

Greenville Independent School District

District Improvement Plan

2020-2021



Mission Statement

Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.

Portrait of a Graduate

The Greenville Independent School District is committed to providing students with the education they need to compete and succeed in the 21st-century. GISD has worked with representatives from the local business community to identify the knowledge and skills a student should possess upon high school graduation.

A GREENVILLE INDEPENDENT SCHOOL DISTRICT GRADUATE IS

Prepared with 21st Century Skills

Graduates will be ready for today's and tomorrow's world with critical thinking skills that allow them to problem solve and actively participate in the designing of innovative solutions. Students will effectively utilize current technologies and possess the necessary skills that will enable them to learn to use next-generation technology. They will anticipate, embrace and adapt to change.

Exhibit Interpersonal and Collaborative Skills

Graduates will possess the skills necessary to work independently and to contribute to group efforts. They will demonstrate effective leadership skills by communicating ideas, negotiating appropriate solutions, respecting differing points of view, motivating others and collaborating effectively with individuals of diverse backgrounds.

Academically Prepared for the Future

Graduates will be empowered with the knowledge needed to make informed decisions about educational and career options that will integrate their talents with future professions.

Responsible Citizens

Graduates will respect others and embrace cultural diversity. They will demonstrate ethical and moral decision-making in the context of their local, national and global community. Graduates will also possess an awareness of community resources and understand the value of service to others.

Vision

We educate today...you succeed tomorrow!

Greenville ISD Beliefs and Commitments

We believe every student deserves to be educated in a safe and nurturing environment.

We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.

We believe all children can and will reach their full educational potential and be prepared for life and work when given the necessary tools, direction and support.

We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.

We believe our diverse and exceptional staff is the most important resource serving the students of our district.

We will actively recruit, support, develop and maintain highly qualified employees for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.

We believe GISD is accountable to all stakeholders through the success of our students and staff.

We will continually strive towards achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

We will maintain fiscal responsibility in all district management decisions. We will implement our long range strategic plan to ensure that improvements in school support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will clearly and honestly communicate the financial needs of the district with the broader community.

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system and that maintaining effective communication is critical to maintaining these relationships.

We will maintain accurate, consistent, timely and interactive communication between district employees, students, parents and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Community: Greenville is a North Texas city located in central Hunt County, approximately 45 miles from Dallas. It is the county seat and largest city of Hunt County.[As of the 2010 census, the city population was 25,557. The city offers relaxation, family fun, friendly neighbors and a smart place to live and do business.

As of the census[5] of 2010, there were 25,557 The racial makeup of the city was 68.47% White, 16.75% African American, 0.29% Native American, 1.07% Asian, 0.29% Pacific Islander, 9.77% from other races, and 2.76% from two or more races.

The median income for a household in the city was \$51,841, and the median income for a family was \$40,477. The per capita income for the city was \$19,558.

Greenville ISD serves approximately 5359 students in Pre-Kindergarten through twelfth grade. Greenville ISD, which encompasses the city of Greenville, Texas and a surrounding five to seven-mile radius, is a school district that has something to offer just about everyone.

In Greenville, families who have lived here for generations welcome newcomers who choose to move to Greenville for the same reasons the natives don't leave - location and hometown atmosphere. The Greenville Independent School District is the second largest employer in Greenville with approximately 1224 staff (includes subs and student workers) members. More than 570 of those are instructional staff. The District boasts 9 campuses, including 1 Pre-K campus, 6 elementary schools (K-5), 1 sixth grade center, 1 middle school, (7-8), 1 traditional high school (9-12), and 1 alternative high school. The District has a diverse student population with 43.40 percent Hispanic students, 16.24 percent African-American students, 34.8 percent White students.

Vision Statement We educate today...you succeed tomorrow.

Mission Statement Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.

Staff: Highly qualified designations are based on criteria regarding proper certifications for teaching. Highly effective designations are more challenging to define and measure. As noted in the Curriculum and Instruction section and the Technology section of this needs assessment, strategies are needed to support and monitor the efforts of teachers to apply staff development concepts into the classroom. Improved delivery methods to address changing student needs are a priority. Approximately 19% of the full student body is designated as LEP. Effective strategies and techniques for instructional delivery are taught through the Bilingual/ESL teacher certification process. Currently the district is focusing on increasing the number of elementary teachers with this certification. School Improvement Requirements include a strong focus on effective instructional delivery. GISD is compliant with the Highly Qualified Teacher Continuous Improvement Plan process with results documented annually. An equity analysis and required performance objectives are included in this plan and must be supported by the District Improvement Plan. Fivw elementary campuses are designated as Title I, Part A schoolwide programs due to high poverty levels.

Demographics Strengths

Greenville ISD students can take advantage of numerous educational offerings including extracurricular activities. The regular education program is supplemented by programs that cater to those with individual needs, including special education, deaf education and speech therapy. Gifted and Talented (G/T) students in grades K-6 are served on

their home campus.

In addition to the core academic program of instruction, Greenville ISD offers a wide range of enrichment programs for students across the district: Suzuki Strings, Destination Imagination, Advanced Academics, Robotics, UIL Academics, Greenville High School STEM Academy, Junior ROTC, Dual Credit offerings through a partnership with Paris Junior College, and a self-paced Alternative High School. The Texas ACE Program provides extended day activities at Bowie, Lamar, Crockett, Travis, Sixth Grade Center, Greenville Middle School and Greenville High School. The program also provides Summer Enrichment Camps for students.

STAFF: GISD continues to have 100% compliance with state requirements for certification. The GISD staff training calendar and content are reviewed by the Education Improvement Committee. Campus Improvement Committees review content for individual campus training plans designed annually through the Needs Assessment process

Problem Statements Identifying Demographics Needs

Problem Statement 1: Improvements are needed for the analysis of student data to connect with campus based teacher training. **Root Cause:** Professional Learning Communities at the campus have concentrated on data analysis for student interventions and stopped short in some cases for informing teacher training.

Problem Statement 2: Enhanced communication for families about services provided by the district and campuses **Root Cause:** A community of diverse learners also includes families and students who speak more languages.

Problem Statement 3: Campuses are facing challenges with meeting the academic, social, and emotional needs of their minority, Limited English Proficient, and economically disadvantaged students **Root Cause:** Increase in diverse population and limited bilingual certified teachers.

Student Achievement

Student Achievement Summary

Due to COVID 19, schools closed the doors to the physical buildings and finished the 2019 - 2020 school year with distance learning models. As a result, the Texas Education Agency cancelled the spring 2020 administration of STAAR testing. Greenville ISD will utilize the existing data from the 2018 - 2019 school year for instructional planning purposes.

State Accountability 2018-2019

The State of Texas Assessments of Academic Readiness, or STAAR, assesses grades 3-8. Grades 3 and 6 are assessed in reading and math. Grades 4 and 7 are assessed in reading, math, and writing. Grade 5 is assessed in reading, math, and science; and grade 8 is assessed in reading, math, social studies and science. High school students are required to take (5) STAAR end-of-course (EOC) assessments (English I, English II, Biology, U.S. History and Algebra I).

House Bill 22, of the 85th Texas Legislature authorized the creation of a new accountability system. As a result, the overall design of the 2018-2019 accountability system evaluates performance according to three domains:

- Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.
- School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Accountability Ratings

The Accountability Summary report provides the 2018 state accountability ratings issues to the district or campus. Districts and campuses will receive an overall rating, as well as a rating for each domain. The 2018 rating labels for districts and campuses are as follows:

Districts and Campuses

- A, B, C, or D: Assigned for overall performance and for performance in each domain to districts (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade
- F: Assigned for overall performance and for performance in each domain to districts (including AEAs) that do not meet the performance target to earn at least a D
- Not Rated: Assigned to districts that—under certain, specific circumstances—do not receive a rating

-

District and Campus Accountability 2019

In addition to the overall rating Greenville ISD and each campus received a rating in each of the domains. Domain scores are combined and weighted to calculate the overall rating. The overall rating is weighted with 70% of the score based on the better of the Student Achievement Domain or School Progress Domain and 30% of the score based on the Closing the Gaps Domain.

Ratings for Greenville ISD as issued by the Texas Education Agency are as follows:

District / Campus Name	Eco Dis	School Progress										Support Label
		Overall		Student		Academic		Relative		Closing		
				Achievement	Growth	Performance	the Gaps					
		Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	
GREENVILLE ISD	73.8%	B	82	B	81	F	58	B	87	C	71	
BOWIE EL	67.8%	C	76	D	64	C	77	D	60	C	72	Tgt Supp
CARVER EL	94.5%	C	71	F	56	C	75	F	59	D	63	Tgt Supp
CROCKETT EL	88.0%	F	56	F	56	F	59	F	58	F	50	Tgt Supp
KATHERINE G JOHNSON STEM ACADEMY	67.2%	B	84	B	82	C	74	B	86	C	78	
L P WATERS EARLY CHILDHOOD CENTER	92.8%	C	78	N/R		N/R		N/R		N/R		
LAMAR EL	60.1%	C	78	C	70	B	80	D	66	C	74	Tgt Supp
TRAVIS EL	83.5%	F	49	F	56	F	48	F	57	F	30	Comp Identifie
GREENVILLE MIDDLE	70.9%	C	71	D	69	F	59	C	72	D	68	Tgt Supp
GREENVILLE H S	64.5%	B	82	B	85	D	63	B	85	C	76	
NEW HORIZONS LEARNING CENTER	74.0%	A	99	A	91	A	93	N/R		N/R		Tgt Supp
GREENVILLE ALTERNATIVE EDUCATIONAL	89.3%	N/R		N/R		N/R		N/R		N/R		

District and Campus Distinction Designations 2019

Distinction Designations comprise the final component of state accountability and are awarded in recognition of outstanding achievement in academic areas. Each campus is eligible to earn distinction designations in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Distinction designations are awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Comparative Academic Growth (campus only)
- Top 25 Percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)

District/Campus	Distinction Designation
Greenville ISD	None
Bowie Elementary	None
Carver Elementary	None
Crockett Elementary	None
Katherine G. Johnson STEM Academy	Postsecondary Readiness
	Comparative Closing the Gaps
Lamar Elementary	None
LP Waters (paired with Lamar El)	N/A
Travis	None
6 th Grade Center	None
Greenville Middle School	None
	None
Greenville High School	ELA/Reading
	N/A

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: GISD failed to meet the targets set for the federal components of state accountability and therefore identified as needing Additional Targeted Support for the following subject areas sub-populations:

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Problem Statement 1: GISD failed to meet the targets set for the federal components of state accountability and therefore identified as needing Additional Targeted Support for the following subject areas sub-populations: Academic Achievement (Percent at Meets Grade Level or Above) All Students, African American Hispanic White Two or More Races Econ Disadv **Root Cause:** Lack of differentiation and targeted instruction for each student's skill gap

Problem Statement 2: Writing performance is 17 points below the state average of 68%. **Root Cause:** Lack of consistent writing strategies across GISD.

Problem Statement 3: GISD has significant gaps in performance of African American students compared to other district sub-populations. **Root Cause:** Lack of differentiation and targeted instruction for each student's skill gap.

District Culture and Climate

District Culture and Climate Summary

Students choose from vibrant program offerings. Destination Imagination, Suzuki Strings, athletics, media tech, solar car courses, and any of our 50+ dual credit courses are showcased on GISD transcripts. Class schedules are reflective of interactive opportunities designed to develop the whole child. Culinary Arts, Auto Body Shop, Fine Arts, Suzuki Strings, Horticulture, Vocational Agriculture, Naval ROTC and Robotics classes teach more than ABCs. They offer fundamental and sustainable trades and skills, deeper understandings of nuts, bolts and baking. They ensure our students have a lifelong passion for learning, assist in directing their future, and help students discover skills that will drive them to prosperity.

Greenville ISD is rich in spirit, tradition and community. The renowned Flaming Flashes pioneered their trade in the 1930's and our world winning robotics teams are revered nationwide. The reinvigorated Greenville Educational Enrichment Foundation engages community spirit through fund raising efforts and issuance of teacher grants. Booster clubs and Parent Teacher Associations garner additional support, and businesses in the area give freely of time and resources.

Moreover, the Greenville community showed endearing support by voting to pass a \$72 Million bond that has built a new elementary school and career tech center, improved technology and security, and renovated buildings across the district. These bond projects were completed during the 2016- 2017 school year. A new K-5 STEM Magnet School opened in August 2017.

GISD arms students with a fusion of life and educative lessons that propel them steadfastly into the global society. By educating the whole child, students leave Greenville ISD with lessons for wherever life leads.

Greenville ISD focuses on six key components:

- 1) Focused Instruction
- 2) Unwavering commitment to ALL students
- 3) Targeted data driven decisions
- 4) Utilizing an innovative mindset
- 5) Relationships that foster student success
- 6) Excellence in all that we do!

District Culture and Climate Strengths

Greenville ISD has developed a positive culture and climate where students, parents, and community stakeholders are valued and can contribute to the success of our school district. The spirit of tradition and partnership with the community around us is shared throughout every campus. Greenville ISD continues to provide a safe learning environment in which our students thrive. The tag line #WEAREGISD follows the original #IAMGISD to show the team work and family spirit of the district.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: More lessons need to be relevant to the real world in which students live in today. **Root Cause:** PLCs have not focused on connecting student expectations provided by the state to the real world connection.

Problem Statement 2: Parent and community engagement need to be stronger throughout every campus. **Root Cause:** Intentional development of the partnership has not been the primary focus.

Problem Statement 3: Lack of partnership between business in Greenville and Greenville ISD. **Root Cause:** Lack of shared communication of want and need.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Greenville ISD seeks out the best and brightest to work with and nurture our students. Greenville ISD's efforts to attract, develop, and retain a high-quality instructional and administrative staff is not without challenges, however, and while we work to stay competitive in our market, we are also working to improve educational and professional environment that identifies us as intentionally exceptional in Greenville. We have been able to maintain a 100% highly qualified staff. Quality instructional and administrative staff members are attracted to Greenville ISD because they see the employment in this district as an opportunity to collaborate and work with other highly qualified and knowledgeable team members. Developing and increasing the capacity of professional staff at all levels is a priority in Greenville ISD. The district has increased staff development and technology training aligned to district needs. One priority is to increase the number of teachers with the English as a Second Language (ESL) certification. Retaining a quality base of teachers has also been a priority for Greenville ISD. The turnover rate for Greenville ISD was 19.4% as compared to the state turnover rate of 16.5%. The turnover rate is usually within two or three percentage points of the state rate. Approximately 25.3% of the 2018-2019 teachers had eleven to over twenty years of experience with 13.9% being new teachers. We are managing to retain teachers with more experience.

Staff Quality, Recruitment, and Retention Strengths

Quality administrators at each campus; Opportunities for collaboration and teamwork; 100% Highly Qualified staff; Core documents are distributed throughout organization; Increased training aligned to district priorities; Broad range of teacher experience; New teacher mentoring program; new teachers are provided with five days of training prior to entire staff returning; Good staff attendance

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruitment of certified Bilingual Staff **Root Cause:** Competitive Salary Base or Stipend

Problem Statement 2: Identification of appropriate recruitment pool for teachers to obtain quality applicants. **Root Cause:** Developing partnerships with local colleges and alternative certification facilities

Problem Statement 3: Ensure retention of effective teachers **Root Cause:** Limited support, training and growth programs not intentional on retention and growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Greenville ISD has a research based and best-practice curriculum that is aligned to the state standards. A focus on instructional best practices, gap areas, and identification of root causes forms the basis for improvement in the written curriculum documents. Data driven decisions for improvement in written curriculum and instructional methodologies are based on state and local assessments and campus walk through data.

Greenville ISD is driven to improve, innovate and develop action plans based on our goals and objectives to ensure student achievement growth. Greenville ISD works to improve new learning and changes in the written, taught and assessed curriculum areas. Student engagement, rigorous coursework, innovative educational strategies, and increased use of accessible technologies are in the activities and strategies of the district. Greenville ISD strives to increase the alignment of instructional processes and educational resources to meet the rigorous standards and will continue to be the focus of the 2020 - 2021 school year.

Curriculum, Instruction, and Assessment Strengths

Focus includes strengthening the principals' ability to be instructional leaders. Professional Learning Communities are held weekly with teachers to increase their collegial collaborations with colleagues to plan effectively for student achievement. Intentional data analysis after each nine weeks tests which are developed to determine the depth of learning by each student for the last nine week's learning. Instructional Strategist available for each content throughout all grade levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are not utilizing GISD curriculum guide. **Root Cause:** No accountability of the use of the curriculum guide.

Problem Statement 2: Lessons plans are not fully developed to ensure depth and complexity required for each student to meet mastery. **Root Cause:** Limited time dedicated to planning.

Parent and Community Engagement

Parent and Community Engagement Summary

Greenville ISD is committed to a feeling of “family” and works diligently to forge relationships with the community. GISD works to capitalize on community strengths and develop mutually beneficial partnerships that enhance the district’s programs. Greenville ISD will work with local community organizations and district campuses to create partnerships to improve the quality of education for our stakeholders.

Parent and Community Engagement Strengths

- Greenville ISD values the opinions of its parents, teachers, and community. Implemented in the fall of 2017 is a monthly Superintendent Sounding Board. A small group of stakeholders is invited each month to meet with the superintendent to ask questions and voice concerns as well as successes. This gives an opportunity to discuss topics in a small intimate setting.
- We have launched a mobile app where parents and community members use it to receive district notifications, news announcements and more.
- Greenville ISD works closely with area businesses, who have generously provided monetary and in-kind donations yearly.
- Greenville ISD provides ongoing relevant and current information on the district website and campus websites to increase communication with the district and local community.
- GISD promotes PTAs, boosters, and parent organizations that support student activities. Greenville ISD Council of PTAs meets 5 times a year to share parental involvement ideas/strategies implemented on each GISD campus.
- Family activities are planned on each campus with several district-wide offerings as well. Due to COVID restrictions, many of these activities will be virtual for the 2020- 2021 school year.
- Greenville ISD values its community and serves the community by hosting various events and programs throughout the year.
- Greenville ISD uses newsletters for both its internal and external audiences.
 - o Lion Pride newsletter - Internal newsletter - Weekly (every Friday) - Used to keep staff up to date on happenings throughout district - Used to spread “good news”, both professional and personal among staff - Gathers materials for newsletter through staff submissions to Lion Pride email
 - o Greenville ISD Constant Contact newsletter - External newsletter - Monthly (last weekday of every month) - Used to keep subscribers up to date on district news and events - Reaches community members, staff, parents, and business partners
 - o HeadsUp
 - Weekly updates for School Board & Central Administration Team

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Expansion of Business Partnerships **Root Cause:** Intentional focus on developing partnership with purpose

Problem Statement 2: Increase parent involvement on all campuses **Root Cause:** CIP has mention of parent involvement, need to build on plans

Problem Statement 3: Increase social media followers and GISD app users **Root Cause:** Limited focus on growing this initiative.

District Context and Organization

District Context and Organization Summary

In Greenville ISD, our teachers are committed to providing our students with high quality learning experiences with hands-on experiences. District leaders, campus leaders and support staff work in collaboration with teachers to ensure that all students are provided with a safe, student-centered learning environment conducive to learning. The collaboration between our district and community stakeholders further ensures that our students have the resources and necessary support to achieve their personal learning goals.

District Context and Organization Strengths

Greenville ISD has a collaborative team of administrators and instructional staff from the superintendent to the teachers. Administrators want what is best for their schools and their students. The administrators work in Professional Learning Communities with their teachers to take an in depth look at each student and their progress toward success. Instructional Specialists work closely with the Curriculum Department, principals and teachers to align and support the district curriculum. The Literacy Coaches also work with the principals and teachers to support instruction.

Technology

Technology Summary

In the district we are currently utilizing Chromebooks, staff machines, virtualized desktops, student desktops, interactive projectors, document cameras, new Polycom phones, and each campus is outfitted with Xerox machines in the offices and teacher's lounges.

- We have access to both Office 365 and Google G Suite for Education, as well as utilizing Clever to help sync accounts district-wide.
- We have our own 10 GB fiber ring connection between all of our facilities, and have been working with our providers to create resilient link.
- We are in the process of renegotiating contracts with some of our vendors to reduce annual costs of annual services.

****We are utilizing Google Classroom, SeeSaw, and Google Meet to enhance instruction for our online learners.**

Technology Strengths

- A major strength in our district is that we have a solid infrastructure due to the bond.
- We have developed an upgrade process to get more life out of our current teacher and student computers without having to buy all new machines.
- An exceptional technology team that is very knowledgeable and does everything to support students and staff.

Problem Statements Identifying Technology Needs

Problem Statement 1: Continue intensive training for staff on how to successfully integrate technology in the classroom. Great progress has been made, but there is still room for improvement. **Root Cause:** Lack of funding and prioritization in the past.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Goals

Goal 1: Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 1: Increase the academic performance of Economically Disadvantaged, African American, English Language Learners, Special Education students, students identified as dyslexic, and/or served through 504, at all grade levels in Math, Science, Reading, Writing and Social Studies to at least 70%.

Evaluation Data Sources: STAAR/EOC, and Summative Exam Data,

Summative Evaluation: None



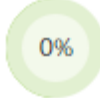




Strategy 1: Conduct regular reviews of student achievement data and program effectiveness to make informed instructional decisions to impact targeted students groups not having met the 2019 targets Reading: AA, Sp.Ed., ELL, Ec. Dis. Math: Sp.Ed. Writing: AA, Hisp., Sp.Ed., ELL, Ec Dis. Science: AA, Sp.Ed. Social Studies: AA, Sp.Ed., ELL Strategy's Expected Result/Impact: Increased scores for AA, Hispanic, Economically Disadvantaged, Special Education, and ELL student groups on the Summative Assessments and 2019 STAAR, EOC, TELPAS, TPRI, Tejas LEE Staff Responsible for Monitoring: Principal Asst. Principal Chief of School Leadership Deputy Superintendent of Teaching and Learning Director of Accountability Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Analyze data to identify and address gaps in performance of under-performing populations. Strategy's Expected Result/Impact: Increased academic performance for all students on Summative Assessments and STAAR tests. Staff Responsible for Monitoring: Principals Director of Assessment & Accountability Chief of School Leadership Deputy Supt. of T&L Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Expand PLCs on each campus that focus on formative student performance, student work, and provide appropriate intervention and enrichment. Strategy's Expected Result/Impact: Improved student achievement. Staff Responsible for Monitoring: Principals Assistant Principals Chief of School Leadership Deputy Supt. of T&L Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Meet with campus principals bi-monthly to ensure systems are in place and being followed at the campus level to safeguard all students growing and making academic progress. Strategy's Expected Result/Impact: Improved academic performance on all assessments. Staff Responsible for Monitoring: Chief of School Leadership Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement a clear and intentional focus on early literacy and numeracy for reading and math in all grade levels to include faithful application of guided reading and guided math for both virtual and face to face learners. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Asst. Principal Chief of School Leadership Deputy Supt. of Teaching & Learning Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Train principals, campus leaders, and teachers on collection and analysis of multiple data sources to provide appropriate and differentiated literacy instruction. Strategy's Expected Result/Impact: Data from state and local assessments will be analyzed and used to guide instructional decisions and responses. Staff Responsible for Monitoring: Deputy Sup of Teaching & Learning Chief of School Leadership Director of Accountability , Research, Evaluation and Assessment	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7: Work collaboratively to ensure that students in specialized programs (Including RTI, Dyslexia, 504, ESL, Bilingual including immigrant and migrant, SPED, Title, At-Risk, Homeless, PreK and GT) are receiving appropriate literacy and math support and instruction by providing initial training and ongoing professional development to support instructional programs. Strategy's Expected Result/Impact: Increase in summative and STAAR success rate for our Special Education Students Collaboration between departments for continuous review, adjustment, and improvement in instruction and support for students in special programs. Staff Responsible for Monitoring: Continuing Education Coordinator Director of Special Education Principal Director of Student Services Deputy. Sup of T & L Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Support instruction by providing professional development, PLC Training and instructional coaching support that is determined by campus and/or teacher needs. Create a comprehensive professional development catalog for teachers and staff to view. Strategy's Expected Result/Impact: Increase the number of students that meet grade level expectations as indicated by lexile, DRA/Ren 360 performance and STAAR performance. Completed catalog Registration Log Participant Survey of use of course content in classroom Staff Responsible for Monitoring: Continuing Education Coordinator Strategist Deputy. Sup of T & L Teachers Principals Chief of School Leadership Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide professional development that targets writing at all grade levels. Administrators will follow up on implementation of training using continual progress monitoring by reviewing lesson plans and conducting intentional walk-throughs. Strategy's Expected Result/Impact: Progress of student writing samples BOY/MOY/EOY Increased STAAR Performance Staff Responsible for Monitoring: Principal Asst. Principal Writing Strategist Chief of School Leadership Deputy Sup of T & L Continuing Education Coordinator Results Driven Accountability	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10: Use online tools from Ren 360 as interventions for Tier II and III for grades Kindergarten through 8th grade. Strategy's Expected Result/Impact: Data obtained from and Ren 360 reports. RTI lesson plans, student work samples Staff Responsible for Monitoring: Principal Asst. Principal Chief of School Leadership Deputy Sup of T & L Title I Schoolwide Elements: 2.5, 2.6 - Results Driven Accountability	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Assess students using Summative Exams aligned with the district curriculum. Strategy's Expected Result/Impact: Student assessment data in Aware, PLC content, data analysis Staff Responsible for Monitoring: Principal Asst. Principal Chief of Leadership Instructional Strategist Deputy. Sup of T & L	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Grades K-8 will continue a consistent math and reading RTI plan across all campuses. Grades K-8 will continue a universal and diagnostic screener in math and reading. Strategy's Expected Result/Impact: Rtl lessons, Ren 360 results, Summative Assessments. Progress monitoring data, student grades, identification of students who need specialized instruction, the number of students meeting meets grade level or higher on state assessments. Staff Responsible for Monitoring: Principal Asst. Principal Chief of School Leadership Deputy. Sup of T & L Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Provide written intervention plans and intervention strategies for any student not meeting passing requirements on state assessments with progress monitoring as well as students that score in the bottom 20% of Ren 360. Beginning of the Year data. Strategy's Expected Result/Impact: Tutoring records, Tier II and Tier III Rtl documents Staff Responsible for Monitoring: Principals Asst. Principal Teachers Instructional Strategist Instructional Coach	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14: Conference with each student to create a Student Performance Plan (Individual Graduation Plan IGP) and review plans at regular intervals. Strategy's Expected Result/Impact: Conferences held and summary uploaded into Aware for each student Staff Responsible for Monitoring: Principals Asst. Principal Teachers Counselors Chief of School Leadership	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Strengthen Transition Plans for seamless transition between L.P. Waters and each elementary campus, from each elementary campus to the Sixth Grade Center, from the SGC to GMS and from GMS to GHS. Strategy's Expected Result/Impact: Number of parent meetings and student visits to future campus. Increase in maintaining students from grade level to grade level. Staff Responsible for Monitoring: Principals Teachers Assistant Principals Counselors Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: Provide tutorials (acceleration)) before school and after school, fully utilizing the ACE Program. Strategy's Expected Result/Impact: Number of students attending tutorials after school Improvement in daily and summative student work Staff Responsible for Monitoring: Principals Asst. Principals Teachers ACE Grant Project Director ACE Site coordinator Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17: Support the implementation of a Bilingual education program and provide on-site coaching by Bilingual Director for Dual Language Strategy's Expected Result/Impact: Student work samples to represent growth in academic goals. Spanish exam scores - summative and STAAR. Staff Responsible for Monitoring: Principal Asst. Principal Teacher Director of Bilingual Services Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 18: Improve communication between school and home for Spanish speaking families. Provide additional parent meetings for parents including virtual meetings Strategy's Expected Result/Impact: Number of parents participating in school events. Number of parents participating in Bilingual Parent meetings (sign in sheets) Staff Responsible for Monitoring: Principals Asst. Principals Teachers Director of Bilingual Services Title I Schoolwide Elements: 2.6, 3.1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19: Increase advanced performance in STAAR in all grades in all student groups. Strategy's Expected Result/Impact: 2019 STAAR Percent of Post secondary Readiness Standard scores Increased percentage from prior summative to current Staff Responsible for Monitoring: Principals Assistant Principals Teachers Chief of School Leadership Deputy. Sup of T & L Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20: Provide accelerated support for Student Success Initiative for students in grades 5 and 8 that are at risk of not passing their grade level assessments. Strategy's Expected Result/Impact: Documentation of student progress on STAAR, Summative and APEX Staff Responsible for Monitoring: Principal Asst. Principal Teachers Director of Accountability Deputy. Sup of T & L Chief of School Leadership Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21: Instructional coaches at Bowie, Carver, and Travis will facilitate embedded professional development for teachers that ensures teachers are focused on students needs, and learn about student-centered best practices to implement and to put into action immediately at the conclusion of the professional development. Strategy's Expected Result/Impact: Research based strategies being taught to teachers and implemented in the classroom. Staff Responsible for Monitoring: Principal Assistant Principal Deputy Supt of Teaching and Learning	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 2: Provide 100% of Greenville ISD students with equitable access to a comprehensive rigorous and relevant curriculum aligned to state standards and promoting college and career readiness

Evaluation Data Sources: Summative, tutoring logs, intervention logs, lesson plans, PLC content.

Summative Evaluation: None

Strategy 1: Continue to implement and monitor the district curriculum in core academic courses. Provide a systemic resource to access curriculum, lesson planning tools and assessments using Eduphoria Forethought. Strategy's Expected Result/Impact: Lesson Plan aligned to Pacing Guide Summative scores Walk Through Data Look For Documents aligned with walk through Teacher Survey of use/quality of resources Staff Responsible for Monitoring: Principal Asst. Principal Director of Assessment and Accountability Instructional Strategist Deputy . Sup of T & L Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to expand the dual credit program/partnership with Paris Junior College. Strategy's Expected Result/Impact: Number of students enrolled in dual credit courses, grades and credits awarded. Staff Responsible for Monitoring: Principal Chancellor of ECHS Chief of School Leadership Deputy. Sup of T & L Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to support the implementation of the ACE Program on GISD campuses. Strategy's Expected Result/Impact: Number of students enrolled in ACE programs on campuses Progress through academic programs. Staff Responsible for Monitoring: Principals, Asst. Principals ACE Director ACE Site Coordinator Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Continue to establish community partnerships for CTE and to work with the CTE Advisory Board. Strategy's Expected Result/Impact: Number of partnerships established Student intern programs growth plan Industry Certifications Awarded Staff Responsible for Monitoring: Principal Dean Chief of School Leadership Deputy. Sup of T & L Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to align and expand STEM programs in grades Pre-K to grade 12 and expand community partnerships. Strategy's Expected Result/Impact: STEM initiative at each campus. STEM focused classes offered to all students. Increase recruitment to science, math and technology classes in middle and high school. STEM focus partnerships with local businesses. Staff Responsible for Monitoring: Superintendent Coordinator of CTE Chief of School Leadership Deputy . Sup of T & L Principals Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Monitor dropout data including graduation rates, high school equivalency certificate rates, and academic credit hours. Strategy's Expected Result/Impact: Decrease percentage of dropouts, grades 7-12; Increase graduation rates Staff Responsible for Monitoring: Principals Asst. Principal Deputy. Sup of T & L Chief of School Leadership Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 1: Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 3: Provide opportunities for high-quality professional development for 100% of teachers in order to support student centered learning.

Evaluation Data Sources: Continuing Education Coordinator
Deputy Superintendent
Principal
Asst. Principal
Chief of School Leadership

Summative Evaluation: None

<p>Strategy 1: Provide staff development opportunities for administrators, teachers and paraprofessionals to ensure they are prepared to meet the needs of diverse learners (Cooperative Learning, ESL, SIOP, GT, PBSI, ELPS, and Special Education).</p> <p>Strategy's Expected Result/Impact: Universal Screener to identify students at risk academically.</p> <p>Update student classification of at-risk</p> <p>Track/trend via summative and STAAR/EOC data for progress.</p> <p>Staff Responsible for Monitoring: Continuing Education Coordinator Principals Asst Principals Deputy Sup of T & L</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide content area specific staff development for all teachers Pre-K to grade 12 based on data, campus initiatives and research based practices.</p> <p>Strategy's Expected Result/Impact: Teacher/Admin/Data evaluation to identify targeted professional development Exit survey from Professional Development Walk through data of classroom teachers that participated in PD</p> <p>Staff Responsible for Monitoring: Principals Asst. Principals Instructional Strategist Continuing Education Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3: Continue to utilize protocol for Professional Learning Communities to ensure collegial collaboration. Strategy's Expected Result/Impact: Walk through data Student progress T-TESS data Staff Responsible for Monitoring: Principals, Asst Principal Instructional Strategist Chief of School Leadership Deputy. Sup of T & L Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide a Mentor Program for new teachers, pairing them with an exemplary master teacher on their same campus to support the beginning teacher from before school starts through the entire school year. Strategy's Expected Result/Impact: Content surveys Implementation in teacher's classrooms Teacher Retention Teacher Climate Survey Staff Responsible for Monitoring: Continuing Education Coordinator Mentors Instructional Strategist Deputy Sup of T & L Chief of School Leadership Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Greenville ISD will seek to reduce discipline referrals by 5%- 10% at each campus based on a grading period to grading period comparison from 2019-2020 for 1st, 2nd, and 3rd nine weeks and 2018-2019 for 4th nine weeks.

Evaluation Data Sources: Discipline Referrals
Climate and Culture Survey

Summative Evaluation: None

Strategy 1: Initiate anti-bullying/cyber-bully protocol on all campuses. See policies FFI (Legal) and (Local). Strategy's Expected Result/Impact: Decrease in discipline referrals Decrease in absences Staff Responsible for Monitoring: Principals Teachers Counselors Chief of School Leadership Deputy Sup of T & L	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize Student Support Officers to work with students with multiple referrals. Strategy's Expected Result/Impact: Decrease in reports/referrals. Staff Responsible for Monitoring: Principals Teachers Counselors Student Support Officers GISD PD Chief of School Leadership	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Building relationships with students through Capturing Kids' Hearts strategies, MANDT strategies, attending activities and sporting events and other methods to build connections. Strategy's Expected Result/Impact: Positive relationships between students and teachers/staff resulting in fewer referrals. Staff Responsible for Monitoring: Principals Asst. Principals Teachers Chief of School Leadership	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: Less than 5% of all discipline referrals will be for bullying as a result of implementation of Capturing Kids Hearts.

Evaluation Data Sources: Campus principals will develop a common definition of 'bullying' then with that consistent language - then will be measured through discipline entry data.





Summative Evaluation: None

Goal 2: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 3: Provide a safe and secure learning environment for all.

Evaluation Data Sources: All district personnel will be trained in the Standard Response Protocol and implement appropriate response procedures. Greenville ISD will partner with local and state law enforcement agencies to train district personnel in school safety.

Summative Evaluation: None





Strategy 1: Provide a Standard Response Protocol training to all district staff members. Strategy's Expected Result/Impact: Implement standard response protocols that create a safe and orderly environment in critical situations. Staff Responsible for Monitoring: GISD PD, District-Wide Safety/Security Team, Operations, Technology	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Partner with GISD PD to implement school safety trainings for district staff members. Strategy's Expected Result/Impact: Increase staff knowledge and awareness of school safety. Staff Responsible for Monitoring: GISD PD, District-Wide Safety/Security Team, Operations, Technology	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to increase awareness of sexual abuse, maltreatment of children, internet predators and suicide prevention training to all staff members. Provide conflict resolution and violence prevention training.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 4: Reduce in-person contacts on campuses in order to reduce campus/district shutdown and maintain health and safety of all students and staff.

Evaluation Data Sources: Number of students and staff that are quarantined.

Summative Evaluation: None

Strategy 1: Sanitizing Stations at each entrance. Social Distancing in class and hallways. Daily check-in with employees. Good communication with parents on expectations. Face coverings. Education for face coverings. Staff lounge areas, PLC areas. Library protocols; arrival/dismissal protocols; Cafeteria protocols.; Sanitize frequency; Strategy's Expected Result/Impact: reduce contact to minimize exposure to COVID. Staff Responsible for Monitoring: teachers, administrators, support staff, custodial staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.





Performance Objective 1: 100% of Greenville ISD teachers will meet the Texas certification requirements or District of Innovation requirements for CTE courses that represent a wide range of expertise, experience and is reflective of our community.

Evaluation Data Sources: Certifications

Summative Evaluation: None

Strategy 1: Participate in State and Local job fairs to support the recruitment and hiring of highly effective teachers and personnel, including highly effective teachers in hard-to-fill positions. Strategy's Expected Result/Impact: Quality of number of highly qualified teacher applicants Diversity of applicant pool Staff Responsible for Monitoring: Chief of Human Resources	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hire qualified Spanish and English bilingual personnel who can communicate effectively orally and in writing in both languages. Strategy's Expected Result/Impact: Quality of applicant pool Staff Responsible for Monitoring: Chief of Human Resources Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a comprehensive retention plan that provides avenues for Greenville ISD employees to seek degrees, certifications, and CPEs in accordance with district needs and priorities. Strategy's Expected Result/Impact: Retention plan; salary study Staff Responsible for Monitoring: Chief of Human Resources Chief Financial Officer	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trends. Strategy's Expected Result/Impact: Recruitment and retention numbers Staff Responsible for Monitoring: Executive Director for Human Resources Chief Financial Officer	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement GISD Administrative Mentoring Program to grow new and potential GISD Administrators Strategy's Expected Result/Impact: Teacher retention Surveys of program (beneficial or not?) Staff Responsible for Monitoring: Superintendent Coordinator of Professional Development Exec. Director of School Leadership Executive Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6: All staff (campus, district leadership, auxiliary) will continue to participate in Capturing Kids Heart training that began in Spring 2019. Strategy's Expected Result/Impact: Singular focus among all the adults at all 9 campuses. Staff Responsible for Monitoring: Coordinator of Continuing Education Deputy Supt. of T&L	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



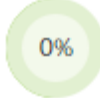




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Goal 3: The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

Performance Objective 2: 95% of new teachers will move from Refinement to Reinforcement on TTESS.

Evaluation Data Sources: TTESS walk-through, observation and final summative.

Summative Evaluation: None

Strategy 1: All new teachers will be assigned an exemplary mentor teacher working on the same campus. Strategy's Expected Result/Impact: Increase new teacher's knowledge and skills in instruction as well as daily tasks. Staff Responsible for Monitoring: Principal Mentor Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Instructional coaches at Bowie, Carver, and Travis will facilitate embedded professional development for teachers that ensures teachers are focused on students needs, and learn about student-centered best practices to implement and to put into action immediately at the conclusion of the professional development. Strategy's Expected Result/Impact: Research based strategies being taught to teachers and implemented in the classroom. Staff Responsible for Monitoring: Principal Assistant Principal Deputy Supt of Teaching and Learning	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

Performance Objective 3: The number of teachers who have ESL certification will increase by 25%.

Evaluation Data Sources: ESL Certification
Summative Evaluation: None

Strategy 1: District financial support	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Goal 4: The district will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

Performance Objective 1: Continue to ensure that the tax dollars invested into Greenville ISD are managed effectively and efficiently while abiding with all applicable standards, laws and regulations.

Evaluation Data Sources: Monthly Financial Reports
FIRST Score

Summative Evaluation: None

Strategy 1: Update the Compensation Plan & Stipends Manual to ensure that the administering of salaries and wages for all employees is equitable, accurate and aligned to board and district goals and objectives. Strategy's Expected Result/Impact: Budget review Equity study of salary/stipends Completed Compensation Plan Staff Responsible for Monitoring: Asst. Superintendent of Finance Chief of Human Resource Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Prepare Budget templates that provides guidance to campus and department budget managers on the correct process of planning and preparing their respective budgets. Strategy's Expected Result/Impact: Budget Calendar/Timeline Following process of established guidelines. Called Board Meetings (Budget Meetings) Staff Responsible for Monitoring: Asst. Superintendent of Finance Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop purchasing procedures and processes that not only align with district policies but demonstrate the continuous ability to utilize sound purchasing management and implement the EDGAR guidelines with fidelity. Strategy's Expected Result/Impact: Purchasing procedures documentation Following process of established guidelines Balanced Budget Staff Responsible for Monitoring: Asst. Superintendent of Finance Purchasing Director Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Create an annual budget report and audit report that provides an in-depth overview of the finances of the entire district including, but not limited to, budgeting, financial planning, district goals and objectives, belief statements, academic programs, campus budgets, tax rate history, property value history, etc. Strategy's Expected Result/Impact: Annual Financial Report Appropriate use of school funds Balanced Budget Staff Responsible for Monitoring: Asst. Superintendent of Finance Superintendent	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement the new Texas School Finance Structure Strategy's Expected Result/Impact: Appropriate Financial Reports Staff Responsible for Monitoring: Assistant Supt. of Finance	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: The district will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

Performance Objective 2: Continue to uphold state law and regulations with scheduled public budget workshops.

Evaluation Data Sources: FIRST Report
Audit Findings
Monthly Financial Report

Summative Evaluation: None

Strategy 1: State of the District presentations, budget presentation at monthly called board meetings, special board budget workshops, establish and adhere to budget calendar Strategy's Expected Result/Impact: Transparency with board of trustees and community. Staff Responsible for Monitoring: Assistant Supt of Finance	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: The district will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

Performance Objective 3: Create a five year plan for facilities that will include future use of facilities and prioritization of maintenance and operations needs.

Evaluation Data Sources: Maintenance and Operations Report
Strategic Plan
Financial Reports

Summative Evaluation: None

Strategy 1: Conduct building inspections with each principal and maintenance supervisor to prioritize maintenance needs and future needs. Strategy's Expected Result/Impact: Better response to student, staff, and building needs. Staff Responsible for Monitoring: Executive Director of Facilities & Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Work with facilities committee to review use and development of TXDOT properties to house Transportation Department and develop a plan for use. Strategy's Expected Result/Impact: Defined plan for utilization of TXDOT. Staff Responsible for Monitoring: Executive Director of Facilities & Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop a K-12 instructional facility master plan and develop District facilities educational standards based on current use, master schedules, and building capacities. Strategy's Expected Result/Impact: Identify benchmarks for possible action. Staff Responsible for Monitoring: Deputy Superintendent of T & L Executive Director of Facilities & Operations	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Review and make recommendation of current bus schedule for the 2020 - 2021 school year. Strategy's Expected Result/Impact: Identify most efficient routing schedule. Staff Responsible for Monitoring: Executive Director of Facilities & Operations Director of Transportation	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Review current vehicle fleet and make recommendations for a replacement schedule. Strategy's Expected Result/Impact: Identify best purchasing option for District. Staff Responsible for Monitoring: Executive Director of Facilities & Operations Director of Transportation	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Review current bus fleet and make recommendations for a replacement schedule. Strategy's Expected Result/Impact: Identity best purchasing options for District. Staff Responsible for Monitoring: Executive Director of Facilities & Operations Director of Transportation	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: Communication among the district employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: GISD will maintain clear communication with families, students, staff, and community resulting in a 10% increase in those participating in an online experience.



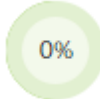




Evaluation Data Sources: Followers for Apps with this opportunity

Parent Portal Use

Number downloads for GISD APP

Summative Evaluation: None

Strategy 1: Continue to promote the use of Family Access through social media for parents. Strategy's Expected Result/Impact: Use of parent portal Multiple parent topical surveys over critical topics. Staff Responsible for Monitoring: Principals Teachers Deputy Sup of T & L Coordinator of Professional Development Communication	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Market opportunities through social media for parents and community organizations to volunteer on the campus to support student learning. Strategy's Expected Result/Impact: Number of volunteer opportunities; number of volunteers, impact on student achievement Staff Responsible for Monitoring: Principals Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide Online Enrollment using Family Access to complete yearly registration for returning and new students. Including transportation Strategy's Expected Result/Impact: Number of online registrations Increased number of students registering for Transportation Staff Responsible for Monitoring: Executive Director of Instructional Technology Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Regularly organized special events that showcase student work and highlight the academic accomplishment of students and staff. Strategy's Expected Result/Impact: Parent and Community Participation Staff Responsible for Monitoring: Principals Exec Director of School Leadership Communications Deputy Sup of T & L	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Expand STEM, Dual Credit and certifications earned by our students. Strategy's Expected Result/Impact: STEM programs implemented STEM pathway established Courses offered Student Achievement Staff Responsible for Monitoring: Principal Director of Student Support Services Executive Director of School Leadership Deputy Sup of T & L	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The District, middle, and high school campuses will provide information to parents, students, counselors, and teachers information about Higher education admission and financial aide opportunities, TEXAS grant program, Teach for Texas grant programs, the need for students to be informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. Strategy's Expected Result/Impact: Increase in student acceptance to higher education Staff Responsible for Monitoring: Principal Counselor Exec. Director of School Leadership Deputy Sup of T & L	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Public Relations representatives on each campus that are responsible for sharing news, highlights, and vital information. Strategy's Expected Result/Impact: Increased parent awareness of events on campus. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communication among the district employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 2: Use of all communication opportunities that GISD utilizes to communicate with all stakeholders will increase from Beginning of Year to End of Year.

Evaluation Data Sources: Follower count for Facebook, Twitter, etc

Increase in use of Parent Portal

Increase in downloads of GISD APP





Summative Evaluation: None

Goal 5: Communication among the district employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 3: Engaging parents and staff as partners in the academic and social-emotional development of students. in person and virtual

Evaluation Data Sources: Parent involvement activities at the district and campus level. Staff development activities.

Summative Evaluation: None

Strategy 1: Provide professional development for staff the includes mental health, trauma informed care, bullying prevention, sexual abuse, dating violence, sex trafficking and other maltreatment of children. Strategy's Expected Result/Impact: Increase awareness of how mental health and traumatic events affect student success. Staff Responsible for Monitoring: Continuing Educator Coordinator Counselors Principals Executive Director of School Leadership	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Coordinate, provide technical assistance and other support to assist the implementation of effective parent and family involvement activities including regular meetings that improve student academic achievement and school performance. Strategy's Expected Result/Impact: Increase engagement of parents with their child's school. Staff Responsible for Monitoring: Community relations and marketing Liason	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement Rally Round Reading to eliminate reading gaps. Strategy's Expected Result/Impact: Improved academic performance Reduce school to prison pipeline for all students. Staff Responsible for Monitoring: Communications Deputy Supt. of T&L Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Addendums