

# **Gainesville Independent School District**

## **District Improvement Plan**

**2022-2023**

**Accountability Rating: B**



# 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.

## Vision

Reaching every student every day to be learners and leaders.

## 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 students.

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# Comprehensive Needs Assessment

Revised/Approved: December 12, 2022

## Demographics

### Demographics Summary

Gainesville ISD includes six campuses:

Head Start - 3 & 4 year old program; 70 students

Edison Elementary - PK-1st grade; 683 students

Chalmers Elementary - 2nd-4th grade; 716 students

Gainesville Intermediate School - 5th & 6th grade; 408 students

Gainesville Junior High School - 7th & 8th grade; 426 students

Gainesville High School - 9th-12th grade; 863 students

GISD has an enrollment of approximately 3,096 students. Demographics for students include:

Hispanic	61.69%
American Indian-Alaskan Native	.39%
Asian	.97%
Black - African American	4.62%
Native Hawaiian - Pacific islander	.10%
White	26.71%
Two-or-More	5.52%

## **Demographics Strengths**

### Demographics

Lower Teacher/Student Ratios in PK; Stable populations; Lower Student mobility: Tutoring and RtI provided to At-Risk Students

### Staff Quality - Recruitment and Retention

Addition of Coaches

Mentoring Program

ESL Certification

GT certification

Onboarding

# Student Learning

## Student Learning Summary

Gainesville ISD uses a number of tools to measure student success. For K-8th Grade, GISD ISD utilizes Renaissance for Reading and Math and Character Strong to measure Social Emotional and Safety needs. These assessments are given three times each year: Beginning of Year, Middle of Year, and End of Year. At the high school level, we have district-created unit/quarterly assessments aligned to our curriculum pacing guides and the TEKS so that we can measure student success and we continue to use Character Strong for measuring Social Emotional and Safety needs.

Current student data on Renaissance shows students are making solid growth after a year where we saw low growth during COVID-19. In particular, Math growth is a strength while Reading achievement is a strength.

STAAR data for Spring of 2022 indicates that our youngest testers (3rd and 4th graders) continue to need intervention and support to achieve at pre-pandemic levels in both reading and math. In particular, we will continue to focus our attention on growth for all students. STAAR scores for our Intermediate through High School grades showed improvement in nearly all areas.

## Student Learning Strengths

Campuses have been working hard to fill in gaps in learning through strong Tier 1 classroom instruction, including through small group instruction based on specific student areas of need. In addition, HB 4545 requires students who did not pass the STAAR exam to be provided with 30 additional hours of Accelerated Instruction in each subject area that the student did not meet STAAR approaches or higher. Campus teams developed and carried out plans to utilize time for intervention during the school day as much as possible, in addition to before and after school and Saturday opportunities for accelerated instruction. These efforts were provided by qualified and trained staff and supported by State Compensatory Education funds and ESSER funds. Additionally, many of our K-4 teachers have now completed Reading Academies training to help them with identification of skill gaps and how to impact student needs for reading.

## **District Processes & Programs**

### **District Processes & Programs Summary**

Much of our district processes related to curriculum and instruction are found in the district's Curriculum Management Plan found here: <https://www.gainesvilleisd.org/site/Default.aspx?PageType=1&SiteID=1&ChannelID=25&DirectoryType=6>

After each administration of the Renaissance assessment (Beginning of Year, Middle of Year, and End of Year), campuses dig into their data to identify areas where whole class instruction may be needed to fill gaps, as well as looking at individual student data to determine what intervention may be needed to help students grow in a specific skill or knowledge gap. Campus and district administrators meet during the year to discuss what supports are needed for campuses as well, and provide professional learning, resources, and supports to help campuses with their efforts to meet student needs. This same evaluation of the data three times per year is in place for Character Strong, our tool for measuring student social and emotional needs. Discussions about ways campuses can address areas such as Sense of Belonging and Social and Emotional Skills has allowed campuses to develop plans for student support.

### **District Processes & Programs Strengths**

Use of Renaissance results to address student individual needs has become more wide-spread through continued support and professional development. character Strong is also becoming a strong program for student support, both through the results of the data as well as through the ways campuses can use the MTSS and Notes features to share information about students with teachers and through transitions between campuses.

# Perceptions

## Perceptions Summary

Gainesville ISD has historically evaluated campus and district climate and culture through annual satisfaction surveys of our staff, students, and parents. Those results are then reviewed at both the district level (to evaluate district wide trends) as well as at the campus level. Those results are incorporated into the District and Campus Improvement Plans.

In addition to the student annual satisfaction survey, Character Strong data is also focused on culture and climate and it provides data for campuses and the district three times per year. With the new Strategic Plan for 2021-26, we will be utilizing a new survey tool which we believe will better help us to measure our new goals through targeted questions.

Additionally, we will be giving our surveys three times per year in order to more quickly evaluate needs and take action related to parent and staff feedback on those surveys.

## Perceptions Strengths

The 2021-22 Parent Survey showed 75% of parents are satisfied according to the End Of Year survey data. The 2021-22 Student Survey indicated at 72% satisfaction level for the district. Both of these groups had a drop in satisfaction for the 2021-22 school year.

The staff survey showed a significant drop during the 2021-2022 school year. As many factors have weighed on our staff during the pandemic and in society, our survey reflects the feelings that our staff have had. Though our original goal for the end of the 2022 school year staff survey was 70% of respondents indicating satisfaction, our final result was 49%. The biggest areas of focus were "My pay is fair for the work I do" and "My benefits package is good compared to others in the industry." These statements are in alignment with what has been shared by many teachers around the state and nation.

Areas of strength were:

"My job makes me feel like I am part of something meaningful." (68%)

"GISD operates by strong ethics and values." (66%)

"My leader cares about my concerns." (64%)

"My leader helps me learn and grow." (63%) and

"GISD enables me to work to my full potential." (60%).








# Goals












**Goal 1:** In GISD, academics are 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:** GISD will place an emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

## High Priority

**Evaluation Data Sources:** PreK-EOY Kinder Readiness Assessment, % of students in K-2 Reading and Writing on grade level, 3-8 STAAR reading; passing level 4 & 7 STAAR writing, English EOC 1 & 2 passing level Advanced Placement Course Performance (AP and Dual Credit).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will hold data meetings after Benchmark assessments to develop a Plan of Action for student academic improvement focusing on reading and math scores.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, All teachers</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 Progress Monitoring strategies via Data Review Process. For each 6 week instructional period, teachers assess students using weekly TEKS checks. A more comprehensive assessment (CBA) is administered at the 6 weeks mark. This data is reviewed to guide instructional adjustments/interventions in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth for each student. Closing educational performance gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, All teachers</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> Teachers will be trained in specific ESL strategies first through PD from Region 11 during staff development.</p> <p>"" Improve student achievement and academic growth</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement and academic growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, All teachers</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 6 week literacy camp for 3rd-6th grade to include grade level readability, fundamental speaking and writing skills for effective communication and critical thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Literacy and Reading levels of students</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department, Teachers, campus administrators, and Instructional Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will be trained in the workshop model through TXLS (R11) and follow up district-level support. Teachers will focus on identifying math and literacy TEKS, reviewing data, research and choose best instructional practices to promote during cycle, and reflect on instructional practice videos and student work collection.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher become more effective in their instructional practices which results in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration, Instructional Coaches, Coordinators, Asst. of C &amp; I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will be provided a 4 session workshop over guided reading. Sessions will cover: grouping/leveling students; leveled books and plans; assessing students, and literacy stations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches, coordinators, Asst. of C &amp; I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 1:** In GISD, academics are 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 2:** By May 2024, 100% of students will receive Tier 1 instruction and 100% of students requiring additional support will be placed in RtI with progress documented in the ESPED system.

**High Priority**

**Evaluation Data Sources:** STAAR data, Response to Intervention data; Beginning/Middle/End of year district universal screener data.







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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. Instructional engagement strategies will be researched and looked up during Texas Lesson Study which will provide professional development based on teacher choice and data from the student outcomes</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration, Instructional Coaches, Coordinators, Asst. of C &amp; I</p> <p><b>Results Driven Accountability</b></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> Additional Targeted Support through intervention, by Interventionists for SPED, LEP, AA., At - Risk, And Bilingual students. The campus will follow an RTI process for targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration, Instructional Coaches, Coordinators, Asst. of C &amp; I</p>	<b>Formative</b>			<b>Summative</b>
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**Performance Objective 3:** GISD will increase student performance for each STAAR/EOC assessment by 10% placing an emphasis on students reaching the Masters Grade Level Distinction.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students participate in an advisory period four days a week during school time for academic enrichment for literacy, mathematics and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</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> All staff will be GT trained to serve students that need to be pushed to Mastery. An accelerated instructional time will be built into daily schedules at various campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 1:** In GISD, academics are 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 4:** District will support the social and emotional well-being and safety for all learners to remove barriers to academic and educational success.

**High Priority**

**Evaluation Data Sources:** CAPE Program Student Participation  
 Red Ribbon Week Participation  
 Counselor Guidance Lessons

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Elementary Red Ribbon Week- Red Ribbon Week in October includes daily classroom activities to promote drug free and healthy lifestyle choices. Bullying Prevention is provided as Tier 2 classroom guidance.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff resources and training to recognize, prevent, and report alcohol, tobacco, and bullying.            Increased awareness of alcohol and tobacco use and bullying.            Implementation of Character Strong SEL curriculum by counselors</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Counselors and Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Secondary Red Ribbon Week- Guidance lessons led by the school counselor are presented on Suicide Prevention and Bullying Prevention (usually in September). Red Ribbon Week is used to offer brief daily guidance lessons on Substance Abuse Prevention. Highlight drug abuse prevention and healthy living using the KPAW broadcasts.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff resources and training to recognize, prevent, and report alcohol, tobacco, and bullying.            Increased awareness of alcohol and tobacco use and bullying.            Implementation of Character Strong SEL curriculum by counselors</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Administrators and Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CAPE program- In partnership with Abigail's Arms, the 5th grade students completed an 8-week curriculum in the fall semester called "Friendlets" and in the spring semester they completed the 10-week "Declassified School Survival Guide." These two programs address Bullying Prevention, Mental Health Promotion and intervention, and Substance Abuse and Suicide Prevention. In partnership with Abigail's Arms, in the spring semester, 9th graders were presented with the 8-week "Couplets" curriculum, which also addresses all of these issues, as well as the prevention of dating and domestic violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Guidance lessons provided by Abigail's Arms, a non-profit organization Counselor sharing resource</p> <p><b>Staff Responsible for Monitoring:</b> Intermediate and high School Counselor and Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All 8th graders will complete an online, self-paced program to prevent tobacco use. All students have Suicide and Crisis Hotline numbers printed on their student IDs.</p> <p><b>Strategy's Expected Result/Impact:</b> Sharing resources Student awareness</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, and Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide grief support to students when needed. Kelly Lamkin, Bereavement Coordinator for Home Hospice, and SEL Counselor are working to begin a Grief Support Group at the high school during lunches.</p> <p><b>Strategy's Expected Result/Impact:</b> increased awareness of mental health concerns, appropriate responses, reporting, and follow-through</p> <p><b>Staff Responsible for Monitoring:</b> SEL Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> provide professional learning to staff which address a variety of facets of social and emotional health including: general mental health concerns; trauma informed care; recognizing signs and prevention of sex trafficking; recognizing signs and prevention of suicide; signs of abuse of drugs, alcohol and tobacco including vaping and recognizing signs of bullying and conflict resolution.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of mental health concerns, appropriate responses, reporting, and follow-through</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselors and SEL Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Hiring Social Emotional Learning Counselor to implement assessment, counseling services, and school programming for students and staff District-wide. <b>Strategy's Expected Result/Impact:</b> Increase in student and staff attendance. Increase in student enrollment. <b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction; Superintendent	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** 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:** By May 2023, 100% GISD teaching staff will have spent one year implementing PLC best practices, as demonstrated by the creation of campus level commitments, team norms, and artifacts demonstrating a focus on the four critical questions.

**Evaluation Data Sources:** District/Campus professional learning plans; Eduphoria repository of trainings; PLC data




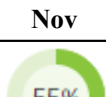
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue instructional strategies/activities planning to cover 100% of the grade level TEKS and new curriculum through the PLC's, STEP, and additional weekly supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, C &amp; I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional Coaches, Coordinators, and Campus Administrators will be trained by Region 11 facilitators on the Texas Lesson Study Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness and facilitation of PLCs.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Coordinators, and C &amp; I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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





**Goal 2:** 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 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 Sources:** Ongoing survey feedback from first-year teaches, mentors, and campus administrators; Retention rate of 1st year teachers.



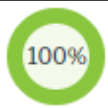
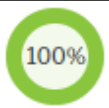
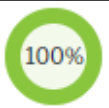



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Coaches, Coordinators, and Campus Administrators will be trained by Region 11 facilitators on the Texas Lesson Study Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness and facilitation of PLCs.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Coordinators, and C &amp; I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Lead Teachers, Instructional coaches, Coordinators, and Campus Administrators will be trained on the effective implementation of PLCs by Solution Tree in January 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Lead Teacher, Campus Administration, and Instructional Coaches effectiveness of facilitating PLCs.</p> <p><b>Staff Responsible for Monitoring:</b> Content Coordinators, Campus Administration, C &amp; I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers with zero year experience will attend a year long New Teacher Academy meeting on a monthly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness by focusing on teaching strategies, classroom management techniques, technology, classroom culture. Agendas, Schedule, Sign in sheet, Teacher Walk thru forms, T-TESS, Teacher retention, Student Grade Reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, C &amp; I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All teachers with zero year experience and teachers new to the district will be provided a campus mentor and will meet on a monthly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness by focusing on teaching strategies, classroom management techniques, technology, classroom culture.s</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, C &amp; I</p>	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> During the school year, all teachers in the district will receive instructional coaching support by an instructional coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness by focusing on teaching strategies, classroom management techniques, technology, classroom culture.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Coordinators, C &amp; I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Develop and implement district-wide school cultures informed by the district's values and beliefs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % of students who agree/strongly agree that "I feel respected, included, and inspired at school."            Increase % of students who agree/strongly agree that "my teachers care about how I'm doing."            Increase % of students who agree/strongly agree that "I am comfortable reaching out to an adult at school when I have non-academic problems"            Increase % of students who report they are engaged/highly engaged.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Assistant Superintendent of HR</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<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:** 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 3:** GISD will recruit and retain a pool of quality guest educators and increase our substitute fill rate to 90%.

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide a substitute survey form at the end of the instructional day. Gain feedback from substitutes, to improve retaining substitutes. <b>Strategy's Expected Result/Impact:</b> Improve substitute support. <b>Staff Responsible for Monitoring:</b> Campus Administration, HR Personnel	<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> Recruit and retain Highly Qualified Regular education, SPED, Bilingual and ESL certified teachers. <b>Strategy's Expected Result/Impact:</b> Teacher retention <b>Staff Responsible for Monitoring:</b> Campus Administration, HR Personnel	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All school district employees will complete federal & state mandated trainings. <b>Strategy's Expected Result/Impact:</b> Compliance Records; Training Completion Certificates <b>Staff Responsible for Monitoring:</b> C & I, Assistant Superintendent for Human Resources	<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> Offer free education for district employees 3 year old Pre-K children. <b>Strategy's Expected Result/Impact:</b> PEIMS Attendance, Climate Survey, Retention rate <b>Staff Responsible for Monitoring:</b> Superintendent, Business & Finance, C & I	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Publish, via the web, district recruiting materials and information that illustrates the benefits of employment with GISD. <b>Strategy's Expected Result/Impact:</b> Number of applications received for certified teaching positions; Number of vacant positions filled via recruitment efforts <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of HR	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue to pay above state base for salaries. <b>Strategy's Expected Result/Impact:</b> District Pay Rate Table, Teacher Retention <b>Staff Responsible for Monitoring:</b> Superintendent, School Board Member	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Fund critical needs area stipends: Science & Math at the secondary level ( grades 9-12) <b>Strategy's Expected Result/Impact:</b> Payroll Documentation , STAAR test results, Student Grade Reports, Benchmarks <b>Staff Responsible for Monitoring:</b> Business/Finance, Superintendent, C&I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Evaluate recruitment efforts at all university and job fairs currently being attended by the human resources department. <b>Strategy's Expected Result/Impact:</b> Research and select at least one new residency or residency-like program for partnership purposes enhance district's efforts to recruit from local universities The human resources department will have data to quantify the number of recruits from each university and job fair <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of HR	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** 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 4:** Calibrate all campus administrators' knowledge regarding the teacher appraisal system to ensure quality and accurate data in monitoring and evaluating teacher effectiveness.




**Evaluation Data Sources:** Campus and non-campus administrators will participate in a minimum of two trainings during the 2022-2023 school year to best understand and calibrate expectations of excellence campus administrators will participate in a training to calibrate and align practices of the teacher evaluation system.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Texas Principal Evaluation and Support System (T-PESS) as the new principal evaluation system</p> <p><b>Strategy's Expected Result/Impact:</b> Campus and non-campus administrators will participate in a minimum of two trainings during the 2022-2023 school year to best understand and calibrate expectations of excellence Campus administrators will participate in a training to calibrate and align practices of the teacher evaluation system All campus principals will be evaluated via T-PESS in the 2022-2023 school year</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<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:** 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 Sources:** SAM documents from program activities, parental surveys, SBDM documents.








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement curriculum and activities for anti-bullying, teen dating violence and violence prevention via research based programs coordinated at the central level. Monitor incident reports for bullying and violence for longitudinal data showing decreases in these behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved climate and a safe environment conducive for learning</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Social Workers, Truancy Officers, Campus Administrators, Campus Teachers and support staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselors will provide guidance counseling and individual/small group counseling utilizing the Character Strong Curriculum to promote social/emotional growth, the importance of maintaining good grades, school attendance, character development, and goal setting for the future.</p> <p><b>Strategy's Expected Result/Impact:</b> Character education implementation along with PBIS will result in decreased discipline referrals by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Counselors provide Trauma -Informed Practices and training to build strategies that enable teachers and staff to deescalate students and provide social and emotional services.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased behavior incidents</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Social Workers</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The district will provide a variety of high interest meetings and workshops for parents throughout the year with the option to attend evening and weekend meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement Increased culture and climate Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administrators, SPED Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** 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 2:** Foster 100% of district and campus quality communication between home, school and community.

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








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Campus Communicators at each campus to communicate to parents/families regarding campus meetings, events, etc. and conduct monthly communication meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement Increase in student achievement Increase in culture and climate Improved satisfaction survey data</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use wide variety of communication channels to engage community including, social media, internet, printed materials, billboards, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Families and the community will have multiple opportunities to be informed and engaged.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use analytic systems to track stakeholder engagement and continuously update communication tools accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement Increase in student achievement Increase in culture and climate Improved satisfaction survey data</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</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:** 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 3:** The Communications department in conjunction will improve communication with all stakeholders by increasing the number of information pathways and parental and community outreach events.









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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use wide variety of communication channels to engage community including, social media, internet, printed materials, billboards, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Families and the community will have multiple opportunities to be informed and engaged.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recognize community support, volunteers and mentors throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Use variety of communication channels (website, social media, printed materials, etc.) and events to recognize partners.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Parent Community Advisory Committee for regular feedback and collaboration on continuous improvement of stakeholder satisfaction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement Improved satisfaction survey data Improved culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</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:** We acknowledge that access to opportunities and success is not - and has not been - the same for all community members 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 2023, all students will have the opportunity to participate in transition activities to promote a positive a variety of careers and connections between schools.







**Evaluation Data Sources:** Data Sources: Documentation of transition activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue campus visits for transitional grades: Head Start to Edison, 1st grade to Chalmers, 4th grade to GIS, 6th grade to GJHS, and 8th grade to GHS.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each CTE Program will visit GJH for an entire day and present the details and benefits of their pathway.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Talent Search (TRIO) will employ two representatives to guide students through the college process. Students will receive assistance in filling out FASFAs, college applications and college scholarships applications. They will also partner with our AVID program to prepare them for the rigors of college expectations.	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:** We acknowledge that access to opportunities and success is not - and has not been - the same for all community members 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 2:** Develop a budget that reflects equitable distribution of resources to campuses.

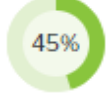

**Evaluation Data Sources:** Documentation of per student allocations for each campus in local, state and federal funds





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue purchase requisition process to be able to purchase items and get them to the teacher as soon as possible.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Activities that celebrate Spanish Heritage month.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** We acknowledge that access to opportunities and success is not - and has not been - the same for all community members 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 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 Sources:** Local, State and Federal requirements




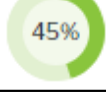




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will provide guidance counseling and individual/small group counseling utilizing the Character Strong Curriculum to promote social/emotional growth, the importance of maintaining good grades, school attendance, character development, and goal setting for the future.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselors will host a student career day in the spring to promote the importance of maintaining good grades, school attendance, and goal setting for the future.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish clear processes and criteria for evaluating current initiatives to ensure efforts pursued align with the district's strategic plan.</p> <p><b>Strategy's Expected Result/Impact:</b> % of staff who report that they understand how their works connects to Gainesville's mission, vision, and strategic plan % of staff knowledgeable of data available and how to access</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop systems and structures to operationalize strategic plan across the district</p> <p><b>Strategy's Expected Result/Impact:</b> % of staff who report that they understand how their works connects to Gainesville's mission, vision, and strategic plan % of staff knowledgeable of data available and how to access</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop systems and approach to gathering regularly leadership, staff, student, and community feedback in order to track progress against the strategic plan.</p> <p><b>Strategy's Expected Result/Impact:</b> % of key indicators met in survey responses</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Develop departmental and school-based action plans to ensure successful implementation of the strategic plan</p> <p><b>Strategy's Expected Result/Impact:</b> % of campus action plans successfully developed and and monitored quarterly % of departmental action plans successfully developed and monitored quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Executive Director of Curriculum and Instruction Assistant Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** We acknowledge that access to opportunities and success is not - and has not been - the same for all community members 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 4:** The Business Services Department will monitor the criteria required to earn a superior rating on the Financial Integrity Rating System of Texas (F.I.R.S.T.).

**Evaluation Data Sources:** Local, State and Federal requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue financial integrity and transparency with monthly financial reports to the Board of Trustees and GISD website postings of Accounts Payable check register.</p> <p><b>Strategy's Expected Result/Impact:</b> Transparency of effective stewardship of taxpayer funds Increase in stakeholder satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Director of Finance</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Determine available revenue from local taxes, state and federal funds.</p> <p><b>Strategy's Expected Result/Impact:</b> Budget</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Director of Finance</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop a budget based on projected revenue that is based on the needs of our district, staff, and community</p> <p><b>Strategy's Expected Result/Impact:</b> Budget</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Director of Finance</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Review budget and expenditures throughout the year to maintain a budget that best meets the needs of our district and community</p> <p><b>Strategy's Expected Result/Impact:</b> Budget and Monthly Report</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Director of Finance</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                Accomplished                Continue/Modify                Discontinue         </p>				

# RDA Strategies

Goal	Objective	Strategy	Description
1	2	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. Instructional engagement strategies will be researched and looked up during Texas Lesson Study which will provide professional development based on teacher choice and data from the student outcomes