

Greenville Independent School District

District Improvement Plan

2023-2024



Board Approval Date: January 16, 2024

Mission Statement

Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

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 in a safe environment while receiving a broad-based education in preparation for life and work.

- *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 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 exceptional staff is the most important resource serving the students of our district.

- *We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies 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 toward 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 and 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 communicate with open, honest, transparency of 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 50 miles from Dallas. It is the county seat and largest city of Hunt County. As of the 2020 census, the city population was 28,164 and the city is currently experiencing population growth. The city offers relaxation, family fun, friendly neighbors and a smart place to live and do business.

The racial makeup of the city was 65.9% White, 13.3% African American, 0.8% Native American, 1.1% Asian, and 2.76% from two or more races.

The median income for a household in the city was \$50,496, The per capita income for the city was \$20,649.

Greenville ISD serves approximately 5,441 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 950 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, 4 elementary schools (K-4), 1 intermediate school (5th-6th grades), 1 middle school, (7th-8th grades), 1 traditional high school (9-12), and 1 alternative high school. The District has a diverse student population with 49.24 (+3%) percent Hispanic students, 15.88 (-.4%) percent African-American students, 28.5 (-1.2%) percent White students. Approximately 75% of students are identified as economically disadvantaged.

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 25% 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 school-wide programs due to high poverty levels.

Demographics Strengths

Located approximately 50 miles from Dallas, Greenville is a gem that offers both a small-town feel and access to the excellent career opportunities and everything else the vibrant city has to offer. GISD serves 5,441 students and works with them and their families to design pathways to college, career, and the military. Texas A&M Commerce is located just 16 miles away and offers affordable higher education opportunities. Paris Junior College is in walking distance from Greenville High School, and is a dual-credit partner with GISD.

Points of Pride

- Greenville ISD received a score of 100 in fiscal accountability for the 2022-2023 school year
- Greenville ISD students have a 95.1% four-year graduation rate (2022 Accountability)

- The GISD School Board was named one of five state finalists for the HEB's 2020 Outstanding School Board Award
- Robust academic offerings and industry certification opportunities in Career and Technical Education with a state-of-the-art 50,000 square foot facility
- State, national, and world championship-winning Robotics teams
- 5 National Solar Car Championships
- Destination Imagination teams have qualified for Global finals for the last 10 years
- Robust & innovative programs for gifted & talented students
- Dual credit offerings through area junior college in core academics and Career and Technical Education
- Recognized Navy Junior Reserve Officers Training Corps (NJROTC) with “Outstanding” rating.
- Award-winning fine arts programs offered elementary through high school including our Lion Pride Band, theater, choir, art, and Suzuki Strings
- Home of the FIRST drill team in the world, the GHS Flaming Flashes, founded by Gussie Nell Davis
- Nationally recognized FFA program, as well as many other agricultural offerings
- State-recognized 21st Century After-School Program (ACE)
- Competitive athletics programs
- Partnerships with colleges and universities, particularly Paris Junior College and Texas A&M Commerce
- A diverse student body that reflects the rich cultures and differences throughout our community
- Highly qualified and skilled teachers in every classroom

Staff: GISD continues to strive for 100% compliance with state requirements for certification. The GISD staff training calendar and content are reviewed by the annually.

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: Destination Imagination, Advanced Academics, Robotics, UIL Academics, Greenville ISD STEM Academy, Dual Language Academy, Junior ROTC, Dual Credit offerings through a partnership with Paris Junior College, and a self-paced Alternative High School. Greenville ISD has a rigorous Pathways in Technology Early College High School (P-Tech) that functions as a school within a school. The Texas ACE Program provides extended day activities at Bowie, Lamar, Carver, Crockett, Travis Intermediate, Sixth Grade Center, Greenville Middle School and Greenville High School.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campuses are facing challenges with meeting the academic, social, and emotional needs of a growing and changing student population. GISD is experiencing growth in bilingual and special education populations. **Root Cause:** Increase in diverse population, limited bilingual certified teachers, ESL teachers, and counseling for social emotional learning.

Student Achievement

Student Achievement Summary

State Accountability 2022-2023

The issuance of 2023 A-F ratings under the final 2023 rule is pending and subject to change based on judicial rulings or decisions from the 88th Legislature during a special called session.

2021-2022

However, Greenville ISD was rated a "C" overall in the 2021-2022 accountability ratings:

Domain 1 Student Achievement: C (74)

Domain 2 School Progress: C (78)

Domain 3 Closing the Gaps: C (70)

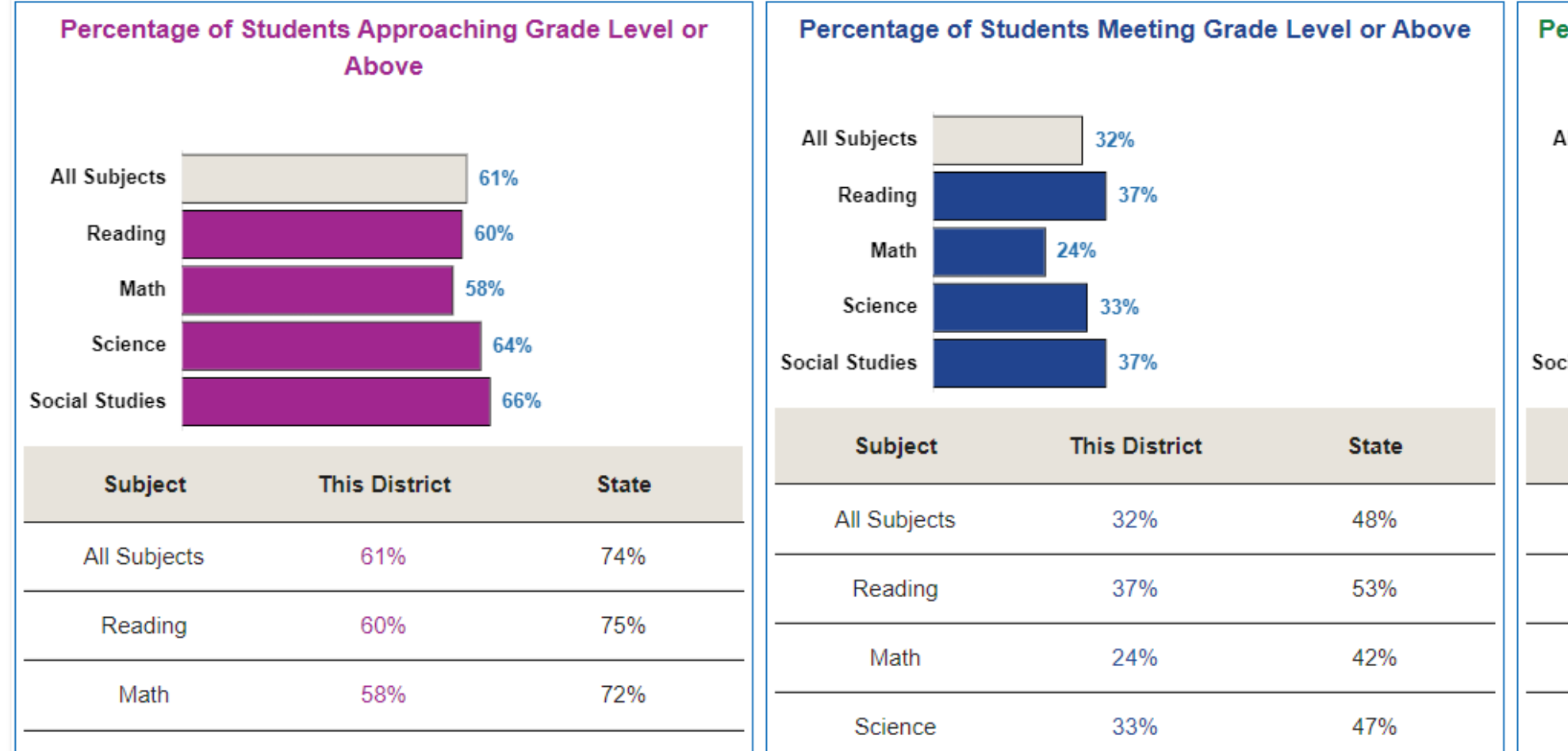
The State of Texas Assessments of Academic Readiness, or STAAR, assesses grades 3-8. Grades 3 and 6 are assessed in reading and math. Grades 4 and 7 are assessed in reading, math, and writing. Grade 5 is assessed in reading, math, and science; and grade 8 is assessed in reading, math, social studies 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).

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current) | EB/EL (Current & Monitored) | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled |
|------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----------------------------|----------------------|---------------------|-----------------------|---------------------------|
| All Subjects | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current) | EB/EL (Current & Monitored) | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----------------------------|----------------------|---------------------|-----------------------|---------------------------|
| At Approaches GL Standard or Above | 61% | 45% | 59% | 72% | 65% | 81% | 23% | 65% | 56% | 54% | 54% | 36% | 58% | 61% | 58% |
| At Meets GL Standard or Above | 32% | 18% | 29% | 45% | 53% | 60% | 0% | 37% | 27% | 24% | 24% | 22% | 26% | 32% | 30% |
| At Masters GL Standard | 13% | 6% | 11% | 20% | 41% | 35% | 0% | 15% | 10% | 9% | 9% | 9% | 13% | 14% | 11% |



| | | |
|----------------|-----|-----|
| Science | 64% | 76% |
| Social Studies | 66% | 75% |

District and Campus Distinction Designations 2022

- 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 |
|------------------------------------|-------------------------------|
| LP Waters (paired with Lamar El) C | N/A |
| Travis/6th Grade Center NR | None |
| | |
| Greenville Middle School C | None |
| | None |
| Greenville High School C | English Language Arts/Reading |
| | Science |

Student Achievement Strengths

Greenville ISD continues to have a four-year graduation rate above state average (95.1%). The five and six year graduation rates are also above state average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: GISD has significant gaps in performance of African American students compared to other district sub-populations. **Root Cause:** A focus of accelerated instruction has not been the target.

District Culture and Climate

District Culture and Climate Summary

GISD believes that students can follow their interests and dreams and provides lessons for wherever life leads. GISD offers numerous opportunities for students to belong. Key programs that students can choose from include: Robotics, Destination Imagination, athletics, media tech, solar car courses, ACE after-school program, and any of our 50+ dual credit courses are showcased on GISD transcripts. Counselors work with students and parents to develop class schedules that are reflective of interactive opportunities designed to develop the whole child. Culinary Arts, Cosmetology, Auto Body Shop, Fine Arts, Horticulture, Vocational Agriculture, Naval ROTC, and Robotics classes offer students opportunities to explore their areas of smartness. Elementary students can participate in the ACE after-school programs and robotics. The district also offers a secondary students pathways in Technology Early College High School (P-TECH). These programs allow students to choose a pathway and take courses that provide the academic, technical, and workplace skills that are attractive to employers. P-TECH students also have the opportunity to graduate with an Associate's Degree from Paris Junior College. The program ensures our students have a lifelong passion for learning, assist in directing their future, and help students discover skills that will drive them to prosperity. As well, students can earn industry certifications in welding, floral design, entrepreneurship, food service, cosmetology, health services, and other areas of interest.

GISD also has a robust Career and Technical Education Advisory Board with members from local business and industry as well as representatives from the Greenville Economic Development Council.

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.

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.

Innovative Initiatives

- Forever A Lion, a partnership with Texas A&M University - Commerce that provides a pathway to college for every Greenville High School graduate.
- Growing Up Bilingual, a dual language program that allows students to grow up studying subjects in English and Spanish, preparing them to succeed in a competitive marketplace.
- Elementary STEM (Science Technology Engineering Math) academy (Katherine G Johnson STEM Academy, located @ Crockett Elementary). This dedicated school of choice emphasizes STEM exploration for elementary students.
- Early College High School, a powerful grant-funded initiative that allows students to graduate from high school with an Associate's Degree in Engineering from Paris Junior College.

District Culture and Climate Strengths

The Greenville ISD School Board is committed to serving the needs of the the Greenville community and currently GISD is expanding capacity at both Travis Intermediate and Greenville Middle School to serve needs across the district including anticipated growth over the next few years. Maintenance tax projects include addition of additional classrooms through renovation of the old field house at Travis, additions of portable buildings at Greenville Middle School, and the addition of new school buses to name a few.

Greenville ISD strives to create a positive culture and climate where students, parents, and community stakeholders are valued and can contribute to the success of our school district. GISD has added additional police officers at each campus for the 2023-2024 school year and campuses are additionally served with Student Engagement Officers.

The spirit of tradition and partnership with the community around us is shared throughout every campus.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Student engagement focus has decreased. **Root Cause:** Targeted student engagement lessons not developed consistently.

Problem Statement 2: Involvement of parents as well as business and industry is not where we need it to be. **Root Cause:** Providing programs when parents are available.

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 though. The District works to stay competitive in our market while also working to improve educational and professional environment. We strive to maintain a 100% highly-qualified staff. 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 approximately 25% as compared to the state turnover rate of 15.1% in 2022-2023 in districts with over 5,000 to 9,999 students. The turnover rate was very high this year improved from the previous year. Approximately 16.3% (-3.7%) of the 2021-2022 teachers had eleven to over twenty years of experience with 26.2% (+14%) being new teachers according to the last published Texas Academic Performance Report (TAPR).

Greenville ISD is partnering with Texas A&M University Commerce to offer staff the opportunity to earn a Bachelor's degree at a reduced rate through their Pride Pathway program. Pride Pathway targets paraprofessionals already working within school districts, providing an affordable, fully online option for completing a bachelor's or master's degree leading to teacher certification. As well, GISD has been awarded the Grow Your Own grant to allow for additional opportunities for staff to earn a teaching certification.

Staff Quality, Recruitment, and Retention Strengths

Quality administrators at each campus; Opportunities for collaboration and teamwork; 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 four days of training prior to entire staff returning; Good staff attendance.

GISD worked in conjunction with a local day care provider to establish the Little Lion's day care house at the Houston Education Center in GISD. Employee children are served at a discounted tuition on a first come first serve basis.

GISD Board of Trustees approved a calendar that allows for thirteen planning Fridays for teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruitment of certified special education staff has been a challenge. **Root Cause:** Competitive salary base and stipend.

Problem Statement 2: Recruitment of certified Bilingual Staff has been low and growth in the bilingual student population. **Root Cause:** Competitive Salary Base or Stipend.

Problem Statement 3: High teacher turnover rate in 2022-2023 approximately 31%. **Root Cause:** Transition of Travis Sixth Grade Center to an intermediate school.

Problem Statement 4: Identification of appropriate recruitment pool for teachers to obtain quality applicants. **Root Cause:** Developing partnerships with local colleges and alternative certification facilities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Greenville ISD engaged in a redesign of its curriculum framework for the 2023-2024 school year with updates and improvements to pacing guides, lesson plan protocols, Professional Learning Community (PLC) protocols, and data analysis. As well, formative assessments were created to allow teachers to conduct skills checks and unit assessments throughout each nine-weeks replacing nine-weeks assessments. This allows teachers and campus administrators access to data in PLCs to guide instructional decisions in a more timely manner.

Campuses are supported by content coordinators in core subject areas to assist teachers and campus administration that enables a focus on instructional best practices, gap areas, and identification of root causes. Data-driven decisions for improvement in written curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data. Campuses and content coordinators work collaborative to help implement high quality instructional materials across the district.

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 this school year.

Greenville ISD continues its commitment to an instructional focus in the 2023-2024 school year. Campuses will continue to utilize Professional Learning Communities and have been provided an updated framework for the 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 and growth. Intentional data analysis occurs after each unit assessment tests to determine the depth of learning. Content coordinators are available for each content throughout all grade levels to support planning, instruction, and data analysis.

The Curriculum and Instruction department re-designed the Curriculum Framework for the 2023-2024. Students take skills checks every one to weeks and unit assessments at the end of each unit. This allows for real time data to be utilized to guided instructional decisions in each classroom. As well, the department provided campuses a framework for lessons plans.

Teachers are provided planning days every two to three weeks to plan for the upcoming instruction. Lesson plans are reviewed by campus administration with feedback provided.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Student reading performance across the district is lower than expected. **Root Cause:** Foundational reading skills and phonics.

Problem Statement 2: Students are not performing well on Extended Constructed Responses (ECRs) across the district. **Root Cause:** New testing methodology that all teachers are still learning.

Problem Statement 3: Student products are often not aligned to the Texas Essential Knowledge and Skills (TEKS) . **Root Cause:** Many teachers lack a deep understanding of

student standards.

Parent and Community Engagement

Parent and Community Engagement Summary

Greenville ISD has partnered with All Pro Dads for the 2023-2024 school year to increase involvement of fathers and father figures for students. All Pro Dad Chapters provide an opportunity for dads to spend quality time with their children before school to strengthen their relationship. One day a month, other dads and their kids meet together and walk through different topics that invoke meaningful conversations.

Greenville ISD is committed to building and maintaining a culture of pride and respect with its internal and external stakeholders. GISD works to capitalize on community strengths and develop mutually beneficial partnerships that enhance the district's programs. Greenville ISD will work with campuses and local community organizations to create partnerships that meet specific campus and district goals. GISD, with a broad community approach, has engaged in a new strategic plan to help guide the district in the following areas:

- Finance
- Teaching and Learning
- Priority Schools
- Human Resources
- Communications
- Parent and Community Engagement
- Facilities

Parents, community members, business leaders, students, teachers, and administration worked collaboratively to develop the overall strategic plan with quarterly updates provided to the Board.

GISD worked with the community advisory committee to prioritize facilities needs related to bond initiatives. As well, the district established an oversight committee to review all work and transactions related to projects on the Maintenance Tax Note.

Parent and Community Engagement Strengths

- Greenville ISD values the opinions of its parents, teachers, and community members. We use surveys and focus groups to research perceptions, opinions and beliefs and use the findings to inform future decisions.
- Greenville ISD's mobile app is available to the public for tailored messaging, notifications, news announcements and more.
- Greenville ISD works closely with area businesses, who have generously provided monetary and in-kind donations yearly. Our business partners underwrite specific events, recognitions and facilities.
- Greenville ISD provides timely and engaging announcements and stories on the district website and campus websites to keep internal and external audiences informed and inspired.
- Greenville ISD promotes PTAs, boosters, and parent organizations that support student activities. Greenville ISD Council of PTAs meets four times a year to share parental involvement ideas/strategies implemented on each GISD campus.

- Greenville ISD encourages community interaction by hosting various events and programs throughout the year (ex. Back the Red, White and Blue, Veterans Day, Golden Lions luncheon).
- Greenville ISD publishes three digital newsletters every week during the school year (Heads Up for school board and administrators; GISD News for parents, community members, media and employees; and Lion Pride for employees). During the summer, Heads Up continues publication.
- The Communications Department designs strategic marketing plans for various campaigns throughout the school year. Examples include Come Grow With Us (video and mailer), PreK Marketing and Enrollment campaign, Family Health Connection partnership with Carevide, and Forever A Lion partnership with Texas A&M Commerce.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement is low at our high economically disadvantaged campuses. **Root Cause:** Purposeful planning has not occurred on many campuses.

District Context and Organization

District Context and Organization Summary

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 as represented by the CTE advisory committee.

The district's focus on data driven instruction continues through the PLC process for the 2023-2024 school year which was updated to better support teaches and administrators.

District Context and Organization Strengths

Six campuses (Bowie, Carver, Crockett/STEM, Lamar, Travis Intermediate, and GMS) were awarded the Focused Support Grant for the 2023-2024 and 2024-2025 school years. The district chose Region 10 Educational Service Center as its Vetted Improvement Partner (VIP). Campuses have focused on walkthrough observations and feedback utilizing the Bambrick methods. Principals calendar walkthroughs and feedback cycles. Principals are also working on implementation of High Quality Instructional materials. These are being discussed in the PLCs and through the feedback cycles from walkthroughs.

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. Content coordinators work closely with campuses, principals and teachers to align and support the district curriculum. Each campus utilizes an Instructional Leadership Team (ILT) that ensure the district pacing guide and effective instruction are taking place on campus.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Principals have received limited professional learning for coaching teachers in previous years.

Technology

Technology Summary

In the district, we utilize staff laptops, student computer labs for secondary, interactive projectors, document cameras, and VoIP phones, and each campus is outfitted with Xerox machines in the offices and teacher's lounges. Chromebooks are used for K-12 learning. Ipads are used for Pre-K and specific Special Education needs.

- We have access to both Office 365 and Google G Suite for Education, and we are utilizing Clever to help sync accounts to other outside learning platforms.
- We have our own 10 GB fiber ring connection between all our facilities and a dedicated disaster recovery site with resilience.
- We have multiple fiber internet circuits to provide resilient internet connections for our students and staff.

Technology Strengths

Technology Strengths

- Resilient network connections with a dedicated disaster recovery site and offsite backups.
- We upgraded our wireless infrastructure in 2023 with federal funding assistance to meet the latest technology standards.
- The Technology Improvement Committee meets multiple times annually to discuss upcoming technologies, cybersecurity strategies, technology concerns, and areas of improvement.

Problem Statements Identifying Technology Needs

Problem Statement 1: Continue intensive training for technology staff on new systems integration and security best practices. **Root Cause:** Rapid advancements in technology and security strategies.

Problem Statement 2: Acquiring adequate funding for specific software and programs will cause the district to continue negotiating for better contracts and solutions. **Root Cause:** Software and service increases due to inflation.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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 and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications 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. (Teaching and Learning)

Performance Objective 1: By June, 2024, the percentage of students that will rate in the category of meets for the combined STAAR/EOC will be 38%. GISD seeks to increase the level of students achieving the meets standards for all students in the combined STAAR/EOC to 55% by June 2027.

High Priority

Evaluation Data Sources: STAAR/EOC Results

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Align product and objectives in lesson plans and instructional implementation. Campuses will continue utilizing the Professional Learning Communities on each campus to focus on formative student performance, student work, and provide appropriate intervention and enrichment. Strategy's Expected Result/Impact: Increase teacher effectiveness Increase student achievement Staff Responsible for Monitoring: Principals Assistant Principals Instructional Coach Instructional Support Teachers Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Campuses will conduct student goal setting conferences with students in ELAR and Mathematics to determine growth needed and set steps to increase achievement. Strategy's Expected Result/Impact: Demonstrate student growth in ELAR and Mathematics STAAR achievement. Staff Responsible for Monitoring: Principals Assistant Principals Teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Conduct regular reviews of student achievement data and program effectiveness to make informed instructional decisions to impact targeted students groups . Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principals Assistant Principals Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Create and implement skills checks for students to take every one to two weeks. Provide framework for analyzing data. Strategy's Expected Result/Impact: Increased students performance Staff Responsible for Monitoring: Principals Director of Accountability and Assessment Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Update and implement curriculum framework. Strategy's Expected Result/Impact: Increased teacher efficacy Increase student achievement Staff Responsible for Monitoring: Principals Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Goal 1: Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

Performance Objective 2: By June, 2024, GISD will achieve a scale score of 85 on the CCMR component of Domain I in the state accountability system. By June, 2027, GISD will achieve a scale score of 93.

High Priority

Evaluation Data Sources: State accountability rating
CCMR tracking document

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Continue to expand the dual credit program/partnership with Paris Junior College. This includes the Pathways in Technology Early College High School (P-TECH) at GHS that allows for students to earn an Associates Degree. A new pathway (Health Science: EMT) was added for the 2023-2024 school year. Strategy's Expected Result/Impact: Number of students enrolled in dual credit courses, grades and credits awarded. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principal Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide Career and Technical Education students with hands-on experiential learning opportunities through real-world settings such as internships, clinical, and practicum learning experiences that coincide with curriculum and instructional strategies to better equip and prepare students upon graduation. Strategy's Expected Result/Impact: Number of hands-on experiential learning opportunities Number of students participating Staff Responsible for Monitoring: Principal Associate Principal Assistant Principal Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Work with Paris Junior College to offer College Preparatory Math and English at GHS. Strategy's Expected Result/Impact: Increased number of students achieving CCMR Staff Responsible for Monitoring: Principal Counselor Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Increase the number of Industry Based Certifications offered at GHS and NHHS. Strategy's Expected Result/Impact: Increased number of students achieving CCMR Staff Responsible for Monitoring: Principal Counselor Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Implement SAT/TSI preparation opportunities for students prior to school-wide testing day. Strategy's Expected Result/Impact: Increased number of students achieving CCMR Staff Responsible for Monitoring: Principal Counselors Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: Maintain Career and Technology Education Advisory Board and meet quarterly to review student, district, and community needs. Strategy's Expected Result/Impact: Increase partnerships and opportunities for students Staff Responsible for Monitoring: Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | | | |
| <div> <div>  No Progress </div> <div>  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. (Teaching and Learning)

Performance Objective 3: By June, 2024. the percentage of students that will rate in the category of meets for the HB3 Reading Board Goals will be 38%. 55% of 3rd grade students will achieve a meets rating for the HB3 Reading Board Goal by June, 2027.

HB3 Goal

Evaluation Data Sources: STAAR

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Expand PLCs, utilizing the updated curriculum framework 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 Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Meet with campus principals bi-weekly 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: Deputy Superintendent of Administration Campus Principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: 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 increasing overall "meets" rate. Staff Responsible for Monitoring: Deputy Superintendent of Teaching & Learning Deputy Superintendent of Administration Director of Accountability , Research, Evaluation and Assessment | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Implement a clear and intentional focus on early literacy for reading in all grade levels to include faithful application of guided reading. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Asst. Principal Curriculum Coordinator Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Incorporate phonemic awareness in early grades to strengthen reading fluency and comprehension. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principals Teachers Deputy Superintendent of Teaching and Learning. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | N/A | | |
| <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. (Teaching and Learning)

Performance Objective 4: By June, 2024. the percentage of students that will rate in the category of meets for the HB3 Math Board Goal will be 35%. 50% of 3rd grade students will achieve a meets rating for the HB3 Math Board Goal by June, 2027.

HB3 Goal

Evaluation Data Sources: STAAR

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide professional development that targets math 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 math performance at BOY/MOY/EOY Increased unit assessment performance Increased STAAR Performance Staff Responsible for Monitoring: Principal Asst. Principal Dean of Instruction Math Coordinator Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Assess students using skills checks and unit assessments. Strategy's Expected Result/Impact: Increased performance on student assessment data in Aware, PLC content, data analysis, and student goal sheets. Staff Responsible for Monitoring: Principal Asst. Principal Dean of Instruction Deputy Superintendent of Administration Curriculum Coordinator Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Implement a clear and intentional focus on early numeracy for math in all grade levels to include faithful application of guided math. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Asst. Principal Dean of Instruction Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </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. (Teaching and Learning)

Performance Objective 5: By June, 2024, the percentage of students that will rate in the category of meets for the special education population will increase to 28% from 21%. By June, 2027, 40% of SPED students will achieve the meets category.





Evaluation Data Sources: STAAR/EOC results

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Review Results Driven Accountability Data to assess Special Education program impact on SPED students with principals. Strategy's Expected Result/Impact: Increased understanding of special programs and student need. Staff Responsible for Monitoring: Executive Director of Special Education. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></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. (Teaching and Learning)

Performance Objective 6: By June 2024, the percentage of students that will rate in the category of meets for the African-American population will increase to 25%. By June, 2027, 40% of African-American students will achieve the meets category.

Evaluation Data Sources: STAAR/EOC results

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide accelerated support for students that were not successful on the 2022 STAAR assessment aligned to HB 4545/HB 1416 requirements in Texas. Strategy's Expected Result/Impact: Documentation of student progress on Measurement of Academic Progress (MAP), STAAR, and APEX which will lead to increase student achievement. Staff Responsible for Monitoring: Principal Asst. Principal Teachers Director of Accountability Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Conduct regular reviews of student achievement data and program effectiveness to make informed instructional decisions. Strategy's Expected Result/Impact: Increased scores for AA, Hispanic, Economically Disadvantaged, Special Education, and ELL student groups on the Summative Assessments and 2021 STAAR, EOC, TELPAS, TPRI, Tejas LEE Staff Responsible for Monitoring: Principal Asst. Principal Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning Director of Accountability Teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div> No Progress</div> <div> 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. (Teaching and Learning)

Performance Objective 7: By August, 2023, Travis Intermediate and Crockett Elementary will achieve a "C" or better rating in the state accountability system.

Evaluation Data Sources: STAAR results
A-F accountability

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Travis Intermediate and and Crockett Elementary will participate in the Focused Support Grant for the 2023-2024 and 2024-2025 school years. Campuses will focus on observation/feedback and high quality instructional materials year 1. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principals Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Meet with Travis Intermediate and Crockett Elementary principals bi-weekly to review Targeted Improvement Plan progress. Participate in training sessions with the Region 10 Educational Service Center. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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 1: Greenville ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

Performance Objective 8: Increase the academic performance of Economically Disadvantaged, African American, English Language Learners, Special Education students, students identified as dyslexic, or served through 504, at all grade levels in Math, Science, Reading, and Social Studies to at least 70% approaches.

High Priority
Evaluation Data Sources: STAAR/EOC, and MAP data.

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Literacy/Reading interventionists will work with students at Travis Intermediate, Crockett Elementary, and Carver Elementary that have been identified as needing Tier 3 support by utilizing research-based reading instruction. Reading/ELA coordinator will help plan and model lessons, and attend Professional Learning Community (PLCs) meetings to provide support for all reading teachers when needed. Strategy's Expected Result/Impact: Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, or served through 504 who demonstrate growth on STAAR Reading. Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, or served through 504 who demonstrate growth on MAP. Staff Responsible for Monitoring: Deputy Superintendent of Teaching and Learning Principals Assistant Principals Dean of Instruction Interventionists Curriculum Coordinators Title I: 2.4, 2.6 - Results Driven Accountability - Equity Plan | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Teachers support students who have been identified as needing Tier 2 support by utilizing research based guided reading strategies and resources. Strategy's Expected Result/Impact: Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on STAAR Reading. Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on REN360 Reading. Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Lead Teacher Teacher Deputy Superintendent of Teaching and Learning Title I: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Math Coordinator will help plan and model lessons, and attend Professional Learning Community (PLCs) meetings to provide support for all math teachers when needed. Strategy's Expected Result/Impact: Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on STAAR Mathematics. Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, and/or served through 504 who demonstrate growth on MAP. Staff Responsible for Monitoring: Principals Assistant Principals Dean of Instruction Interventionists (Travis Intermediate, Carver, Crockett) Math Coordinator Deputy Superintendent of Teaching and Learning | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 4: Teachers will support students who have been identified as needing Tier 2 support by utilizing research based guided mathematics strategies and resources. Strategy's Expected Result/Impact: Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, or served through 504 who demonstrate growth on STAAR Mathematics. Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, student identified as dyslexic, or served through 504 who demonstrate growth on MAP. Staff Responsible for Monitoring: Principals Assistant Principals Dean of Instruction Interventionists Content Coordinator Deputy Superintendent of Teaching and Learning Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: 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 MAP. Beginning of the Year data, as well as intervention groups based on need and connected to HB 4545/HB 1416 requirements. Strategy's Expected Result/Impact: Tutoring records, Tier II and Tier III RtI documents Staff Responsible for Monitoring: Principals Asst. Principal Dean of Instruction Teachers Content Coordinator Lead Teacher Title I: 2.4, 2.5 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 6: Strengthen Transition Plans for seamless transition between L.P. Waters and each elementary campus, from each elementary campus to the Travis Intermediate, from Travis Intermediate 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 Dean of Instruction Assistant Principals Counselors Title I: 2.4 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| Strategy 7 Details | | Reviews | | | |
| Strategy 7: Provide tutorials (acceleration) for students who may be at risk for academic failure and provide additional educational assistance to individual students the district or school determines needs assistance with support from the after-school ACE program. Strategy's Expected Result/Impact: Number of students attending tutorials after school Increased student achievement Staff Responsible for Monitoring: Principals Asst. Principals Dean of Instruction Teachers ACE Grant Project Director ACE Site coordinator Title I: 2.4 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 8: Support the implementation of a Bilingual education program and provide on-site coaching by Bilingual Director. Strategy's Expected Result/Impact: Student work samples to represent growth in academic goals and intervention. Spanish exam scores - summative and STAAR. Growth on TELPAS Staff Responsible for Monitoring: Principal Asst. Principal Dean of Instruction Teacher Director of Bilingual Services Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></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. (Teaching and Learning)

Performance Objective 9: Provide Greenville ISD students with equitable access to a comprehensive rigorous and relevant curriculum aligned to state standards and promoting college, career, and military readiness.

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of all students groups. Strategy's Expected Result/Impact: Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, students identified as dyslexic, and/or served through 504 who demonstrate growth on core subject areas. Increase the percentage of Economically Disadvantaged, African American, English Language Learners, Special Education, students identified as dyslexic, and/or served through 504 who demonstrate growth from initial data point to EOY on MAP. Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Develop and implement a comprehensive set of supports to engage students in varied options for credit attainment, goal setting, and grade repair. Strategy's Expected Result/Impact: Increase graduation rates for each student group, as defined in state accountability Staff Responsible for Monitoring: Principal Associate Principal Assistant Principal Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Provide access to CTE courses at GMS and GHS with expansion in Agriculture at GMS for the 2023-2024 school year. Strategy's Expected Result/Impact: Number of partnerships established Student participation Staff Responsible for Monitoring: Principal Associate Principal for Curriculum and Instruction Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: 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: 2.4, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: 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; Measured increase in graduation rates. Staff Responsible for Monitoring: Principals Asst. Principal Dean of Instruction Counselors Student Engagement Officers Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration Title I: 2.4, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 6: Train principals on conducting classroom walkthroughs and providing feedback through the Effective Schools Framework model. Strategy's Expected Result/Impact: Increased teacher efficacy Increased student achievement Increased lesson alignment Staff Responsible for Monitoring: Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | | | |
| <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>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div> | | | | |

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

Performance Objective 1: Reduce disciplinary infractions of all student groups by 10%.

Evaluation Data Sources: *Student groups served, included over-representation of students from economically disadvantaged families, ethnic, and racial representations, and with a disability who receive Special Education and limited English proficiency services.

*Attendance Rates

*Dropout rates

*Graduation rates

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Campus administration and counselors will support the continued implementation of Tier 1 behavior strategies based on the student code of conduct. Strategy's Expected Result/Impact: Out-of-class discretionary placements will be reduced as a result of the implementation of effective Tier 1 behavior strategies. Staff Responsible for Monitoring: Principal Assistant Principal Student Engagement Officer Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Campus instructional leadership teams will review student discipline each month to monitor out-of-class placements and to strategize regarding areas in need of targeted interventions. Strategy's Expected Result/Impact: Out of class discretionary placements will be reduced as a result of implementing Tier 1 behavior supports with fidelity. Staff Responsible for Monitoring: Principal Assistant Principal Student Engagement Officer | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: All campuses will implement preventative discipline management programs and will use frameworks as a way to support teachers in recognizing how to proactively intervene with classroom-level behaviors in order to reduce the number of discipline incidents for the campus. Strategy's Expected Result/Impact: Out-of-class discretionary placements will be reduced as a result of implementing Tier 1 behavior supports with fidelity. Staff Responsible for Monitoring: Principal Assistant Principal Student Engagement Officer Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Review 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 Assistant Principals Teachers Counselors Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Create and implement a discipline matrix to provide general guidance and consistency across the district. Strategy's Expected Result/Impact: Decreased discipline referrals Increased consistency Staff Responsible for Monitoring: Deputy Superintendent of Administration Principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | | | |
| <div> <div>0% No Progress</div> <div>100% 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. (Student Safety)

Performance Objective 2: 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.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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, Principals, Continuity across all campuses. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Partner with GISD PD to implement school safety training 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 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| 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. Strategy's Expected Result/Impact: Reduction in instances of sexual abuse, maltreatment of children, and internet predators. Staff Responsible for Monitoring: Principals Assistant Principals Counselors Student Engagement Officers Title I: 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Provide bullying investigation training to Principals and Assistant Principal Strategy's Expected Result/Impact: Reduction in incidents of bullying Staff Responsible for Monitoring: Principals Assistant Principals Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Redesign and launch Bullying web page on District website. Strategy's Expected Result/Impact: Better awareness Staff Responsible for Monitoring: Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: Provide bullying investigation training to Principals and Assistant Principal. Strategy's Expected Result/Impact: Reduction in incidents of bullying Staff Responsible for Monitoring: Principals Assistant Principals Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | N/A | | |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: Continue with Character Strong character education in guidance lessons. Strategy's Expected Result/Impact: Reduction in bullying. Staff Responsible for Monitoring: Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | N/A | | |
| Strategy 8 Details | Reviews | | | |
| Strategy 8: Provide MANDT training to all campuses. Strategy's Expected Result/Impact: Increased relational capacity with students. Staff Responsible for Monitoring: Deputy Superintendent of Teaching and Learning Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | N/A | | |
| <div> <div>0% No Progress</div> <div>100% 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. (Human Resources)

Performance Objective 1: 100% of Greenville ISD teachers will meet the Texas requirements for 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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Develop teacher leadership to support teacher development as a means of recruiting, supporting and retaining effective teachers. Strategy's Expected Result/Impact: Increased teacher retention Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Assistant Director of Human Resources Principal | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Maintain a hiring process that permits principals and the Assistant Superintendent of Human Resources to recruit the best candidates and provide letters of intent early in the hiring period. Strategy's Expected Result/Impact: Highest qualified candidates hired early to prevent them from being hired by other districts. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Assistant Superintendent of Human Resources Principals Assistant Principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Review current hiring and recruitment process for substitute teachers. Review pay in comparison to surrounding districts. Review surrounding districts' best practices for hiring. Strategy's Expected Result/Impact: Remain competitive in pay for substitutes. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Assistant Director of Human Resources | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Develop a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trends, to include market analysis of salaries, benefits and incentives. *Provide stipends for critical need areas and extra duty assignments *Maintain student discipline *Maintain a positive climate Strategy's Expected Result/Impact: Recruitment and retention numbers Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Assistant Superintendent of Finance Principals Assistant Principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: 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 and teachers who become certified through State and local alternative routes to certification. Strategy's Expected Result/Impact: Increase in teacher recruiting and hiring Increase in student achievement Quality of number of highly qualified teacher applicants Diversity of applicant pool Staff Responsible for Monitoring: Assistant Superintendent of Human Resources | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: 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 number of highly qualified teacher applicants. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Principals Title I: 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 7: Develop 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 Deputy Superintendent of Administration Assistant Superintendent of Human Resources Principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 8 Details | Reviews | | | |
| Strategy 8: Continue partnership with Texas A&M University-Commerce to inform current staff members of the Pride Pathway program that allows staff members to earn a degree and eventual teaching certification. Strategy's Expected Result/Impact: Increased teacher applicant pool Staff Responsible for Monitoring: Assistant Superintendent of Human Resources | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div>0% No Progress</div> <div>100% 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. (Human Resources)

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.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Instructional Leadership Teams 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 Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Principals will conduct classroom walkthroughs with intentional feedback utilizing the ESF framework. Strategy's Expected Result/Impact: Increased alignment of instruction to student expectations. Staff Responsible for Monitoring: Principals Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div>0% No Progress</div> <div>100% 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. (Human Resources)

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





Evaluation Data Sources: ESL Certification

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide training for teachers seeking ESL certification/endorsement to increase their success rate on the teacher certification exam. Strategy's Expected Result/Impact: ESL Certification by all teachers. Staff Responsible for Monitoring: Deputy Superintendent of Teaching and Learning Director of Bilingual Programs Director of Instructional Programs Principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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 3: The district will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

Performance Objective 4: Provide opportunities for high-quality professional development for 100% of teachers in order to support student centered learning.

Evaluation Data Sources: Teacher retention rates
Student achievement data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide staff development opportunities for administrators, teachers and paraprofessionals to effectively implement the curriculum framework. Strategy's Expected Result/Impact: Increased lesson alignment and effectiveness. Staff Responsible for Monitoring: Continuing Education Coordinator Principals Asst Principals Dean of Instruction Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| 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. 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 Staff Responsible for Monitoring: Principals Asst. Principals Dean of Instruction Instructional Strategist Continuing Education Coordinator | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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. (Human Resources)

Performance Objective 5: By June, 2024, the teacher turnover rate will decrease to 20%. GISD will reduce to teacher turnover rate to 15% by June, 2027.

Evaluation Data Sources: Teacher retention data

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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: Assistant Superintendent of Finance Assistant Superintendent of Human Resources Title I: 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| 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: Assistant Superintendent of Finance Title I: 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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: Assistant Superintendent of Finance Purchasing Director Title I: 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| 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: Assistant Superintendent of Finance Superintendent | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Departments and campuses will submit monthly budget variance reports. Strategy's Expected Result/Impact: Insure funds spent timely and appropriately Staff Responsible for Monitoring: Assistant Superintendent of Finance | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | N/A | | |
| <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





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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 Superintendent of Finance | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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 ten 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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Conduct building inspections with each principal and the Maintenance and Grounds Manager to prioritize maintenance needs and make decisions regarding facility improvements. Strategy's Expected Result/Impact: Better response to student, staff, and building needs. Staff Responsible for Monitoring: Assistant Superintendent of Operations Executive Director of Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Review the facilities assessment and available resources to develop a plan for upgrading existing facilities, constructing new facilities, and providing guidance for maintaining and repairing existing facilities. Strategy's Expected Result/Impact: Determination of new facilities for GISD. Staff Responsible for Monitoring: Assistant Superintendent of Operations Deputy Superintendent of Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Review instructional facility master plan based on facilities assessment, the District facilities educational standards, current use, master schedules, and building capacities. Strategy's Expected Result/Impact: Identify benchmarks for possible action. Staff Responsible for Monitoring: Assistant Superintendent of Operations Deputy Superintendent of Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Review and make recommendation of current bus schedule for the 2023-2024 school year. Strategy's Expected Result/Impact: Identify most efficient routing schedule. Staff Responsible for Monitoring: Assistant Superintendent of Operations Executive Director of Operations Director of Transportation | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 5: Review current bus and white fleet, make recommendations for a replacement schedule, and implement the replacement schedule as funding allows. Strategy's Expected Result/Impact: Identify best purchasing option for District. Staff Responsible for Monitoring: Assistant Superintendent of Operations Executive Director of Operations Director of Transportation Lead Mechanic | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: Create oversight committee for Maintenance Tax Notes. Strategy's Expected Result/Impact: Fiscal Transparency Staff Responsible for Monitoring: Assistant Superintendent of Operations | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | N/A | N/A | | |
| <div> <div> No Progress</div> <div> 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 4: The District will maintain a score of 98 or above on the FIRST report from 2023-2024 until 2026-2027.

Evaluation Data Sources: FIRST reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Review accounting procedures and update finance manual. Staff Responsible for Monitoring: Assistant Superintendent of Finance | 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 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
Skyward Parent Portal Use
Number downloads for GISD APP

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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 Superintendent of Teaching and Learning Continuing Education Coordinator Digital Media Coordinator | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| 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: PEIMS Director Deputy Superintendent of Administration Principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 4: Regularly organized special events that showcase student work and highlight the academic accomplishment of students and staff. (Student recognition at each monthly school board meeting, GISD State of the District each fall semester, Golden Lions Luncheon, Campus PTA programs/open houses, Art Around Town-annual art showcase of student artwork K-12). Strategy's Expected Result/Impact: Parent and Community Participation Staff Responsible for Monitoring: Principals Deputy Superintendent of Administration Communications Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: The District, middle, and high school campuses will provide information to parents, students, counselors, and teachers information about higher education admission and financial aid 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 Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: Greenville ISD will encourage community interaction by hosting various events and programs throughout the year (ex. Back the Red, White and Blue, Veterans Day, Golden Lions luncheon, All Pro Dads). Strategy's Expected Result/Impact: Increased community involvement Staff Responsible for Monitoring: Executive Director of Communications Community Relations Marketing Coordinator | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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
Engagement Count
Increase in use of Parent Portal
Increase in downloads of GISD APP

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: District Communications team will launch and introduce a District Instagram Page and Linked In. Strategy's Expected Result/Impact: Increased social media presence and users Staff Responsible for Monitoring: Executive Director of Communications Digital Media Coordinator | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Share GISD news on other community sites and in other community newsletters. Strategy's Expected Result/Impact: Increased awareness Staff Responsible for Monitoring: Executive Director of Communications Community Relations and Marketing Coordinator | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Greenville ISD Communications team will provide timely and engaging announcements, stories, photo galleries, and videos on the district and campus websites to keep internal and external audiences informed. Strategy's Expected Result/Impact: Increased awareness Staff Responsible for Monitoring: Executive Director of Communications Digital Media Coordinator | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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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.

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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 Assistant Principals Assistant Superintendent of School Leadership | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| 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: Deputy Superintendent of Administration Deputy Superintendent of Teaching and Learning Title I: 4.1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |