

# GANADO ISD

2020 - 2021

COMPREHENSIVE NEEDS ASSESSMENT  
& DISTRICT IMPROVEMENT PLAN



***"EVERY STUDENT COUNTS... EVERY MOMENT MATTERS..."***

## **District & Campus Administration**

Erin Fasel	Superintendent
Wendy Nixon	Business Manager/CFO
Sarah Woodring	Director Curriculum, Instruction and Assessment
Jenny Nelson	Technology Director
Bert Skoruppa	Director of Maintenance and Operations
Brent Bennett	Athletic Director
Jennifer Stephenson	Ganado Elementary Principal
Katherine Edwards	Ganado Secondary Principal
Sabrina Taylor	Ganado Elementary Assistant Principal
William Prats	Ganado Secondary Assistant Principal

## **Board of Trustees**

Clay Green	President
Chris Hjavosky	Vice-President
Billy Benavides	Secretary
Jamie Bures	Member
Brian Peters	Member
Nick Strauss	Member
Open	Member

## **2020-2021 District Educational Improvement Committee**

Erin Fasel	DEIC Chair	Non-expiring term	
Sarah Woodring	District Professional	Non-expiring term	
Kathy Edwards	Secondary Principal-Consultant		
Jennifer Stephenson-Smiga	Elementary Principal-Consultant		
Melinda Engelmohr	District Professional	2019-2020	2020-2021
Christina Carrasco	EL Parent	2020-2021	2021-2022
Lauren Hajovsky	EL Parent	2019-2020	2020-2021
Perla Garcia	Secondary Parent	2020-2021	2021-2022
Joann Hernandez	Secondary Parent	2020-2021	2021-2022
Jackie Fowler	Secondary Parent	2019-2020	2020-2021
Brooke Moore	Business Representative	2019-2020	2020-2021
Norman Hurt	Business Representative	2020-2021	2021-2022
Angela Stancik	Community Representative	2020-2021	2021-2022
Barbara Larson	Community Representative	2020-2021	2021-2022
Tiffany Keszlar	EL Professional Staff	2019-2020	2020-2021
Maria Vorajakmal	EL Professional Staff	2019-2020	2020-2021
Nache Holub	EL Professional Staff	2019-2020	2020-2021
Clara Connor	EL Professional Staff	2020-2021	2021-2022
LeiAnn Girndt	JH Professional Staff	2019-2020	2020-2021
Kendra Guerrero	JH Professional Staff	2019-2020	2020-2021
John Harkrider	JH Professional Staff	2020-2021	2021-2022
Allison Bennett	HS Professional Staff	2020-2021	2021-2022
Kayla Peters	HS Professional Staff	2019-2020	2020-2021
Elizabeth Teague	HS Professional Staff	2019-2020	2020-2021

# **DISTRICT STRATEGIC PLAN**

**“Every Student Counts... Every Moment Matters...”**

## **Mission Statement**

Ganado ISD will provide educational excellence for all students to promote and cultivate college, career, and workforce readiness, while providing students with choices for a meaningful and successful life.

## **Motto**

Every student counts ... Every moment matters.

## **Ganado ISD Team of 8 School Board Goals**

On September 10, 2019, members of the Ganado ISD School Board took part in an exercise designed to identify common values held by the District's stakeholders as well as to identify strengths observed within the Ganado ISD. After identifying the values and strengths, the Board was challenged to use that insight to select areas where Ganado ISD could grow, develop and improve; and from there, to develop measurable goals associated with the Effective Schools Framework Levers.

### **Ganado ISD Values:**

- Leadership
- Respect
- Positive Attitudes
- Discipline
- Complacency
- Integrity
- Honesty
- Commitment to Excellence

### **Ganado ISD Strengths:**

- Strong Community Support
- Tradition
- Student Behavior
- Small Town Atmosphere
- Student Initiative and Drive
- Facilities
- High Expectations
- Quality Communication

## **Ganado ISD Board Goals to Success**

### **Board Goals and Commitments**

**Positive School Culture** - Create a positive school culture with a compelling and aligned vision, mission, goals and values, explicit behavior expectations and management system, proactive and responsive student support services, and involved families and community.

The Board:

- Gives voice to the District's vision, mission, goals and values.
- Exemplifies high expectations for all students in academic, athletic and extracurricular endeavors as well as in behavior and conduct.
- Provides campuses with best practices resources and tools for engaging families.
- Provides data systems to track pertinent school culture data.
- Provides campuses with access to external student support services.
- Ensures that campus buildings are well maintained, safe, and conducive to learning.
- Adopts district policies and practices which align with and promote a positive school culture.

**Strong School Leadership and Planning** - Effective district and campus instructional leaders with clear roles and responsibilities develop, implement and monitor focused improvement plans that address the causes of low performance, include strategies to retain effective, well-supported faculty and staff, and outline steps for maintaining functional and state-of-the-art facilities.

The Board:

- Provides opportunities for ongoing support and coaching of the district and campus leaders.
- Provides the district and campuses with adequate funding and sufficient control over their budgets to ensure access to necessary resources for implementation of the school's and district's improvement plans and high-quality instruction to meet students' learning needs.
- Supports principals by protecting their time dedicated for school instructional leadership.
- Ensure that principal supervisors have necessary authority to create conditions for school success.
- Ensures that the district policies and practices adopted by the Board prioritize principal and district instructional leadership.
- Provides effective governance to support and promote student outcomes.
- Supports the hiring and retention of highly-qualified and effective administrators, faculty and staff.
- Prioritizes the needs related to facility, building and grounds and creates and implements a long-range plan to address high priority needs.

## **Ganado ISD HB3 Student Outcome Goals**

On July 21, 2020, members of the Ganado ISD School Board took part in Board development of House Bill 3 mandated student outcome goals in Reading, Math and College Career Military Readiness. They also went through the Senate Bill 1566 mandated Evaluating and Improving Student Outcomes training that is required every two years.

### **HB3 Student Outcome Goals:**

- The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 49% by June 2024.
- The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 46% by June 2024.
- The percentage of graduates that meet the criteria for CCMR will increase from 47% to 51% by August 2024.

## **TEA Prioritized Levers**

Lever 1: Strong School Leadership and Planning

Lever 2: Effective, Well-Supported Teachers

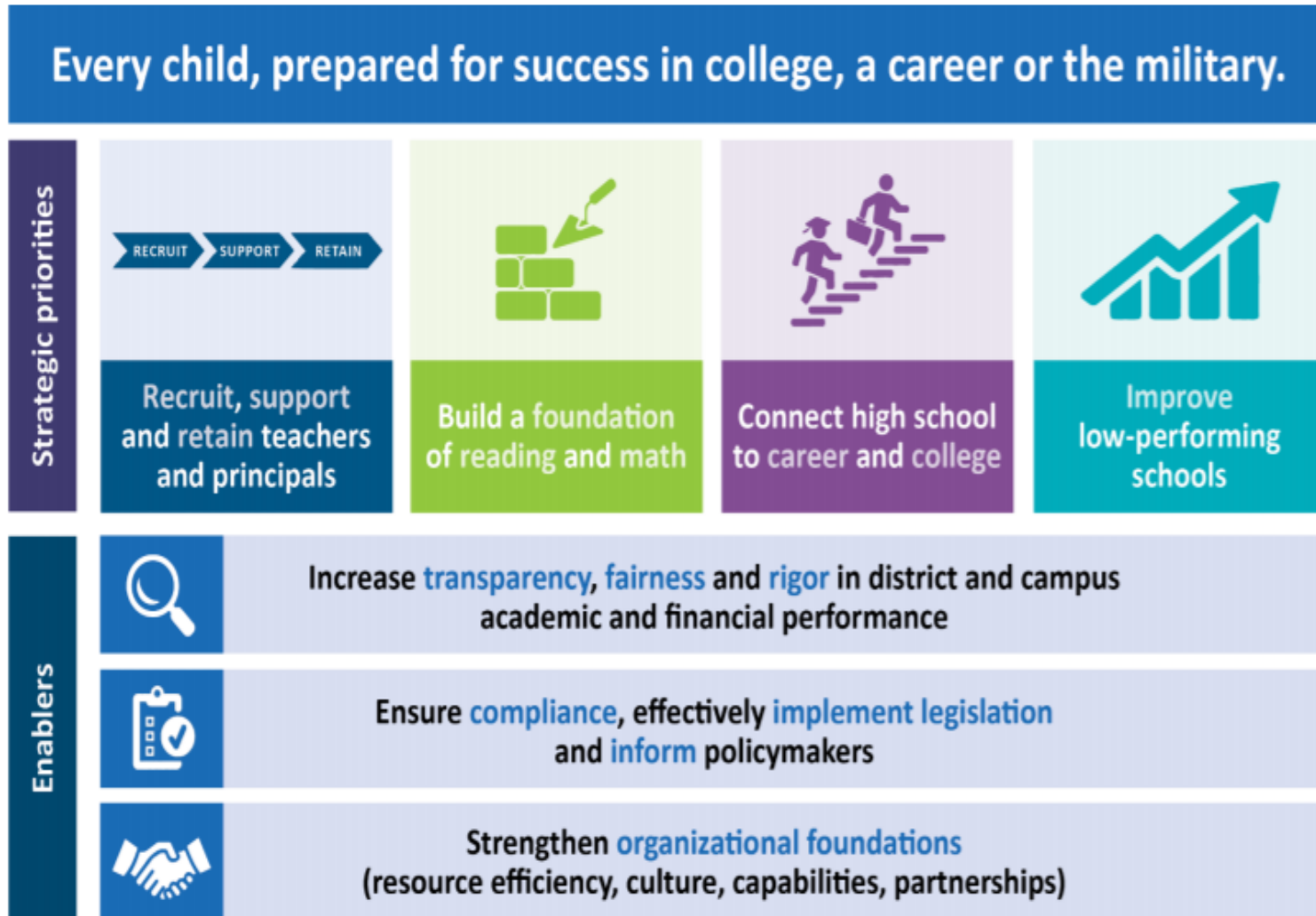
Lever 3: High Quality Curriculum

Lever 4: High Quality Curriculum

Lever 5: Effective Instruction

# TEA STRATEGIC PLAN

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.



# Ganado ISD Strategic Priorities & Goals

## I. High Academic Performance and Student Success

- A. Define, implement and maintain effective plans for growth in measured subject areas and college, career and military readiness.
  - a. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 49% by June 2024.
  - b. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 46% by June 2024.
  - c. The percentage of graduates that meet the criteria for CCMR will increase from 47% to 51% by August 2024.
- B. Ensure implementation of a cohesive and consistent District Instructional Framework.
- C. Build a new teacher mentor program to support all new to the district teachers on the G7 strategies and framework.
- D. Develop and implement a defined annual professional development plan for administrators and directors to support a collective vision and the growth of district capacity.
- E. Review and revise the academic course offerings to support rigorous, relevant curriculum and instructional approaches that result in active engagement and depth of understanding.
- F. Track, maintain and improve secondary (7-12) student participation rates in extra-curricular activities.
- G. Focus intervention on efforts in Domain C - closing the performance gaps for all students in grades 6-12.
- H. Effective district and campus instructional leaders with clear roles and responsibilities; develop, implement and monitor focused improvement plans that address the causes of low performance, include strategies to retain effective, well-supported faculty and staff, and outline steps for maintaining functional and state-of-the-art facilities.

## II. School Safety & Climate

- A. Develop a vision statement, and belief statements that encapsulate the strengths and needs of the district as a whole in so that the district can work cohesively to ensure all students reach their maximum potential.
- B. Collaborate with First Responders and School Safety & Security Committee to review and update the Multi-Hazard Emergency Operations Plan.
- C. Provide support systems utilizing internal and external counseling and social services to support student's physical, social and emotional needs.
- D. Foster a climate where open communication and innovation are valued, encouraged and supported.
- E. Write a strategic plan for the renovation of facilities to enhance safety and security throughout the district facilities.
- F. Create a positive school culture with a compelling and aligned vision, mission, goals and values, explicit behavior expectations and management system, proactive and responsive student support services, and involved families and community.



### **III. Effective Communication with all Stakeholders**

- A. Update the district and campus webpages and Facebook to promote the district, foster a community climate of trust and positive working conditions.
- B. Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.
- C. Increase effective and purposeful communications with external and internal stakeholders to promote the district's Strategic Plan, foster a community of trust, and positive working partnerships.
- D. Utilize already existing District online programs to increase and enhance productivity in communicating with necessary stakeholders.

### **IV. Operational Excellence & Financial Stewardship**

- A. Develop and implement Administrative Protocols to support Board Policy and procedures to ensure consistent administrative leadership and procedures districtwide.
- B. Ensure alignment with local, state, and federal spending plans, minimize spending and maintain the legally required services.
- C. Develop a strategic plan for professional development, cybersecurity and a building/renovation long range strategic plan.

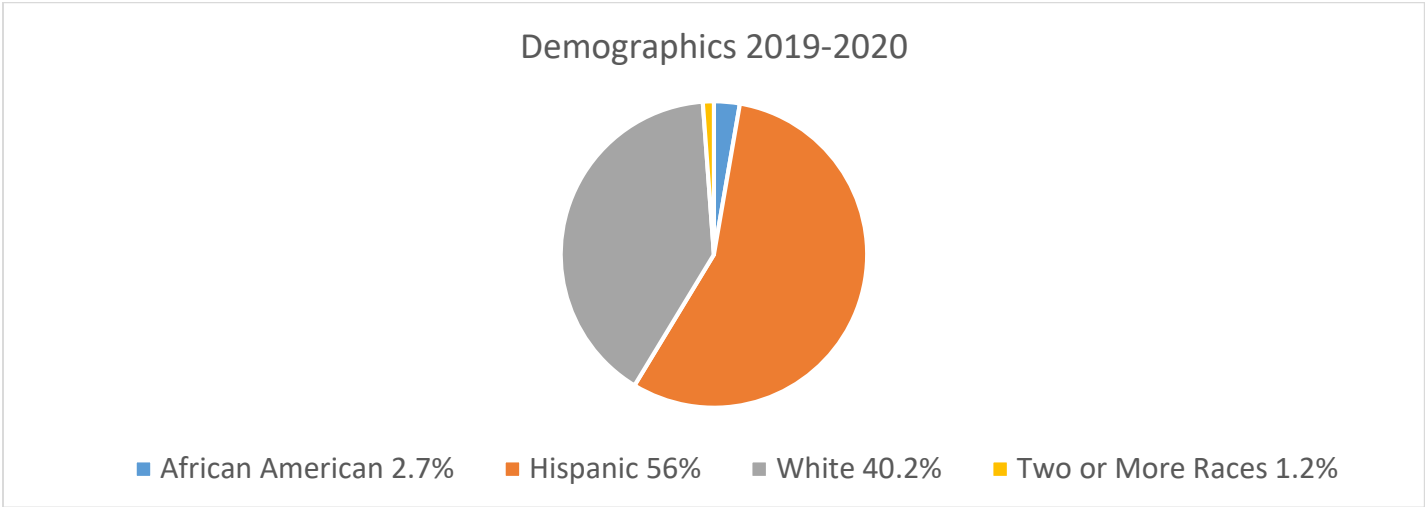
### **V. Staff Quality, Recruitment & Retention**

- A. Improve the retention rate of high quality staff members in the district by growing teachers and staff to maximize their potential, and by providing opportunities for professional development and mentoring in order to stabilize the district retention rate.
- B. Build partnerships with ESC service centers, and colleges and commit to recruiting efforts as a district in order to secure the most qualified applicants.
- C. Exam compensation, hiring process, child care opportunities, resignation incentives and conduct a staffing review assessment that assists in the planning for recruiting and retaining quality staff members.

# Comprehensive Needs Assessment Areas of Focus

- I. Demographics
- II. Student Achievement
- III. School Culture & Climate
- IV. Staff Quality, Recruitment & Retention
- V. Curriculum, Instruction & Assessment
- VI. Family & Community Involvement
- VII. School Context & Organization
- VIII. Technology

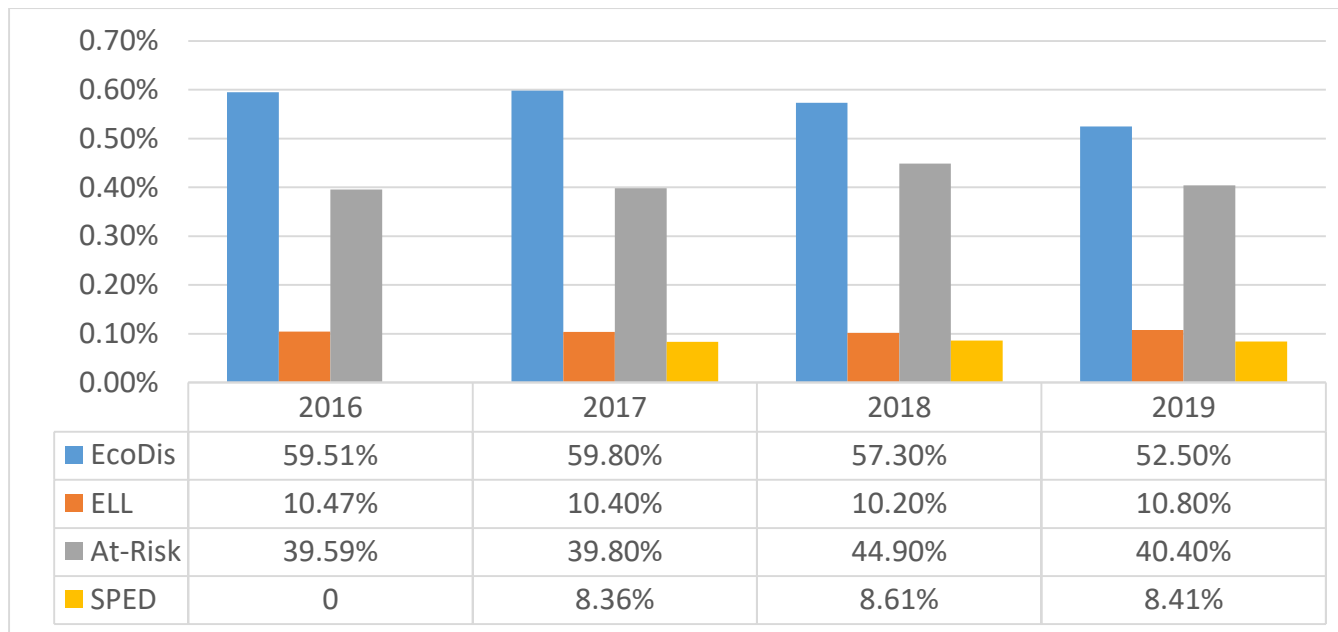
## District Demographics



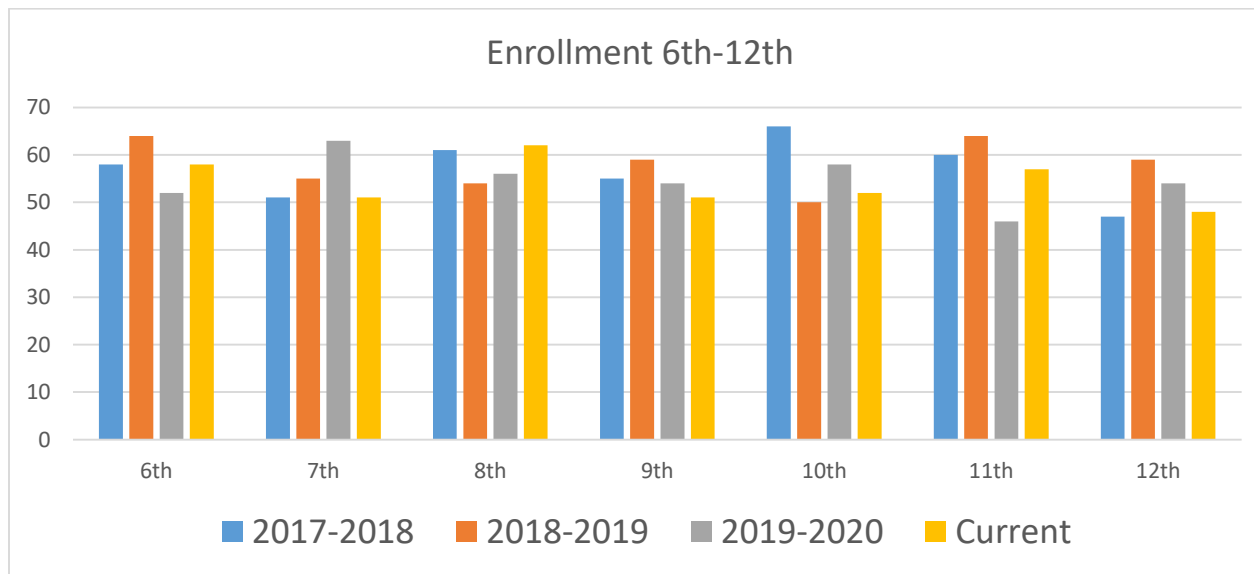
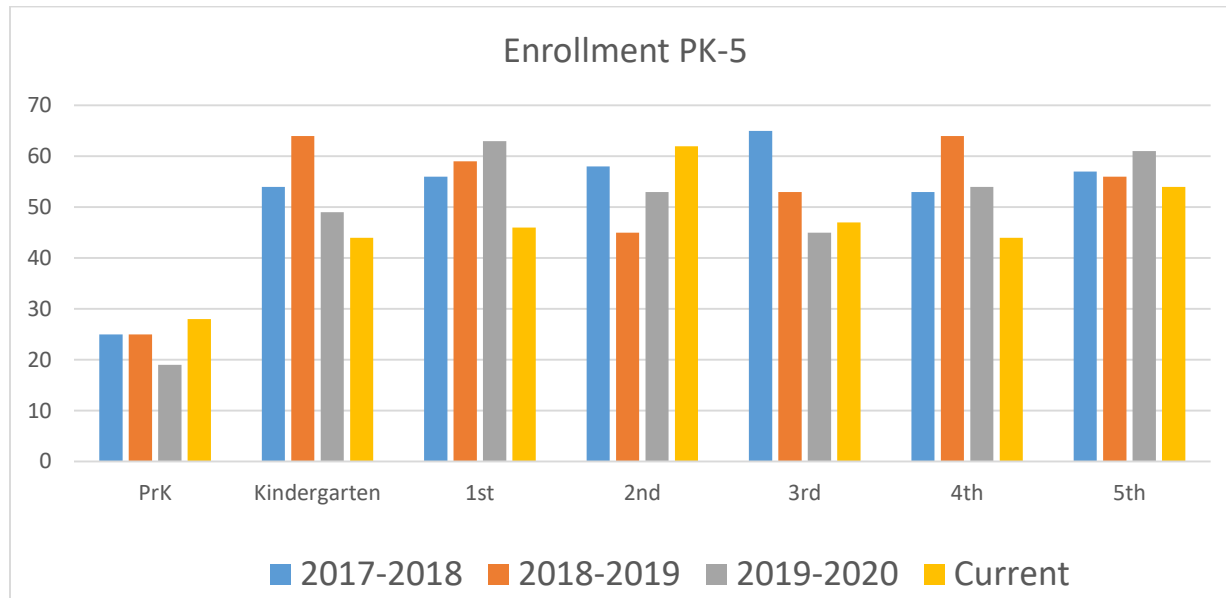
## SHIFTS IN DEMOGRAPHICS

	2016-2017	2017-2018	2018-2019	2019-2020
Total Students	777	766	772	731
African American	25	20	21	21`
Hispanic	408	417	433	443
White	340	322	311	306
American Indian/Alaskan	1	0	0	0
Asian	1	0	0	1
Two or More	8	8	9	9
Economic Disadvantaged	466	439	405	447
Limited English Proficient	82	78	83	108
At Risk	310	344	312	357

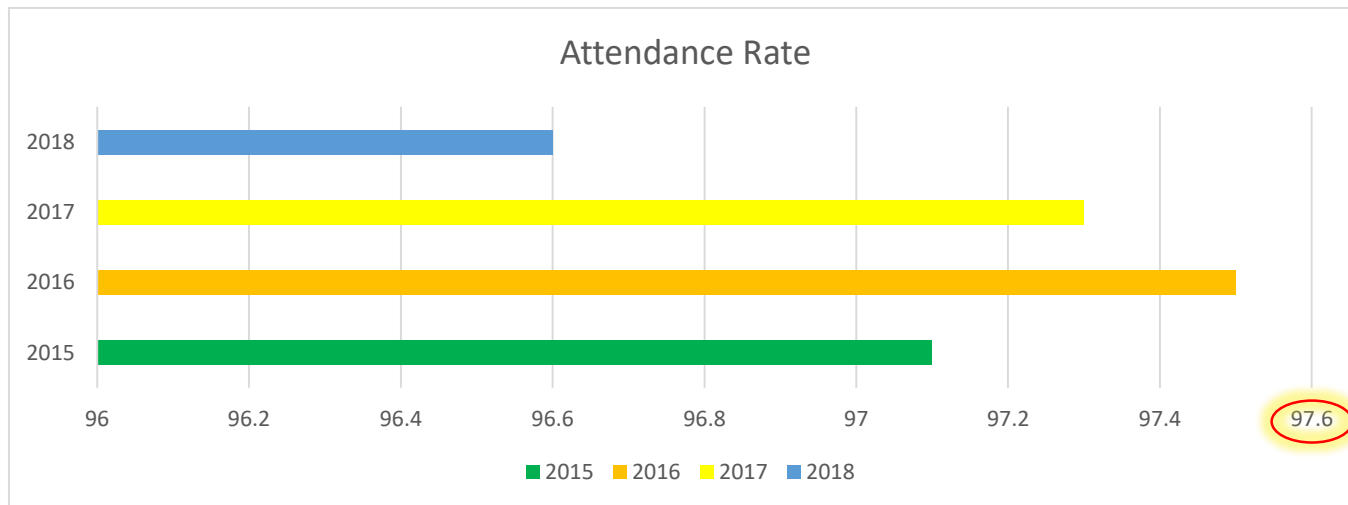
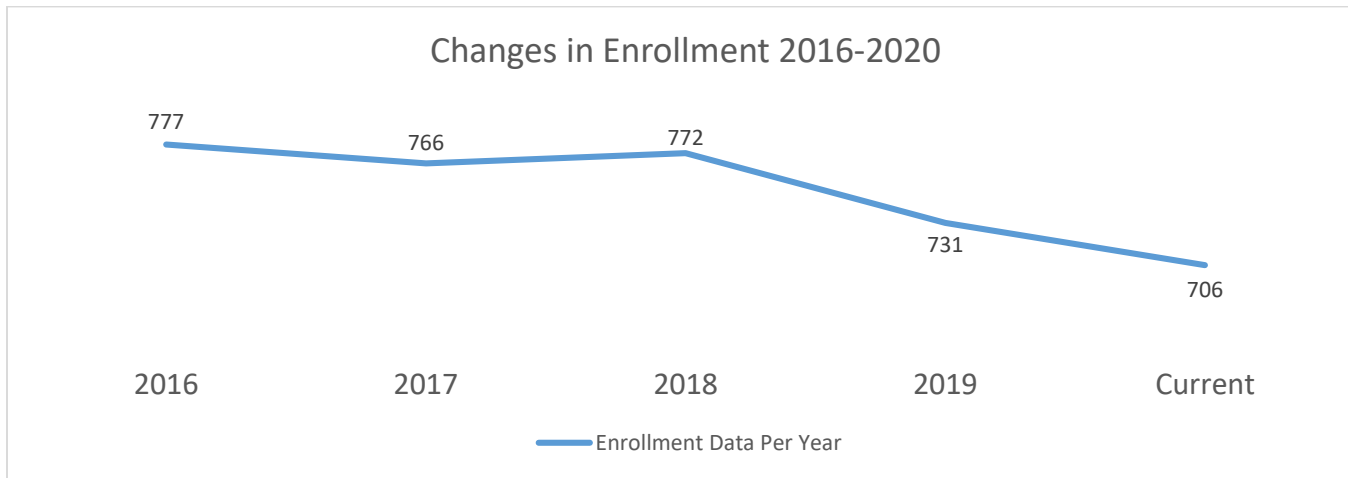
## SPECIAL POPULATIONS



# ENROLLMENT



## MOBILITY AND STABILITY

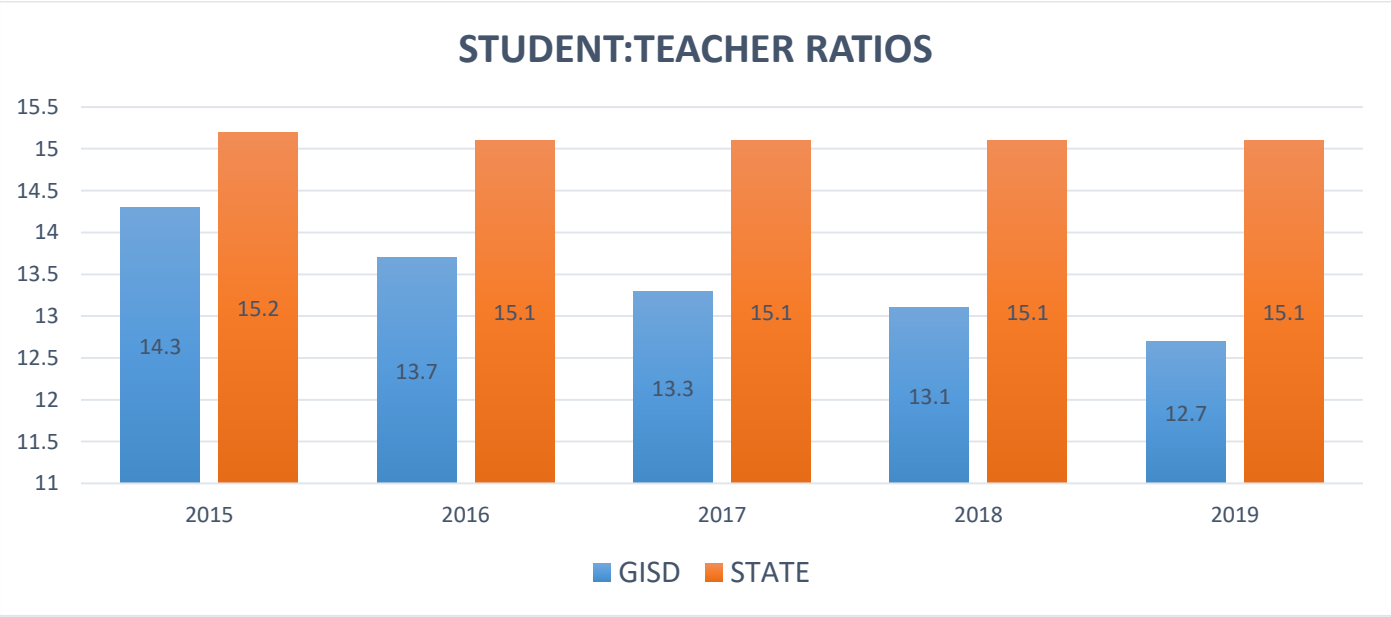


# GRADUATION, COMPLETION AND DROPOUT RATES

2017-2018

Total Graduates	47	Graduation	100%
Minimum HS Program	2.1%	State	1.7%
Foundation - no endorsement	10.6%	State	14.2%
Foundation - endorsement	0%	State	4.8%
Foundation - Distinguished level of achievement	87.2%	State	78.3%

## TEACHER-STUDENT RATIOS



## DEMOGRAPHICS

Identified Strengths	<ol style="list-style-type: none"> <li>1. The ethnic makeup of the district has remained stable for the last three years.</li> <li>2. Attendance rates are above the state standards.</li> <li>3. Enrollment has increased in PreK, 2<sup>nd</sup>, 6<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades.</li> <li>4. The teacher to student ratio remains below the state average.</li> </ol>
Identified Needs	<ol style="list-style-type: none"> <li>1. There has been an increase in the amount of economically disadvantaged, limited English proficient, and at risk students.</li> <li>2. There has been a decline in enrollment by 69 students in the past 5 years.</li> <li>3. Attendance decreased from 2017 to 2018.</li> <li>4. Enrollment in Kinder, 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grades.</li> <li>5. Staffing patterns have not been adjusted with the declining enrollment.</li> <li>6. Staffing patterns have not significantly changed alongside the needs of the economically disadvantaged, LEP and at risk population.</li> </ol>
Strategic Priorities & Goals	<ol style="list-style-type: none"> <li>1. Continue to accept transfer students in order to increase enrollment.</li> <li>2. Do a staff assessment for all positions in the district in order to hire the correct staff for our economically disadvantaged, at risk and LEP students as well as to reduce staff in relationship to the loss of student enrollment.</li> <li>3. Build a targeted academic and intervention plan for LEP students in order to increase adequate academic language and ensure success in the classroom and on state assessments.</li> <li>4. Focus intervention efforts on students who are at-risk of failing.</li> <li>5. Increase attendance rates by doing daily home calls, daily attendance tracking and offer remote learning to those students who are at home in order to increase attendance efforts.</li> </ol>

# Student Achievement

## STAAR READING | ELA

Grade	+/-	2019	ST	2018	ST	2017	ST	2016	ST
3	+2%	85%	76%	83%	77%	73%	73%	69%	73%
4	+15%	86%	75%	71%	73%	68%	70%	79%	75%
5	-5%	91%	86%	96%	84%	84%	82%	84%	81%
6	-6%	61%	68%	67%	69%	80%	69%	74%	69%
7	-16%	76%	76%	92%	74%	67%	73%	79%	71%
8	+3%	89%	86%	86%	86%	86%	86%	79%	87%
ENG I	+17%	69%	68%	52%	65%	46%	64%	58%	65%
ENG II	+2%	55%	68%	53%	67%	63%	66%	64%	67%

## STAAR WRITING

Grade	+/-	2019	ST	2018	ST	2017	ST	2016	ST
4	+22%	78%	67%	56%	63%	58%	65%	76%	69%
7	-19%	65%	70%	84%	69%	71%	70%	77%	69%

## STAAR MATHEMATICS

Grade	+/-	2019	ST	2018	ST	2017	ST	2016	ST
3	-3%	75%	79%	78%	78%	75%	78%	65%	75%
4	+25%	79%	75%	54%	78%	53%	76%	53%	73%
5	-7%	89%	90%	96%	91%	93%	87%	83%	81%
6	+18%	81%	81%	63%	77%	70%	76%	67%	72%
7	-4%	72%	75%	76%	72%	62%	70%	58%	69%
8	-7%	82%	88%	89%	86%	54%	85%	60%	82%
ALG	+13%	83%	85%	60%	83%	64%	83%	72%	78%



## SCIENCE

Grade	+/-	2019	ST	2018	ST	2017	ST	2016	ST
5	-7	74%	75%	81%	76%	83%	74%	80%	74%
8	+4%	79%	81%	75%	76%	69%	76%	64%	75%
BIO	+7%	83%	88%	76%	87%	85%	86%	94%	87%

## SOCIAL STUDIES

Grade	+/-	2019	ST	2018	ST	2017	ST	2016	ST
8	+14%	66%	68%	52%	65%	63%	63%	50%	63%
US Hist	-8%	82%	93%	90%	92%	85%	91%	69%	91%

## READING COHORT

Grade	2017	2018	2019	2020	2021
3	73%	83%	85%	COVID	
4	68%	71%	86%	COVID	
5	84%	96%	91%	COVID	
6	80%	67%	61%	COVID	
7	67%	92%	76%	COVID	
8	86%	86%	89%	COVID	
ENG I	*	52%	69%	COVID	
ENG II	*	60%	55%	COVID- Will not test again	

### MATHEMATICS COHORT

Grade	2017	2018	2019	2020	2021
3	75%	78%	75%	COVID	
4	53%	54%	79%	COVID	
5	93%	96%	89%	COVID	
6	*	63%	81%	COVID	
7	*	76%	72%	COVID	
8	*	89%	82%	COVID	
ALG	*	76%	83%	COVID Will not test again	

### READING | ELA

Grade	Approaches	St	Meets	St	Masters	St
3	85%	76%	47%	45%	23%	27%
4	86%	75%	56%	44%	32%	22%
5	91%	86%	47%	54%	19%	29%
6	61%	68%	31%	37%	13%	18%
7	76%	76%	44%	49%	33%	29%
8	89%	86%	57%	55%	26%	28%
ENG I	69%	68%	44%	50%	4%	11%
ENG II	55%	68%	41%	49%	1%	8%

## MATHEMATICS

Grade	Approaches	St	Meets	St	Masters	St
3	<b>75%</b>	<b>79%</b>	<b>42%</b>	<b>49%</b>	<b>13%</b>	<b>25%</b>
4	<b>79%</b>	<b>75%</b>	<b>41%</b>	<b>48%</b>	<b>19%</b>	<b>28%</b>
5	<b>89%</b>	<b>90%</b>	<b>53%</b>	<b>58%</b>	<b>25%</b>	<b>36%</b>
6	<b>81%</b>	<b>81%</b>	<b>33%</b>	<b>47%</b>	<b>14%</b>	<b>21%</b>
7	<b>72%</b>	<b>75%</b>	<b>37%</b>	<b>43%</b>	<b>20%</b>	<b>17%</b>
8	<b>82%</b>	<b>88%</b>	<b>34%</b>	<b>57%</b>	<b>0%</b>	<b>17%</b>
ALG	<b>83%</b>	<b>85%</b>	<b>51%</b>	<b>61%</b>	<b>30%</b>	<b>37%</b>

## WRITING

Grade	Approaches	St	Meets	St	Masters	St
4	<b>78%</b>	<b>67%</b>	<b>44%</b>	<b>35%</b>	<b>13%</b>	<b>11%</b>
7	<b>65%</b>	<b>70%</b>	<b>33%</b>	<b>42%</b>	<b>13%</b>	<b>18%</b>
ENG I	<b>68%</b>	<b>69%</b>	<b>42%</b>	<b>50%</b>	<b>4%</b>	<b>11%</b>
ENG II	<b>55%</b>	<b>68%</b>	<b>41%</b>	<b>49%</b>	<b>1%</b>	<b>8%</b>

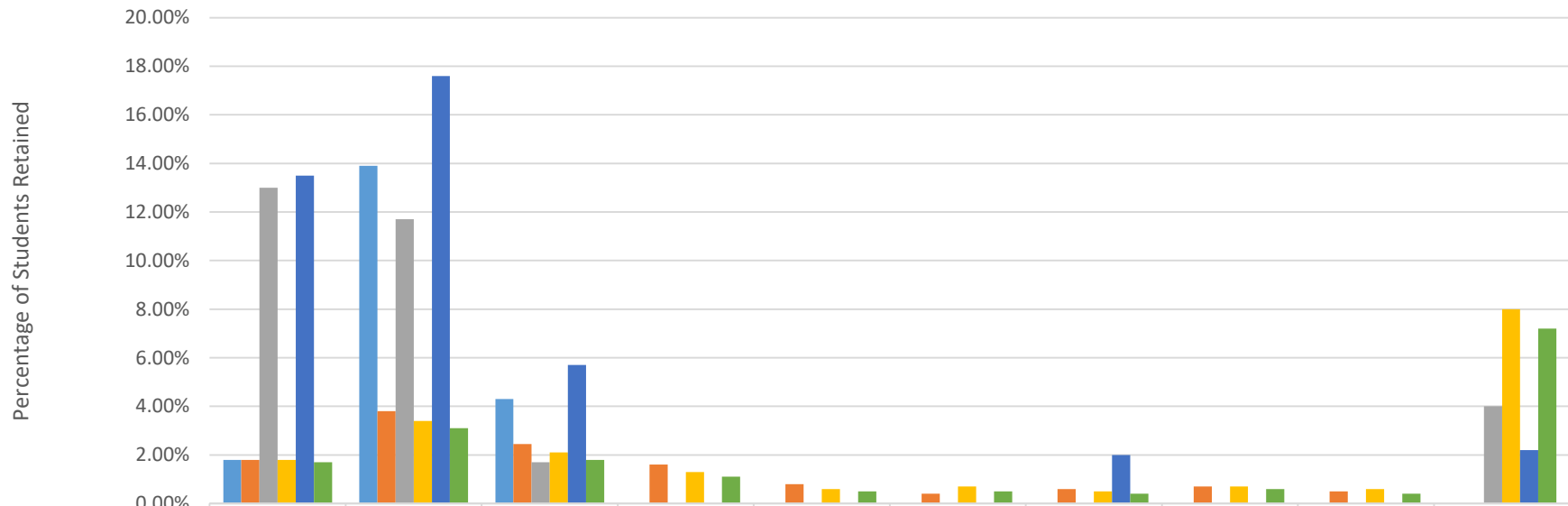
## SCIENCE

Grade	Approaches	St	Meets	St	Masters	St
5	<b>74%</b>	<b>75%</b>	<b>49%</b>	<b>49%</b>	<b>17%</b>	<b>24%</b>
8	<b>79%</b>	<b>81%</b>	<b>51%</b>	<b>51%</b>	<b>11%</b>	<b>25%</b>
BIO	<b>83%</b>	<b>88%</b>	<b>43%</b>	<b>62%</b>	<b>8%</b>	<b>25%</b>

## SOCIAL STUDIES

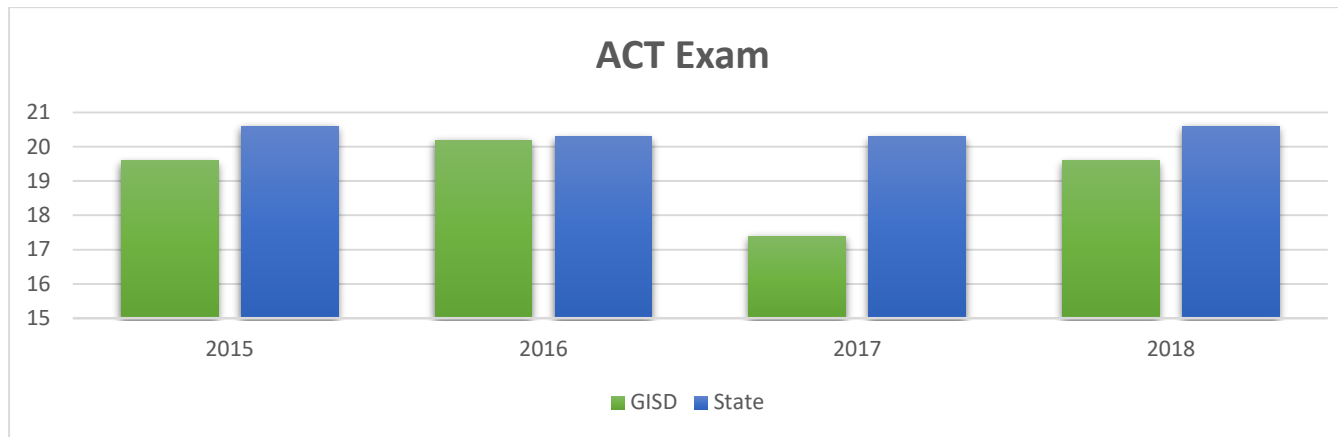
Grade	Approaches	St	Meets	St	Masters	St
8	<b>66%</b>	<b>69%</b>	<b>9%</b>	<b>37%</b>	<b>2%</b>	<b>21%</b>
US HIST	<b>83%</b>	<b>93%</b>	<b>49%</b>	<b>73%</b>	<b>15%</b>	<b>40%</b>

Retention Rates 2018-2019 Compared to the State



	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
■ District 2016-2017	1.80%	13.90%	4.30%	0	0	0	0	0	0	0
■ State	1.80%	3.80%	2.45%	1.60%	0.80%	0.40%	0.60%	0.70%	0.50%	0
■ District 2017-2018	13%	11.70%	1.70%	0	0	0	0	0	0	4%
■ State3	1.80%	3.40%	2.10%	1.30%	0.60%	0.70%	0.50%	0.70%	0.60%	8%
■ District 18-19	13.50%	17.60%	5.70%	0	0	0	2.00%	0	0	2.20%
■ State2	1.70%	3.10%	1.80%	1.10%	0.50%	0.50%	0.40%	0.60%	0.40%	7.20%

## ACT SCORES



## COLLEGE, CAREER, AND MILITARY READY

	2017-2018	STATE
CCMR	<b>75.5%</b>	<b>65.5%</b>

## TEXAS SUCCESS INITIATIVE (TSI)

	ELA	ST	MATH	ST
2015	<b>13.3%</b>	<b>10.6%</b>	<b>3.3%</b>	<b>7.1%</b>
2016	<b>2.2%</b>	<b>22.6%</b>	<b>0%</b>	<b>18.1%</b>
2017	<b>14.0%</b>	<b>23.4%</b>	<b>12.0%</b>	<b>19.8%</b>
2018	<b>59.6%</b>	<b>32.1%</b>	<b>17.0%</b>	<b>23.7%</b>

## ADVANCED PLACEMENT | PARTICIPATION (GRADES 11-12)

	ELA	ST	MATH	ST	SCI	ST	SS	ST
2017	<b>1%</b>	<b>15.9%</b>	<b>0%</b>	<b>10.9%</b>	<b>1.0%</b>	<b>10.9%</b>	<b>1.0%</b>	<b>15%</b>
2018	<b>0%</b>	<b>15.3%</b>	<b>0%</b>	<b>7.3%</b>	<b>0%</b>	<b>10.8%</b>	<b>0%</b>	<b>14.5%</b>

## ADVANCED PLACEMENT | EXAMS >/= CRITERIA (GRADES 11-12)

	ELA	ST	MATH	ST	SCI	ST	SS	ST
2017	<b>0%</b>	<b>41.3%</b>	<b>0%</b>	<b>51.3%</b>	<b>0%</b>	<b>38.3%</b>	<b>0%</b>	<b>41.4%</b>
2018	<b>0%</b>	<b>42.5%</b>	<b>0%</b>	<b>52.8%</b>	<b>0%</b>	<b>38%</b>	<b>0%</b>	<b>44.6%</b>

## II. STUDENT ACHIEVEMENT

Identified Strengths	<ol style="list-style-type: none"> <li>1. In 2018-2019, there were increases in Reading/ELA scores in 3<sup>rd</sup>, 4<sup>th</sup>, 8<sup>th</sup>, Eng I and Eng II.</li> <li>2. The district was above the state standards in grades 3, 4, 5, 8 and Eng I in Reading/ELA.</li> <li>3. In 2018-2019, there was an increase in 4<sup>th</sup> and 6<sup>th</sup> grade math and Algebra I.</li> <li>4. The 4<sup>th</sup> grade math scores were above the state average.</li> <li>5. In writing, in 2018-2019, scores increased by 22% in the 4<sup>th</sup> grade and they were above the state average.</li> <li>6. In science, in 2018-2019, the scores increased in both 8<sup>th</sup> grade and Biology.</li> <li>7. In social studies, in 2018-2019, the 8<sup>th</sup> grade scores increased.</li> <li>8. There has been a significant reduction in retention rates over the last 4 years.</li> <li>9. Students meeting the college, career and military ready indicator is at 75.5% which is above the state average.</li> <li>10. Students who took the TSI in ELA are significantly above the state average passing rate.</li> </ol>
Identified Needs	<ol style="list-style-type: none"> <li>1. In 2018-2019, there was a decrease in Reading/ELA scores in the 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades.</li> <li>2. The 6<sup>th</sup> grade and English II were both below state average in 2018-2019.</li> <li>3. There was a decrease in math scores in 2018-2019 in grades 3, 5, 7 and 8.</li> <li>4. Scores in math were below the state average in 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and Algebra I.</li> <li>5. In writing, the 7<sup>th</sup> grade scores in 2018-2019 decreased by 19% and were below the state average.</li> <li>6. In science, in 2018-2019, the 5<sup>th</sup> grade scores decreased.</li> <li>7. In science, the 5<sup>th</sup>, 7<sup>th</sup> and Biology scores were all below state average.</li> </ol>

	<p>8. In social studies the US History scores decreased in 2018-2019 and both the 8<sup>th</sup> grade and US History scores were below the state average.</p> <p>9. The 6<sup>th</sup>-8<sup>th</sup> grade received a D on the Closing the Gaps Domain.</p> <p>10. Increase the number of students at approaches in math, science, writing, and social studies across grade levels.</p> <p>11. Increase the % of students at the meets and masters levels in Reading/ELA, math, writing, science and social studies across grade levels.</p> <p>12. Increase the % of students taking and passing the ACT.</p> <p>13. Increase the # of students taking and passing the math TSI.</p> <p>14. Increase the # of students enrolled in and passing the advanced placement tests in core subjects and/or increase the number of students enrolling in and successfully passing dual credit courses.</p>
<p>Strategic Priorities &amp; Goals</p>	<p>1. Do baseline assessments in the beginning of the year 2020-2021 to assess where students are at for state assessments.</p> <p>2. Use the baseline assessment scores to focus on recovery of gaps from the identified needs above and any continued needs for gap recovery from the COVID gap in instruction.</p> <p>3. Build in focused Response to Intervention systems in grades 6-8 in order to recover gaps and provide interventions at grade level in order for students to be more successful in Reading/ELA, Math, Writing and Science.</p> <p>4. Utilize the Rtl system with fidelity in order to recover the rating of D in the Closing the Gaps Domain for grades 6-8.</p> <p>5. Utilize the curriculum, instruction and assessment design and the instructional framework to focus instruction and intervention for all students.</p> <p>6. Focus instruction to meet the rigor of the TEKS as they are written in order to increase student achievement levels at the approaches, meets and master's levels.</p> <p>7. Encourage students to sign up and take the ACT, SAT and TSI by the middle to late portion of their 11<sup>th</sup> grade. Have preparation days to help students understand the layout and foundation of both exams.</p> <p>8. Evaluate the course offerings across the district to meet the needs of students and get them on the pathway of CTE/dual credit and/or advanced placement with the expectation that students take and pass the AP exam or receive credit for the dual credit course.</p>

# School Culture & Climate

## GRADUATION RATES

YEAR	PERCENT OF GRADUATES
<b>2017-2018</b>	100%
<b>2016-2017</b>	94.1%
<b>2015-2016</b>	87.9%
<b>2014-2015</b>	97.8%

## STUDENT INVOLVEMENT OPPORTUNITIES

Athletics - Male and Female  
Band  
FCA  
FFA  
Agriculture  
Cheer  
Theater  
UIL Academics  
Culinary Arts  
Art  
Construction Technology  
Dual Credit Courses  
Student Council  
Grade level Class Meetings  
Gifted and Talented Program  
FCCLA  
PALS  
Yearbook/Journalism  
NJHS/NHS  
Junior FFA



## STAFF AND COMMUNITY INTERVIEWS

<b>RECURRING THEMES FROM INTERVIEWS</b>	<ul style="list-style-type: none"> <li>• Good community and parent support at lower grade levels</li> <li>• Support for students monetarily, awards and scholarships</li> <li>• Student behavior is good overall</li> <li>• Students participate in extra-curricular activities</li> <li>• Great people, great community, small town values</li> <li>• Lack of leadership at district and secondary campus</li> <li>• Lack of follow through on discipline issues and with faculty who break rules</li> <li>• Lack of clear guidelines and rules</li> <li>• Lack of a good onboarding/mentor program for new or new to the district teachers and staff members</li> <li>• Lack of continuity of staff members</li> <li>• Lack of accountability for specific groups/faculty members</li> <li>• Lack of parent support at upper grade levels</li> <li>• Community, faculty and staff take issues to social media prior to going to campus/district administration first.</li> <li>• Website is out of date in many areas</li> <li>• There has been a lack of communication through school related social media outlets</li> </ul>
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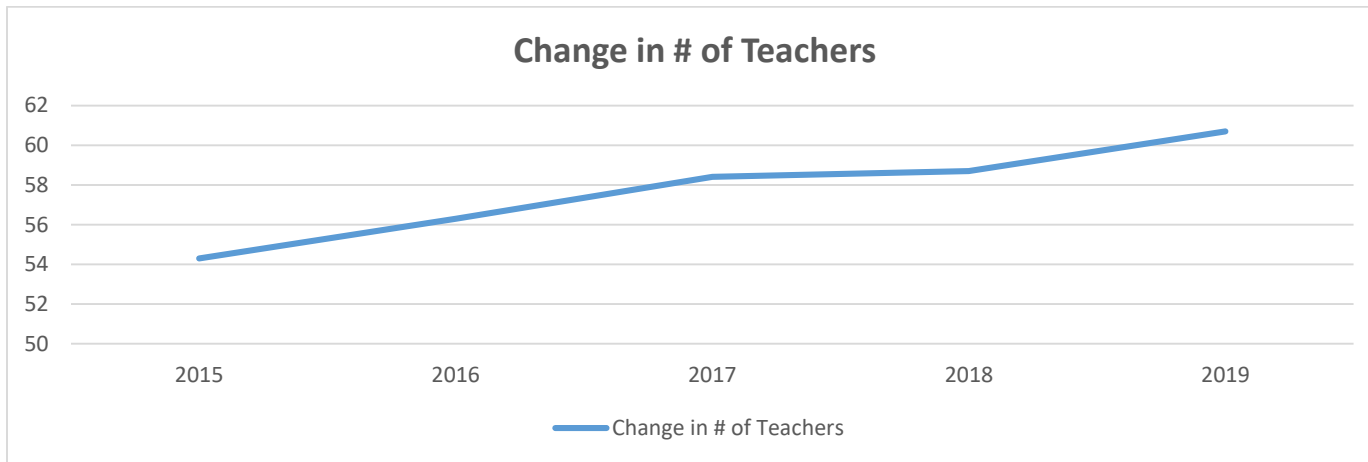
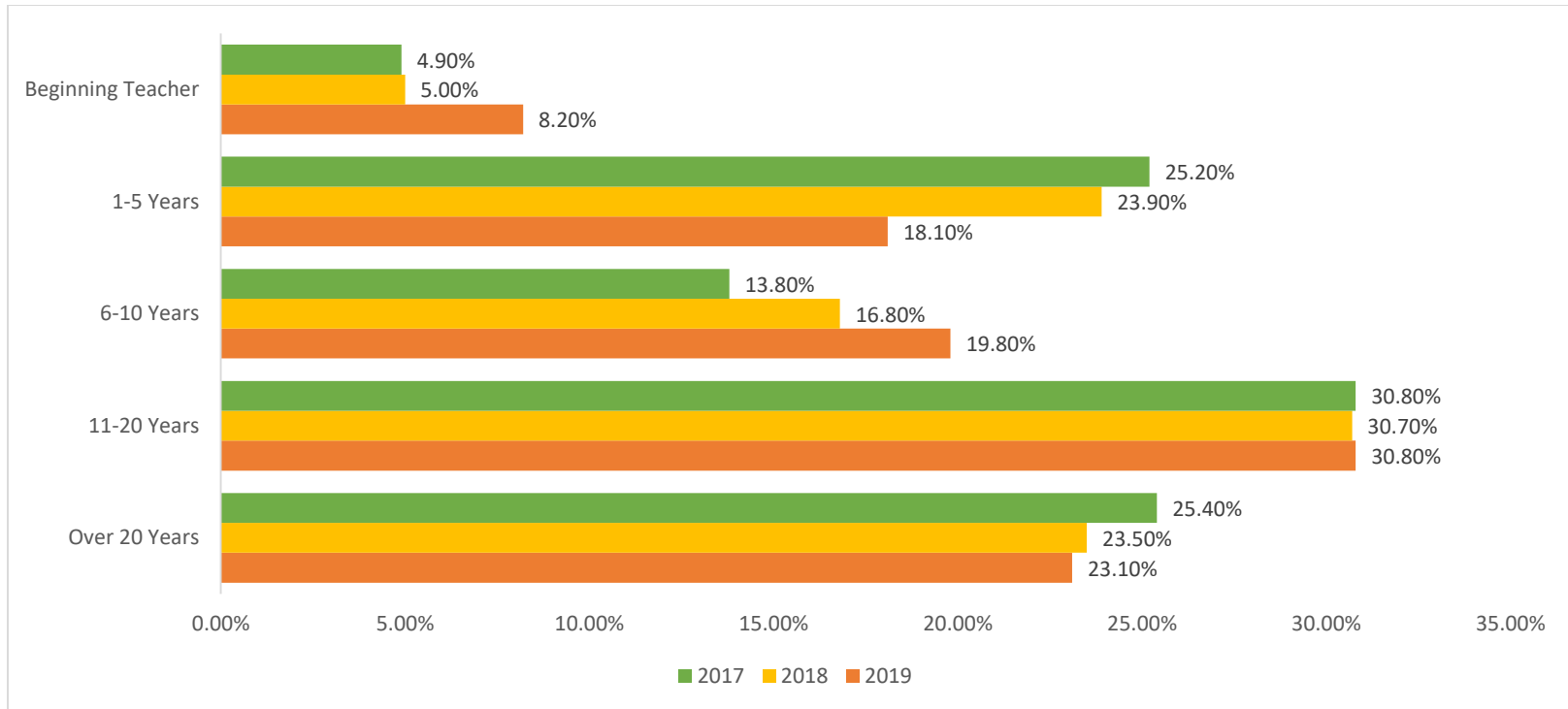
### III. SCHOOL CULTURE & CLIMATE

Identified Strengths	<ol style="list-style-type: none"> <li>1. High Graduation Rates</li> <li>2. A majority of GISD students are college, career or military ready upon graduation.</li> <li>3. There is a low percentage of serious disciplinary issues in the district.</li> <li>4. The district has a high rate of student participation in extracurricular activities.</li> <li>5. Students have multiple opportunities to be involved in school activities.</li> </ol>
Identified Needs	<ol style="list-style-type: none"> <li>1. The staff morale and climate needs to improve as it relates to attitude toward the success and support of their colleagues.</li> <li>2. Staff need expectations for appropriate communications on social media postings.</li> <li>3. Ongoing support, planning and feedback needs to occur in order to improve leadership practice from the district to the campus levels of administration.</li> <li>4. Administration needs to hold students and staff accountable for behavior, grades, attendance and actions.</li> <li>5. Communicate needs to increase through the website and social media with the school community, Board of Trustees and community as a whole.</li> <li>6. A mentorship and guidance program for new and/or struggling staff members needs to be established and implemented.</li> </ol>

	<ol style="list-style-type: none"> <li>7. Emergency operations plans need to be appropriate, up to date, and training needs to occur for all students, faculty and staff as appropriate.</li> </ol>
<p>Strategic Priorities &amp; Goals</p>	<ol style="list-style-type: none"> <li>1. Enhance school website for students and/or parents to be appropriately informed and communicate across multiple platforms.</li> <li>2. Implement effective lines of communication at the campus and district levels for staff members to discuss issues related to the school/district.</li> <li>3. Create a safe, and effective line of communication for all staff members to talk about issues relevant to the school district.</li> <li>4. Update the emergency operation plan and train all employees and students appropriately.</li> <li>5. Provide support systems utilizing internal and external counseling and social services.</li> <li>6. Hold staff and students accountable by having clearly defined goals and outcomes.</li> <li>7. Create a mentor program for new staff members.</li> <li>8. Communicate regularly with the Board of Trustees, community and parents.</li> <li>9. Use social media outlets to celebrate the positives.</li> <li>10. Encourage students and staff by having a student/staff member of the month and year.</li> <li>11. Celebrate the good things at Board meetings.</li> </ol>

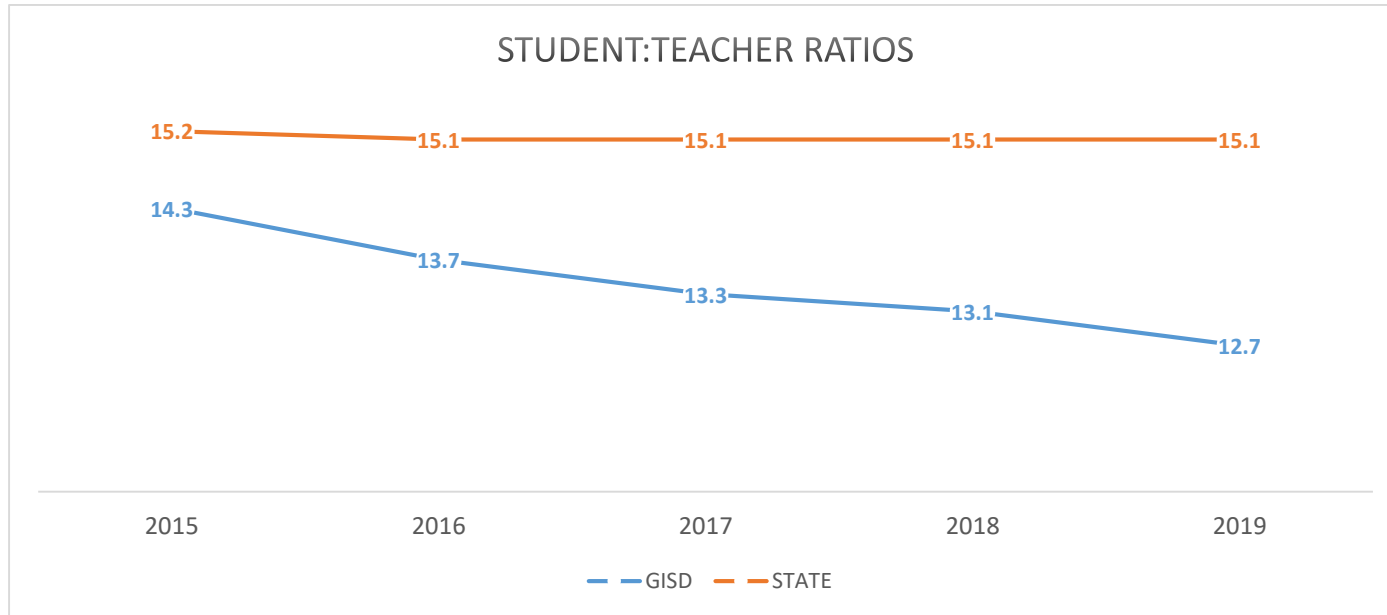
# STAFF QUALITY, RECRUITMENT & RETENTION

## TEACHER YEARS OF EXPERIENCE



## TEACHER TURNOVER RATE

	GISD	STATE
<b>2019</b>	<b>27.1%</b>	16.5%
<b>2018</b>	<b>18.5%</b>	16.6%
<b>2017</b>	<b>15.5%</b>	16.4%
<b>2016</b>	<b>29.4%</b>	16.5%
<b>2015</b>	<b>21.4%</b>	16.6%



## STAFF QUALITY, RECRUITMENT & RETENTION

Identified Strengths	<ol style="list-style-type: none"> <li>1. A majority of the teachers in the district have 11-20 years of experience.</li> <li>2. Ganado ISD maintains smaller student to teacher ratios that the state average.</li> </ol>
Identified Needs	<ol style="list-style-type: none"> <li>1. The total number of teachers has not decreased with the decrease in enrollment.</li> <li>2. Professional development programs need to be established in order to support all teachers but also those who are new to the profession and for the districts second highest group of teachers at 1-5 years of experience.</li> <li>3. There is a need to reduce the amount of turnover and build better support systems for those teachers with coaching duties because a majority of the turnover in the past can be attributed to those teachers assigned with coaching duties.</li> </ol>
Strategic Priorities & Goals	<ol style="list-style-type: none"> <li>1. Maintain higher retention rate of effective staff by celebrating, encouraging, growing and mentoring staff.</li> <li>2. Utilize the Region 3 Service Center for posting positions early on their website along with other websites, as well as attending the R3 job fair.</li> <li>3. Write and implement a compensation plan and hiring process.</li> <li>4. Provide new teacher training and provide a mentor to all new teachers to the district and campus.</li> <li>5. Staffing Review Assessment to determine the appropriate amount of staff in the correct areas at each campus.</li> <li>6. Implement an early resignation incentive program in January/February to create more time for hiring and re-evaluating staffing patterns.</li> <li>7. Ongoing and open communication about T-TESS and T-PESS so that staff know where they are at in meeting district expectations.</li> <li>8. Provide an appropriate professional development plan for individual staff throughout the district.</li> <li>9. Ensure that the superintendent is coaching and supporting the executive committee through their needs and the needs of the team and professionally growing committee members.</li> <li>10. Explore a PreK or daycare program for staff member children.</li> </ol>

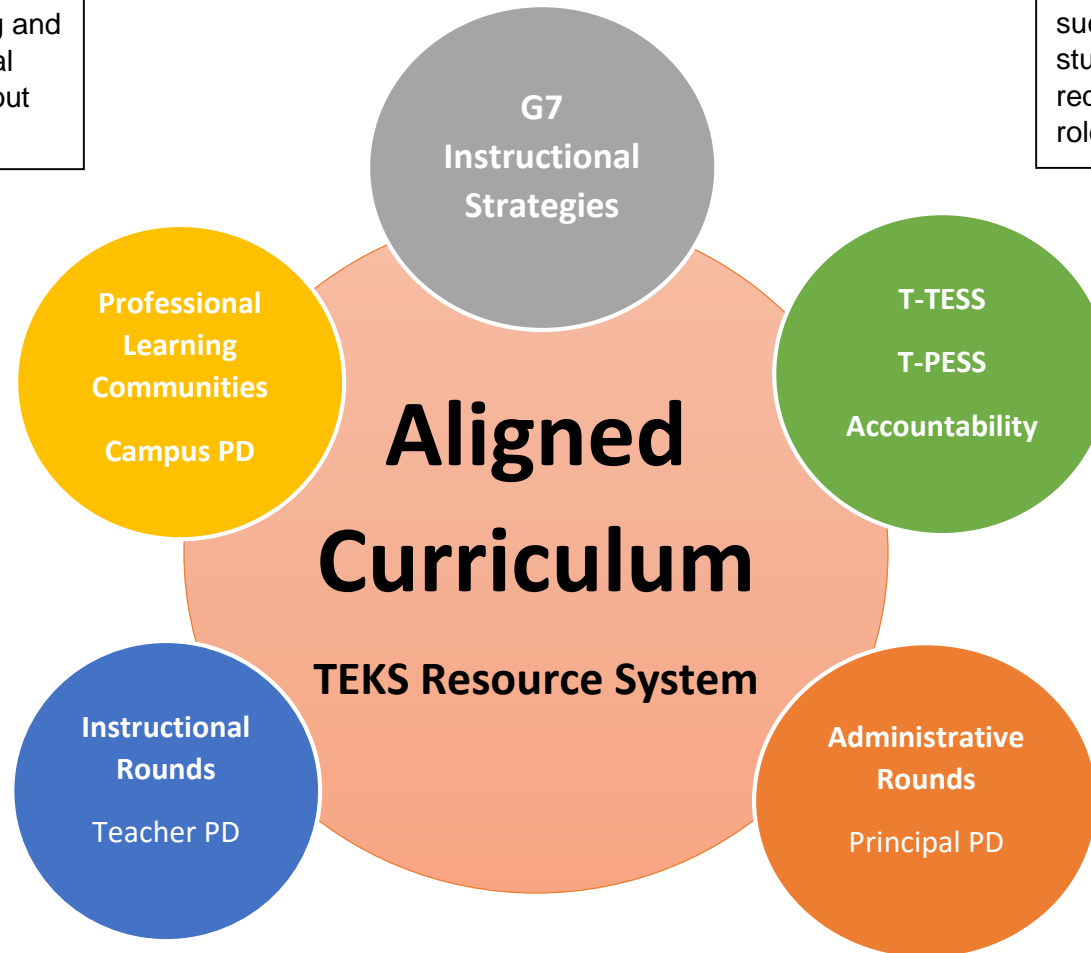
# CURRICULUM, INSTRUCTION & ASSESSMENT

## District Instructional Framework

The District will follow a researched based Instructional Framework that provides an aligned curriculum through the Region 3 ESC TEKS Resource System, proven instructional strategies, and a professional growth model for continuing education.

The Framework allows for powerful learning and powerful teaching and forms a systematic instructional process for continuity throughout the District.

Our instructional framework succeeds because it engages all students in learning and requires them to take an active role in their education.



We will implement the framework by working collaboratively through Professional Learning Communities, Administrative Rounds Model, and Instructional Rounds Model.

## **STANDARD-BASED CURRICULUM RESOURCES AND MATERIALS**

TEKS Resource System  
Google Classroom and Suite  
SeeSaw  
Class Link  
IXL  
Plato Credit Recovery  
WCJC  
Texas Home Learning 3.0  
TxSVN  
Reflex Math  
Keyboarding without tears

### **SCOPE AND SEQUENCE/PACING GUIDES**

TEKS Resource System provides a full scope and sequence for every TEKS based core course at Ganado ISD. Pacing guides and a full year at a glance is provided for every course.

### **INSTRUCTIONAL FOCUS DOCUMENTS**

TEKS Resource system provides vertical alignment, TEKS clarification, TEKS verification, a full list of resources and instructional focus documents for each core course offered at Ganado ISD. The Instructional Focus Documents are broken down by units and all resources can be accessed through the remote online system. The IFD's include a unit overview, overarching understanding and questions, performance bundles, vocabulary words and connection to all the TEKS and ELPS (English Language Proficiency Standards) covered in each unit.

### **COLLABORATIVE PROCESSES**

Collaborative opportunities are provided before the school year begins at in-service days. They are also provided at the elementary in grade levels once a week and at the secondary the teachers are encouraged to collaborate afterschool. Some Professional Learning Community meetings do/have occurred for core content groups at the secondary level when the schedule allows for the meetings.

## COMMON BENCHMARK ASSESSMENTS

Dates	Grade Levels	Subjects
Sept. 1, 2, 3	3, 4, 5, 6, 7, 8,	Reading, Math
"	9, 10	Eng I, Eng II
"	4, 7	Writing
"	5, 8	Science
"	8, 11	Social Studies, US History
"	*8, 9	Algebra I (*If taking course)
"	9	Biology
Nov. 3, 4, 5	3, 4, 5, 6, 7, 8,	Reading, Math
"	9, 10	Eng I, Eng II
"	4, 7	Writing
"	5, 8	Science
"	8, 11	Social Studies, US History
"	*8, 9	Algebra I (*If taking course)
"	9	Biology
Feb. 23, 24	4, 7	Writing
"	5, 8	Math, Reading
"	9, 10	ELA I, ELA II
March 30, 31	3, 4	Math Reading
"	5, 8	Science
March 30	*8, 9	Algebra I (*If taking course)
March 31	8, 9, 11	Social Studies, Biology, US History

## CURRICULUM, INSTRUCTION & ASSESSMENT

Identified Strengths	<ol style="list-style-type: none"> <li>1. Data rooms are being utilized to discuss where students are and how to move them forward.</li> <li>2. PLC's have been implemented effectively at campuses.</li> <li>3. Beginning of the year baseline assessments and middle of the year assessments have been created and used to analyze data for student growth.</li> <li>4. Teachers utilize technology to facilitate instruction and learning.</li> </ol>
Identified Needs	<ol style="list-style-type: none"> <li>1. Response to Intervention program needs to be prioritized at each campus to improve scores.</li> <li>2. Teachers need to use the TEKS RS in conjunction with the G7 to provide rigorous instruction for all students.</li> <li>3. Electives and other courses not part of the TEKS RS must develop a Year at a Glance and Scope and Sequence for their course to function in conjunction with the G7 in order to provide rigorous instruction for their students.</li> <li>4. Teachers need support, direction, and timely feedback from campus and district colleagues and administration in order to be successful.</li> </ol>
Strategic Priorities & Goals	<ol style="list-style-type: none"> <li>1. Ensure that G7 Instructional Framework &amp; Curriculum is implemented with fidelity.</li> <li>2. Ensure that the G7 Instructional Framework &amp; Curriculum Scope and Sequence is implemented with fidelity.</li> <li>3. Ensure that all students have the opportunity to learn from home with the available technology.</li> </ol>



# Family and Community Involvement

## PARENT VOLUNTEER INFORMATION

PTA

Watchdogs - Elementary

VIP - Elementary

Retired teachers mentoring program/intervention with students

Parent Reading to Children

Athletic Booster Clubs (2)

Band Booster Club

Varsity Team Meals - Backyard Boosters

Team Mom Meals

Project Graduation

Education Foundation

Prom assisting/decorating

Committee Involvement

Community pep rally

Pigs with Pops

Muffin with Moms

Father/Daughter Dance

Halloween Carnival

Breakfast with Santa

## PARENT AND COMMUNITY PARTNERSHIPS

Donations for in-service

Business donations to students and staff

T-Shirt sponsors

Farm Bureau breakfast and luncheons - male/female athlete of week, champions of character in elementary

Methodist Church lunch donation

Fire department - parking, CPR training, football games, pep rallies, fire prevention month

EMS - in service training, service dog

Community Prayer Invocation - community churches share in the prayer

Jackson County Fair - FFA, art contest

Community Churches - 5<sup>th</sup> quarter

General Fundraising - all community support

Emergency Management Personnel - emergency operation plan

Spanish speaking liaisons  
CTE community meetings for career readiness

## FAMILY & COMMUNITY INVOLVEMENT

Identified Strengths	<ol style="list-style-type: none"><li>1. The district has a Spanish speaking liaison.</li><li>2. The district website can be translated in numerous languages.</li><li>3. The district has a volunteer program.</li><li>4. The district has active PTO/PTA/Booster Clubs as well as community and parent volunteer involvement.</li><li>5. The district utilizes a variety of social media to communicate with parents and community.</li></ol>
Identified Needs	<ol style="list-style-type: none"><li>1. District and campus personnel need to meet with and be involved with city officials and civic organizations in order to coordinate, communicate and collaborate on efforts to improve and promote the school district.</li></ol>
Strategic Priorities & Goals	<ol style="list-style-type: none"><li>1. Update the district website and social media to communicate current district initiatives and information.</li><li>2. Periodically meet with city officials and civic organizations to coordinate communication and district promotion efforts.</li><li>3. Ongoing, up to date communication through Blackboard about district and campus information to include point of contact.</li></ol>

# School Organization

## SCHOOL STRUCTURE

Grades PreK-5<sup>th</sup> are located at the Elementary School. Grades PreK-5 are all in the same building together and are located in colored coded pods by grade level. PreK-5<sup>th</sup> graders attend school from 7:45 am – 3:40 pm.

Grades 6-12 are all located at the Secondary School. Grades 6-12 are all in the same building together and students of all grade levels have the same lunch times, and passing periods. 6<sup>th</sup>-12<sup>th</sup> graders attend school from 7:45 am -3:45 pm.

## INSTRUCTIONAL LEADERSHIP

District Superintendent – Erin Fasel  
Secondary Principal – Kathy Edwards  
Secondary Assistant Principal – William Prats  
Elementary Principal – Jennifer Stephenson-Smiga  
Elementary Assistant Principal – Sabrina Taylor  
Director of Curriculum – Sarah Woodring  
Technology Director – Jenny Nelson

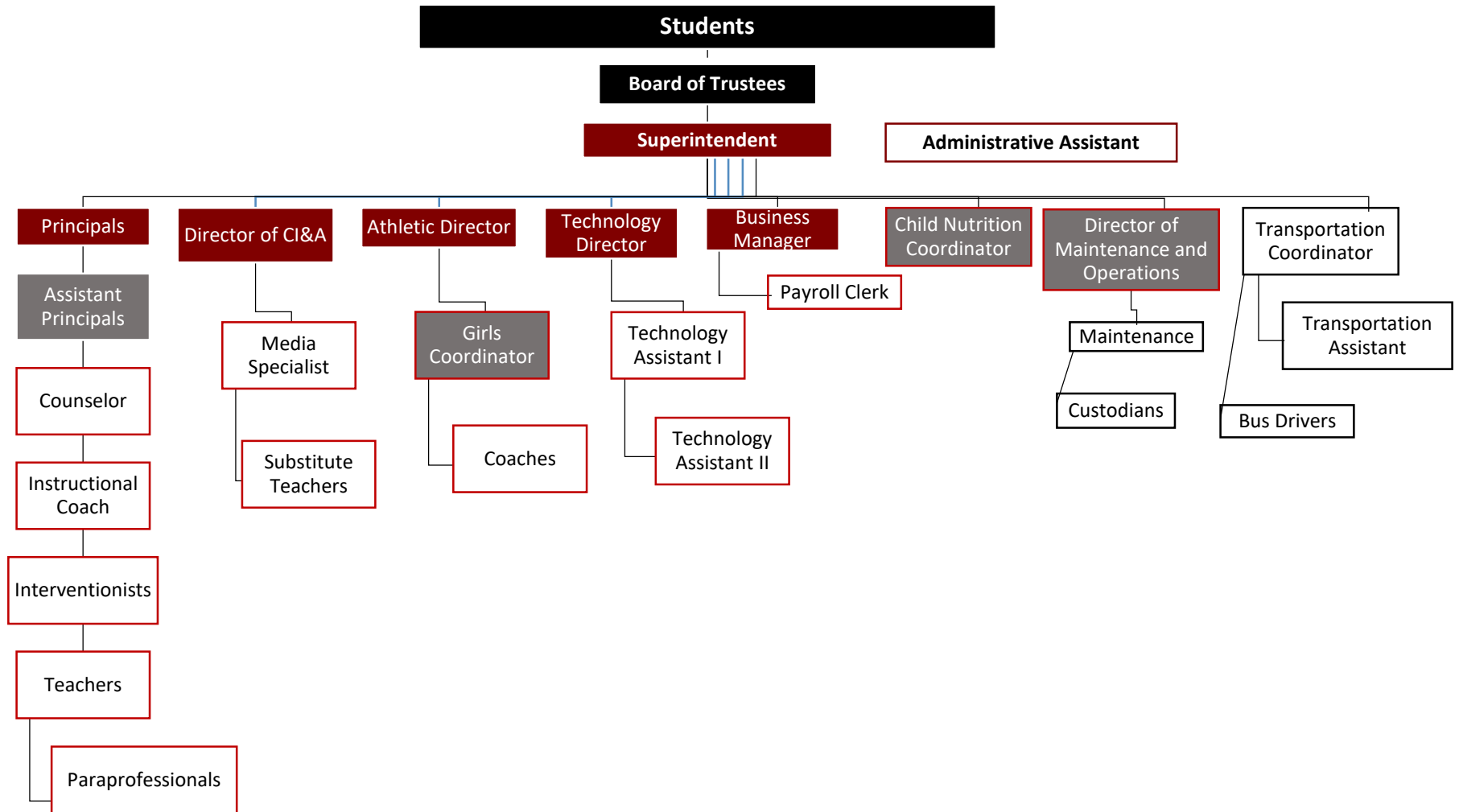
## MASTER SCHEDULE

At the elementary level, students are engaged in courses that include English Language Arts, Writing, Science, Social Studies, Intervention, Keyboarding, Art, Physical Education, Music and Guidance Classes.

At the junior high, students are offered a variety of courses that include Response to Intervention, English Language Arts and Reading, Math, Science, Social Studies, Physical Education, and Athletics.

At the high school, students are offered a variety of on campus and off campus courses and programs. Those include specific regular, advanced and dual credit courses in Math, English Language Arts, Social Studies and Science. Elective and Career Technology and Engineering courses include: Athletics, Physical Education, Response to Intervention, Forensics, Principles of Ag, Professional Technologies, Ag Power, Ag Fabrication, Ag Mechanics, Floral Design, Plant Science, Horticulture, Business Information Management, Principles of AAVTC, Intro to Culinary Arts, Culinary Arts, Principles of Education, PALS, Art, Yearbook, Color Guard, Band, and Applied Music.

# ORGANIZATIONAL CHART



## SCHOOL ORGANIZATION

### Identified Strengths

1. Staff members are committed to providing excellence for the students of Ganado ISD.
2. The Board of Trustees desires and expects for the campuses and district to be great.
3. The course offerings at the high school level are strong and allow for multiple options for graduating with one or more endorsements.

	<ol style="list-style-type: none"> <li>4. The elementary master schedule and classes are strong and are a strong building block for student preparedness and options as they advance through the school system.</li> <li>5. The organizational chart is strong and puts students first in decision making.</li> <li>6. The organizational chart includes an instructional coach and multiple interventionists that allow for a solid foundation of professional development for teachers and additional assistance to struggling students.</li> <li>7. The core facilities in the district are sound, with the Elementary and Secondary main buildings being only 1-year-old and the cafeteria having multiple upgrades in the past five years as well as the competition gym being less than 10 years old.</li> </ol>
<p>Identified Needs</p>	<ol style="list-style-type: none"> <li>1. Some of the older buildings need to be assessed and a facility plan needs to be put in place to replace or upgrade the facilities to meet the needs of students in the future.</li> <li>2. Continued growth for the superintendent and Board of Trustees – Team of 8 in order to meet the needs and expectations of being great and providing the most quality education for the students of Ganado ISD.</li> <li>3. Expand course offerings to meet the needs of our students in CCMR and CTE programs.</li> <li>4. Provide extended services to special populations.</li> </ol>
<p>Strategic Priorities &amp; Goals</p>	<ol style="list-style-type: none"> <li>1. Begin exploring and putting together a facility planning committee in order to assess the needs of the aging buildings in the district. Put together a five and ten-year facility plan.</li> <li>2. Produce and continue the professional development of the Board and Superintendent in order to meet the expectations of being great.</li> <li>3. Expand the course offerings for junior high and high school students in order to increase their opportunities to be college, career and/or military ready by the time they graduate high school.</li> <li>4. Build a job description for and recruit an interventionist at the secondary level, an ESL teacher for both the elementary and secondary and explore hiring a Special Programs Teacher/Facilitator at the district level.</li> <li>5. Develop, assess and implement appropriate staffing patterns by doing a Staffing Review Assessment.</li> </ol>

# Technology

All students in the Elementary, Junior High and High School have a Chromebook and are setup with Google Classroom and the entire Google Suite. Students in need of Wi-Fi capabilities have been provided a hot spot and/or have been given access to locations throughout the community where they can access free Wi-Fi.

## TECHNOLOGY COMMUNICATION SYSTEMS

Blackboard is the main communication platform for the district and campuses to communicate through multiple avenues including the mobile app, Facebook, Twitter, text messaging and email.

Sports U is used for all communication for sports, athletics and extracurricular activities.

District wide, DMAC, Eduhero, TxEIS, TEKS Resource System, and Google Suite are all used to collect, assess and disseminate information.

## CLASSROOM TECHNOLOGY

All classrooms are equipped with a teacher Chromebook or Laptop, a document camera, a Smartboard, and all have access to programs such as Google Suite, Kami, Brainpop, Nearpod, Flocabulary, Online Textbooks, Discovery Education, IXL, among multiple others that are classroom specific.

## Cybersecurity

Ganado ISD runs a cybersecurity program called NIST framework and has an appointed cybersecurity coordinator. The district meets all NIST framework and DIR Texas Information Security Plan goals. Policies and procedures are in place for cybersecurity. The employee and student handbooks have the appropriate Acceptable Use Policy in them that are required to be signed in order to use any district owned technology.

## TECHNOLOGY

Identified Strengths	<ol style="list-style-type: none"><li>1. The district is a 1:1 with Chromebooks PK-12. Software such as DMAC, Eduhero, TxEIS, TEKS Resource System and online time management systems are being used in the district to streamline processes.</li><li>2. Ganado ISD has an IT department that consists of three staff members who provide technical support, setup and infrastructure support to the entire district.</li><li>3. The District has moved to online communication in order to reduce the cost of print and mail outs.</li><li>4. The district has equipped each classroom with up to date, state of the art technology.</li><li>5. Appropriate cybersecurity framework and implementation has occurred.</li></ol>
Identified Needs	<ol style="list-style-type: none"><li>1. An online substitute system needs to be effectively implemented in order to streamline the substitute process and effectively collect data on absences and days used per personnel.</li></ol>

	<ol style="list-style-type: none"><li>2. Utilize the entire TxEIS Suite to help enhance and improve online systems such as purchasing, employee pay stubs, W2 information in order to enhance and increase productivity.</li></ol>
Strategic Priorities & Goals	<ol style="list-style-type: none"><li>1. Update the district website and social media to communicate current district initiatives and information.</li><li>2. Implement online systems to help enhance and increase productivity in the district.</li><li>3. Implement policies, procedures, and plans along with naming a cybersecurity committee to assist in the creation of strategic plans, policies, procedures and professional development plans to affiliated persons such as teachers, students, staff, IT administrators, vendors, etc...</li><li>4. Complete penetration tests, IT audit and vulnerability test with the goal of testing all systems and determining compliance with the NIST and DIR frameworks.</li></ol>

# District Improvement Plan 2020-2021



## DISTRICT IMPROVEMENT PLAN 2020-2021

**GISD Strategic Priority: High Academic Performance and Student Success**

**TEA Prioritized Level 4: High Quality Curriculum**

**TEA Prioritized Level 5: Effective Instruction**

<b>Board HB3 Goal</b>	a.	The percent of 3rd grade students that score meets grade level or above on STAAR reading will increase from 46% to 49% by June 2024.
	b.	The percent of 3rd grade students that score meets grade level or above on STAAR math will increase from 42% to 46% by June 2024.
	c.	The percentage of graduates that meet the criteria for CCMR will increase from 47% to 51% by August 2024.
<b>Board Goal to Success</b>	BG2	Effective district and campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance, include strategies to retain effective, well-supported faculty and staff, and outline steps for maintaining functional and state-of -the-art facilities.
<b>Goal(s):</b>	1A	Define, implement and maintain effective plans for growth in measured subject areas and college, career, and military readiness.
	1B	Ensure implementation of a cohesive and consistent District Instructional Framework.
	1C	Build a new teacher mentor program to support all new to the district teachers on the G7 strategies and framework.
	1D	Develop and implement a defined annual professional development plan for administrators and directors to support a collective vision and the growth of district capacity.
	1E	Review and revise academic course offerings to support rigorous, relevant curriculum and instructional approaches that result in active engagement and depth of understanding.
	1F	Track, maintain and improve secondary (7-12) student participation rates in extra-curricular activities.
	1G	Focus intervention on efforts in Domain C - closing the performance gaps for all students in grades 6-12.

<b>Strategies/Activities</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Persons Supporting</b>	<b>Evidence to Demonstrate Success</b>	<b>Formative Evaluation Timeline</b>
Write and implement activities in campus improvement plans that are clear and focus on low performance, and strategies to intervene in order to increase low performance.	Local	Superintendent	Campus Principals, Assistant Principals, Curriculum Director, Interventionists and	CIP's that identify low performance, data that supports improvement through identification of needs, and defined intervention strategies for both teachers and students in order to increase the performance areas. Improvement measures that address the Board HB3 priorities in math, reading and CCMR.	



			Instructional Coach		
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.	Local	Curriculum Director	Campus Counselors, Campus Administrators	Data and tracking information for every student in the district grades 6-12 that shows their progress toward college, career and military readiness.	
Write, teach and implement a District Instructional Framework and research based instructional strategies called the G7 Instructional Framework. Ensure that the G7 Instructional Framework & Curriculum is implemented with fidelity along with the TEKS Resource System scope and sequence.	Local	Superintendent	Curriculum Director, Principals, Assistant Principals, Instructional Coach	Superintendent teaches the Instructional Framework and Ganado 7 Instructional Strategies to Campus and District leaders, leaders to come up with a plan on teaching and implementing the framework and strategies at each campus. Teacher led mini-conference during convocation, ongoing campus/faculty/PLC meetings to support implementation of the framework and strategies.	
Implement administrative instructional rounds at each campus in order to improve and focus on professionally developing each principal and assistant principal in the implementation of the instructional framework, instructional strategies, increasing student achievement levels of approaches, meets and masters and increasing the use best practices in a productive classroom.	Local	Superintendent	Campus Principals, Assistant Principals, Curriculum Director	Administrative Rounds for Elementary, Junior High and High School, Administrative Rounds preparation meetings.	
Develop and implement a new teacher mentor program.	Local	Superintendent	All supervisory staff	New Teacher/Staff Member In-service, ongoing yearlong support from assigned mentors	
Develop and implement T-TESS and T-PESS evaluation calendars and training.	Local	Superintendent	Campus Principals and Assistant Principals	T-TESS Calendars, T-PESS Calendars, Evaluation system training.	
Evaluate and revise academic course offerings to support rigorous, relevant curriculum and instructional approaches that result in active engagement and depth of understanding and allows for further course offerings in CTE/Dual Credit/AP Courses with the expectation that students take and pass the exams or certifications and/or receive credit in dual credit courses.	Local	Superintendent	Campus Counselors, Campus Administrators	Update the academic course offerings for secondary, work with area colleges/school districts/groups to increase opportunities for students, revise master schedule to meet the needs of students.	
Track, maintain and improve secondary (7-12) student participation rates in extra-curricular activities.	Local	Superintendent	Extra-Curricular Coaches and Sponsors	List and track all students in extra-curricular activities, implement activities that will help in encouraging students to become involved in extra-curricular activities.	

Ensure that all students have the opportunity to learn from home with the available district technology.	Local	Superintendent	Technology Department, teachers, administrators	All home learning students will be provided and trained on how to appropriately use the available technology to successfully learn from home.
Build a job description for and recruit an interventionist at the secondary level, an ESL teacher for both the elementary and secondary and explore hiring a Special Programs Teacher/Facilitator at the district level.	Local	Superintendent	Campus Principals, Curriculum Director	Job descriptions for specified positions, recruitment plan and approval to hire these positions.
Develop baseline assessments for the beginning of 2020-2021 to assess where students are academically; disaggregate the data and use it focus Level 1 interventions in the classroom and Level 2 during Rtl.	Local	Curriculum Director	Campus Principals, Instructional Coach, Interventionists and Teachers	Baseline assessment data disaggregated and utilized as valuable information to define student needs in intervention.
Build and utilize a focused Response to Intervention system with fidelity for 6-8 grade, provide interventions grade 9-12 in Reading/ELA, Math, Writing, Science and Social Studies. Utilize the Rtl system to recover the rating of D in the Closing the Gaps Domain for grades 6-8.	Local	Curriculum Director and Principals	Instructional Coach, Interventionists, Assistant Principals, Superintendent	A written Response to Intervention Plan for grades 6-8 and 9-12 that is implemented with fidelity. Student focused data room or area.
Encourage students to sign up for and take the PSAT, ACT, SAT and TSI by the middle to late portion of their 11 <sup>th</sup> grade year. Implement focused preparation days to help students understand the layout and foundation of these exams.	Local	Counselor and Teachers	Principal, Asst. Principal, Teachers	Increased levels of PSAT, ACT, SAT and TSI test takers and passers.



## DISTRICT IMPROVEMENT PLAN 2020-2021

**GISD Strategic Priority: School Safety & Climate**

**TEA Prioritized Level 3: Positive School Culture**

<b>Board Goal to Success</b>	<b>BG1</b>	<b>Create a positive school culture with a compelling and aligned vision, mission, goals and values, explicit behavior expectations and management system, proactive and responsive student support services, and involved families and community.</b>
Goal(s):	2A	Develop a vision statement, and belief statements that encapsulate the strengths and needs of the district as a whole in so that the district can work cohesively to ensure all students reach their maximum potential.
	2B	Collaborate with First Responders and School Safety & Security Committee to review and update the Multi-Hazard Emergency Operations Plan.

	2C	Provide support systems utilizing internal and external counseling and social services to support student's physical, social and emotional needs.
	2D	Foster a climate where open communication and innovation are valued, encouraged and supported.
	2E	Write a strategic plan for the renovation of facilities to enhance safety and security throughout the district facilities.
	2F	Use resources developed by TEA for Trauma Informed Care, counseling options and train staff in restorative justice practices.

Strategies/Activities	Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Create an aligned vision, mission, goals and values with the Board.	Local	Superintendent	Board of Trustees	An aligned vision, mission, goals and values statement(s).	
Create and communicate student behavior expectations management system and use restorative justice practices and counseling as options to behavior expectations.	Local	Superintendent	Assistant Principals	Student behavior expectations communicated in student handbooks, restorative justice practices and counseling used..	
Create and communicate a list of student support services, that support student's physical, social and emotional needs, inside and outside of the district.	Local	Principals	Campus Counselors	List of the available options for student support services outside of the school.	
Meet with First Responders, School Safety and Security Committee and County Safety Team to produce and updated Multi-Hazard Emergency Operations Plan.	Local	Superintendent	Emergency Operations Team	Updated and posted Multi-Hazard Emergency Operations Plan.	
Create an open line of communication between students, staff, parents, community, campus leaders and district leaders. Create a safe, and effective line of communication at the campus and district levels for staff members to discuss issues related to the district.	Local	Superintendent	All Staff	Increased communication through the website, blackboard, email, meetings. The superintendent is present, visible, caring and open to listening to all staff and community members.	
Begin the development of a Facilities Committee and begin work on a strategic plan for renovation of facilities.	Local/Fund Balance	Superintendent	Board, Maintenance Staff, Business Manager, Campus and District Leaders	Use and condition of every building in the district, maps of district property, five to ten year plan of new facility planning, capital improvement projects one to two year plan for facilities needing attention	
Utilize social media, and Board meetings to celebrate the great things happening in the district.	Local	Superintendent	All staff and Community	Superintendent, directors and principals will focus on celebrating the positives on social media and during Board meetings.	
Celebrate staff and students by having a student and staff member of the month at all levels and having a staff member of the year.	Local	Superintendent	Campus Principals and Directors, Staff	One student from each level will be the student of the month and one staff member from the district will be staff member of the month. Those elected will be celebrated at the monthly Board meeting and a picture of them will be posted to social media.	



# DISTRICT IMPROVEMENT PLAN 2020-2021

## GISD Strategic Priority: Effective Communication with all Stakeholders

### TEA Prioritized Lever 2: Effective, Well-Supported Teachers

Goal(s):	3A	Update the district and campus webpages and Facebook to promote the district, foster a community climate of trust and positive working conditions.
	3B	Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.
	3C	Increase effective and purposeful communications with external and internal stakeholders to promote the district's Strategic Plan, foster a community of trust, professionalism and positive working partnerships.
	3D	Utilize already existing District online programs to increase and enhance productivity in communicating with necessary stakeholders.

Strategies/Activities	Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Update the district website and use social media outlets to communicate current district initiatives and information.	Local	Superintendent	Executive Leadership Team	Up to date website	
Post promotional information one time every two weeks for each campus, in season sport/extracurricular activities, and district wide in order to foster a climate of positivity for students and staff.	Local	Superintendent	Executive Leadership Team and in season head coaches/extracurricular sponsors	Blackboard postings.	
Increase parent connectedness to the district and campus through multiple face to face and online platforms. Provide ongoing, up to date communication through Blackboard about district and campus information to include point of contact.	Local	Superintendent	All staff members	Use of Google Classroom/Google Meets, Hot spots, Blackboard, SportsYou for extracurricular, Email, Phone Calls, Zoom, Parent Portal	
Increase external and internal stakeholder communications through multiple face to face and online platforms in order to create a climate of trust and collaboration in decision making across the district.	Local	Superintendent	All staff members - as defined by the communication method	Community Meetings, Blackboard announcements, County Safety Meetings, DEIC meetings, CEIS meetings, Emergency Operations Planning meetings, Community Groups (booster clubs, superintendent coffee, parent meetings, emergency operation control meetings), open door policy, superintendent involvement in campus/faculty/PLC meetings, superintendent led administrative team meeting Tuesdays, and Celebrations	

				of Success (teacher led mini conference, staff member of the month per campus, teacher of the year).	
Periodically meet with city officials and civic organizations to coordinate, communicate and promote district and community efforts.	Local	Superintendent	Administrative staff	City officials: mayor, judge, EMS, Fire; Civic Organizations	
Implement online systems to help enhance and increase productivity in the district.	Local	Administrative Team	Campus Staff	Blackboard training for multiple users, Frontline absence management, TxEIS Suite for purchasing and finance, Eduphoria implementation for 2021-2022.	



## DISTRICT IMPROVEMENT PLAN 2020-2021

### GISD Strategic Priority: Operational Excellence and Financial Stewardship

### TEA Prioritized Level 1: Strong School Leadership and Planning

<b>Board Goal to Success</b>	<b>1G</b>	<b>Effective district and campus instructional leaders with clear roles and responsibilities develop, implement and monitor focused improvement plans that address the causes of low performance, include strategies to retain effective, well-supported faculty and staff, and outline steps for maintaining functional and state-of-the-art facilities.</b>
Goal(s):	4A	Develop and implement Administrative Protocols to support Board Policy and procedures to ensure consistent administrative leadership and procedures districtwide.
	4B	Ensure alignment with local, state, and federal spending plans, minimize spending and maintain the legally required services.
	4C	Develop a strategic plan for professional development, cybersecurity and a building/renovation long range strategic plan

Strategies/Activities	Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Define a Leadership Model and Organizational Workflow to support leadership effectiveness and accountability.	Local	Superintendent	Executive Leadership Team	Leadership Model and Organizational Chart Completion	
Write and implement job descriptions and duties for every staff member in the district.	Local	Superintendent	All staff who supervise other staff members.	Completed job description for every staff member that has been discussed with them, signed and is in their personnel file.	
Maintain a superior rating on the annual school FIRST report.	Local	Business Manager	Superintendent and Executive Leadership Team	Superior Rating	
Maintain three months of operating expenditures in fund balance.	Local	Business Manager	Superintendent	Three months operating funds in fund balance as noted on the monthly Board information in conjunction with the regular monthly reports.	

Review, analyze and reduce, if possible, the amount of ancillary online and print materials being used across the district.	Local	Campus Principals	Superintendent, Tech Director	Utilize reports from online materials, teacher surveys and teacher meetings to maintain records of use of all online and print materials and resources. Reduce where possible.	
Review and analyze district staffing patterns.	Local	Superintendent	Campus Principals, Directors	Use staffing review chart to document staffing and do a staffing review by 2021-2022.	
Implement and utilize an effective absence management system in order to collect, analyze and evaluate trends in absences, appropriate use of substitutes in the district and to hold individuals accountable for their time away from the district.	Local	Payroll Clerk	All Staff	Implement Frontline and use the technology to collect, analyze and evaluate absences and assign substitutes to appropriate jobs.	
Implement policies, procedures, and plans along with naming a cybersecurity committee to assist in the creation of strategic plans, policies, procedures and professional development plans to affiliated persons such as teachers, students, staff, IT administrators, vendors, etc...	Local	Technology Director	All staff	Updated policy, a named cybersecurity committee and a professional development plan.	
Complete penetration tests, IT audit and vulnerability test with the goal of testing all systems and determining compliance with the NIST and DIR frameworks.	Local	Technology Director	Superintendent Cybersecurity Committee	Testing completed, district compliance and a planning calendar for future testing.	
Produce and continue the professional development of the Board and Superintendent in order to meet the expectations of being great.	Local	Superintendent	Board of Trustees	Continued professional development with assistance from the Region 3 Service Center.	



# DISTRICT IMPROVEMENT PLAN 2020-2021

## GISD Strategic Priority: Staff Quality, Recruitment & Retention

### TEA Prioritized Level 1: Strong School Leadership and Planning

Goal(s):	5A	Improve the retention rate of high quality staff members in the district by growing teachers and staff to maximize their potential, and by providing opportunities for professional development and mentoring in order to stabilize the district retention rate.
	5B	Build partnerships with ESC service centers, and colleges and commit to recruiting efforts as a district in order to secure the most qualified applicants.
	5C	Exam compensation, hiring process, child care opportunities, resignation incentives and conduct a staffing review assessment that assists in the planning for recruiting and retaining quality staff members.

Strategies/Activities	Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Improve the retention rate of effective staff by celebrating, encouraging, growing, and mentoring staff.	Local	Superintendent	District and Campus Administrators	Higher rate of retention; yearlong celebrations; staff growth, mentoring program	
Utilize Region 3 for posting positions early on their website along with other websites and attend job fairs in order to recruit qualified staff.	Local	Superintendent	Administrative Assistant	Job postings on multiple websites; attendance at job fairs to recruit.	
Write and implement a compensation plan and hiring process.	Local	Superintendent	Business Manager; Payroll Clerk	Completed compensation plan and hiring process.	
Provide new teacher training and mentors to all new staff to the district and campus.	Local	Superintendent	Curriculum Director; All Administrative Staff	New teacher orientation days; mentor program.	
Do a staffing review and assessment to determine the appropriate amount and placement of staff at each campus.	Local	Superintendent	All district and campus administrators	Completed staffing review and outline of determined needs.	
Implement an early resignation incentive program to be put in place in January and February to create more time for hiring and re-evaluating staffing patterns.	Local	Superintendent	Business Manager	Early resignation incentive program designed and in place by January to end by February.	
Ongoing and open communication about T-TESS and T-P ESS so that staff know where they at in meeting campus and district evaluation expectations.	Local	All campus and district supervisory administrators	All employees who fall under T-TESS and T-P ESS	Ongoing walkthrough, meetings notes, documentation and communication logs about T-TESS and T-P ESS.	

Ensure that the superintendent is coaching and supporting the executive committee in their growth needs and the needs of the team.	Local	Superintendent	All administrative and executive team members	Administrative and executive meetings for ongoing feedback and professional growth of administrators.	
Explore the cost and feasibility of a PreK or Daycare Program for staff member children.	Local	Superintendent	Curriculum Director	Cost production sheet and feasibility chart of PreK or Daycare Program.	
Provide an appropriate professional development plan for individual staff throughout the district.	Local	Curriculum Director	All administrators	Professional development plan for all teaching and administrative staff.	



## DISTRICT IMPROVEMENT PLAN 2020-2021

### Ganado Elementary, Junior High and High School: Build Foundation in Reading & Mathematics

Area to Address	Strategies/Activities	Funding Source	SMART Goal	Base Line Data %	3-5 Year Goal %	Data Source
STAAR Reading	Increase 3rd grade student scores at meets grade level or above on STAAR Reading scores .	Title I	47% by 2020-2021	46% in 2019-2020	49% by June 2024	TAPR 2018-2019
STAAR Math	Increase 3rd grade student scores at meets grade level or above on STAAR Math scores.	Title I	43% by 2020-2021	42% in 2019-2020	46% by June 2024	TAPR 2018-2019