

# **Greenville Independent School District**

## **District Improvement Plan**

### **2018-2019**



# 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

Revised/Approved: October 11, 2018

## 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.<sup>1</sup> 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<sup>[5]</sup> 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 5486 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 11 campuses, including 1 Pre-K campus, 6 elementary schools (K-5), 1 sixth grade center, 1 middle school, (7-8), 1 traditional high schools (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. Five 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. 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. 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. Increase in diverse population and limited bilingual certified teachers.

## Student Achievement

### Student Achievement Summary

#### State Accountability 2017-2018

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 2017-2018 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

- 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

### Campuses

- Met Standard: Assigned for overall performance and for performance in each domain to campuses that meet the performance targets
- Improvement Required: Assigned for overall performance and for performance in each domain to campuses (including AECs) that do not meet the performance targets
- Met Alternative Standard: Assigned for overall performance and for performance in each domain to alternative education campuses evaluated under AEA provisions that meet the performance targets
- Not Rated: Assigned to campuses that—under certain, specific circumstances—do not receive a rating

### District and Campus Accountability 2018

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	Student Achievement Domain	School Progress Domain	Closing the Gaps Domain	2018 Accountability Rating
<b>Greenville ISD</b>	C	B	C	<b>B</b>
<b>Bowie Elementary</b>	Met Standard	Met Standard	Met Standard	<b>Met Standard</b>
<b>Carver Elementary</b>	Improvement Required	Met Standard	Met Standard	<b>Met Standard</b>
<b>Crockett Elementary</b>	Met Standard	Met Standard	Met Standard	<b>Met Standard</b>
<b>Katherine G. Johnson STEM Academy</b>	Met Standard	Met Standard	Met Standard	<b>Met Standard</b>
<b>Lamar Elementary</b>	Met Standard	Met Standard	Met Standard	<b>Met Standard</b>
<b>LP Waters (paired with Lamar El)</b>	Not Rated	Not Rated	Not Rated	<b>Met Standard</b>

<b>Travis Elementary</b>	Improvement Required	Met Standard	Met Standard	<b>Met Standard</b>
<b>6<sup>th</sup> Grade Center</b>	Met Standard	Met Standard	Met Standard	<b>Met Standard</b>
<b>Greenville Middle School</b>	Met Standard	Met Standard	Met Standard	<b>Met Standard</b>
<b>Greenville High School</b>	Met Standard	Met Standard	Met Standard	<b>Met Standard</b>
<b>New Horizons Learning Center</b>	Met Standard	Not Rated	Not Rated	<b>Met Standard</b>

### District and Campus Distinction Designations 2018

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	Academic Achievement in Science
Carver Elementary	None
Crockett Elementary	None

Katherine G. Johnson STEM Academy	Academic Achievement in Mathematics
	Academic Achievement in Science
	Academic Achievement in English Language Arts/Reading
	Top 25 Percent: Comparative Academic Growth
	Postsecondary Readiness
	Top 25 Percent: Comparative Closing the Gaps
Lamar Elementary	None
LP Waters (paired with Lamar El)	N/A
Travis	None
6 <sup>th</sup> Grade Center	None
Greenville Middle School	Academic Achievement in Mathematics
	Academic Achievement in Science
Greenville High School	Academic Achievement in English Language Arts/Reading
	Postsecondary Readiness

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:

<b>Academic Achievement (Percent at Meets Grade Level or Above)</b>	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Cur & Mor
ELA/Reading	√	√	√	√				√	√	
Mathematics	√	√	√	√				√	√	

<b>Growth (Academic Growth)</b>	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Cur & Mor
ELA/Reading	√	√	√	√				√	√	
Mathematics	√	√	√	√				√		

### Student Achievement Strengths

#### District and Campus Distinction Designations 2018

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- Top 25 Percent: Comparative Academic Growth (campus only)
- Top 25 Percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)

<b>District/Campus</b>	<b>Distinction Designation</b>
Greenville ISD	None
Bowie Elementary	Academic Achievement in Science
Carver Elementary	None
Crockett Elementary	None

Katherine G. Johnson STEM Academy	Academic Achievement in Mathematics
	Academic Achievement in Science
	Academic Achievement in English Language Arts/Reading
	Top 25 Percent: Comparative Academic Growth
	Postsecondary Readiness
	Top 25 Percent: Comparative Closing the Gaps
Lamar Elementary	None
LP Waters (paired with Lamar El)	N/A
Travis	None
6 <sup>th</sup> Grade Center	None
Greenville Middle School	Academic Achievement in Mathematics
	Academic Achievement in Science
Greenville High School	Academic Achievement in English Language Arts/Reading
	Postsecondary Readiness

### 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, American Indian ,Asian Pacific Islander, Two or More Races, and Econ Disadvantaged There is a 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 #IAMGISD has taken on a spirit of its own across Greenville.

## **Problem Statements Identifying District Culture and Climate Needs**

**Problem Statement 1:** Ensure that lessons are more relevant to the real world in which students live in today. PLCs have not focused on connecting student expectations provided by the state to the real world connection.

**Problem Statement 2:** Strengthen Parent and community engagement throughout every campus. Intentional development of the partnership has not been the primary focus.

**Problem Statement 3:** Lack of partnership between business in Greenville and Greenville ISD. Development of internships, lack of shared communication of want and need, as well as underdeveloped partnerships.

## **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 24.4% of the 2015-2016 teachers had eleven to over twenty years of experience with only 6.7% 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 and 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 Competitive Salary Base or Stipend

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

**Problem Statement 3:** Ensure retention of effective teachers 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 2017-18 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:** Universal strategy for Math or Reading Comprehension not utilized in all classrooms across the district. Strategist focus will be integrating the strategies into the pacing guide and conduct intentional walk through with the intent to see the strategies in action.

**Problem Statement 3:** RTI not conducted with Fidelity. : Process has been trained and launched, however, the progress monitoring and supports are not always implemented with the intent to ensure every child gets the instruction needed to fill the gap.

**Problem Statement 4:** Guided Reading & Guided math have not been utilized to differentiate or meet the gaps of all students in the individual classrooms. Campuses are introducing the concept of guided math/reading and are not reviewing data points to drive the 'station' activity.

**Problem Statement 5:** Barnebie Writing protocol has been trained across the district. The concept being new has to be supported by the reading strategies frequently. This has become an intentional look for when conducting walks in the classrooms through out GISD.

Each campus has their own interpretation of lesson planning and how administration and/teachers monitor the lesson plans. Campuses had different expectations for planning and writing lesson plans, inspection is limited. Additional training district wide is needed

## 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.
- One month ago, we launched a mobile app, and already approximately 1000 people are using it to receive district notifications, news announcements and more.
- Greenville ISD works closely with area businesses, who have generously provided more than \$70,000 in monetary and in-kind donations over the past 11 months.
- 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.
- 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 Intentional focus on developing partnership with purpose

**Problem Statement 2:** Commitment to a family atmosphere on all campuses District initiative has not designed a program/focus

**Problem Statement 3:** · Increase parent involvement on all campuses CIP has mention of parent involvement, need to build on plans

**Problem Statement 4:** Increase social media followers and GISD app users 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 over 4,000 Chromebooks, 2,700 iPad Minis, 511 staff machines, 250 virtualized desktops, 817 student desktops, 415

Interactive projectors, 303 document cameras, 775 Mitel phones, and each campus is outfitted with Xerox machines in the offices and teacher's lounges.

- We have access to both Office365 and Google G Suite for Education, as well as utilizing Clever to help sync accounts district-wide.
- We have our own 10Gb fiber ring connection between all of our facilities, and have been working with our providers to create resilient links.
- We are in the process of renegotiating contracts with some of our vendors to reduce annual costs of annual services.

## 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. Lack of funding and prioritization in the past.

**Problem Statement 2:** We are in dire need of a wireless upgrade on each of our campuses. The 2018-2019 school year is slated to have a district-wide wireless upgrade that will correct this concern. Lack of funding and prioritization in the past.

**Problem Statement 3:** The Technology Department is going to spend time during the 2018-2019 school year revamping our summer processes. We have many servers and systems that need to be updated and maintained that has not been accomplished due to summer prioritization and processes. Having to remove and replace every teacher and student machine during the summer is too great a task for a small Technology Department. Due to this we will be restructuring our summer processes.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- 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
- Local diagnostic reading assessment data
- 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 diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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 for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety 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 70%.

**Evaluation Data Source(s) 1:** STAAR/EOC, and Summative Exam Data,

**Summative Evaluation 1:** Exceeded Performance Objective

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p style="text-align: center;"><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>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 2017 System Safeguards:</p> <p>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</p>		Principal Asst. Principal Chief of School Leadership Deputy Superintendent of Teaching and Learning Director of Accountability Teachers	Increased scores for AA, Hispanic, Economically Disadvantaged, Special Education, and ELL student groups on the Summative Assessments and 2018 STAAR, EOC, TELPAS, TPRI, Tejas LEE				

<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Analyze STAAR and Summative Assessment results to make instructional decisions based on student performance utilizing Aware data tools</p>	2.4, 2.5	Principals, Assistant Principals Teachers Chief School Leadership Officer Deputy Sup of T & L Director of Assessment & Accountability	Increased academic performance for all students on Summative Assessments and STAAR tests				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Provide professional development targeting writing. Continual progress monitoring.</p>		Principal Asst. Principal Writing Strategist Chief of School Leadership Deputy Sup of T & L Continuing Education Coordinator	Progress of student writing samples BOY/MOY/EOY				
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Use online tools from iStation and Ren 360 as interventions for Tier II and III.</p>		Principal Asst. Principal Chief of School Leadership Deputy Sup of T & L	Data obtained from iStation and Ren 360 reports. RTI lesson plans, student work samples				
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Assess students using Summative Exams aligned with the district curriculum.</p>		Principal Asst. Principal Chief of School Leadership Instructional Strategist Deputy. Sup of T & L	Student assessment data in Aware, PLC content, data analysis				
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Implement the to district-wide RtI model.</p>		Principal Asst. Principal Chief of School Leadership Deputy. Sup of T & L	RtI lessons, Ren 360 results, Summative Assessments				

<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) 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.</p>		Principals Asst. Principal Teachers Director of Advanced Academics Instructional Strategist	Tutoring records, Tier II and Tier III RtI documents				
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) Conference with each student to create a Student Performance Plan (Individual Graduation Plan IGP) and review plans at regular intervals.</p>		Principals Asst. Principal Teachers Counselors Chief of School Leadership	Conferences held and summary uploaded into Aware for each student				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) 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.</p>	2.4	Principals Teachers Assistant Principals Counselors	Number of parent meetings and student visits to future campus. Increase in maintaining students from grade level to grade level.				
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>10) Provide tutorials (acceleration)) before school and after school, fully utilizing the ACE Program.</p>		Principals Asst. Principals Teachers ACE Grant Project Director ACE Site coordinator	Number of students attending tutorials after school Improvement in daily and summative student work				
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>11) Support the implementation of a Bilingual education program and provide on-site coaching by bilingual Director</p>	2.4, 2.5, 2.6	Principal Asst. Principal Teacher Director of Advanced Academic Director of Bilingual Services	Student work samples to represent growth in academic goals. Spanish exam scores - summative and STAAR.				

<p align="center"><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>12) Improve communication between school and home for Spanish speaking families. Provide additional parent meetings for parents as necessary.</p>	2.6, 3.1	Principals Asst. Principals Teachers Director of Bilingual Services	Number of parents participating in school events. Number of parents participating in Bilingual Parent meetings (sign in sheets)				
<p align="center"><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>13) Increase Summative and advanced performance in STAAR in all grades in all student groups.</p>	2.4, 2.5	Principals Assistant Principals Teachers Chief of School Leadership Deputy. Sup of T & L	2019 STAAR Percent of Post secondary Readiness Standard scores  Increased percentage from prior summative to current				
<p align="center"><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>14) Provide acceleration support for Student Success Initiative for students in grades 5 and 8 that do not meet standard on the first and second administration of the STAAR assessments.</p>	2.4	Principal Asst. Principal Teachers Director of Accountability Deputy. Sup of T & L Chief of School Leadership	Documentation of student progress on STAAR, Summative and APEX				
<p align="center"><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>15) Provide professional development to address the needs of learning disabled and other Special Education students in a variety of settings that focus on content, student engagement and differentiation.</p>	2.4	Continuing Education Coordinator Director of Special Education Principal Director of Student Services Deputy. Sup of T & L	Increase in summative and STAAR success rate for our Special Education Students				
<p align="center"><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>16) Create a comprehensive professional development catalog for teachers and staff to view.</p>	2.4	Continuing Education Coordinator Strategist Deputy. Sup of T & L Teachers Principals Chief of School Leadership	Completed catalog Registration Log Participant Survey of use of course content in classroom				

 = Accomplished     = Continue/Modify     = No Progress     = Discontinue

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



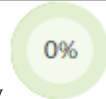

**Performance Objective 2:** Provide 100% of Greenville ISD students with equitable access to a comprehensive rigorous and relevant curriculum aligned to state standards and promoting college and career readiness

**Evaluation Data Source(s) 2:** Summative, tutoring logs, intervention logs, lesson plans, PLC content.

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Equity Plan Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 7</p> <p>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.</p>	2.4, 2.5	Principal Asst. Principal Director of Assessment and Accountability Instructional Strategist Deputy . Sup of T & L	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				
<p><b>Critical Success Factors</b>            CSF 1 CSF 4</p> <p>2) Expand the dual credit program/partnership with Paris Junior College.</p>	2.4, 2.5	Principal Dean Chief of School Leadership Deputy. Sup of T & L	Number of students enrolled in dual credit courses, grades and credits awarded.				
<p><b>Critical Success Factors</b>            CSF 1 CSF 4</p> <p>3) Continue to support the implementation of the ACE Program on GISD campuses.</p>	2.4, 2.6	Principals, Asst. Principals ACE Director ACE Site Coordinator	Number of students enrolled in ACE programs on campuses Progress through academic programs.				
<p><b>Critical Success Factors</b>            CSF 1 CSF 3</p> <p>4) Continue to establish community partnerships for CTE and to work with the CTE Advisory Board.</p>	2.4, 2.5, 2.6	Principal Dean Chief of School Leadership Deputy. Sup of T & L	Number of partnerships established Student intern programs growth plan Indusstry Certifications Awarded				

<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>5) Continue to align and expand STEM programs in grades Pre-K to grade 12 and expand community partnerships.</p>	<p>2.4, 2.5</p>	<p>Superintendent Chief of School Leadership Deputy . Sup of T &amp; L Principals</p>	<p>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.</p>				
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>6) Monitor dropout data including graduation rates, high school equivalency certificate rates, and academic credit hours.</p>	<p>2.4, 2.6</p>	<p>Principals Asst. Principal Dean of Instruction Deputy. Sup of T &amp; L Dean Chief of School Leadership</p>	<p>Decrease percentage of dropouts, grades 7-12; Increase graduation rates</p>				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							



**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 who support student centered learning.

**Evaluation Data Source(s) 3:** Continuing Education Coordinator  
 Deputy Superintendent  
 Principal  
 Asst. Principal  
 Chief of School Leadership.

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Equity Plan Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>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>	2.4, 2.5	Continuing Education Coordinator Principals Asst Principals Deputy Sup of T & L	Universal Screener to identify students at risk academically.  Update student classification of at-risk  Track/trend via summative and STAAR/EOC data for progress.				
<p><b>Equity Plan Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>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>	2.4, 2.5	Principals Asst. Principals Instructional Strategist Continuing Education Coordinator	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><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) Implement and utilize protocol for Professional Learning Communities to ensure collegial collaboration.</p>	2.6	Principals, Asst Principal Instructional Strategist Chief of School Leadership Deputy. Sup of T & L	Walk through data Student progress T-TESS data				
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>4) Provide an induction program for new teachers before school begins that support the culture of GISD and provides new teachers with the tools and knowledge needed to ensure a strong beginning to the school year.</p>	2.5, 2.6	Continuing Education Coordinator Mentors Instructional Strategist Deputy Sup of T & L Chief of School Leadership	Content surveys Implementation in teacher's classrooms Teacher Retention Teacher Climate Survey				

 = Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

**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 10% at each campus.

**Evaluation Data Source(s) 1:** Discipline Referrals  
Climate and Culture Survey


**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Initiate anti-bullying/cyber-bully programs on all campuses. See policies FFI (Legal) and (Local).</p>		Principals Teachers Counselors Chief of School Leadership Asst. Sup of T & L	Decrease in discipline referrals Decrease in absences				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>2) 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.</p>		Principals Teachers Counselors	Decrease in reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 2:** Discipline referrals will be no more than 20% each day at each campus regardless of dress for that day.

**Evaluation Data Source(s) 2:** Discipline Referral  
Climate and Culture Survey

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Data will be evaluated at end of nine weeks to determine discipline on free dress days and spirit dress day as opposed to standardized dress days.	2.5, 2.6	Principals Asst Principals Chief of School Leadership	Discipline referrals Climate Survey				

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

**Performance Objective 3:** Less than 5% of all discipline referrals will be for bullying as a result of implementation of Rachel's Challenge and/or Capturing Kids Hearts.

**Evaluation Data Source(s) 3:** Campus principals will develop a common definition of 'bullying' then with that consistent language - then will be measured through discipline entry data.

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

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

**Performance Objective 4:** Adopt and implement a cyber security framework that facilitates the further securing of the district’s resources and staff development in the area of security.

**Evaluation Data Source(s) 4:** Security logs

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>1) Security standards are always changing, and thus, we must stay current on best practices, adopt a cyber security framework, and increase awareness training.</p> <p>Cause: The State is requiring the use of technology to process documentation, store student and family data, and transmit that information online. Due to this, as well as the increase in hacking attempts nationwide, we must ensure that our data, network infrastructure, and systems are secure.</p>	<p>2.6</p>	<p>The State is requiring the use of technology to process documentation, store student and family data, and transmit that information online. Due to this, as well as the increase in hacking attempts nationwide, we must ensure that our data, network infrastructure, and systems are secure.</p>	<p>Limited to no breach of security within our systems.</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**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 Source(s) 1:** Certifications

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Recruit in a variety of venues to attract a broad applicant pool.</p>		Executive Director of Human Resources	Quality of number of highly qualified teacher applicants  Diversity of applicant pool				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Hire qualified Spanish and English bilingual personnel who can communicate effectively orally and in writing in both languages.</p>		Executive Director of Human Resources Principals	Quality of applicant pool				
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Develop a comprehensive retention plan that provides avenues for Greenville ISD employees to seek degrees, certifications, and CPEs in accordance with district needs and priorities.</p>		Executive Director of Human Resources Chief Financial Officer	Retention plan; salary study				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Develop a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trends.</p>		Executive Director for Human Resources Chief Financial Officer	Recruitment and retention numbers				

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>5) Develop GISD Administrative Mentoring Program to grow new and potential GISD Administrators</p>		<p>Superintendent Director of Professional Development</p>	<p>Teacher retention Surveys of program (beneficial or not?)</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**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 as a result of working with district mentor teachers.

**Evaluation Data Source(s) 2:** TTESS walk-through, observation and final summative.

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

**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 Source(s) 3:** ESL Certification

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

**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 Source(s) 1:** Monthly Financial Reports  
FIRST Score

**Summative Evaluation 1:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Update the Compensation Plan &amp; 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.</p>	2.6	Asst. Superintendent of Finance Chief of Human Resource	Budget review Equity study of salary/stipends Completed Compensation Plan				
<p><b>Critical Success Factors</b> CSF 3</p> <p>2) Prepare Budget template that provides guidance to campus and department budget managers on the correct process of planning and preparing their respective budgets.</p>	2.6	Asst. Superintendent of Finance	Budget Calendar/Timeline Following process of established guidelines. Called Board Meetings (Budget Meetings)				
<p><b>Critical Success Factors</b> CSF 3</p> <p>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.</p>	2.6	Asst. Superintendent of Finance Purchasing Director	Purchasing procedures documentation Following process of established guidelines Balanced Budget				
<p><b>Critical Success Factors</b> CSF 3</p> <p>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.</p>		Asst. Superintendent of Finance Superintendent	Annual Financial Report Appropriate use of school funds Balanced Budget				

**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 Source(s) 2:** FIRST Report  
 Audit Findings  
 Monthly Financial Report

**Summative Evaluation 2:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) State of the District presentations, budget presentation at monthly called board meetings, special board budget workshops, establish and adhere to budget calendar							

**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 Source(s) 3:** Maintenance and Operations Report  
Strategic Plan  
Financial Reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct building inspections with each principal and maintenance supervisor to prioritize maintenance needs and future needs.		Assistant Superintendent of Operations	Better response to student, staff, and building needs.				
2) Work with facilities committee to review use and development of TXDOT properties to house Transportation Department and develop a plan for use.		Assistant Superintendent of Operations					
3) Develop a K-12 instructional facility master plan and develop District facilities educational standards based on current use, master schedules, and building capacities.		Deputy Superintendent Assistant Superintendent of Operations					
4) Review and make recommendation of current bus schedule for the 2018-2019 school year.		Assistant Superintendent of Operations Transportation Coordinator					
5) Review current vehicle fleet and make recommendations for a replacement schedule.		Assistant Superintendent of Operations					
6) Review current bus fleet and make recommendations for a replacement schedule.		Assistant Superintendent of Operations Transportation Coordinator					

 = Accomplished    = Continue/Modify    = No Progress    = 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.**



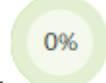

**Performance Objective 1:** GISD will maintain clear communication with families, students, staff, and community resulting in a 10% increase in those participating in an online experience.

**Evaluation Data Source(s) 1:** Followers for Apps with this opportunity  
 Parent Portal Use  
 Number downloads for GISD APP

**Summative Evaluation 1:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b>                      CSF 6</p> <p>1) Continue to promote the use of Family Access through social media for parents.</p>		Principals Teachers Asst Sup of T & L Director of Professional Development	Use of parent portal Parent climate survey				
<p><b>Critical Success Factors</b>                      CSF 5 CSF 6</p> <p>2) Market opportunities through social media for parents and community organizations to volunteer on the campus to support student learning.</p>		Principals Teachers	Number of volunteer opportunities; number of volunteers, impact on student achievement				
<p><b>Critical Success Factors</b>                      CSF 5 CSF 6</p> <p>3) Provide Online Enrollment using Family Access to complete yearly registration for returning and new students.</p>		Executive Director of Instructional Technology Principals	Number of online registrations				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Spotlight on Student Engagement to showcase student work and highlight the academic accomplishment of students and staff.</p>		<p>Principals Chief of School Leadership Communications Asst. Sup of T &amp; L</p>	<p>Parent and Community Participation</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Expand STEM, Dual Credit and certifications earned by our students.</p>		<p>Principal Advance Placement Coordinator Chief of School Leadership Asst. Sup of T &amp; L</p>	<p>STEM programs implemented STEM pathway established Courses offered Student Achievement</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>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.</p>		<p>Principal Counselor Chief of School Leadership Asst. Sup of T &amp; L</p>	<p>Increase in student acceptance to higher education</p>				
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							

**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 Source(s) 2:** Follower count for Facebook, Twitter, etc  
Increase in use of Parent Portal  
Increase in downloads of GISD APP

**Summative Evaluation 2:**

**TEA Priorities:** 4. Improve low-performing schools.



# Plan Notes

Agenda

9-14-18

- 1) Introduction
- 2) Objective - Purpose of Committee
- 3) Grant Overview that must be included
- 4) Future Meeting Dates
- 5) Sub-Committee
- 7) Next Step
- 8) Q & A

9/13/18

Meeting began at 4:30.

Introductions

Absentees: Wes Underwood, George Sellers, Kim Fake, Lisa Redd, Tish Woodruff, Rich Carter, Chris Yost

S. Boothe explained the District Improvement Plan requirement for all districts and it will drive the Campus Improvement plans. Members reviewed information from TEC Chapter 4

Two new grants that must be included this year: Dyslexia K-3 – Bowie, Carver, Crockett – bottom 10% of readers on each campus. Retired teachers are

tutoring 30 min per day/ 4 days per week. 1 Year

Autism Grant – 2 years – target children with AU after hours Pk- 9 yrs old to teach structured social skills. Applies to every campus. KGJ, Lamar, Bowie, Crockett, Carver have had parent approvals.

Discussion regarding Dyslexia grant and whether it was early identification/early intervention/RtI. Will begin on Monday. Teachers are trained. TPRI intervention, Word walls. F& P used in the classroom by the teacher of those students.

Greenville reading program- Footsteps to Brilliance.

District Mission and goals will not change.

Demographics have been updated. Root Cause has not.

We will meet back in a month after reading through the documents. Then meet quarterly.

STAAR data has been updated. Page 9, 10 updated.

Problem statement/Root cause has not been updated.

12,13 updated. But need to look at problem and root cause.

Culture and climate has been updated some. Needs improvement.

15 – problem statement needs to be updated.

Recruitment has been updated but not problem statement.

C& I updated but not problem statement.

Gish has updated p. 19 but open to feedback.

P. 21 needs to be reviewed for correctness.

p. 22 updated by Shannon Fulp but problem statements need to be reviewed.

Needs assessments need to be completed. P. 24+

We made a B in the A-F accountability system. How can we get to an A? High school is biggest contributor with other factors than just STAAR EOC. Next year campuses will get grades so campuses will need to address how to get A's or B's.

Goals. Can we live with them? Do we need to reword, add or take away?

Critical Success Factors: hired bilingual director. Moved programs to just 2 central campuses.

P. 28- 43 will be updated. Add to, take away, update and look for measurements.

Next meeting will be 10/11 at 4:30. It will last a little longer. Future meetings will be determined during the October meeting.

At the next meeting Mrs. Reeves will present Title 1 Funding, where it is allocated and where we can spend.

Sub-committee will discuss staggered start times for next year. We are short buses and they are overcrowded. We are adding a route to Crockett and possibly buy a bus. Alisa Rios, David Gish, Nikki Samples and Catherine Just will participate on the sub-committee.

Mrs. Rios asked about the purpose, etc. for the DIC. Ms. Boothe explained the process including the creation of the plan, board approval, and monitoring goals throughout the year.

The Climate and Culture Grant was discussed- Pays for 3 principals to attend a leadership training at Rice University, Rachel's Challenge for GMS & GHS, and next year's convocation speaker.

Communities in Schools was explained. Social workers full time at Lamar, Carver, and LPW.

Mr. Gish explained his new role and upcoming events including Parent University courses and GED classes with a pathway to Paris Jr. College. Yoga is offered Tues and Thurs evenings at NHHS cafeteria. CareVide (formerly Community Health Clinic) is submitting proposal to partner offering clinics twice per week for GISD families. Partnered with approximately 15 different community entities. Task force has been organized for non-English speaking community members to identify needs and how to better serve all constituents.

Early College High School \$260,000 grant. 4 year program. Each received laptops. All will leave high school with an associate's in engineering from PJC.

## District Improvement Committee Agenda

10/11/18

- Introductions
- Purpose of Meeting – review all participants’ comments/additions, deletions from District Improvement Plan
- Update from Transportation Sub-Committee
- Next Meeting Dates
- Q & A

## District Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Lucretia Newton	Principal and Director of Leadership Development
District-level Professional	Sharon Boothe	Deputy Superintendent
District-level Professional	Wes Underwood	Asst. Superintendent of Operations
Classroom Teacher	Nikki Samples	Classroom Teacher
District-level Professional	David Gish	Director of Community Outreach
Classroom Teacher	Katie Robles	Classroom Teacher
Classroom Teacher	George Sellers	Committee Member
Classroom Teacher	Kim Fake	Classroom Teacher
Counselor	Catherine Just	Counselor
Classroom Teacher	Lisa Redd	Classroom Teacher
District-level Professional	Deidre Reeves	Asst. Sup of Finance
Board Member	Tish Woodruff	Board Member
Business Representative	Rich Carter	Business Representative
Community Representative	Chris Yost	Community Representative
Paraprofessional	Jessica Rios	Paraprofessional
Business Representative	Elisa Rios	Parent and Business Representative