Gainesville Independent School District

Gainesville Intermediate School

2025-2026 Campus Improvement Plan

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Mission Statement

Gainesville ISD Mission Statement

We ensure students and staff develop the knowledge, skills and attitudes necessary for immediate and future success, through a cooperative effort of school, home and community.

Gainesville Intermediate Mission Statement

At Gainesville Intermediate, we make relationships and academic excellence our priority to ensure the success of our students and staff.

Vision

Gainesville ISD Vision Statement

Reaching every student every day to be learners and leaders.

Gainesville Intermediate Vision Statement

At Gainesville Intermediate, we make relationships and academic excellence our priority to ensure the success of our students and staff.

Value Statement

Gainesville ISD Core Beliefs

Equity

We believe access to a world class education in Gainesville is a right for all not a privilege for a few. We will never allow race, economic status or our own systems to be barriers to the education all students deserve.

Excellence

We believe in challenging ourselves and the bar we have created for academic, social, and emotional success in Gainesville. We will always raise the bar by believing that excellence is in our reach but not quite in our hands.

Diversity

We believe that a diverse student and staff population enriches the learning environment. We value the unique identity of every adult and student in GISD and will actively seek diversity in all that we do.

Innovation

We believe we are preparing students for a future we cannot predict. We must empower students with the tools, leadership, and facilities to drive innovation in thought and action.

Partnership

We believe strong partnerships are critical to achieving our vision. Partnerships provide innovative ideas and expertise that benefit our staff, students, families, and community.

Safe and Comfortable Environment

We are committed to creating a learning environment that is safe, secure and comfortable, both physically and emotionally for all

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Comprehensive Needs Assessment

Demographics

Summary

Demographics:

We have a diverse population of students, teacher to student ratios are 21:1, and all at risk students are provided a 30 minute WIN Time period daily through ELAR and Math. We have also created a 30 minute daily intervention period for all students SPED and ESL students are struggling to meet their projected growth. The number of LEP students exiting the ESL program is decreasing each year, while our Hispanic/ESL population continues to grow. We seek to have a more diverse faculty, develop systems that will help our SPED and ESL students meet their projected growth, work on exiting students from special programs, and ensure all teachers are ESL certified.

Staff Quality - Recruitment and Retention:

For Staff Quality, Recruitment, and Retention we do Virtual Job fairs, mentor programs on campus, onboarding committees, stipends and signing bonuses, and recruitment bonuses. Our professional development is aligned with more input from teachers. Our Professionals would like more specific Professional Development opportunities geared toward individual needs. We need to continue to grow the mentor program and onboarding committee, offer incentives for staff, hire effective staff, and retain highly qualified staff because our recruitment numbers are down.

Strengths

Demographics:

We have a diverse population of students, teacher to student ratios are 21:1, and all at risk students are provided a 30 minute intervention period daily through ELAR. We seek to have a more diverse faculty, develop systems that will help our SPED and ESL students meet their projected growth, work on exiting students from special programs, and ensure all teachers are ESL certified.

Staff Quality - Recruitment and Retention:

For Staff Quality, Recruitment, and Retention we do Virtual Job fairs, mentor programs on campus, onboarding committees, stipends and signing bonuses, and recruitment bonuses. Our professional development is aligned with more input from teachers.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	We struggled to recruit highly effective classroom teachers due to a teacher shortage.	
2 ★	Many students do not know about the opportunities available to them throughout the year.	
3 ★	Students are 1:1 with technology, however, we are not using them as effectively as we could be with the programs that are available. More PD is needed for teachers on the programs that are available to students.	
4 ★	The campus budget must be distributed across the campus to ensure that all programs and students are served equitably.	

★ = Priority

Student Learning

Summary

6th grade math has shown significant growth over the year as well as students in all demographic categories. ELAR and Math interventions seems to be working and gaps are closing which is evident through MAPS testing. We made a lot of progress in Closing the Gaps for our different sub populations but our Hispanic, African American, and Economically Disadvantaged students are performing significantly lower than their White counterparts. We will utilize PLC's to increase Tier 1 Instruction in the classroom, small group intervention, and instructional strategies. We will continue to show growth in science, while working on closing the gap between special populations (SPED / ESL). We will also increase writing opportunities across the curriculum in all content areas using the R.A.C.E strategies.

Based on 2025 TAPR data for all grades and tests combined, the data indicates that there are wide discrepancies between the various categories. As a whole, white students are achieving significantly above the campus average in all achievement categories (Approaches, Meets, and Masters). SPED students are scoring well below (20-30%) the campus average. Students who are Economically disadvantaged, Emerging Bilingual, and Hispanic all were below the campus average.

It’s difficult to determine where growth is indicated due to comparing different standards/TEKS as well as different students from year to year. However, looking at the Interim Assessments from Fall to Spring, growth for Approaches standard is shown in both 5th and 6th Grade Math and 5th Grade Science.

The ELAR and Math data indicate wide discrepancies between the categories. SPED, Hispanic, and Emergent Bilingual students all scored significantly lower than the Campus in all achievement categories (Approaches, Meets, Masters). However, 5th Science data indicates that although there is a discrepancy between the Campus average and the Special Populations, the three categories (SPED, Hispanic, EB) were aligned with each other.

Strengths

6th grade math has shown significant growth over the years as well as students in all demographic areas. PLC's are increasing in strength and discussions around small group instruction and Tier 1 Instruction. Writing opportunities have been increased across the curriculum and students have been practicing their typing.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The passes/approaches on the 2024 STAAR assessment for 5th grade Math was 51% Approaches, 26% meets, and 8% masters. 5th grade Reading was 58% approaches, 33% meets, and 10% masters. 5th grade Science was 41% approaches, 14% meets, and 2% masters. 6th grade Reading was 59% approaches, 29% meets, and 12% masters while 6th grade Math was 70% approaches, 33% Meets, and 10% masters.	
2 ★	Teachers feel as though they do not have enough knowledge when it comes to working with Special Education or Bilingual Emergent students in the classroom. There has been an influx of students in both the Special Education and Emergent Bilingual Program. There are evident gaps in scores when looking at data for special populations that need to be addressed.	
3 ★	Students don't make enough real-world connections to learning.	
4 ★	Tier 1 instruction is a focus on the campus to ensure student success, and professional development is needed for teachers to enhance student learning.	
5 ★	Students struggle with reading and writing, and are shown to be below grade level.	

★ = Priority

School Processes & Programs

Summary

Curriculum, Instruction, and Assessment:

As a District and Campus, we have multiple sets of data points. We ensure that there is alignment of daily objectives to a product, that we spiral TEKS based on assessment data, ensure our assessments are aligned to STAAR, and ensure Benchmark data is closely related to STAAR data. As a campus, we need to utilize strategies to help close the gap with SPED and Emergent Bilingual students. Teachers also need access to CBA's in advance to review the test before giving it to students. Teachers are expected to do small groups, but this is not done consistently across classes and subjects which will be worked on during the school year. We need to continue to use data to drive instruction, continue to spiral TEKS throughout the year based on assessment data points, incorporate SPED strategies in the classroom throughout the year with mini PD, and ensure teachers know how to utilize small groups and ensure they are done consistently.

School Context and Organization:

About two hours of time has been dedicated to ELAR and Math (120 min). Surveys are sent throughout the year by the district and parents' perception is that we are a safe environment. We have developed a clear set of expectations for staff and students to follow, and incorporated training on classroom management at the beginning of the year. We have also included training regarding how 6th grade students should treat each other. This had been done through Social Emotional Lessons in the classroom. We have reintroduced PBIS, Attendance incentives, and regular committee meetings, as well as, create clear expectations for behaviors and assignments.

Technology:

All students have 1:1 implementation of Chromebooks and all teachers have a Chromebook and Smart Boards. Teachers have become more knowledgeable on how to incorporate technology in the classroom. We are now being able to utilize the technology that we have more efficiently and with purpose. We are able to teach students how to correctly use and carry their Chromebooks, monitor students and what they are looking up/ searching through GoGuardian. We provide current training throughout the year to teachers on how to utilize the technology appropriately. We also work with parents and communicate what students are working on in the classroom through School Status and our Newsletter.

Strengths

Curriculum, Instruction, and Assessment:

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School Context and Organization:

We have developed a clear set of expectations for staff and students to follow, and incorporated training on classroom management at the beginning of the year. We have also included training regarding how 6th grade students should treat each other. This had been done through Social Emotional Lessons in the classroom. We have reintroduced PBIS, Attendance incentives, and regular committee meetings, as well as, created clear expectations for behaviors and assignments.

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Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students are struggling with the Social Emotional part of school and struggle to regulate their emotions.	
2 ★	Teachers new to the profession typically struggle with first year questions, policies, and procedures.	
3 ★	We need to build the capacity of campus leaders.	
4 ★	When teachers are absent, there are no substitutes that will sign up to cover classes and we end up utilizing our paraprofessionals for this job.	

★ = Priority

Perceptions

Summary

School Culture and Climate:

Both teachers and students felt there were high standards for achievement set from the survey. Both teachers and students feel as though the school is safe. Teachers do not feel respected by students, and student behaviors have negatively impacted student learning. Students feel as though there are clear expectations for behavior, while teachers do not feel as though they were clear. We need more student work on the walls to make the school more appealing and inviting. We also need to implement PBIS, praise teachers and students, reset and work on changing the culture and climate of the school through positive interactions with staff, students, and families.

Family and Community Involvement:

We have staff that are bilingual and can reach all parents when necessary. We also have books in both English and Spanish, teachers that are ESL certified, and some activities, like the Living Museum, that have a high yield of parents. Few families showed involvement with the campus during the school year. We need to maintain events throughout the year and ensure parents, students, and staff are safe. We also need to continue to serve and reach out to our community, and host more events for parents to be involved.

Strengths

School Culture and Climate:

Both teachers and students felt there were high standards for achievement set from the survey. Both teachers and students feel as though the school is safe. Students feel as though there are clear expectations for behavior.

Family and Community Involvement:

We have staff that are bilingual and can reach all parents when necessary. We also have books in both English and Spanish, teachers that are ESL certified, and some activities, like the Living Museum, that have a high yield of parents.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There was a low turnout of parental involvement at events held by the Intermediate Campus.	
2 ★	Parents feel as they have been communicated with more last year than the previous years, however, communication is still not reaching all parents.	
3 ★	Parents want to be communicated with weekly so that they know what is happening on campus.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The passes/approaches on the 2024 STAAR assessment for 5th grade Math was 51% Approaches, 26% meets, and 8% masters. 5th grade Reading was 58% approaches, 33% meets, and 10% masters. 5th grade Science was 41% approaches, 14% meets, and 2% masters. 6th grade Reading was 59% approaches, 29% meets, and 12% masters while 6th grade Math was 70% approaches, 33% Meets, and 10% masters.	
2 ★	Teachers feel as though they do not have enough knowledge when it comes to working with Special Education or Bilingual Emergent students in the classroom. There has been an influx of students in both the Special Education and Emergent Bilingual Program. There are evident gaps in scores when looking at data for special populations that need to be addressed.	
3 ★	Students don't make enough real-world connections to learning.	
4 ★	Students struggle with reading and writing, and are shown to be below grade level.	
5 ★	Tier 1 instruction is a focus on the campus to ensure student success, and professional development is needed for teachers to enhance student learning.	

6

Students are struggling with the Social Emotional part of school and struggle to regulate their emotions.

7

We struggled to recruit highly effective classroom teachers due to a teacher shortage.

8

Teachers new to the profession typically struggle with first year questions, policies, and procedures.

9

We need to build the capacity of campus leaders.

10

When teachers are absent, there are no substitutes that will sign up to cover classes and we end up utilizing our paraprofessionals for this job.

11

There was a low turnout of parental involvement at events held by the Intermediate Campus.

12 ★

Parents feel as they have been communicated with more last year than the previous years, however, communication is still not reaching all parents.

13 ★

Parents want to be communicated with weekly so that they know what is happening on campus.

14 ★

Many students do not know about the opportunities available to them throughout the year.

15 ★

Students are 1:1 with technology, however, we are not using them as effectively as we could be with the programs that are available. More PD is needed for teachers on the programs that are available to students.

16 ★

The campus budget must be distributed across the campus to ensure that all programs and students are served equitably.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

Academics
At Gainesville Intermediate academics is about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

PreK-12 Grade Literacy & Math Focus Areas - GISD will place an emphasis on literacy and math across all grade levels and content areas to help ensure that at least 70% of students are on or above grade level. (Year 1 70%, Year 2 85% and Year 3 95%)

Evaluation Data Source: Measures may include: PreK-EOY Kinder Readiness Assessment, % of students in K-2 Reading and Writing on grade level (MClass, SIPPS and portfolios), 3-8 STAAR reading & math at meets and masters level, English EOC 1 &2 at meets and masters level.

Strategy 1

Teachers will disaggregate data to determine small groups and intervene daily with students during their built in 30 minute Intervention Time. Teachers will utilize Reading A-Z, Read Works, SAAVAS, IXL, and the RACE Strategy to enhance learning and monitor student progress. Students needing TIER 3 Intervention will be placed in Read 180/System 44. Students will also go to an advisory which will be based on student need for 30 minutes a day.

Strategy's Expected Result/Impact: Students will strengthen their reading skills, have differentiated instruction, and show growth throughout the year.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June
Moderate Progress	Considerable Progress		

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2027, 100% of students requiring additional support will be served under Multi-Tiered System of Support with progress documented.

Evaluation Data Source: STAAR data, Response to Intervention data; Beginning/Middle/End MAP Growth data, Amplify Tutoring progress monitoring, Read 180 and Math 180.

Strategy 1

We will have all our Special Education and Interventionists attend PLC's with the general education teachers to help with strategies and accommodations in the Classroom. Teachers will incorporate effective targeted support strategies including engagement structures/strategies and will utilize district resources and technology to increase academic performance of all targeted sub populations. Instructional engagement strategies will be researched and looked up during PLC's which will provide professional development based on teacher choice and data from the student outcomes.

Strategy's Expected Result/Impact: Build knowledge on how to address students in special programs to raise the level of achievement.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress		

Performance Objective 3 ☑ High Priority

Masters Grade Level Performance: GISD will increase student performance for each STAAR/EOC assessment by increasing the amount of students performing at the master's level by 5%.

Evaluation Data Source: STAAR (3-8) and End of Course Exams (Eng. 1&2; Algebra; Biology; US History)

Strategy 1

We will target Tier 1 Instruction through coaching and Professional Learning Communities which are structured in a way that offer opportunities for teachers to practice these strategies. We will also structure campus professional development around Small Group Instruction, Tier 1 strategies that have a high yield with student achievement, and other PD relevant to instructional needs.

Strategy's Expected Result/Impact: Increase STAAR passing by 10% in every subject.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Strategy 2

The campus will provide professional development throughout the year for teachers to better hone their craft. Some of the trainings include small group instruction, student engagement, CAST for Science Teachers, reading, and math. This will create teachers leaders, and in turn, foster a culture in which teachers share what they have learned in professional development.

Strategy's Expected Result/Impact: Students will be more engaged in the instruction, have better classroom discussions, and make more connections with the learning because teachers have gone to trainings to better their craft.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Performance Objective 4

District will support the social and emotional well-being and safety for all learners to remove barriers to academic and educational success.

Evaluation Data Source: CTE Program Student Participation, Dual-Credit Participation, Counselor Guidance Lessons, Character Strong Program Implementation, Student Survey

Strategy 1

An Advisory period has been created in the day and students will receive social emotional lessons once a week that utilizes the program Character Strong. We will also utilize Community in Schools, our Counselor, Lunch Groups, and our District Counselors.

Strategy's Expected Result/Impact: Students will have more opportunities to receive help when needing to self regulate.

Staff Responsible for Monitoring: Teachers, Counselors, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Performance Objective 5

District will ensure that students are college and career ready.

Evaluation Data Source: TSI data, ACT and SAT data, CTE data, NCTC dual credit data

Strategy 1

The campus will provide fine arts, general curriculum, and STEM activities, field trips, counseling services, and other resources for at-risk , SPED, and Emergent Bilingual students to increase motivation and achievement of all students. The Perot Museum will host a Science/STEM night, Fine Arts will attend the Sun Festival, The Sherman Symphony Orchestra, Books Giving, Summer reading books, College Week, and many other events. Emergent Bilingual students will be able to receive books in both English and Spanish to bridge the gap in understanding and be able to

read about different types of experiences.

Strategy's Expected Result/Impact: Students will be more engaged and motivated to achieve via real-world experiences and activities that make connections and sustain learning.

Staff Responsible for Monitoring: Teachers, Counselors, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Goal 2

Recruitment and Retention
Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 1

Recruit, select, assign, and retain highly-qualified educators and support staff.

Evaluation Data Source: Recruit, support, retain teachers and principals

Strategy 1

Teachers and staff will attend PD opportunities and bring back/ facilitate the implementation of that training content to increase student learning outcomes. These trainings include CAST, Region 11 training, and the Science Redesign with Region 11.

Strategy's Expected Result/Impact: PD will be shared with content, grade level, and other related personnel to establish consistency and increase student achievement.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Performance Objective 2

GISD will improve ongoing support for first year teachers in GISD with a goal of 95% or higher satisfaction rate on end-of -year survey.

Evaluation Data Source: Ongoing survey feedback from first-year teaches, mentors, and campus administrators; Retention rate of 1st year teachers.

Strategy 1

Each first year teacher will receive a mentor on campus that will work with them throughout the year. We will incorporate team building activities throughout the year, praise/reward teachers for accomplishments, utilize the Sunshine committee, and utilize our mentor program and onboarding committee to continue to raise the morale and culture of our campus. We will incorporate CHAMPS and ensure teachers are trained on classroom management. This includes PBIS and Capturing Kids Hearts to help with student morale as well.

Strategy's Expected Result/Impact: We will help build teacher capacity, give them a mentor they can go to with questions, and help teachers feel less overwhelmed.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Performance Objective 3

GISD will recruit and retain a pool of educators and increase our hiring rate to 90% by the end of July.

Evaluation Data Source: Position Management in Ascender

Strategy 1

Campus staff will attend job fairs and other events to recruit highly effective staff, and subsequently, all staff will be trained and supported with job-embedded professional development. Campus will utilize presenters, materials and other resources to better recruit and retain highly effective staff.

Strategy's Expected Result/Impact: All vacancies will be filled by effective, qualified teachers and staff.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Performance Objective 4

GISD will recruit and retain a pool of quality guest educators and increase our substitute fill rate to 90%.

Evaluation Data Source: Absence Management reports, feedback from students, teachers, administrators and guest educators.

Strategy 1

We will treat our substitutes as guests on this campus by ensuring they have all lesson plans needed for the day, give any help needed with discipline, and ensure they know what they will be doing.

Strategy's Expected Result/Impact: We will have more substitutes on campus which will allow our paraprofessionals to continue working with students

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Performance Objective 5

Calibrate with all campus administrators and teachers regarding the administrative and teacher appraisal system to ensure quality and accurate data in monitoring and evaluating administrator and teacher effectiveness.

Evaluation Data Source: T-TESS rubric

Strategy 1

Campus Administrators, Instructional Coaches, and teacher leaders will work with Region 11 to implement TIL: Observation and Feedback cycles for all teachers on campus.

Strategy's Expected Result/Impact: This will help build teacher capacity for Tier 1 Instruction, give teachers more instructional tools to utilize in the classroom, and help build teacher confidence when teaching. This in turn will help with student achievement.

Staff Responsible for Monitoring: Instructional Coaches, Teacher Leaders, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Goal 3

Connectedness
Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 1

Maintain parental and community involvement programs that promote the academic, social and emotional growth of students. 70% of the total parent population will participate in school activities throughout the year.

Evaluation Data Source: SAM documents from program activities, parental surveys, SBDM documents

Strategy 1

We will hold multiple events throughout the year to showcase what our students are learning in the classroom and provide parents with opportunities to be involved on campus. This includes events such as: The Living Museum, Music/Band Programs, a STEM Night, Book Fairs, Bring a Parent to School Day, and growing our Parent Teacher Organization.

Strategy's Expected Result/Impact: Increase opportunities for stake holders to attend events on campus.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Performance Objective 2

Foster 100% of district and campus quality communication between home, school and community.

Evaluation Data Source: SAM documents, End of Year program review; data from community events and surveys, district/campus call out reports.

Strategy 1

We will ensure that teachers are reaching out through School Status to communicate with parents on testing information, student needs, and academic needs.

Strategy's Expected Result/Impact: Parents will know what is happening on campus with their child and will know their behavior and academic progress.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Performance Objective 3

The Communications department will improve communication with all stakeholders by increasing the number of information
pathways and parental and community outreach events.

Evaluation Data Source: End of year program review, data from school and community events.

Strategy 1

We will continue to use the weekly Intermediate Newsletter, utilize social media to promote events and what students are doing, use the district website to send information, and have teachers utilize School Status, email, and phone calls home. We will also incorporate "Positive Referrals" to reach out the parents weekly with achievements that their student has made. We will ensure that phone numbers that do not work will be updated as well.

Strategy's Expected Result/Impact: Parents will feel more informed and welcomed into the school.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March	June

Goal 4

Equity
We acknowledge that access to opportunities and success is not - and has not been - the same for all stakeholders and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 1

By May 2026, students will have the opportunity to participate in transition activities to promote a positive variety of careers and connections between schools.

Evaluation Data Source: Documentation of transition activities.

Strategy 1

We will ensure that every student has the opportunity to participate in UIL events, Spelling Bee's, and after school activities/tutorials, Read 180/System 44, intervention classes, and counselor intervention. We will communicate with parents in both
English and Spanish, and provide a bus to take students home after tutorials have been completed. Students will attend the Sherman Symphony Orchestra, theater programs put on by the High School, and other events throughout the year.

Strategy's Expected Result/Impact: All students will have the opportunity to participate in extracurricular activities.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Formative Reviews

November	January	March	June

Performance Objective 2

Develop a budget that reflects equitable distribution of resources to campuses.

Evaluation Data Source: Documentation of per student allocations for each campus in local, state and federal funds.

Strategy 1

Campus administrators will distribute the funds to all needed areas such as Special Education, Emergent Bilinguals, Fine Arts, Physical Education, At Risk, and other school areas.

Strategy's Expected Result/Impact: Equitable distribution of funds to ensure that all campus needs are met.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Performance Objective 3

Maintain equitable, efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state and federal requirements.

Evaluation Data Source: Manuals/Handbooks, Agendas, Sign In sheets, Meeting notes/minutes, Surveys, Timelines, Financial statements

Strategy 1

We will provide Chromebooks to all students on campus that will be housed as classroom sets. Students will be able to use the Chromebooks daily in their classrooms for any academic needs, and the technololgy will help improve student performance.

Strategy's Expected Result/Impact: All students will have access to technology and internet daily and will be able to utilize the Chromebooks for academic purposes.

Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals

Formative Reviews

November	January	March	June

State Compensatory Education

State Compensatory

Budget for Gainesville Intermediate School

Total SCE Funds: $247,517.55

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

This is broken up to support salaries for general education teachers supporting instruction, support salaries for general education paraprofessionals supporting instruction, support salaries for Counselors, and supplies.

Title I Summary

Title I