and Special Programs
Wendy Nixon	Business Manager
Bryan Martin	High School Principal
Kendra Guerrero	Junior High Principal
Amanda Beldin	Elementary Principal
Krysta Frazier	Secondary Counselor
Lafawn Snedecor	Elementary Counselor
Cassie Tomanek	Elementary Teacher
Shelby Graves	Junior High Teacher
Yusuke Yahagi, M.D.	High School Teacher
Melissa Hanning	SPED Teacher
Katelynn Boyd	CTE Teacher
Christina Tudyk	Secondary Parent
Everlina Rivera	Elementary Parent
Nathan Besler	Community Member
Judy Rodriguez	Community Member
Khawad "Primo" Ali Pabani	Business Member

Ganado ISD District Improvement Plan 2024 - 2025

GISD Strategic Priority #1: Attendance

TEA Strategic Priority 4: Improve Low Performing Schools

- Goal 1.1 - Ganado ISD will strive for a 98% attendance rate.
- Goal 1.2 - Ganado ISD will provide and promote a positive, high achievement-based climate and positive culture that is safe and conducive to maximized, data-driven student instruction and learning
- Goal 1.3 - Ganado ISD will establish a strong partnership with all student families to maximize learning and to establish a consistent collaboration between school staff and home support systems.
- Goal 1.4 - Ganado ISD will strive for a 0% dropout rate.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	TIMELINE	EVIDENCE TO DEMONSTRATE SUCCESS
1. Create friendly attendance competitions between classrooms or grade levels, rewarding the classes with the highest attendance rates or those who meet our district goal of 98%	State and Local Funds' Community Sponsor Title 1 Funds	Campus Principals, Attendance Committees	Throughout the school year	Participation in incentive programs: measure engagement in attendance-related incentive programs and the number of students receiving recognition or rewards should increase throughout the year.
2. Send regular communications to educate parents about the importance of attendance and how it impacts academic success.	State and Local Funds; Title 1 Funds	Campus Principals	Throughout the school year	Tracking the number of parents receiving communications by phone call or mail as well as monitoring engagements with the posts.
3. Develop a system to identify and intervene with students at risk of poor attendance and/or dropping out, using data to trigger early interventions such as calls home, counseling, or home visits.	State and Local Funds	Campus Principals, Attendance Committee	Throughout the school year	Reduction in student absences and tardies across the district. Reduction in district dropout rate.
4. Incorporate attendance awareness into daily announcements and celebrate weekly attendance improvements school-wide.	State and Local Funds	Campus Principals, Attendance Committee	Throughout the school year	Reduction in student absences and tardies across the district.
5. Partner with community organizations to offer transportation assistance or support to students facing challenges getting to school.	State and Local Funds; Title 1 Funds	Campus Principals, counselors	Throughout the school year	Reduction in student absences and tardies across the district and a reduction in chronic absenteeism.
6. Enhance campus climate through the PBIS program by focusing on cultivating a welcoming, safe, and engaging school environment by promoting positive behaviors and recognizing students to create a climate where students feel valued and supported.	State and Local Funds; Title 1 Funds	Campus Principals, counselors, teachers	Throughout the school year	We will monitor school climate indicators such as fewer behavior issues, increased classroom participation, and positive teacher-student relationships.
7. Enforce attendance policies and utilize county courts to enforce compulsory attendance laws.	State and Local Funds; Title 1 Funds	Campus Principals	Throughout the school year	Reduction in student absences and tardies across the district and a reduction in chronic absenteeism.

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GISD Strategic Priority #2: School Safety and Security

TEA Strategic Priority 1: Recruit, support, and retain teachers and principals

- Goal 2.1 - Ganado ISD will increase overall campus safety by 20% through enhanced surveillance and secure access controls.
- Goal 2.2 - Ganado ISD will achieve 100% participation in emergency drills and follow Standard Response Protocols for all drills.
- Goal 2.3 - Ganado ISD will reduce reported incidents of bullying by 25% and improve students satisfaction with the school environment through targeted support programs.
- Goal 2.4 - Ganado ISD will follow the GISD Comprehensive Safety Plan to ensure the utmost safety and health of its students at all times.
- Goal 2.5 - Ganado ISD will use resources developed by TEA for Trauma Informed Care and provide counseling options, and will also train staff handling discipline in restorative justice practices.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	TIMELINE	EVIDENCE TO DEMONSTRATE SUCCESS
1. Upgrade and maintain physical security infrastructure, including security cameras, improved lighting, and ensuring all entry points are monitored and secure.	State and Local Funds SAFE Grant Title 4 Funds	Dr. Szymanski, Superintendent, Bert Skoruppa, Maintenance Jorge Hernandez, IT Sabrina Taylor, Safety and Security	Throughout the school year	Reduction in security incidents, improved response times due to better monitoring, monitoring system effectiveness by ensuring all cameras are operational, and compliance with security standards.
2. Conduct regular emergency drills and update emergency response plans to ensure staff and students are well-prepared for various scenarios.	State and Local Funds, Title 4 Funds	Principals, Sabrina Taylor	Throughout the school year	Completion and frequency of drills, improved response times, assessment of staff and student preparedness, and review and updating of emergency response plans with collaboration from local authorities.
3. Develop and promote programs focused on mental health, bullying prevention, and conflict resolution to support a positive school culture.	State and Local Funds, Title 4 Funds	Counselors, Principals	Throughout the school year	Reduction in bullying and conflict incidents, improvement in mental health metrics, increased participation in mental health and conflict resolution programs, and an improved school climate and culture.
4. Maintain a threat assessment team at each campus	State and Local Funds, Title 4 Funds	Dr. Szymanski, Superintendent, Sabrina Taylor, Safety and Security, Principals	Throughout the school year.	Campus Threat Assessment Team established, Staff Participation in required trainings
5. Ensure all campuses meet safety and security requirements established by the TEA Commissioner and state legislature	State and Local Funds, Title 4 Funds, SAFE Grants	Dr. Szymanski, Superintendent, Sabrina Taylor, Safety and Security	Throughout the school year	Compliance with school safety and security
6 Monitor and document that all campus exterior doors are closed, locked, and latched during the instructional day	Local Funds	Dr. Szymanski, Superintendent, Sabrina Taylor, Safety and Security, Kendra Guerrero, Principal	Weekly	Maintain campus security at all times, weekly documentation that all campus doors have been checked and ensure that campuses are not easily accessible
7. Provide School Resource Officers through MOU with Jackson County Sheriff's Office to work with the district and campus administration to ensure schools are safe places for students to learn.	State and Local Funds	Dr. Szymanski, Superintendent, Sabrina Taylor, Safety and Security	Daily	Support comprehensive safety plan, provide internal dispute mediation, detention and arrests, school patrols and advanced safety functions, as appropriate.

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GISD Strategic Priority #3: High Academic Performance and Student Success				
TEA Strategic Priority 2: Build a Foundation of Reading and Math				
TEA Strategic Priority 3: Connect High School to Career and College				
TEA Strategic Priority 4: Improve Low-Performing Schools				
<ul style="list-style-type: none"> ● Goal 3.1 - Ganado ISD will provide a high quality instructional program to meet the needs of all students. Ganado ISD will increase academic achievement for all students while closing the achievement gap between student groups and students of special populations. ● Goal 3.2 - Ganado ISD will implement programs that enable Title I, Special Education, Dyslexic, Emergent Bilingual, Gifted and Talented and 504 students to demonstrate progress as defined by federal, state, district, and campus guidelines. ● Goal 3.3 - Ganado ISD teachers will consistently implement the High Quality Instructional Material (HQIM) 100% of the time in the creation of lessons and delivery of instruction with the assistance of the National Institute of Excellence in Teaching (NIET). ● Goal 3.4 - Ganado ISD will ensure our Tier I, II, and III Instruction enables our students to make a minimum one-year's growth on Grade level STAAR Tests and EOCS. STAAR scores will increase by 10% from scores in 2024. ● Goal 3.5 - Ganado ISD will increase the percentage of graduates that meet the criteria for CCMR to 53% in one year. 				
STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	TIMELINE	EVIDENCE TO DEMONSTRATE SUCCESS
1. The High Quality Instructional Material (HQIM) will be followed in all core content areas to ensure vertically and horizontally aligned curricula.	State and Local Funds LASO planning LASO implementation	Melanie Chambliss, Director of Curriculum, Principals	Throughout the school year	Adherence to HQIM; Increase in state assessment scores; Evidenced in documented Admin observations / walkthroughs.
2. Identify areas of college, career, and military readiness areas and track the progress of every student in grades 6-12 to ensure they know and have the opportunity to meet the CCMR readiness standard.	State and Local Funds, Perkins Grant	Melanie Chambliss, Director of Curriculum, Principals, Counselors	Throughout the school year	Data and tracking information for every student in the district grades 6-12 that shows their progress toward college, career, and military readiness.
3. Purchase supplemental materials to assist students with reading, math, writing, science and social studies.	Title I Funds; State and Local Funds LASO	Melanie Chambliss, Director of Curriculum, Principals	Throughout the school year	Consistent utilization of supplemental materials
4. Improve the Master Schedule to maximize time for instruction and intervention support to ensure adequate time is spent providing instructional support and/or enrichment for ALL students daily.	State and Local Funds, Title I Funds Comp Ed Funds	Melanie Chambliss, Director of Curriculum, Principals	Throughout the school year	Increased student performance in reading and math; growth in diagnostic scores; improvement in grades and state assessments scores
5. Utilize progress monitoring assessments, screeners, and diagnostics to track student data (BOY, MOY, EOY assessments, mClass/ DIBELS for Reading in K-5, STAAR Benchmarks in Tested areas, running records, Benchmarks, checkpoints, unit exams) beginning in Kindergarten, and utilize the results of the screeners to plan intervention and assistance for students.	Title I Funds; State and Local Funds LASO Comp Ed Funds	Melanie Chambliss, Director of Curriculum, Principals	Throughout the school year	Increased data-driven instructional practices tailored to students' needs; Increased student performance in all subjects; improvement in grades and state assessments scores.

6. Weekly PLC's will have set agendas and will use data tracking tools to monitor student performance to ensure data-driven instruction.	Title 1 Funds; State and Local Funds LASO	Melanie Chambliss, Director of Curriculum, Principals	Weekly	PLC Sign-in sheets and agendas reflecting consistent data talks/ instructional strategies discussions; Improvement of State scores and diagnostic scores.
7.. Develop and implement a campus T-T-ESS calendar, with administrative walkthroughs and observations occurring frequently to ensure instructional excellence.	No funding required	Melanie Chambliss, Director of Curriculum, Principals	Throughout the school year	Successful adherence to schedule and minimum number of observations for each teacher met and performed.
8.. Encourage students to sign up for and take the PSAT, SAT, and TSI no later than the middle late portion of their 11th grade year. Implement focused preparation days to help students understand the layout and foundations of these exams. Schedule numerous opportunities for students to take the SAT and TSI in school throughout the school year.	State and Local Funds	Melanie Chambliss, Director of Curriculum, Principals, Counselors	Throughout the school year	Increased levels of PSAT, SAT and TSI test takers and passers.
9. Instructional staff will continue to improve and evaluate their Response to Intervention (RTI) system, Student Success Initiative (SSI), and Dyslexia Identification Program and Referral processes.	Title I, II, Fundings; State and Local Funds; SPED Funding EBB Funds Dyslexia LASO	Melanie Chambliss, Director of Curriculum, Sabrina Taylor, Director of Federal and Special Programs, Principals	Throughout the school year	Accurate referrals to Dyslexia Coordinator; Documentation of effective RTI/MTSS system; Improvement in diagnostic and assessment scores
10. Hold staff and students accountable by having clearly defined goals and outcomes	State and Local Funds	Dr. Szymanski, Superintendent, Melanie Chambliss, Director of Curriculum, Principals, Counselors	Throughout the school year	Communicate the goals through the strategic plan, discuss the desired outcomes.

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GISD Strategic Priority #4: Campus Climate & Culture

TTEA Strategic Priority 1: Recruit, support, and retain teachers and principals

TTEA Strategic Priority 4: Improve Low-Performing Schools

- Goal 4.1 Ganado ISD administration and teachers will create and maintain a school culture where students, staff, and families feel valued, supported, and included through diverse programs and events.
- Goal 4.2 Ganado ISD will strengthen communication between staff, administration, and families by establishing clear communication protocols and regular feedback loops.
- Goal 4.3 Ganado ISD will consistently recognize and celebrate teachers who exhibit exceptional instructional skills and dedication.
- Goal 4.4 Ganado ISD will increase student engagement and academic success by offering a strong PBIS (Positive Behavior Interventions and Supports) framework.
- Goal 4.5 Ganado ISD will develop leadership capacity within the schools by offering leadership development opportunities for staff.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	TIMELINE	EVIDENCE TO DEMONSTRATE SUCCESS
1. Initiate and implement campus incentive program involving earned "BOW Bucks" for positive behaviors exhibited across the campus by teachers/ staff to be used at the "BOW Store".	State and Local Funds; Title 1 Funds	Dr. Szymanski, Superintendent, Principals, Teachers	Throughout the school year	Consistent Positive Reinforcement of teachers Reduction in disciplinary referrals and fewer conflict incidents
2. Utilize social media and Board meeting to celebrate the students and staff of the great things happening in the district	State and Local Funds	Dr. Szymanski, Superintendent, Principals	Throughout the school year	Increased parent engagement with the posts, positive feedback from parents on communication efforts, increased awareness of school initiatives
3. Create a staff appreciation program, provide regular wellness check-ins, and offer professional development opportunities that align with staff interests and goals.	State and Local Funds Title II Funds	Melanie Chambliss, Curriculum Director, Principals	Throughout the school year	Increased staff morale and job satisfaction, higher staff retention, improved staff well-being, improved job performance and skill development
5. Offer mentorship programs, provide leadership training sessions, and create committees where staff can take on leadership roles in school initiatives.	State and Local Funds	Dr. Szymanski, Superintendent, Principals	Throughout the school year	Increased staff participation and engagement in leadership roles, improved staff leadership skills and confidence.

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GISD Strategic Priority #5: Effective Communication with all Stakeholders

TEA Strategic Priority 1: Recruit, Support, and Retain Teachers and Principals

TEA Strategic Priority 4: Improve Low-Performing Schools

- Goal 3.1 Ganado ISD will provide consistent communication (in both English and Spanish) to parents and guardians regarding their students' academic and social achievements and needs.
- Goal 3.2 Ganado ISD will consistently implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.
- Goal 3.3 Ganado ISD administrators, teachers, and instructional staff will monitor their email and phone calls to ensure continual communication and collaboration between school and parents in regards to student expectations and performance.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	TIMELINE	EVIDENCE TO DEMONSTRATE SUCCESS
1. Update the district website and use social media outlets to communicate current district initiatives and information consistently	State and Local Funds	Dr. Szymanski, Superintendent, Jorge Hernandez, IT	Throughout the school year	Up to date and easy to navigate website
2. Review and Continued implementation of GHS Parent and Family Engagement Plan	State and Local Funds; Title 1 Funds	A. Beldin, Principal	Throughout the school year	Successful implementations of this years' Plans with all families
3. Create an open line of communication between students, staff, parents, community, campus leaders, and district leaders.	State and Local Funds	Dr. Szymanski, Superintendent, Principals	Throughout the school year	Increased communication through the website, blackboard, social media, email, meetings
4. Teachers will communicate in a timely manner about students' grades, attendance, behavior, and activities.	State and Local Funds	Principals, Teachers	Throughout the school year	Administrators and teachers communicate regularly with parents as needed via the preferred communication of the parent.
5. Scheduling of parent and family evening activities such as Literacy and Numeracy Nights, Data Reflection Nights, STAAR Information/Partnership Nights, Open House, etc	State and Local Funding; Title 1 Funding	Principals, Counselors	Throughout the school year	Successful events and documentation of attendance at events
6. Public recognition of teachers and students, as well as regular postings of campus events and happenings.	State and Local Funds	Dr. Szymanski, Superintendent, Principals, Counselors	Throughout the school year	Awards and Recognition records throughout the school year; Weekly postings completed by campus throughout the school year
7. Communicate regularly with the Board of Trustees, community and parents	State and Local Funds	Dr. Szymanski, Superintendent, Directors, Principals	Throughout the school year	Superintendent informs the Board of Trustees of information regarding the district as needed. Administrators and teachers communicate regularly with the community via website and media postings.

COMPREHENSIVE NEEDS ASSESSMENT

Demographics - 2023-2024 Fall Snapshot

Total Enrollment	696
Early Education	4
Pre-K	14
Kindergarten	45
1st Grade	53
2nd Grade	48
3rd Grade	52
4th Grade	51
5th Grade	61
6th Grade	49
7th Grade	46
8th Grade	57
9th Grade	64
10th Grade	48
11th Grade	57
12th Grade	47

	Count	Percentage
Female	385	55.32%
Male	311	44.68%
American Indian/Alaskan	1	.14%
Asian	0	0%
Black - African American	11	1.58%
Hispanic - Latino	418	60.06%
Native Hawaiian/Pacific Islander	0	0%
White	259	37.21%
Two or More Races	7	1.01%
Economic Disadvantage	405	58.19%
Emergent Bilingual	100	14.37%
At Risk	305	43.82%
Special Education	71	10.20%

Data Sources Reviewed

Demographics

Enrollment by grade and gender
Enrollment by ethnicity
Enrollment by student pop/program
PEIMS student data
Mobility data TAPR
PEIMS Attendance

Student Achievement

State Accountability Reports
TELPAS Report

STAAR Results

Promotion/Retention Rates
Student Success Initiative Data

School Culture and

Climate

PEIMS Discipline Summary
School Climate Surveys
PEIMS Discipline Reports

Staff Quality, Recruitment and

Retention

Teacher Certifications
Paraprofessional Qualifications
Teacher FTE by Gender and Ethnicity
Teacher Yrs. Experience/Years in ISD
Staff Mobility/Stability
Teacher/Student Ratios

Special Program Qualifications

Professional Development Data

Recruitment/Retention Strategies

Curriculum, Instruction and

Assessment

TEKS Resource System Documents

Unit Assessments/Benchmarks

Instructional Resources/Class Materials

School/Special Program Schedules

Enrichment Resources

Lesson Development
Instr. Delivery Strategies/
Techniques

Family and Community

Engagement

Family/Community Participation Logs
Parent Volunteer Information
Parent Activity
Evaluations/Feedback
Event and/or Meeting Calendars
Parental Participation Logs
Community Agencies/Support Services

School Context and

Organization

School Structure (Teams, etc.)

Decision-Making Committee(s)

Duty Rosters

Schedule for Student Support Services

Campus Communication

School Map & Physical Environment

Extracurricular/School Program Services

Technology

Technology Plan

Title I Surveys

Professional Development Surveys

Technology Professional
Development

Parent

Technology Policies and
Procedures

Conferences/Meetings

Resource Allocations