**Grapeland ISD District Improvement Plan**

**2021-2022**



**MISSION STATEMENT**

***To educate all students to their fullest potential through the seven A’s of success: Accountability, Attendance, Attitudes, Academics, Attention, Appearance, and Aspiration***

**VISION STATEMENT**

***The vision of Grapeland Independent School District, in full partnership with the parents/guardians of our students, is to encourage and challenge all students to achieve their greatest potential through a well- balanced and appropriate curriculum taught by highly qualified and highly effective personnel in an exemplary school district, focused on preparing our students for a successful life.***

#SPND

**Grapeland Independent School District**

**116 West Myrtle**

**Grapeland, Texas 75844**

**Phone: (936) 687-4619 Fax: (936) 687-4624**

**Don Jackson, Superintendent**

**District Improvement Leadership Team**

**Elementary Representatives: Cassie Satterwhite**

**Junior High Representatives: Channin Spisak**

**High School Representatives: Aimee Johnson**

**Administrative Representatives: Don Jackson**

**Julie Martin**

**Kristi Bell**

**Business Representative: Brandon Bridges**

**Community Representative: Brad Spisak**

**Parent Representative: Jana Nealy**

**I. District Characteristics**

The Grapeland Independent School District maintains a student population of approximately 600 students. Our students benefit from diverse student demographics and the opportunity to obtain an outstanding education. Our community and surrounding area maintain a vital interest in our schools and we continually develop new partnerships that benefit our students and connect them with our community. School Board members take an active role in setting high expectations for the district and provide support to reach the goals. District Administration believes in developing strong instructional leadership skills of the campus administrators and this ensures effective instructional models are utilized with the students. Student success is the focus of the district and all GISD employees, as partners in TEAM GISD, contribute to obtaining this goal.

**II. Community Characteristics**

Grapeland is a rural and peaceful community-minded town located in Houston County with a population of 1,400. The area offers opportunities for residents and visitors to enjoy parks, lakes, unique shops, festivals, sports activities and year-round events. The Grapeland community has a rich heritage of academic, agricultural and athletic tradition which continues due to the “Sandie Pride Never Dies” mentality of our GISD alumni. Major area employers span the fields of industry, education, and agriculture. Area students have access to two outstanding avenues of higher education, a community college campus in Crockett, Angelina College, and four year universities, Stephen F. Austin State University and Sam Houston State University, are a short commute from our town. A bright future exists for the students and residents of Grapeland, Texas.

**III. Student Demographics (2018-2019 TAPR)**

Grapeland ISD student population consists of:

9.1% Hispanic

63.3% White

22.0% African American

.2% American Indian

.2% Pacific Islander

1.0% Asian

4.2% Two or more races

**IV. Beliefs and Mission**

*It shall be the mission of the Grapeland Independent School District to educate all of its students to their fullest potential.*

*We believe that all students can learn.*

*We believe that community involvement maximizes student learning.*

*We believe that the students of Grapeland ISD are our greatest assets.*

*We believe I clearly defined goals and high expectations for all students.*

**Needs Assessment (2018-2019 TAPR)**

D1. Inform, inspire, and motivate students to reach their potential.

D2. Intervention and targeted instruction of At-Risk/Low-performing students.

D3. Focus on growth in accountability performance

D4. Online learning capability with one to one access.

D5. Seniors graduate with college acceptance, vocational career opportunity or military focus.

D6. Increase ability to prevent and respond to an active shooter crisis enhancing the safety and security of students and staff.

D7. Continue to review results of Safety Assessment review and put a tiered plan in place to address opportunities for growth

**Student Achievement**

SA1. Data driven instruction; 9 weekly Cumulative Based Assessments; Benchmarks; Intervention, Spiraling.

SA2. Focus on African American and Economically Disadvantaged sub pops.

SA3.Define campus curriculum standards and evaluate effectiveness.

SA4. Maintain B accountability rating and pursue an A rating.

SA5. Continue full inclusion of SPED students to influence the expectations toward progress in all subjects.

**School Culture and Climate**

SC1. Focus on the 7A’s of success to initiate a culture change. (Accountability, Academics, Attitude, Attendance, Attention, Appearance Aspiration.

SC2. Continue to develop and implement behavior system throughout the district.

SC3. Organizational effectiveness, through communication, collaborations, connections, and caring, supervision and evaluation.

SC4. Ensure safety and security of all students by shoring up controlled access to campus and instilling a culture if safety.

SC5. Implement a program that utilizes parents as resources on the campuses.

**Staff Quality and Professional Development**

PD1. Principals will lead staff development of staff based on campus needs

PD2. Professional Development will be based around creating effectiveness in: SPED, DMAC; Lead Forward; Fundamental Five & TTESS.

PD3. Recruit, hire and retain highly qualified staff.

PD4. Structure school funds to offer a competitive salary and retention bonuses.

**Curriculum, Assessment, and Instruction**

C1. Continue to monitor the curriculum for effectiveness and rigor and facilitate vertical alignment

C2. Provide uniform response to intervention for regular and SPED students.

C3. Utilize TEKS Resource System for core curriculum alignment.

C4. Utilization of Google to enhance technology usage in the classroom.

C5. Establish protocols or data driven instruction; CBA’s; Spreadsheets to track growth; Intervention and Lesson Plans

**Family and Community Involvement**

FI1. Establish parents as partners, parent outreach, effective communication from school to home.

FI2. Seek qualified parent volunteers to serve on district and campus committees.

FI3. Use of social media to continue to create a positive perception of the district

FI4. Utilize Blackboard calling system, social media resources, neighborhood centers and churches for distributing information.

FI5. Publicize parent access features on our district website.

FI6. Establish student service projects in the community to promote involvement.

**School Context and Organization**

SO1. Provide data-driven instruction and intervention while utilizing bell to bell instruction.

SO2. Develop consistency in instruction, resources, and discipline procedures.

SO3. Increase DEIC and CEIC roles in decision making.

SO4. Maintain time for PLC’s for teachers to collaborate and plan for more rigorous instruction.

SO5. Emphasize staff accountability through supervision and evaluation.

SO6. Build relationships of mutual respect.

**Technology**

TI. Utilize technology replacement cycle plan.

T2. Purchase an effective universal diagnostic screener.

T3. Provide district standardization of intervention software and programs.

T4. Teacher training for the utilization of technological resources such as Google, Book Share, Lesson Planning, etc…

T5. Examinations of Instructional programs used by the District (Usage and Effectiveness)

**Student Achievement**

SA1. The district will commit to finding data that will assist us in taking action to lift our student’s performance on STAAR Assessments.

* Track performance of students on spreadsheets…
* Track factors that inhibit performance and take action.

SA2. Thoroughly learn the factors that will influence our scores in the A-F Accountability system and constantly and specifically work to institute best practices that will influence staff and staff effectiveness and student growth.

**VISION AND PURPOSE INFLUENCING STUDENT ACHIEVEMENT**

### Goal:

**The district will commit itself and its stakeholders to a shared purpose including high expectations, challenging and engaging classrooms, a focus on student learning, and a commitment to continuous improvement. GISD will communicate the mission of the district to educate and equip all students for success through exceptional learning experiences.**

**LEADERSHIP OF THE EDUCATIONAL COMMUNITY- Competency 001-**

**The superintendent and leadership team will act with integrity, fairness and in an ethical manner in order to promote the success of all students.**

### Expected Results:

District is able to communicate the vision and purpose of the school.

District commits to a shared purpose.

District’s vision and purpose guide teaching and learning.

District’s vision and purpose guide allocation of the time and human, material, and fiscal resources.

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| **VISION AND PURPOSE INFLUENCING STUDENT ACHIEVEMENT** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Cost/Funding** | **Evaluation/Rubrics** |
| **Shared Purpose through district branding, communications, events and daily interactions:**   1. Communicate the vision during meetings with administrators, staff, community and parents. 2. Monitor campus enrollment and attendance | Superintendent, Principals | Ongoing |  | Sign-in sheets, PEIMS reports  Agendas spreadsheets |
| **Target increased student achievement for all students:**   1. Maximize time on task for all students. 2. Ensure continuity of campus curriculum. 3. Train administrators and teachers to analyze and utilize data for improving performance. 4. Monitor instruction daily for quality standards. | Principal, Director of Instruction | Ongoing | Local/State | DMAC reports, Master Schedule, Lesson Plans  Weekly Walkthroughs |
| **Provide staff development to teachers to help them meet the needs of children in poverty.** | Superintendent, Director of Instruction | In-service (Beginning of Year) | Title I, II | Sign-in sheets, Agendas, Evaluations |
| **Involve parents in school and district activities, bridging the school and home experience** | Principals, Teachers | Ongoing |  | Surveys, Community Church, Open house, Grandparents Day,  Veteran’s Day |
| **Increase recruitment, enrollment, and support of high school students in CTE “education and training” program.** | Superintendent, Director of Instruction, Principals, Teachers |  | CTE, Title IV | Student Enrollment and Course List  Heart Science Certifications |

**GOVERNANCE AND LEADERSHIP INFLUENCING SCHOOL CULTURE/CLIMATE**

### Goal:

The district’s leadership will continuously promote improved student performance and school effectiveness.

**LEADERSHIP OF THE EDUCATIONAL COMMUNITY- Competency 002**

**The superintendent and leadership team will shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.**

### Expected Results:

District leadership advocates vision and improvement efforts.

District leadership provides direction and allocates resources that enable students to achieve.

District leadership encourages collaboration and shared responsibility.

District leadership ensures equity of learning opportunities and support for innovation.

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| **GOVERNANCE AND LEADERSHIP INFLUENCING SCHOOL CULTURE/CLIMATE** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Cost/Funding** | **Evaluation/Rubrics** |
| **Data driven leadership based on reading data from a variety of data and constant evaluation from stakeholders seeking input and suggestions:**   1. Curriculum data 2. Instructional data 3. Assessment data 4. Community feedback 5. Administrative data | Director of Instruction, Principals, Teachers | Ongoing | Local/State | DMAC reports, lesson plans, scope and sequence,  T-TESS, TEKS, Resource YAG enrollment- Attendance |
| **Strategic planning based on the data studied that will make the difference in a person or program and improve results:**   1. Administrative Team Meetings 2. Faculty Meetings 3. CEIC Meetings 4. DEIC Meetings 5. Student Advisor 6. Student Ambassadors | Superintendent, Director of Instruction, Principals, Teachers, Community Pastors | Ongoing |  | Sign-in sheets, agendas |
| **Expectations and guidelines will be given to principals that will govern the observation and feedback of the instructional process:**   1. Number of walkthroughs per week. 2. Raise the learning and behavioral expectations of students and teachers. 3. Increase DEIC & CEIC role in decision-making 4. Communicate with parents regarding student expectations | Superintendent, Director of Instruction, Principals, Teachers | Ongoing | State/Local | T-TESS, Lesson Plans, Curriculum, Walkthrough Data, Flyers, Mail outs, Callout System, Social Media |
| **Ensure the district’s policies and procedures are consistent with Mission and Beliefs and are designed to maximize opportunities for successful learning:**   1. TASB Guidance 2. Board Police Online 3. Board Team of 8 Training 4. Board Operating Procedure 5. Annual review of district handbook, code of conduct, family engagement plan, technology plan, DIP, CIP. | Superintendent, Director of Instruction, Principals, Technology Director | Beginning and End of School Year | State/Local | Training materials, sign in sheets, agendas, meeting minutes |
| **GOVERNANCE AND LEADERSHIP INFLUENCING SCHOOL CULTURE/CLIMATE** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Cost/Funding** | **Evaluation/Rubrics** |
| **Finance:**  **Create a long range financial plan to ensure student success:**   1. Pursue additional revenue Analyze and adjust expenditures for maximum efficiency 2. Maintain fund balance 3. Maintain balanced budget 4. Maximize purchasing power of district 5. Ensure funding necessary for preventative maintenance program. 6. Comply with audit and reporting procedures. 7. Manage projects to maximize funding. | Superintendent, Business Manager | Ongoing |  | Audit Results  Attrition of staff |
| **Transition:**   1. Well-designed plan to transition students effectively from grade levels and campuses. 2. Provide collaboration time between campus administration and teachers through DEIC and Administrative Team meetings. 3. Provide collaboration time with HTCSS to ensure SPED program is viable. 4. Support district-wide Pre-K and Kindergarten Roundup and Orientation for 6th and 9th graders. 5. Acknowledge the Bilingual students and parents in district and provide services. | Principals, Teachers, Counselor, Director of Student Services, ESL Coordinator | Ongoing |  | Sign-in sheets, agendas, enrollment data |
| **Recognition:**   1. Demonstrate that the district values academic achievement and recognizes excellence including:  * Board recognition of successful programs, events, students and staff (Superintendent reward, Triple A reward) * Newsletter articles * District website, Facebook and Twitter  1. Encourage and reward exceptional effort 2. Acknowledge the value of teacher/staff input by offering increased opportunities in CEIC/DEIC and campus and district decisions. | Superintendent, Principals, Class Sponsors, Media Administrator, Secretaries, BETA Club, Gates Award | Ongoing |  | Board minutes, Media releases, Sign-in sheets, Agendas |
| **GOVERNANCE AND LEADERSHIP INFLUENCING SCHOOL CULTURE/CLIMATE** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Cost/Funding** | **Evaluation/Rubrics** |
| **Demographics:**   1. Monitor SPED enrollment data, number of students, appropriate placement, maximum educational benefits and assessment decisions. 2. Evaluate number/percentage of economically disadvantaged students and their performance and offer services. Monitor the Title I funding for these students ensuring equitable goals. 3. Monitor students in each sub-population to provide support and instruction that will significantly increase student achievement. | Superintendent, Director of Instruction, Principals | Ongoing | Title I  SCE | TAPR, Title I Compliance Report, PBM Report, School Report Cards, TSDS PEIMS Reports |
| **Campus Leadership**   1. **Campus leaders given an evaluation rubric that list objectives of expectations to be followed.** | Superintendent, Director of Instruction, Principals | School year | Human Resource | Evaluation Rubric timeline |

**TEACHING AND LEARNING INFLUENCED BY CURRICULUM, ASSESSMENT AND INSTRUCTION**

### Goal:

The district will implement research-based curriculum and engaging instructional methods that facilitate achievement for all students.

INSTRUCTIONAL LEADERSHIP- Competency 005-

The superintendent and leadership team will facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

### Expected Results:

District implements a curriculum based on clear and measurable expectations.

District ensures teachers use proven instructional practices that actively engage students in the learning process.

District ensures teachers provide opportunities for students to apply their knowledge and skills to real world situations.

District ensures teachers give student feedback to improve their performance.

District’s Accountability Status will be Met Standard (in all subgroups; in all content areas). In addition, increased percentages of commended performance status for individual tests as well as “all tests” will be achieved. For non-accountability areas, the District will exceed state averages.

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| **TEACHING AND LEARNING INFLUENCED BY CURRICULUM, ASSESSMENT AND INSTRUCTION** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Cost/Funding** | **Evaluation/Rubrics** |
| **All learners in GISD will achieve their full potential through the implementation of monitoring of a challenging curriculum focused on student achievement.**  **Curriculum:**   1. Assess the effectiveness of the curriculum through examining trends of performance on STAAR, TEA Accountability ratings for the Performance Index Criteria and System Safeguards. (ELAR, M, SCI, SS), and PBM reports for SPED progress. 2. Instructors teach the district curriculum and administer the corresponding assessments aligned with the curriculum, providing scaffolding where needed. 3. Documentation of curricular programs. 4. Provide assistance for teachers in need of assistance. 5. Provide instructional supplies and resources needed. 6. Monitor implementation of curriculum and ensure scope and sequence is being followed. 7. Establish subject time allotments and Master Schedule effectiveness. 8. Analyze student mastery of curriculum through CBA (Curriculum Benchmarks and Assessments) 9. Design curriculum to provide for academic rigor for all students, including GT, Pre-AP and AP students. | Superintendent, Director of Instruction, Principals, Teachers | Ongoing | State/Local | DMAC Data Analysis Reports, Training Attendance Logs, TAPR, PBM Report, TEKS Resource System Usage Report, Lesson Plans, Intern Assessments |
| **Design engaging, quality instructional model for students and teachers.**  **Instruction:**   1. Ensure instruction is differentiated and SPED students are included to enable maximum understanding for each student. 2. District diagnostic tools must be collaborated upon to uncover the present level of performance for students and allow teachers to determine gaps in learning. 3. Lesson plans are supported by researched based practices and procedures which will enhance learning | Director of Instruction, Principals, Teachers | Ongoing | State/Local  SPED | Lesson Plans, DMAC, TEKS Resource System  Benchmarking |
| **TEACHING AND LEARNING INFLUENCED BY CURRICULUM, ASSESSMENT AND INSTRUCTION** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Cost/Funding** | **Evaluation/Rubrics** |
| **The district will integrate technology into the curriculum.**  **Technology:**   1. Provide flexible times and dates for PD 2. Investigate and implement software and hardware evaluation and replacement cycle 3. Implement cutting edge materials for technology to engage students 4. Develop a technology infrastructure that will maximize student learning opportunities | Superintendent, Director of Instruction, Principals, Teachers, Technology Director | Ongoing |  | Technology Survey Results |
| **Achievement:**   1. Utilize DMAC for tracking achievement of students and identifying skills to be developed and goals to be obtained. 2. Maintain a continual focus on improving curriculum, instruction and assessment to enable students to meet high expectations and prepare for future success. 3. Ensure that curriculum, assessment and instruction are aligned to increase validity of data: Report Cards, Benchmarks, CBAs | Superintendent, Director of Instruction, Principals | Ongoing |  | DMAC Reports, Sign-in Sheets, Horizontal/Vertical Collaboration Meeting Notes, Improvement in Common Assessment Data |
| **Science, Math, ELAR, Social Studies:**   1. Select high quality instructional resources through adoptions. 2. Align curriculum with CCRS (College and Career Readiness Standards) 3. Provide scaffolding for students not attaining grade level TEKS mastery. 4. Investigate STEM application to science; recruit more 8th graders for Algebra I; Emphasize Figure 19 to help students to become critical thinkers; provide strategic writing instruction and intervention to students in targeted sub-populations; in history, provide instruction based on global concepts and application/evaluation skills with strategic instruction and intervention to students in each sub-population. | Director of Instruction, Principals, Teachers | Ongoing | CTE  SCE | Class Enrollment Numbers, Lesson Plans, Curriculum Meeting Sign In Sheets and Agendas |

**RESOURCES AND SUPPORT SYSTEM INFLUENCING STAFF QUALITY/PROFESSIONAL DEVELOPMENT UTILIZING 21ST CENTURY TECHNOLOGY**

### Goal:

The district will be a skillful steward of resources and support systems to ensure achievement for all students.

ADMINISTRATIVE LEADERSHIP-Competency 008-

The superintendent and leadership team will apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

ADMINISTRATIVE LEADERSHIP- Competency 009

The superintendent and leadership team will principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.

### Expected Results:

District allocates sufficient resources to support its educational program.

District maintains all sites, facilities, services, and equipment to provide an environment that is safe and conducive for learning.

District ensures that each student has access to guidance services.

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| **RESOURCES AND SUPPORT SYSTEM INFLUENCING STAFF QUALITY/PROFESSIONAL DEVELOPMENT UTILIZING 21ST CENTURY TECHNOLOGY** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Cost/Funding** | **Evaluation/Rubrics** |
| **Funding and Finance:**  Grapeland ISD will create a long range financial plan to ensure student success   1. Pursue an additional source of revenue. (Seek fund source for research based successful programs. Seek state and federal grants.) 2. Analyze and adjust expenditures for maximum efficiency. (All campuses utilize resources more efficiently ex: consumables, energy, utilities, human resources) | Superintendent, Director of Instruction, Business Manager, District/Campus Staff | Beginning of Year/ Ongoing |  | Audit Report, List of Grants Received, Monthly Utility Usage |
| **Facilities: Safety and Security:**  Transform the perception of GISD by creating a safe environment and facilities conducive to producing an exceptional learning experience   1. Develop a continuous improvement plan to address safety and security issues. 2. Analyze facilities on an ongoing basis to assure they support exceptional learning experiences. 3. Develop a preventative maintenance schedule to help maintain facilities. 4. The district will develop a replacement cycle for: vehicles, buses, furniture, equipment, copiers, technology, food service equipment. | Superintendent, Principals, Maintenance Department, Business Manager | Ongoing | State/Local | Documentation of Monthly Drills by Campus, Maintenance Calendar, Access Control Fencing Safety Audit |
| **Support Resources (Transportation):**   1. Provide a safe transportations system that supports the instructional program. (Punctual pickup, delivery, and effective student monitoring; Co-curricular trips efficiently planned; Research and communicate hazardous traffic patterns) | Superintendent, Transportation Director, Co-Curricular Sponsors | Ongoing |  | Transportation Reports, Parent Surveys |
| **Support Resources (Nutrition):**   1. The District will provide a nutrition program that promotes healthy lifestyles. (Nutritional meals provided; Parent communications; Free breakfast and lunch for all campuses; After school snacks during tutorials; Summer feeding program) | Superintendent, Nutrition/Cafeteria Manager, Principals | Ongoing |  | Flyers, Student Surveys |
| **RESOURCES AND SUPPORT SYSTEM INFLUENCING STAFF QUALITY/PROFESSIONAL DEVELOPMENT UTILIZING 21ST CENTURY TECHNOLOGY** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Cost/Funding** | **Evaluation/Rubrics** |
| **Support Resources (Technology):**   1. A Technology Plan will be adopted and updates will be added annually. (Evaluate infrastructure; Analyze hardware and software instructional needs; Develop recycle/replacement plan for computers and software) 2. Ensure sufficient computer/equipment availability for classroom use, online testing, diagnostic assessment, and response to intervention to accommodate students. 3. Support appropriate student utilization of personal electronic devices to enhance classroom experience (BYOD). 4. Facilitate opportunities for parents to connect with school to obtain real time progress of their children; stay informed of homework projects, events, schedules, calendars and other classroom information. | Superintendent, Principals, Technology Director | Ongoing |  | Faculty and Student Surveys |
| **Support Resources (Student Support):**   1. Students will receive additional assistance to improve knowledge and skill acquisition for deficiencies identified through standardized diagnostic assessments. (Speech Therapy; Content Mastery Labs; Supplies/Materials; Equipment; Dyslexia Therapy; Credit Recovery; Teacher Aides; Teacher Cadets 2. The District will provide and support accelerated programs through: Pre-AP and AP ELAR, Math, Science, SS; Vertical Teacher Team Planning; Defined GT Curriculum; High School endorsement options; Technology to enhance learning; Student preparation for the THEA/SAT/ACT | Superintendent, Director of Instruction, Principals, HTCSS Staff, Campus Support Staff | Ongoing | Sped  SCE | ESPED Reports, Schedules, RTI Data |
| **Support Services (Guidance Services):**   1. The District will provide supplemental service for dropout prevention. (Identify all students not meeting state standards; Assist campuses in establishing programs that will individually address student needs; Alternative education center availability; Counseling; Pregnancy related services) | Superintendent, Principals, District Nurse, Counselor, Director of Student Services | Ongoing |  | PEIMS Reports, Counseling Reports, DMAC and State Testing Reports, Calendar of Events for Scheduling Outside Sources |
| **RESOURCES AND SUPPORT SYSTEM INFLUENCING STAFF QUALITY/PROFESSIONAL DEVELOPMENT UTILIZING 21ST CENTURY TECHNOLOGY** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Cost/Funding** | **Evaluation/Rubrics** |
| **Support Services (Wellness):**  Support wellness program on each campus.   1. Utilize the SHAC committee as advisory group to the coordinated school health program 2. Monitor fitness gram testing requirements 3. Train appropriate staff on the use of AEDs | Superintendent, Principals, District Nurse, PE Coaches | Ongoing |  | SHAC Sign-in and Agendas, Documentation of Trainings, Fitness Gram Submission Data |
| **Support Services (STAAR Performance):**   1. All students will know their prior performance on STAAR and be encouraged to improve yearly. 2. SPED students will be monitored for yearly progress in all subjects tested. | Superintendent, Director of Instruction, Principals | After each local and state test |  | Local and State Performance Reports, PM Reports |

**COMMITMENT TO CONTINUOUS IMPROVEMENT INFLUENCING INSTITUTIONAL INNOVATION AND IMPROVEMENT**

### Goal:

The district will implement a continuous process of improvement that focuses on student performance.

ADMINISTRATIVE LEDERSHIP- Competency 010  
The superintendent and leadership team will apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

### Expected Results:

District implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student leaning.

District sustains improvement efforts and demonstrates progress in improving student performance and school effectiveness.

District’s new improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

District designs and implements assessment systems that evaluate the effectiveness of curriculum and instruction and are used to determine interventions to improve student performance.

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| **Commitment to Continuous Improvement Influencing Institutional Innovation and Improvement** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Funding** | **Evaluation/Rubrics** |
| 1. Disaggregate individual student data and focus on specific weaknesses per domain, to help guide PBM. | Director of Instruction, Principals, Teachers | Every 6 weeks during academic year | Title I | STAAR Results, Report Cards, EPS Universal Screener & Progress Monitoring Data, PBM |
| 1. Require attendance during tutorials that focus on STAAR/EOC weaknesses for at risk students. | Principal, Core teachers, Director of Instruction | 3-6 weeks  Spring Semester, Summer School | Title I  SCE | STAAR results, report cards, benchmark results |
| 1. Core subject tested areas will administer one STAAR/EOC MOCK benchmark test each year. | Principal, Core teachers, Director of Instruction, Counselors | Once a year |  | MOCK benchmark results, STAAR/EOC state results |
| 1. Recognize students with perfect attendance. | Principals, Secretaries, Attendance Committees | Every 6 week period | Local Funds  Donations | Attendance Reports |
| 1. Implement required after school clock hour classes or Saturday school for students who violate attendance requirements. | Principals, Dean of Students | Every 6 week period | State/Local | Contact logs, PEIMS attendance reports, Data Spreadsheets |
| 1. Facilitate continuous improvement in meeting high quality standards in: PEIMS, PBM, Curriculum, Policy Review, Program Evaluation in Wellness, Fine Arts, GT, Parent Involvement, Drop Out Prevention, 21st Century Work Force development | Superintendent, Director of Instruction, Principals | Ongoing and end of year evaluations |  | End of year program evaluations, Student STAAR reports, PEIMS reports, continuous imp. Plan, 6 wks. checklist |
| 1. Obtain Approaches Grade Level on TEA Performance Index on standards 1-4 and on the Texas Academic Performance Report. | Superintendent, Director of Instruction, Principals, Teachers | End of school year |  | TAPR, Benchmarks |
| 1. Provide customized instruction in closing performance gaps in sub pops by increasing the percentage of student attaining “approaching grade level.” | Director of Instruction, Teachers | Ongoing | Title I  SCE | STAAR Reports, Professional Development Plan, agendas, training materials |
| 1. Ensure that CIP’s are in place and used as true guides that drive campus efforts toward high expectations and improved performance. | Principals, CEIC committees | Beginning of school year with ongoing review |  | Campus Needs Assessment, Current copy of CIP’s |

**STAKEHOLDERS COMMUNICATION AND RELATIONSHIP INFLUENCING FAMILY AND COMMUNITY INVOLVEMENT**

### Goal:

The district will foster effective communication and relationships with and among its stakeholders.

**LEADERSHIP OF EDUCATIONAL COMMUNITY- Competency 003-**

**The superintendent and leadership team will communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.**

LEADERSHIP OF EDUCATIONAL COMMUNITY- Competency 004-

The superintendent and leadership team will respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district’s educational vision.

### Expected Results:

District has the understanding, commitment, and support of stakeholders.

District seeks opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

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| **Stakeholders Communication and Relationship Influencing Family and Community Involvement** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Funding** | **Evaluation/Rubrics** |
| **All stakeholders will engage in consistent authentic communication that improves the perception of Grapeland ISD. (Strategic Plan Goal)**   1. Celebrate and communicate the achievements of all students and staff through all media sources:  * Newspaper/School Messenger * District/Campus Web pages * District Facebook page * District Twitter account * Local TV and radio station * School board educational focus in monthly school board meetings * Awards ceremonies  1. Welcome community dialogue and participation in order to instill pride in our district. (Strategic Plan Strategy) | Superintendent, Director of Instruction, Principals, District Media Contacts | Throughout year | State/Local | Participation within social media outlets  Blackboard website,  Messaging and APP |
| **GISD develops productive partnerships to achieve excellence in education through:**   * Community Church * Chamber of Commerce * Region VI * Community utilization of GISD facilities * Lions Club * Leos Club * Veteran’s Day Celebration | Superintendent, Director of Instruction, Principals, Teachers, Community Liaisons  FCS  KFC | Throughout year | State/Local | Sign in sheets for events, agendas |

**QUALIFIED PERSONNEL INFLUENCING THE SCHOOL CONTEXT AND ORGANIZATION**

### Goal:

The district will recruit, induct, and retain qualified and certified personnel that support student achievement.

INSTRUCTIONAL LEADERSHIP -Competency 006

The superintendent and leadership team will advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

**INSTRUCTIONAL LEADERSHIP- Competency 007-**

**The superintendent and leadership team will implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.**

### Expected Results:

District employs and allocates staff that is well qualified for their assignment.

District provides ongoing learning opportunities for all staff to improve their effectiveness.

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| **QUALIFIED PERSONNEL INFLUENCING THE SCHOOL CONTEXT AND ORGANIZATION** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Funding** | **Evaluation/Rubrics** |
| **Grapeland ISD will design a system to attract and retain a highly qualified diverse staff:**   1. Develop and implement an exceptional recruiting and hiring process for all staff positions. (Strategic Plan Strategy)  * Utilize GISD website, Facebook, twitter and other social media avenues to recruit high quality teachers. * Provide incentives for high area of need. * Preliminary interviews * Recruit highly qualified, certified teachers. * Expedite application process through the GISD centralized electronic application system. * Attend Job Fairs * Select recruits based on district vision and mission. * Investigate day care for employees. * Follow up contact with prospective recruits.  1. Explore teacher/staff retention strategies such as:  * Compensation for unused sick days. * Create competitive starting salary schedule. * Increased involvement in CEIC/DEIC. * Value added professional development. * Supportive and comprehensive induction, mentorship program. * Campus peer coaching. * Retention Bonuses | Superintendent  Director of Instruction  Principals  Business Manager  HR Dept. | Ongoing | Title I, II | STAAR Results, Report Cards, Retention of Teachers, Professional Development Plan, Agendas, Training Materials |
| **QUALIFIED PERSONNEL INFLUENCING THE SCHOOL CONTEXT AND ORGANIZATION** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Funding** | **Evaluation/Rubrics** |
| 1. Design and implement a quality induction and career development plan which enhances loyalty and dedication to Grapeland ISD:  * Training on TEKS/Curriculum provided in August * Induction Session prior to In-Service on Systems/Procedures and Technology * Mentorship Program begins in September with specific program features to provide support, modeling, assistance, and guidance to the new teachers throughout the first year. * Continue to provide staff development training to all teachers and aides for targeting instructional strategies in reading, math, and writing. * Guide and support teachers in need of assistance through an Intervention Plan. * Encourage and support teacher seeking additional certifications. * Provide substitute orientation. * Leadership Pipeline | Superintendent, Director of Instruction, Principals, Mentor Teachers  Principals  Director of Instruction, Campus Secretaries | Beginning of School Year  As Needed  Beginning of School Year and as needed | State/Local | TEKS Resource Usage Report, Sign-in Sheets, Agendas, Training Materials, Mentor Handbooks  T-TESS Data  Substitute Handbook, Sign-in Sheets, Agendas |

**STAFF/STUDENT ACCOUNTABILITY INFLUENCING STUDENT GROWTH IN CHARACTER AND CURRICULUM**

### Goal:

The district will promote a safe orderly environment that promotes civic, social, and personal responsibility.

INSTRUCTIONAL AND INSPIRATIONAL LEADERSHIP- Competency 007 Revised  
The superintendent and leadership team will implement a staff and student evaluation and development system and select appropriate models for supervision and staff/student development to improve the performance of all staff members and students. In Grapeland ISD, we believe that character counts just as much as curriculum.

### Expected Results:

District implements system to promote loyalty, integrity, trustworthiness, responsibility, citizenship, self-discipline and respect.

District implements systems to promote order and safety of its sites.

District implements systems to monitor student attendance and conduct.

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| **Staff/Student Accountability Influencing Student Growth in Character and Curriculum** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Funding** | **Evaluation/Rubrics** |
| **The district will develop a continuous improvement plan to address safety and security. (Strategic Plan Strategy):**   1. Monitor crisis management plan updates and support training at each site. 2. Identify and resolve security and safety concerns, i.e. Enforcement of protective orders, handling issues of maltreatment of children. 3. Service security cameras consistently to ensure they function properly. 4. Provide training and ensure availability of counselors and social workers to focus on safety such as prevention techniques and warning signs of maltreatment of children. | Superintendent  Principals | Ongoing | State/Local | Sign in sheets, documentation of campus safety drills,  Agendas, training materials |
| **Attendance:**   1. Provide PEIMS training for administrators and attendance clerks. 2. Establish districtwide attendance procedures consistent with PEIMS guidelines. 3. Monitor attendance at the campus level. 4. Recognize and reward high attendance. 5. Support court proceedings for chronic truancy. 6. Encourage communication among social workers, counselors, liaisons, and local agencies to help parents resolve issues leading to attendance concerns. 7. Campus nurses work with medical agencies to provide and expedite care. | Superintendent  Principals  PEIMS coordinator  Attendance clerks | Throughout year |  | Training reports, PEIMS attendance reports |
| **Character and Citizenship:**   1. Provide effective classroom management professional development for teachers. 2. Investigate the benefits of a character building program for the district. 3. Teach students how to engage in conflict resolution. 4. Provide training to district administrators to ensure proper procedures are followed to address bullying and harassment incidents. | Superintendent  Principals  Counselors  Dean of Students | Ongoing | Title I, II | Discipline reports, student interest/needs survey |
| **Staff/Student Accountability Influencing Student Growth in Character and Curriculum** | | | | |
| **Action Step/Strategy/Intervention** | **Person(s) Responsible** | **Timeline** | **Funding** | **Evaluation/Rubrics** |
| 1. Consistently define and highlight good citizenship in the schools and community and teach students the benefits of being a good citizen. 2. Partner with mentor groups and character building organizations to bring personnel and role models into the schools. 3. Participate in the following:  * Red Ribbon Week * Alcohol and Drug Abuse Council visits * Drug testing program * Anti-dating violence | Superintendent  Principals  Counselors  Dean of Students | Ongoing | State/Local | Discipline reports, student interest/needs survey |

**Grapeland ISD District Accountability Focus Document**

**Part B**

**2018-2019**



**MISSION STATEMENT**

*We pledge to be committed to first assessing and then addressing our growth opportunities in order to improve our Accountability Rating.*

Comprehensive Needs Assessment Summary

For School Year: 2018-19

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Sources Reviewed:**   * **STAAR Results** * **Accountability Reports** | | | |
| **Area Reviewed** | **Summary of Strengths**  What were the identified strengths? | **Summary of Needs**  What were the identified needs? | **Priorities**  What are the priorities for the district? |
| **Demographics** | Hispanic Student performance 73%  White Student performance 73% | AA student performance 49%  SPED 25%; Eco-Dis 63% | Intervention |
| **Student Achievement** | Student Achievement 72%  Student Progress 73% | GISD received D in overall score  Closing The Gap 38% | Tracking performance |
| **School Culture and Climate** | Extra-Curricular; Co-Curricular; Growth in Attendance; Social Media perspective | Academic Accountability; Instructional Leadership | RTI Programs; Tracking performance; Student Motivation; Staff PLCs; New Accountability system staff development |
| **Staff Quality/**  **Staff Development** | New hires; Writing teacher; Director of Instruction; Change in HS English; Biology and US History teachers; | Writing across the curriculum | Recruit and retain excellent staff members |
| **Curriculum, Instruction, Assessment** | PLCs established; Curriculum Support; Lesson Plan Initiative; Walk-Through Initiative | Continued awareness of academic performance presented to staff and students | Action Plan implementation |
| **Family and Community Involvement** | Supportive community; Website improvement; Messaging improvement | Collaboration with parents on Academic Accountability for students | Continue to refine ways to keep our families informed and involved. |
| **School Context and Organization** | Tradition | Academic Accountability; Transition to A-F system | Leadership; Attendance; Academics; Accountability; Attitude; Attention; Appearance; Aspiration |

| **Ideal State: Goal 1** | | | | | |
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| ***Continue to get ESC 6 assistance in improving our systematic principles and practices.*** | | | | | |
| * **Objective(s):** * GISD4. Thoroughly learn the factors that will influence our scores in the A-F Accountability system and constantly and specifically work to institute best practices that will influence staff and staff effectiveness and student growth. | | | | | |
|  | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evaluation** | **Title I**  **School wide Components**  **(Code by #)** |
| Monitor Coding, Surveying and Establishing CTE Coherent Sequences of classes for students and establishing course offerings that will lead to certifications for our students | Don Jackson  Kathy Richmond  Teri Frauenberger  Jenna Wardell  Erika Watson | Talley Stout  Dara Fuller |  | Classes for certifications under teacher of records…  Apprenticeship…  Extension of Career prep…  Offer more dual credit…SAT/ACT prep…Senior Lab/Problems and Solutions |  |
| Monthly scheduled meeting with Region 6 for CCMR Assistance. | Ginger Arbuckle | Talley Stout |  | TSI-SAT-ACT in a Plan  College prep course entered  Certification investigation with staff, research and implementation for students in GISD  Set date teachers report to DSS  Add new courses for 19-20  Armed forces Tracking  Survey for 5 yr. plan for CCMR |  |
| Establish New course offerings to increase CTE Coherent sequence of classes | Teri F  Ginger A  Rick F | Survey |  | College prep math, Problems and solutions, Career prep, Technology,  Thru research new courses will be added… |  |
| Monitor PIEMS Collection; Course input data for GHS; Etc… PIEMS Clean up… | Don J. | Review submissions |  | Data Entry- Who is entering which data  Spreadsheet CCMR Data Sheet by grade level beginning w/ 9th yr. |  |
| Monitor collection of Lowsocio-economic forms; Intricacies of CEP programs; | Don Jackson | Forms | Before snapshot | Review forms |  |
| Data Integrity of all PIEMS Reports | Don J.  Kathy R. | Talley Stout  Dara Fuller | Clean up and Pre-snapshot |  |  |
| Partner with Region 6 and participate in a School Improvement Initiative. | Don J.  Ginger A. | Region 6 Service Center | Fall 2018 | Summary report from Region 6 presented to Board |  |
| Require GISD staff members to attend appropriate staff development opportunities that will enhance their professional growth. | Ginger A.  Don J. | Region 6 training Schedule | 2018-19 School Year | Report of Trainings attended |  |
| Sped Performance Evaluation from  Vicki Dial… HC Coop | Don J.  Ginger A.  Principals | Region 6 ESC | Fall 2018 | Summary report from Region 6 presented to Board |  |

| **Ideal State: Goal 2** | | | | | |
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| Central office track CCMR Accountability along with HS Administration for each class in GHS. | | | | | |
| **Objective(s):** | | | | | |
| * GISD5. Promote student career and college awareness and preparation by establishing a curriculum designed to influence equity and opportunity for college and career readiness; Increase teacher effectiveness through increasing student inquiry; goal setting and volunteerism; increase leadership opportunities and change campus culture by influencing students toward best practices; and inspire our stents to focus on their potential and future. * GISD8. Expand access to course offerings which will increase student opportunities to gain concurrent and college credits. | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evaluation** | **Title I**  **School wide Components**  **(Code by #)** |
| Establish a spreadsheet with appropriate categories for each HS class. | Teri F | Hearne ISD Counselor | 2018-19 School Year | Review each six weeks |  |
| Investigate how schools are tracking this data…(Grad Plan) Call Region 6 about Grad Plan… | Teri F | Make spreadsheet for all HS students | 2018-19 School Year | Review each six weeks |  |
| Spreadsheet categories to include TSI Reading; TSI Math; PSAT; SAT; ACT scores; Certifications gained; Military Interest; Other pertinent data | Teri F | Make spreadsheet for all HS students | 2018-19 School Year | Review each six weeks |  |
| Investigate possibility of establishing a college prep course | Teri F | Financial Math… Is now College Prep Math | 2018-19 School Year | College Prep Math established |  |
| Establish AP/IB Philosophy for small schools |  | Only Pre-AP | 2018-19 School Year | Dual credit vs. AP Courses… |  |
| |  |  | | --- | --- | | Review Certification list and establish certifications that our students can receive this school year. | reasonable certicates thot our students can get this school year and certainly next | | Teri F.  Ginger A | Certification List | 2018-19 School Year | Meet with Graham, Goolsby, Leonard, |  |
| Investigate how we get credit for work-force readiness | Teri F.  Kathy R. | SPED Director Vicky Branch | 2018-19 School Year | Coding issue must be coded 04,05… |  |
| Establish or be informed of system for bringing in military recruiters. | T. Frauenberger | Army and Marines come in to talk to Seniors in English classes… | 2018-19 School Year | ASVAB results  Intent to list…  Students turn in |  |
| Monitor all leavers from GISD ensuring that they will not be coded as a dropout. | Don Jackson  Ericka Watson | Registrar’s office | 2018-19 School Year | Every leaver student must check in to new school |  |
| Improve our course offerings in College Courses… | Teri F.  Don J.  Rick F | Angelina Online | 2018-19 School Year | Courses offered Eng. 1301-02, Govt. Economics, College Alg. |  |
| Surveying students to gain information about their career preference preparation. | Teri F  Ginger A | T. Stout | 2018-19 School Year | Survey completed |  |
| Investigate what we can utilize for TSI, ACT and SAT prep so we can get all students into college classes by 11th grade year | Teri F.  Ginger A.  Don J. | TBA | 2018-19 School Year |  |  |

| **Ideal State: Goal 3** | | | | | |
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| **Track student/staff performance throughout the school year and design intervention.** | | | | | |
| **Objective(s):**   * GISD3. The district will commit to finding data that will assist us in taking action to lift our student’s performance on STAAR Assessments. * Track grades, Attendance, Discipline Effort, CBA’s Goal Setting, Parent Contact; AA; SPED; ECO Dis | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evaluation** | **Title I**  **School wide Components**  **(Code by #)** |
| Scheduled data/plc meetings with data and agenda… | Ginger A  Don J  Rick F.  Cassie S | Student Data | Every six weeks | Date scheduled w/ agenda |  |
| Campus wide tutorial schedule established where students can get help needed. Math, ELAR, Science and SS days established. | Don J.  Ginger A  Rick F.  Cassie S. |  | One day per week | Scheduled |  |
| Explore schedule for After School RTI | Don J.  Ginger A  Rick F.  Cassie S. | Benchmark Results | January-February | Scheduled |  |
| Spreadsheet of students who were non-passers in 2017-18 with a note for those who were within 5 questions of approaching. | Don J.  Ginger A  Rick F.  Cassie S. | 2018 STAAR | By November 1st | Intervention based on spreadsheet |  |
| Spreadsheet of students who were passers in 2017-18 with a note for those who Met grade Level and can be pushed toward Mastery | Don J.  Ginger A  Rick F.  Cassie S. | 2018 STAAR | By November 1st | Intervention based on spreadsheet |  |

| **Ideal State: Goal 4** | | | | | |
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| **Systematic improvement through assessing, addressing, communicating and collaborating change** | | | | | |
| **Objective(s):** | | | | | |
| * GISD4. Thoroughly learn the factors that will influence our scores in the A-F Accountability system and constantly and specifically work to institute best practices that will influence staff and staff effectiveness and student growth. | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evaluation** | **Title I**  **School wide Components**  **(Code by #)** |
| Professional development which establishes research based solutions. | Don J.  Ginger A. | Region 6 | Monthly | PD records |  |
| Establish a system of accelerated instruction for 3rd, 4th, 6th, 7th and 8th grade students who are unsuccessful on State Test. Establish a Pre-School Program where students are required to log 32 hours of accelerated instruction in August before school or have 32 hours of Extended school day during the 1st 6 weeks of school. | Don J.  Rick F. | STAAR data | August 2019  1st six weeks | Acceleration schedule |  |
| Intervention established for students who have not passed EOC’s | Rick F. | Sherri Kendrick | October 15th | Scheduled intervention |  |
| A commitment by GISD Administration to protect/track Instruction Time especially during the Spring Semester | Rick F.  Don J.  Ginger A. | Scheduling | 18-19 School Year | Teacher input of class time lost |  |
| Examination of Curriculum Delivery for SPED students | Region 6  Ginger A.  Don J. |  |  |  |  |

| **Ideal State: Goal 5** | | | | | |
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| **Instruction and RTI schedule for Elementary and JH Students** | | | | | |
| **Objective(s):** | | | | | |
| * GISD3. The district will commit to finding data that will assist us in taking action to lift our student’s performance on STAAR Assessments. | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evaluation** | **Title I**  **School-wide Components**  **(Code by #)** |
| Impeccable and effective planning for students while they are in school during times set aside for RTI. | Cindy Huff  Amy Howard  Rick F.  Cassie S.  Ginger A  Don J. | Student Data | 2018-19 School year |  |  |
| Impeccable and effective planning for students who will be asked to stay after school for RTI in March, April and May. | Cindy Huff  Amy Howard  Rick F.; Cassie S.  Ginger A  Don J. |  | February 2019 |  |  |
| Foundational building homework for students in Elementary Math, Reading and Writing | Cassie S. | Teacher assignments | Weekly |  |  |
| Writing Initiative Evidence Collection- Speak to writing teachers and establish system for collecting writing samples from the students that will be tested. | Ginger A.  Barrett Steed  Christie Trujillo  Amanda Kincade |  | 2018-19 School year | Create portfolio |  |
| Accelerated Reading Program- Enforce number of test required for each week.  Establish enforceable parameters for AR. | Ginger A  K. Earp | New Library Books | 2018-19 School year |  |  |
| Continue to monitor instruction thru gathering copies of lesson plans and administrator walkthroughs | Ginger A  Don J. | Lesson Plan presented | Weekly | Lesson Plan Check  List |  |
| Establish a set system of progress monitoring for teachers, of students. | Ginger A | Unit Test inDMAC |  | Documentation  Of Scores |  |
| Establishing importance of rigor in curriculum and engagement in the classroom. | Ginger A | PD |  | PLC’s |  |
| Examine the benefits of Pre-AP and AP | Don J.  Teri F. | Master schedule |  |  |  |
| Examine ways to protect Instructional time | Don J. | Extra-curricular | Spring Semester | Track days students are out of class |  |
| Establish a plan for Extended day for our 3-8 students in two sessions Pre Spring Break/ Post Spring Break. | Cindy Huff  Amy Howard  Rick F.  Cassie S.  Ginger A  Don J. |  | Spring Semester | Schedule |  |
| Examine ways to provide evidence of student participation in a reading and writing initiative across the grade levels. | Ginger A | Region 6 |  | Evidence of WAC |  |
| Establish intervention for 8th grade Social Studies | Ginger A  Rick F  Cindy H  Cameron B. | **Betz** S. Goolsby | Spring 2018 | **Scheduled** |  |
| Establish intervention system for 8th grade science | Ginger A.; Rick F.  Cindy H.  Bonita K. |  | Spring 2018 |  |  |
| Establish intervention system for 7th grade writing. | Ginger A.  Rick F.  Cindy H.  Christie T. |  | Spring 2018 |  |  |

| **Ideal State: Goal 6** | | | | | |
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| ***Innovative, idealistic and collaborative planning for testing day*** | | | | | |
| **Objective(s):**   * GISD3. The district will commit to finding data that will assist us in taking action to lift our student’s performance on STAAR Assessments. | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evaluation** | **Title I**  **School-wide Components**  **(Code by #)** |
| Teachers enabled to name the rosters of the students that they will test. | Teri F.  Ginger A. |  | Testing dates | Testing schedule |  |
| Students who test online be given online testing prep and laptops in lieu of all students testing in a computer lab. | Ginger A.  Sped Teachers | Computer labs Lap tops | Testing dates | Scheduled |  |
| Testing administrators chosen carefully for 8th grade Science and 8th grade Social Studies and 7th Grade Writing. | Teri F.  Ginger A. | Testing schedule | Testing dates |  |  |

| **Ideal State: Goal 7** | | | | | |
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| ***Grapeland ISD will commit to policy and procedures which will close the gap in student achievement in student performance.*** | | | | | |
| **Objective(s):**   * GISD3. The district will commit to finding data that will assist us in taking action to lift our student’s performance on STAAR Assessments. | | | | | |
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| **Strategies and Action Steps** | **Person(s) Responsible** | **Resources** | **Timelines** | **Evaluation** | **Title I**  **School wide Components**  **(Code by #)** |
| Assess and address SPED curriculum delivery. | Don J.  Rick F.  Cassie S.  Ginger A | Student Data | 2018-19 school year | Improved performance |  |
| Track SPED and Low Socio Economic performance kids performance | Rick F.  Cassie S.  Ginger A  Don J. | Student Data | 2018-19 school year |  |  |
| Monitor the Economically Disadvantaged numbers turned in to school district and inspire parents who did not complete paperwork right to do so… | Don J. | Student Data | 2018-19 school year |  |  |
| ICU program established for Low SES Boys in JH and HS with a focus on mentoring and messages. | Don J.  Rickie W. | Human resources, mentors | 2018-19 school year |  |  |
| Supt Awards and Triple A Awards each six weeks for students who are excelling in attendance, attitude and academics. | Don J.  Phabrice D.  Kim O.  Darlene J.  Principals |  | 2018-19 school year |  |  |
|  |  |  |  |  |  |